

10

ENGLISH

Grade 10



ENGLISH

Class 10

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**Government of Nepal
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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 the 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 the students 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 the Curriculum Development Center (CDC) Baburam Poudel, Prof. Dr. Chandreshor Mishra, Prof. 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 and language of this textbook were edited by Chandra Kanta Bhusal and Ramesh Prasad Ghimire. The Curriculum Development Center (CDC) extends sincere thanks to all those who have contributed to developing this textbook.

This textbook contains a variety of materials from various genres and the engaging exercises which help learners to achieve the competency and learning outcomes set in the curriculum. Each unit deals with all the language skills and aspects in an integrated manner. An attempt has been made to make this textbook as much user friendly as possible. The students, teachers and other stakeholders are expected to make constructive comments and suggestions to make it a more useful learning material.

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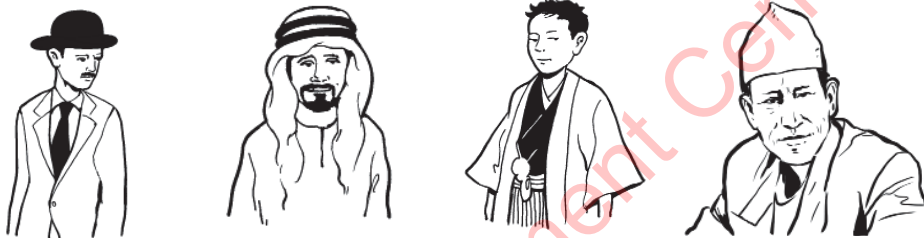
UNIT ONE

GIVING, WITHHOLDING AND REPORTING PERMISSION

Reading

A. Engage yourself

1. Look at the pictures below, and answer the following questions.



- a. Where are these people from?
- b. How do they greet each other?

2. Describe your dining etiquette. Is it different from the Japanese people?

B. Study time

Read the following text quickly, and answer these questions.

- a. How do the Canadians greet each other?
- b. How long does it take for Latin Americans to complete their lunch?
- c. Where do people take off their shoes when entering a restaurant?

A World Guide to Good Manners: How not to Behave Badly Abroad

Travelling to all corners of the world is getting easier and easier. We live in a global village, but this doesn't mean that we all behave in the same way. Different people of different countries have their own way of life.

Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more you respect the person, the deeper you should bow. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

Clothes

Many countries have rules about what you should and should not wear. In Asian and Muslim countries, you should not reveal the body, especially women, who should wear long sleeved tops. In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them together facing the door you came in. This is also true in China, Korea, Thailand and Iran.

Food and drink

In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner. In Britain, you might have a business lunch and do business as you eat. In Mexico and Japan, many people prefer not to discuss business while eating. Lunch is a time to relax and socialise, and the Japanese rarely drink alcohol at lunchtimes. In Britain and the United States, it is not unusual to have a business meeting over breakfast, and in China it is common to have business banquets, but you should not discuss business during the meal.

Doing business

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position in a business card. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with both hands, with the writing facing the person you are giving it to.

In many countries, business hours are from 9 or 10 am to 5 or 6 pm. However, in some countries, such as Greece, Italy, and Spain, some businesses close in the early afternoon for a couple of hours then remain open until the evening.

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you should not refuse, even if you do not feel like staying out late.

Extra tips

Here are some extra tips that help you when you travel.

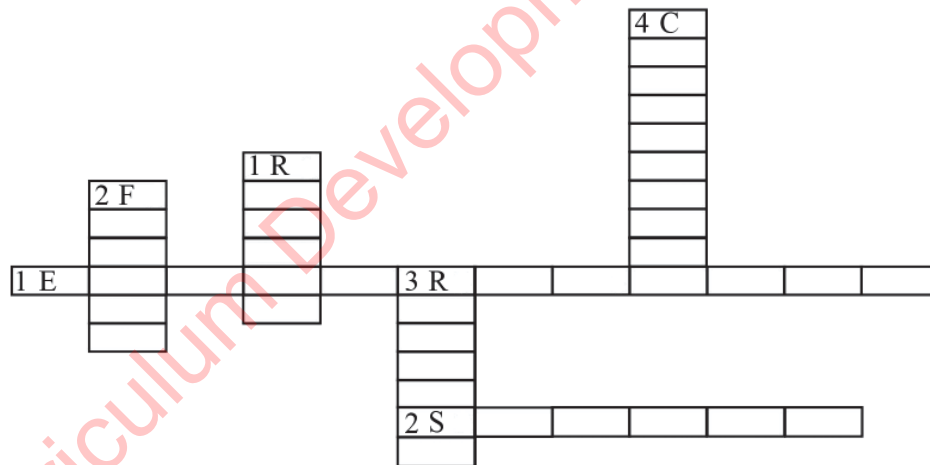
1. In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good.
2. In France, you should not sit down in a cafe until you have shaken hands with everyone you know.
3. In India and the Middle East, you must never use the left hand for greeting, eating or drinking.

4. In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.
5. Most South Americans and Mexicans like to stand very close to the person they are talking to. You should not back away.
6. In Russia, you must match your host's drink for drink or they will think you are unfriendly.
7. In Ireland, social events sometimes end with singing and dancing. You might be asked to sing.
8. In America, you should eat your hamburger with both hands and as quickly as possible. You should not try to have a conversation until it is eaten.

(Source: Norman Ramshaw in *New Headway English*)

1. Vocabulary in use

Solve the crossword puzzle using appropriate words from the text.



Across

1. uncomfortable; humiliating
2. a part of a piece of clothing that covers your arm

Down

1. show
2. in a strong or definite way
3. opposite
4. co-workers

2. *Reading comprehension*

i. **Read the text, and decide whether the following statements are true or false.**

- a. When an American meets us for the first time, we shake hands.
- b. In many parts of Asia, friends kiss on both cheeks when they meet.
- c. In Mexico, many people think that lunch is a time to relax and socialise.
- d. In India, we should take off our shoes when entering a restaurant.
- e. In Japan, we must present our business cards with both hands.
- f. In Spain, some businesses close in the early afternoon for a couple of hours.

ii. **Read the text again, and answer the following questions.**

- a. Mention any one difference between the American and the Japanese greetings.
- b. What type of clothes should the Muslim women not wear in Muslim countries?
- c. Is your main meal of the day same as that in Britain?
- d. In which countries do people prefer discussing business during meals?
- e. When is it necessary to print your business card in the local language?
- f. Where does physical distance between the speakers play significant role?

C. **Follow-up activities**

1. **Work in a small group. Think of one or two examples of good manners for the following contexts in your country. Write them in your exercise book, and present them to the class.**

- a. Greetings
- b. Clothes
- c. Food and drink
- d. Doing business

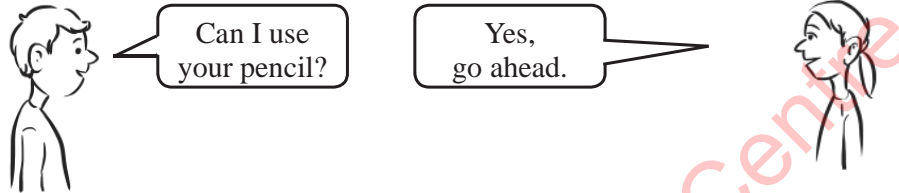
2. **What advice about cultural behaviour would you give to someone coming to study in your country?**

Grammar

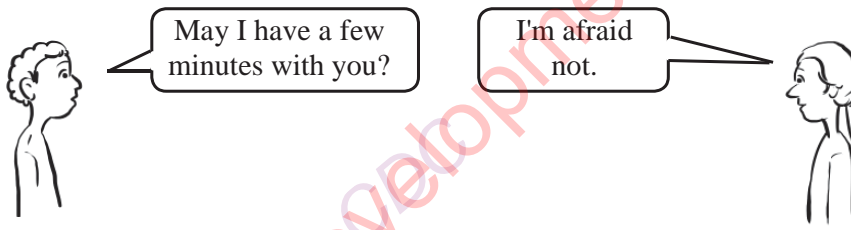
A. Engage yourself

Read the following conversations, and find whether the girl is giving or withholding permission.

a.



b.



B. Time for grammar

1. Work in a pair. Have similar types of conversations for the following situations.

- use protractor/Of course
- play football/I'm afraid I can't let you...
- bring my sister to the party/That's OK
- borrow your book/Yes, certainly you can

2. Make as many sentences as possible from the following table.

Can	I	use your cell phone	to call my mother?
May		use your camera	to take some photographs?
Is it OK/ all right if		go to the book store	to buy some books?
		go home	to take a rest?

3. Report the following sentences as in the example below.

Examples:

a. "You can use my pencil."

I'm allowed to use her pencil.

b. "Don't let them enter through this gate."

They are not permitted to enter through this gate.

a. "You can take photographs here."

b. "Don't let them leave the school."

c. "Let her sit here."

d. "You can play here."

e. "Don't let them speak English in Nepali class."

C. Follow-up activity

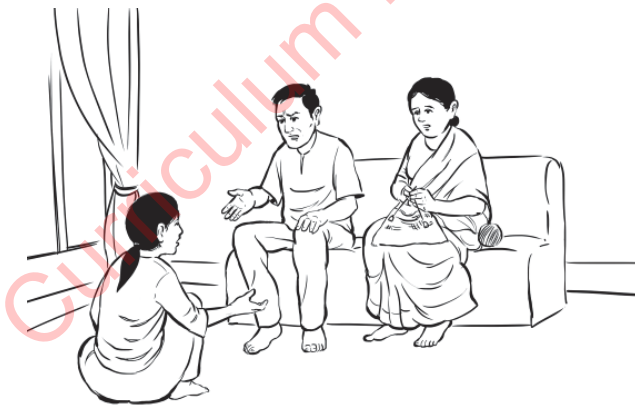
Imagine you are in the Pashupatinath area. Tell a tourist what he/she can and cannot do there.

Example: You cannot take photographs inside the temple.

Listening

A. Engage yourself

Look at the picture, and guess answers to the questions.



a. Who are these people?

b. What do you think they are talking about?

B. Study time

1. Listen to the conversation, and answer the questions given below.

Questions	Answers
a. What time are the people in the conversation planning to go to watch the movie?	
b. What should Bandana do before going to the movie?	
c. How many people are going to watch the movie altogether?	
d. Whom did Bandana request for permission to watch the movie?	
e. Who told Bandana not to wander after the movie?	

2. Listen to the conversation once again, and fill in the gaps with the correct words.

- a. Bandana’s father suggested that she should confirm whether her mother had any or not.
- b. Bandana informed her mother that she had a holiday.
- c. Bandanas' best friends are Sumana, Dolma and
- d. Her mother allowed her to her friends at her home.
- e. Bandana's friends are curious to her mother.

C. Follow-up activity

Work in a pair, and complete the table with the expressions used for giving and withholding permission that you listened to in the audio.

Giving permission	Withholding permission
.....
.....
.....
.....
.....

Speaking

A. Engage yourself

1. Read the following expressions. In which situation do you use them?

Group A

Of course.
Yes, certainly you can.
By all means.
Yes, that's fine.
Please you don't hesitate to
Sure.
OK/Fine/All right if
That's OK/That's fine.
That's all right.
Let her sit here.

Group B

You can but you mustn't
Don't let them
Sorry, I'm afraid
I'm afraid you can't
I'm afraid not.
I'm afraid I can't let you
I can't possibly

2. Go through the expressions above again, and point out the difference between Group A and Group B.

B. Time for speaking

1. Work in a pair. Study the following situations, and play the role of the people in the conversations below.

Situation one: Two strangers are sitting next to each other on a bus.

Boy: Excuse me, I'm feeling cold. Is it OK if I close the window?

Girl: Fine with me. I'm cold too.

Boy: Thanks.

Situation two: Kapil has just finished signing a paper. Anupam needs to borrow a pen.

Anupam: Excuse me, could I borrow your pen?

Kapil: Yes, certainly you can.

Situation three: Furba is driving Ajit back to his house. He's going to stay in his house for a while. Therefore, he wants to park his car.

Furba: Is it all right if I park inside your compound?

Ajit: It's OK if there is a room.

Situation four: Tilak and Nabin are staying in a hotel. Nabin has to call his mother but he has left his cell phone at his house.

Nabin: Is it OK if I use your cell phone?

Tilak: I'm afraid you can't. My battery is dead.

2. Have similar conversations in the following situations. Select appropriate expressions from the *Engage yourself* section above.

a. take a photograph: yes



b. pat your beautiful cat: no



c. take a leave for two days: yes



d. go to the movie: yes



e. open the window: yes



C. Follow-up activities

1. **Work in a pair. Have a conversation between you and your friend in the following situations.**
 - i. You are the monitor of your class. Your friend is asking for permission to go out of the class.
 - ii. Your friend asks you to borrow your brand new expensive selfie-stick for two days. You know he/she drops things easily.
2. **Imagine you are at your friend's birthday party. Your friend is asking you to stay there. You have to ask your parents for permission. Have a conversation between you and your parents.**

Writing

A. Engage yourself

Read the following invitation card, and discuss the given questions in a pair.

<p style="text-align: center;">Mr. C. P. Mishra and Mrs. K. Regmi request the honour of your presence at the marriage of their daughter Karuna with Kabi son of Mr. G. S. Poudel and Mrs. N. Adhikari on February 23rd 2018, at Vision Party Palace, Damak and afterwards for the reception at Hotel Diamond View. R.S.V.P. 9800000000 Damak, Jhapa</p>
--

Questions

- a. Who is Karuna?
- b. Name the parents of the bride and the bridegroom.
- c. When is the marriage ceremony?
- d. Where is the event going to take place?

B. Time for writing

1. Prepare a similar invitation card using the following information.

Bride: Rupa

Parents: Mr. P. P. Rawat and Mrs. L. Yadav

Bridegroom: Kesar

Parents: Mr. R. N. Chaudhary and Mrs. G. Mahato

Date: January 12, 2018

Place: Bhrikuti Party Palace, Butwal

Hotel: A 2 Z, Chauraha, Butwal, 9700000000

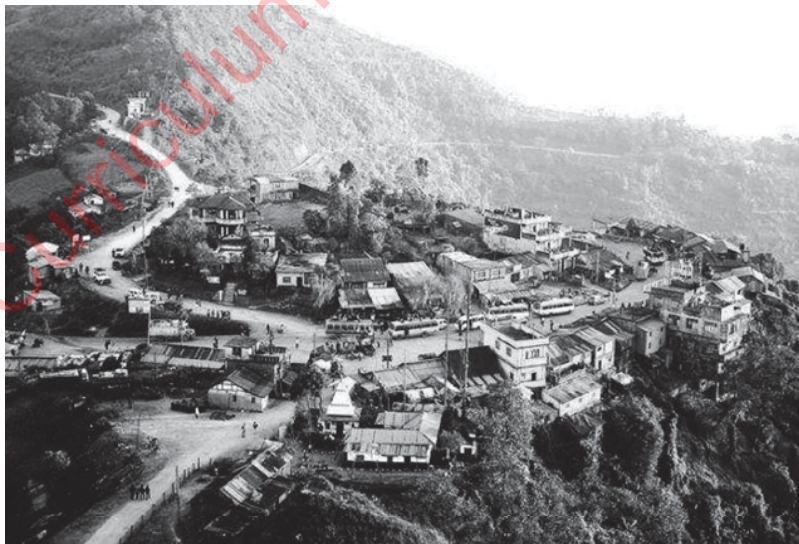
2. Imagine your brother had an engagement with a girl. Draft an invitation card for his marriage and show it to your teacher.

C. Follow-up activity

Suppose you receive the invitation card above, but you will be busy with your own work on February 23, 2018. Compose a letter of apology to Mr. C. P. Mishra and Mrs. K. Regmi explaining the reason why you are unable to attend.

Project work

Here is a brief description of Bhedetar by Arun Pradhan. Read the description, and prepare a similar description of your place stating what the visitors can and cannot do there. Paste a photograph of the place if possible.



Bhedetar is a transit point to Dhankuta from Sunsari district. It is 16 km north-east from Dharan. It is at the top of a hill almost 1450 meters high from the sea level. People from different places visit Bhedetar for a picnic in the winter and to enjoy cool fresh air in the hot summer. Charles' Point, a peak the British Prince Charles climbed in 1994, and now known as Bhedetar Viewpoint, is a point one should reach. Visitors are allowed to take photographs there.

A road goes for Kamphek, Danda Bazaar and Ravi from Bhedetar. Visitors can stay in cozy lodges and hotels there. A twenty-minute walk to the west from Bhedetar leads the visitors to the famous Second Pathibhara Devi's temple. Hindus are allowed to worship the goddess. They say belief in supernatural power is necessary to weave people together. In addition, Bhedetar is a viewpoint of the beautiful scenery of the plains of Kosi and the charming Himalayan ranges like Kumbhakarna and Makalu. Anyone can easily catch regular buses or hire taxis at Bhanuchowk, Dharan for Bhedetar.

Fun corner

Describe the following picture.



UNIT TWO

REPORTING STATEMENTS

Reading

A. Engage yourself

Look at the picture, and answer the following questions.

- Have you ever participated in a debate competition? If yes, what was the subject of the debate?
- Using a single language across the world is better than using multiple languages. Do you agree? Why?



B. Study time

There has been a debate competition in Gaurishankar Higher Secondary School. Amrit Timilsina is the Master of Ceremonies (MC). Karma and Kabita are the speakers in the final round of the debate.

Read the transcriptions of the debate below, and note some important points Karma and Kabita presented to support their opinion.

For the motion: Using a single language is better than multiple languages

Mr. Chairperson, respected teachers, and friends!

I would like to thank Mr. Timilsina for giving me an opportunity to express my opinion on the burning issue 'the fewer the languages there are, the easier the life will be'. Every year, several languages die out. Some people think that life will be easier if there are fewer languages in the world. I support this view.

As we know, the development of recent technology has a significant role to create a global village. People from any part of the world can communicate easily through the Internet. Due to the international importance of the English language, most people are reluctant to use their first language and are learning English. This shows that people prefer learning the language that helps them to communicate in the global village to their own language.

Mr. Chairperson, using the same language would certainly aid understanding and global fraternity. People can communicate with one another without any problems. It unites all the people as global citizens. If everyone speaks the same language, there will be a clear understanding between not only countries but also people throughout the world. It would promote learning, the flow of information and ideas. For example, students don't have to translate the text into their mother tongue to understand.

Ladies and gentlemen, economic growth is also possible by using single language as it can minimise various costs such as the cost of communication, translation, interpretation, etc. We won't need interpreters in international conferences, seminars and workshops. Participants can easily express whatever they like in the language of common understanding. Thus, it can minimise the communication barriers and help international business, resulting in a healthier world economy.

Not only this, if a language is intelligible for all, members of security forces can easily investigate and understand national and international criminal plans. It may help in solving international and intercultural security problems too.

To conclude, I strongly claim that using a single language as a lingua franca strengthens our fraternity, integrity, security and global understanding, in addition to helping international business and economy.

Thank you.

Against the motion: Using multiple languages is better than a single language

Mr. Chairperson, respected teachers, and friends!

Thank you, Mr. Timilsina for giving me this platform to present my view on the issue. As we know every year several languages die out. With their death, the knowledge inherent there dies too. Though the previous speaker argued that the fewer the languages are, the easier the life will be, I strongly disagree with his arguments.

Mr. Chairperson, language influences our thought and our thought influences reality of the world around us. It means we perceive the world as per our linguistic background. Language also carries culture. Cultural and linguistic diversity have a reciprocal relationship. Therefore, there are obvious disadvantages of having only one global language. Firstly, it would mean that all other languages would eventually disappear and, along with them, their cultures too. Each culture is unique with its own way of life and own perspective of the world. Cultural diversity boosts tourism because it attracts tourists from different parts of the world. The loss of languages results in the loss of cultures and the loss of cultures leads to the collapse of the tourism industry because there would be no reason to travel for pleasure and interest if,

all over the world, we have the same language and similar cultures. This finally leads to decline of the national economy of the countries which rely on tourism industry.

Mr. Chairperson, using fewer languages also creates identity problems. The ethnic groups without their own language and culture lose their linguistic and cultural identity. Variety in literature is only possible through linguistic and cultural differences. It is impossible if we have a single global language. Likewise, each language has its own taste and own distinct quality. For example, the Sanskrit language is said to have musical quality. All these qualities get lost if people start using a single language all over the world. Furthermore, the fewer the languages are in use, the less the vocabulary in practice. Therefore, the less vocabulary in practice, the less imaginative and creative work is possible.

Ladies and gentlemen, I would like to ask Karma if he could understand all the varieties, i.e. dialects of his mother tongue. As we know, even the dialects are often unintelligible to all the speakers of the same language. Then, how can we think about the use of a single language all over the world? Is it practical? Is it possible? I think debating on such issue is just a waste of time.

Thank you.

1. Vocabulary in use

i. Find the following words in the text above, and figure out their meanings in context.

degeneration	perspective	disappear
unintelligible	promote	investigate

Example:

Word in the context: As we know, the development in recent technology has a significant role to create a global village. People from any part of the world can communicate easily through the Internet.

Meaning: important

ii. Observe the underlined words below, and find out their meanings in the context.

- Because of Jack's fear, Sangina was reluctant to tell the truth. So she told a lie.
- Teachers had a joint conference with the students. They had planned to discuss the existing issues of classroom teaching.
- Towering mountains have formed a natural barrier between China and Nepal.
- Understanding between people develops a feeling of fraternity in a society.

- e. The company has continued to flourish over the years. It has made a great success.
- f. The Nepali language is the lingua franca in Nepal. It is used as a common language by different linguistic groups.

iii. Find the following words in the text above, and underline their best synonyms next to them. The first one has been done for you.

- determine: fix on; discover; influence
diversity: difference; similarity; variety
inherent: intrinsic; extrinsic, built in
integrity: togetherness; incompleteness; entirety
dialect: standard form; vernacular language; regional variety
reciprocal: interactive; complementary; one-way

2. Reading comprehension

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

- a. Who are the two speakers in the debate?
- b. Who is the supporter of fewer languages?
- c. What do Karma and Kabita claim?
- d. Which language is supposed to have a musical quality?
- e. What brings variety in literature?
- f. What can minimise communication barrier?
- g. Write down any three benefits of having fewer languages.
- h. Mention any three benefits of having many languages in the world.

ii. Including the points that you have noted during reading, summarise the texts above.

iii. Read the text again, and decide whether the following statements are true or false.

- a. Karma supports that the fewer the languages are, the easier the life will be.
- b. He claims that a global village is possible through the development of technology.
- c. The Nepali language is said to have a musical quality.
- d. Kabita questions the practicability and possibility of using a single language across the globe.
- e. She argues that if we use fewer languages, it may create identity problems.

C. Follow-up activities

1. **Work in a pair. Exchange your summary with your partners. Give feedback to each other so that you can edit and refine your draft. Then read your edited summary in the class.**
2. **Read the debate again. Play the role of Karma or Kabita and present your arguments to support your opinion.**

Grammar

A. Engage yourself

1. **Go through the following expressions of Prashanna and Dolma, and find out how their expressions differ.**

Prashanna (on Friday evening): I don't like this party. I want to go home now.

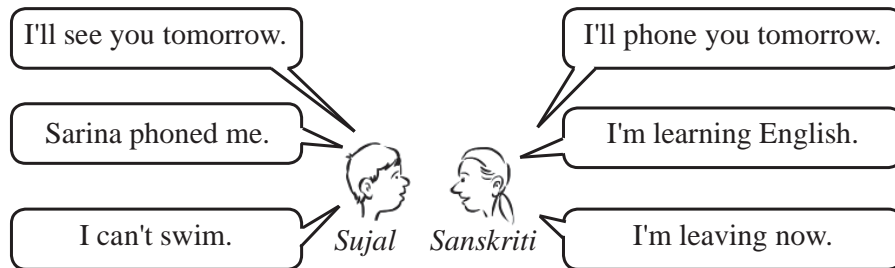
Dolma (on Saturday morning): Prashanna said that she didn't like the party, and she wanted to go home then.

2. **Tick (✓) the correct indirect speech for the following direct expressions.**

- i. Palten says, "I have won the match."
 - a. Palten says that he has won the match.
 - b. Palten says that he had won the match.
 - c. Palten said that he had won the match.
 - d. Palten said that I had won the match.
- ii. Yangchen said, "I don't like to study all the time."
 - a. Yangchen said that he doesn't like to study all the time.
 - b. Yangchen said that he doesn't like to study all the time.
 - c. Yangchen said that he doesn't like to study all the time.
 - d. Yangchen said that I don't like to study all the time.

B. Time for grammar

1. **Read the speech bubbles, and find what Sujal said to Sanskriti.**



I'll see you tomorrow.

Sarina phoned me.

I can't swim.

Sujal

Sanskriti

I'll phone you tomorrow.

I'm learning English.

I'm leaving now.

2. Report what Sujal told Sanskriti.

Example: Sujal told Sanskriti that he couldn't swim.

3. Read the direct speech below, and complete the indirect reporting that follows.

a. "I overslept this morning."

Sankalpa said that

b. "The earth moves round the sun."

Durgaman told me that

c. "I'm tired."

Hiramaya says that

d. "John had an accident."

Bidhya said that

e. "I was working until ten o'clock last night."

Ashim said

f. "When I got there, the place was almost empty."

Sandesh said

g. "I enjoyed myself last night."

Anu said

h. "Pujan's living with her husband now."

Sujata said

i. "I'm meeting John tonight."

Dhanesh said

j. "It's raining cats and dogs here."

She told me

C. Follow-up activities

1. Read the following police report narrative, and prepare a set of interview questions to be asked to Mr. Ghale, an eyewitness, so that you can extract the information included in the narrative.

On January 8, at approximately 7:45 p.m., an unidentified male entered C.N. School and stole 3 laptops. The main gate of the school was closed at the time of crime. Mr. Arun Ghale, security in-charge, was having his supper when the suspect entered. Mr. Ghale stated that he fired first. Then, he yelled, "Open the ICT lab, and get on the floor!" After the suspect put all the laptops into his bag, he ran out of the school. Mr. Ghale called the police at 8.00 p.m. He described the suspect as an "Eighteen-something male wearing jacket, jeans and a hat."

Interview questions

Example:

- a. When did the robbery happen?

.....

2. Work in a pair. Play the role of police officer and Mr. Ghale. You ask for information and your partner provides you with factual information of the event.

Listening

A. Engage yourself

Look at the picture, and guess the answers to the following questions.

- a. Who are the people in the picture?
- b. What are they talking about?
- c. Where is Chhinnamasta temple located?



B. Study time

1. Listen to the telephone conversation, and complete the following message slip.

Telephone Message Slip	
Caller's Name:	.....
Call Received by:	.....
The Caller is Looking for:	.....
Call Time:	.....
Call Back Number:	.....

2. Listen to the telephone conversation again, and complete the following sentences with the correct words.
 - a. Sapana is going to watch at Chhinnamasta.
 - b. Agrim is planning to go to
 - c. Yogendra said that was out.
 - d. Sapana will wait for Agrim till
 - e. Sapana will take a to go to Chhinnamasta.

C. Follow-up activity

Work in a pair. Suppose you are Yogendra and Sapana. Listen to the telephone conversation, and note down as much information as possible. Then have a similar conversation between you and your friend.

Speaking

A. Engage yourself

Go through the following statements, and present your view 'for' or 'against' them in a single sentence.

- a. Zoos should be abolished.
- b. All museums should be free to the public.
- c. Renewable forms of energy should be subsidised by the government.
- d. Weapon proliferation increases the possibility of war.

B. Time for speaking

Work in a group, and have debates on the following issues.

- a. Some people believe that political leaders must have a higher academic qualification. It not only broadens their vision and thought but also enlightens them with knowledge and wisdom. However, others argue that leaders are social workers who need to be equipped with leading capacity rather than academic certificates.
- b. Some people argue that depending on other countries is always harmful to us. On the contrary, other people claim that almost every country directly or indirectly depends on others in the global world. We must strengthen our relation with our neighbouring countries.

C. Follow-up activity

Select one of the issues from the exercise above. Recall what your friends claimed and how they supported their view on the issues. Then prepare a debate and present it to the class.

Writing

A. Engage yourself

Answer the following questions.

- a. Where do you live?
- b. How do you greet people in your culture?
- c. What are the other significant cultural activities that you perform in your society?
- d. Why are they important to know?
- e. Do you think they strengthen your identity? How?

B. Time for writing

People have their own customs, beliefs, art, way of life and social organisations. They are the backbone of civilisation and identity. Nowadays, due to western influence we are neglecting our own culture and following the western culture. This leads us to nowhere. Write an essay on “Our Culture, Our Identity” in about 300 words.

C. Follow-up activity

What do you think about the value of native language in your community? Prepare a debate for or against the statement “Native language is better than the English language.”

Project work

Prepare a questionnaire to collect information about your local culture. Then, visit the elderly people in your community, and write their responses on the issue. Present your findings to the class.

Fun corner

1. *Get* is a verb. The basic meaning of *get* differs when it precedes particles like *across, back, away, in, etc.* Now, work in a group, match the phrasal verbs with their meanings, and then present your answer to the class.

Phrasal verbs

Meanings

- | | |
|---------------|--|
| a. get across | i. to have a holiday |
| b. get away | ii. to be communicated to somebody |
| c. get back | iii. to return |
| d. get down | iv. to arrive at a place |
| e. get in | v. to move from a higher position to a lower one |
2. Let's play a game. When you get the signal from your teacher, start writing phrasal verbs. When your teacher signals stop, stop writing. Now share your list to the class.

UNIT THREE

REPORTING QUESTIONS

Reading

A. Engage yourself

A fable is a short story, typically with animals as characters, conveying a moral. Now answer the following questions.

- Have you heard the fable about the ant and the grasshopper? If yes, tell it to your friends in the class.
- Have you ever seen or heard about people like the ant and the grasshopper? If yes, share it with your friends in the class.

B. Study time

Read the following excerpt, and observe how Tom and George were spending their life.

The Ant and the Grasshopper

I could not help thinking of this fable when the other day I saw George Ramsay lunching by himself in a restaurant. I never saw anyone wear an expression of such deep gloom. He was staring into space. He looked as though the burden of the whole world sat on his shoulders. I was sorry for him: I suspected at once that his unfortunate brother had been causing trouble again. I went up to him and held out my hand.

‘How are you?’ I asked.

‘I’m not in hilarious spirits,’ he answered.

‘Is it Tom again?’ He sighed.

‘Yes, it’s Tom again.’

‘Why don’t you chuck him? You’ve done everything in the world for him. You must know by now that he’s quite hopeless.’

I suppose every family has a black sheep. Tom had been a sore trial to him for twenty years. He had begun life decently enough: he went into business, married, and had two children. The Ramsays were perfectly respectable people and there was every reason to suppose that Tom Ramsay would have a useful and honourable career. But one day, without warning, he announced that he

didn't like work and that he wasn't suited for marriage. He wanted to enjoy himself. He would listen to no expostulations. He left his wife and his office. He had a little money and he spent two happy years in the various capitals of Europe. Rumours of his doings reached his relations from time to time and they were profoundly shocked. He certainly had a very good time. They shook their heads and asked what would happen when his money was spent. They soon found out: he borrowed. He was charming and unscrupulous. I have never met anyone to whom it was more difficult to refuse a loan. He made a steady income from his friends and he made friends easily. But he always said that the money you spent on necessities was boring; the money that was amusing to spend was the money you spent on luxuries. For this he depended on his brother George. He did not waste his charm on him. George was a serious man and insensible to such enticements. George was respectable. Once or twice he fell to Tom's promises of amendment and gave him considerable sums in order that he might make a fresh start. On these Tom bought a motor-car and some very nice jewellery. But when circumstances forced George to realize that his brother would never settle down and he washed his hands of him, Tom, without a qualm, began to blackmail him. It was not very nice for a respectable lawyer to find his brother shaking cocktails behind the bar of his favourite restaurant or to see him waiting on the box-seat of a taxi outside his club. Tom said that to serve in a bar or to drive a taxi was a perfectly decent occupation, but if George could oblige him with a couple of hundred pounds he didn't mind for the honour of the family giving it up. George paid.

Once, Tom nearly went to prison. George was terribly upset. He went into the whole discreditable affair. Really Tom had gone too far. He had been wild, thoughtless, and selfish, but he had never before done anything dishonest, by which George meant illegal; and if he were prosecuted he would assuredly be convicted. But you cannot allow your only brother to go to gaol. The man Tom had cheated, a man called Cronshaw, was vindictive. He was determined to take the matter into court; he said Tom was a scoundrel and should be punished. It cost George an infinite deal of trouble and five hundred pounds to settle the affair. I have never seen him in such a rage as when he heard that Tom and Cronshaw had gone off together to Monte Carlo the moment they cashed the cheque. They spent a happy month there.

(Source: Sixty Five Short Stories by W. Somerset Maugham)

1. Vocabulary in use

i. Read the story, and place the following words in the column that best describes what you know about each one.

gloom suspected hilarious chuck
 decently sore expostulations profoundly
 unscrupulous enticements amendment circumstances
 qualm blackmail cocktails decent
 discreditable illegal prosecuted
 convicted vindictive scoundrel

I don't know at all	I have seen or heard but don't know the meaning	I know the meaning	I know the meaning in this context
		gloom	
expostulations	cocktails		

- ii. Work in a group, and share your list with others in your group. Write a short paragraph using the words you are familiar with.**
- iii. Prepare a list of words that are still unfamiliar to you. Search their meanings in the dictionary, and copy them in your exercise book.**

2. Reading comprehension

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

- a. Who was a black sheep in Ramsays' family? Why?
- b. What was a respectable profession to Tom?
- c. Why was George Ramsay staring into the space?
- d. Why did Tom leave his work and wife?
- e. How did Tom manage his life when he ran out of money at first?
- f. How did Cronshaw and Tom cheat George?
- g. What forced George to realise that his brother would never settle down?

ii. Read the text again, and put the following sentences in the correct order.

- a. He began to blackmail his brother for money.
- b. He left his wife and his office.
- c. When his money was spent, he borrowed it from friends and spent it on luxuries.
- d. George continued to pay for his brother's expenses.
- e. He bought a motor-car and some very nice jewellery.
- f. Tom took help of Cronshaw to cheat his brother, and left for Mont Carlo.
- g. He promised to make a fresh start.
- h. The Ramsays were perfectly respectable people.
- i. He never settled down.

iii. Using the information above, summarise the story in a paragraph.

C. Follow-up activities

1. **Work in a pair. You and your partner collect information about Tom and George respectively. Then you describe Tom to your partner, and your partner describes George to you.**
2. **Have you ever seen, heard or experienced a person like Tom in your community? Describe the similarities between them.**

Grammar

A. Engage yourself

1. **Read the following excerpt from the story above, and identify who the speaker was.**

'How are you?' I asked.

'I'm not in hilarious spirits,' he answered.

'Is it Tom again?' He sighed.

'Yes, it's Tom again.'

'Why don't you chuck him? You've done everything in the world for him. You must know by now that he's quite hopeless.'

2. **Sangeet reported the conversation to his teacher. Observe how he reported it.**

The narrator asked how he was. George replied that he was not in hilarious spirits. The narrator asked if it was Tom again. George answered positively. The narrator advised George to chuck him. He also explained that he had done everything in the world for him. He added that he had to know by then that he was quite hopeless.

B. Time for grammar

1. **Match the direct speech in column A with the reported speech in column B.**

S. N.	Column A	S. N.	Column B
a.	She said to me, "Where is Dolma?"	.....	He asked her where she was from.
b.	She said to me, "Is he at home?"	.....	He asked me how old I was.
c.	He said to me, "How old are you?"	.....	The head teacher asked me if I could go to school at ten o'clock.
d.	The head teacher said to me, "Can you come to school at ten o'clock?"	.....	She asked me if he was at home.
e.	He said to her, "Where are you from?"	.....	She requests him to help her the next day.
f.	She says to him, "Can you please help me tomorrow?"	.....	She asked me where Dolma was.

2. **Change the following into indirect speech.**

- a. Anupam says, "Where do you live?"
Anupam asks me
- b. Sanjeeb says, "Can you solve the problem?"
Sanjeeb asks
- c. Prabin said, "Does Pramila love me?"
Prabin asked

- d. Dinesh said to his friends, “Who went to Muktinath for worshipping the God?”
Dinesh asked his friends
- e. Navaraj said to Saraswoti, “Will you visit me in Australia?”
Navaraj told Saraswoti
- f. Julia said to Pujan, “How is your husband?”
Julia inquired Pujan
- g. A stranger said to Astha, “What kind of music do you like?”
A stranger asked Astha
- h. Bharatlal said to Phiroj, “Aren’t you applying for a grant?”
Bharatlal asked Phiroj
- i. Aritosh said to Durgalal, “Aren’t you in the office?”
Aritosh asked Durgalal
- j. “Didn’t you pay her?” he said.
He asked

3. Pemba has been working as an interpreter in a trekking company for five years. A business person visits his office to deal a project with his boss.

Pemba: Good morning!

Business person: Good morning!

Pemba: How can I help you, sir?

Business person: I want to see Mr. Bhisma Ranjan, your boss. I’m here to deal a project.

Pemba: Sure, sir. Have your seat, sir. I’ll inform him right now.

Now, work in a pair. You report what Pemba said, and your friend reports what the business person said to the class.

Begin like this: Miss, as I entered Duke Nepal Adventure, I met a business person talking to Pemba. Pemba greeted the business person, and asked how he could help him

C. Follow-up activity

Read a story from a story book, and pick some of the direct questions. Then change them into indirect speech.

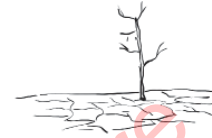
Listening

A. Engage yourself

Match the pictures with the words below.

a. cloudy

i.



b. rainy

ii.



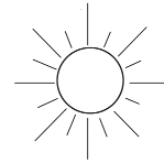
c. dry

iii.



d. sunny

iv.



e. windy

v.



B. Study time

1. Listen to the weather forecast, and match the halves of the sentences.

A

B

a. The weather in the north is

i. cloudy.

b. The weather in the east is

ii. dry and cloudy.

c. The weather in the west is

iii. windy and cold.

d. The weather in the south is

iv. rainy.

2. **Listen to the weather forecast again, and fill in the gaps with the correct words.**

- a. The temperature will reach degree Celsius in the North of the country.
- b. The public is informed not to leave home without their
- c. People may experience in the afternoon in the east of Nepal.
- d. In the west and middle of the country, the weather is dry but
- e. Today's best weather is in the of the country.

C. Follow-up activities

1. **Listen to a weather forecast of your country broadcast in English either on radio or on television for two days; pick out the main points and present it to your class.**
2. **Now, prepare a weather forecast transcript to be broadcast from your nearby FM radio.**

Speaking

A. Engage yourself

Go through the conversations below, and copy indirect reporting of Krispa in your exercise book.

- a. Mother: Krispa, when does your father finish his work?
Krispa: (*going to the kitchen*) Daddy, Mommy asks me when you finish your work.
- b. Father: Is your mother ready for the outing?
Krispa: (*Returning to the farm*) Mommy, Daddy asks if you are ready for the outing.

B. Time for speaking

1. **Anjana went missing on an island two years ago. Now, she has been rescued and taken home. A news reporter is interviewing her to know or make known to the public how she spent the days there to broadcast on television. Work in a pair. Play the role of an interviewer and interviewee.**

Key words:

survive eat drink wear spend night/day

2. **Report the interview between interviewer and Anjana.**

3. **Anjana's mother was surprised to see her daughter after a long time. She is on a live interview programme on FM radio. Work in a group. Play the role of interviewer, Anjana's mother and the general audience.**

Clues:

Mother

- hope to see her daughter again

Daughter

- how she felt
- what she did to search for her
- who saved her
- when they saved her
- what she is doing now

Now, report the interview.

C. Follow-up activities

1. **Mr. Ghale is a domestic tourist in your area. Now, he is at the bus station. He does not know the tourist destinations in the area. He asks for information to Ms. Baidhya. Work in a pair. Play the role of Mr. Ghale and Ms. Baidhya.**
2. **Now, report what Mr. Ghale asked to Ms. Baidhya to your class.**

Writing

A. Engage yourself

Read the following essay, and discuss the questions given below in pairs to know how the essay is written.

Relevance of Involving School Graduates in Community Services

Socialisation of the teenager is believed to be a difficult part in the modern society. On the one hand, modern technology like the Internet has virtually linked the whole world. On the other hand, it has created physical gap among people. Having considered the issue, in some countries school students are provided with an opportunity to serve their community. In my opinion, sending school graduates to work



in community services is a good idea to minimise the physical gap between people as it equips them with valuable life skills.

As we know, life skills are very important to a person as they develop social, interpersonal, intellectual and emotional skills. A person learns the way people communicate, negotiate, and cooperate to solve a common problem in their community. Therefore, if a person is sent to a community for services, he/she learns practical ways of dealing with social problems and their consequences. In addition, critical thinking and self-evaluation skills can also be developed. Furthermore, working in the community helps people to develop good social skills.

Nowadays, school graduates are spending their afterschool time watching television, playing video games, browsing the Internet, chatting on facebook, etc. The lack of productive activities might create social problems. Providing young people with compulsory voluntary works as their afterschool programme, on the one hand, engages teenagers and, on the other hand, minimises the possibility of suffering from drug abuse. It also strengthens their social relationships.

Ability to establish strong social relationships also increases their employability as they learn soft skills that are compulsory for any person to work in a team. Working in a community voluntarily not only strengthens their CV but also teaches them that it is not easy to make money. This leads them to think twice before spending their money. Thus, they learn to save money from such works.

In conclusion, I think compulsory voluntary community works after school education not only helps the individual student for his/her all-round development but also supports every community by producing employable and charitable human resources. Therefore, I would like to suggest the concerned authority to put such programmes into action as soon as possible.

Questions

- a. How many paragraphs are there?
- b. What is the first paragraph about?
- c. Point out the main idea of the text.
- d. What does the writer suggest at the end?
- e. Make a list of logical connectors like *likewise*, *therefore*, etc.
- f. Supply a suitable title for the essay.

B. Time for writing

Some people believe that students should be given a large amount of home work so that they can learn independently. Others disagree and think that they should be engaged in social activities rather than school work at home. To what extent do you agree or disagree? Give reasons for your answer, and include any relevant examples from your own experiences.

C. Follow-up activity

Work in a pair. Share your essay with your friends. Underline each other's thesis statement, topic sentences and concluding remarks.

Project work

Work in a group of five to seven. Plan for your class magazine to complete it within four days utilising your extra class time. Create and collect English articles, essays, poems, reflections, jokes, cartoons, riddles, etc. Decide on the layout and design of your magazine; edit it; colour it; finalise it and publish it on the wall of the school where people can read it.

Fun corner

Answer the following riddles.

- a. I travel all over the world, but always stay in my corner. What am I?
- b. How many seconds are there in one year?
- c. What do you call a bear without an ear?
- d. Why can't someone living in Kathmandu be buried in Pokhara?
- e. What starts with a P, ends with an E, and has thousands of letters?

(Source: Reader's Digest, www.rd.com/jokes/riddles)

UNIT FOUR

REPORTING COMMANDS

Reading

A. Engage yourself

1. Look at the pictures below. These are very popular tourist destinations in Nepal. Do you know what they are famous for?
2. Write down the name of any two major places that you have visited, and also mention their significance in a few sentences.



B. Study time

Read the following excerpt from *Memoirs of my visit to France* written by Govinda Raj Bhattarai, and locate the following information.

1. Names of the plants mentioned in the memoirs:
2. Names of the museums the author visited:
3. Names of the places the author visited in France:
4. Lainsingh Bangdel's literary works:

Memoirs of my Visit to France

This morning the city of Paris looks slightly fuming; the sky is overcast, and it is drizzling too. But it does no harm to me. I have decided to go out for a visit or an observation tour. I had asked Nirmal *bhaai* for a list of museums in the vicinity of Paris yesterday. He brought me some brochures with the names and addresses, and street maps of Paris Museums in the evening. Paris has more museums than temples and gods in Kathmandu, he says. I am new to Paris, staying here for only one week. Hope these maps and brochures will show me Paris metro zones and guide me to some museums today. Last week Nirmal *bhaai* showed me Pompidou Centre, 'a complex building of high-tech structure'. This visit has emboldened me to explore further.

I guess I can cover a maximum of two museums today. It means just giving a cursory glance. This is my plan. They say Cézanne is quite far away, Paul Cézanne, the post-impressionist painter, may be in the outskirts. I cannot visit him all alone, and cannot cover two museums in a day. So I chose to visit a museum nearby in the heart of the city. Likewise, Braque is far, Du Champ is farther away. So I have decided as per Nirmal's suggestion to start with Rodin's. Maybe I will go to Monet's next.

People know I am never a painter, nor a sculptor, nor a connoisseur of art, or a professional, but then, the world knows that my interest in the lives of great artists and their lasting works is growing deeper. So wherever I go, I prefer to visit art museums first of all. In Russia, in Greece, in England, in America—I did so. I move merely a dilettante, however, with a deep sense of awe and reverence. I have no words to express how I felt upon seeing Mona Lisa in Louvre yesterday. I must say why my interest in this is growing gradually in this way.

Two decades ago, I was entrusted an Academy project titled Introduction to the Literary Trends and Movements in which I had to present a glimpse of literary trends and movements of the world. Most literary movements developed from the western movements of art and philosophy. They are entrenched firmly. Therefore, I studied and wrote briefly on new trends of art such as Impressionism, Expressionism, Symbolism, Cubism, Dadaism, Surrealism and their relationship with literature. I had used secondary sources to write about them. Later on I visited the Modern Tate of London to write on postmodernism.

Most new thoughts originated in France. Most of them came to literature through art; they went to other literatures from France. Later on when I studied the great works of Lainsingh Bangdel, his memoirs and travels and journals, I was moved, everybody will be moved to read him, his *Muluk Bahira Ma*, a magnum opus. Have you read this or his *Spenko Samjhana*? Or, his *Romko Kanda Ra Pyarisko Phool*? ... He spent 12 years in Paris and studied Fine Arts in those difficult days. He had to spend 42 days travelling by ship from Calcutta to London. Every young heart will be moved to read those great love

letters exchanged between Bangdel and his beloved (Manu). *Muluk Bahira Ma* presents 500 pages of a rare collection of love letters exchanged between Lainsingh and his consort. There is wisdom, experience, hope and sadness. His desire for great art and great literature is indomitable. I don't recommend any other book to an avid reader like you more than this *Muluk Bahira Ma*. This book proves that he had gained an incomparable height and success in Nepali art. Mostly, it is in the form of a daily diary. On his regular entry of 17th of August 1952, one year before I was born, he wrote these lines from Paris:

I visited Musée d'Art Moderne (Museum of Modern Art) today. I had an opportunity to look at the paintings of all the artists of France, living and dead, together. The paintings of Braque and Picasso moved me exceedingly. I came across many artists who have imitated the form of Georges Seurat and styles of Cézanne and Gauguin.

But I could not see here the paintings of Gauguin, Van Gogh, Cézanne, Renoir. Probably they are upstairs. I will come some other day (Page 145).

Nirmal *bhaai* had described my way to two Museums - Rodin's and Monet's. I set out all alone, for the first time in the megacity of Paris. I had to enter the metro station, deep down below, buy tickets from the vending machine. Nobody will speak English to me if I got lost, perhaps, because they speak French, but for me everything is so strange and unknown. I must have spent innumerable days and nights in learning France since SLC. We had a map of France, we had history of France. The French Revolution, Napoleon Bonaparte, First and Second World Wars, the Existentialists... It is an endless story. Lainsingh's writing produces a living France; even B. P. Koirala has detailed his brief journey of France in his book *Hitler and the Jews*. I have known great people and the land, and I feel the French people too must know me.

But when I think deeply, I know, nobody knows me. I am alone, and I wonder about the consequences if I take the wrong line. Then I mustered up the courage to travel along the underground tubes alone. Nirmal had bought me tickets and shown routes. I entered the underground world near Paris Nord station and travelled for about 30 minutes. It was claustrophobic, the crowd was so huge and shifting all the time. At last I got out of the tube near Vernon. Then, I ascended to the surface of the earth, as if from nowhere, by climbing the escalator. I reached a broad street where vehicles were plying swiftly. I came to a different air, an open space, and I no more felt suffocated. I didn't know which direction I was supposed to follow. So I asked a passerby: Excuse me, can you show me the way to Musée Rodin please? He did not speak, just pointed towards the direction with his white fingers. Perhaps he was telling me the direction without any words. Most French like the Chinese, they say, do not like to speak in English, though they know it, or love to speak in their mother tongue. He spoke in French, politely of course. I could only guess what he said. I thanked him, though he had gone a bit further ahead, and I continued my pace.

This morning is damp and the road is wet. The sky is overcast. I walked on, with an umbrella on my head. The road is broad, its sidewalks lonely and desolate. These are shaded by tall trees like poplars; there were some maples, too. The leaves of maple and different exotic trees along the boulevard shine yellow like a flower. They keep falling all the time in early autumn, soft paper-like dry leaves have made the street a carpet of different colours. Some were swept by rainwater, waiting to be swept in the manholes. Having walked for about five minutes, I again asked a slim lady walking towards me, tick-tocking her pointed soles, 'Excuse me, how far may be Musée Rodin, please? She also pointed towards the same direction and moved ahead. She spoke no words. There are people, but they don't know me, neither do I expect to know any of them. A total stranger, a bit scared, I am walking. And I felt a bit lonely and helpless. After a hundred steps I came to a sharp bend like a dead end, and across this stood a yellowish cream colored building, at the entrance of which I could read Musée Rodin.

I entered the building, and as instructed by the curator, I bought a ticket and hired a special hand machine that will play the recorded voice to explain to me everything in English. As I passed the administrative building, I came across a beautiful garden; it was full of pointed shapes of fir and pine trees, giving the best proof of French topiary. Far away stood other trees like walnut, juniper and yew, birds chirruped from the top. Among the topiary art stood a huge black bust, on top of which lay a drooping figure of Rodin. Not Rodin himself but a magnificent sculpture of him. It is commonly known as Rodin's Thinking Man. The Thinking Man squatted on a large and tall marble slab, in half bent posture and pensive mood. This is one of the masterpieces in modern art, an incomparable work. Rodin's pensive mood is remarkable.

Three years ago I had visited a smaller museum in Baltimore; Sewa had joined me from Illinois. In that very small museum, Rodin's copy too was quite small. Rodin's little thinker in Baltimore was a black metal work, just a replica. I remember writing an article which reminds us of our visit to Baltimore, and van Gogh's Irises. It got published in *Antardaristi* edited by Jyoti Ghimire of the USA.

Since I heard of the name of Rodin as one of the greatest sculptors of the twentieth century, I had always desired to see him, that is, his work, or his Museum. The brochure distributed at the metro station suggests: *If you are going to spend four days in Paris, please visit Rodin Museum on the very first day. Enter the sculpture garden premises and go close to the thinker and feel or experience the weight of the pensive mood he has.*

On that noon, it was drizzling I tried to feel the pensive mood Rodin sculpted in his immortal art. At that moment my mood also turned like his.

1. Vocabulary in use

- i. Read the text again, and describe the following words as in the example.**

Example: entrenched

Word in the text: Most literary movements developed from the western movements of art and philosophy. They are *entrenched* firmly.

- a. What is the meaning of the word in context?
 - *to establish something very firmly so that it is very difficult to change*
- b. What is the word class of the word?
 - *verb*
- c. How do you pronounce the word?
 - */ɪn'trentʃ/*
- d. Is there any suffix and/or prefix in the word? If yes, what does it mean?
 - *Yes, suffix {-ed}. It indicates past tense.*

fuming	overcast	drizzling
vicinity	emboldened	cursory
connoisseur	sculptor	dilettante
awe	reverence	magnum opus
exceedingly	imitated	innumerable

- ii. Read the table below and group the related words from the right column into synonyms and antonyms. Write NA (Not Applicable) if the list does not include antonyms.**

Main words	Related words
mustered	gathered; dismissed; scattered
consequence	result; output; effect
ascend	mounted up; declined; descended
magnificent	splendid; glorious; outstanding
replica	copy; original; duplicate
swiftly	fast; quickly; undyingly
suffocated	crowded; congested; open
pensive	serious; sober; thoughtful
remarkable	noticeable; general; impressive

iii. Now, prepare a list of unfamiliar words from the text, and find their meanings in the dictionary.

2. *Reading comprehension*

i. Read the paragraphs 1, 2 and 3 of the reading passage and write *true* if the information is correct, *false* if the information is incorrect, and *not given* if there is no information given in the passage.

Example: It was drizzling in the city of Paris in the morning. *true*

- a. Paul Cézanne is an impressionist painter.
- b. The author plans to give a cursory glance at museums.
- c. He was assigned an Academy project entitled Introduction to the Literary Trends and Movements.
- d. The author has no words to express how he felt upon seeing the Mona Lisa in Rodin.
- e. Paris has as many museums as temples in Kathmandu.
- f. The author decided to visit Monet's Museum on the first day of his tour.

ii. Read the paragraphs 4, 5, 6 and 7. Then, choose the correct ending for each statement from the box. One has been done for you as an example.

Example: Most new thoughts originated in France came to
(vi) literature through art.

- a. In his Academy project, the author had to present
- b. The author wrote briefly on new trends of art and their relationship with literature
- c. According to the author, most of the literature originated from
- d. Bangdel's *Muluk Bahira Ma* is
- e. In Musée d'Art Moderne, one can

Endings

- i. art.
- ii. using secondary sources of information.
- iii. a glimpse of literary trends and movements of the world.
- iv. a magnum opus.
- v. look at the paintings of Braque and Picasso.
- vi. literature through art.

iii. Read the paragraphs 8 and 9, and complete the following sentences choosing the correct options.

- a. The author visited the museum ...
- i. with Nirmal
 - ii. alone
 - iii. with a French woman
 - iv. with Napoleon Bonaparte
- b. The author had to buy tickets ...
- i. with Nirmal
 - ii. from the metro station
 - iii. from a vending machine
 - iv. with a French woman
- c. If you get lost in France ...
- i. nobody asks you in English
 - ii. everyone asks you in English
 - iii. nobody cares about you
 - iv. you have to use a map
- d. Hitler and the Jews was written by ...
- i. Lainsingh Bangdel
 - ii. B. P. Koirala
 - iii. Govinda Raj Bhattarai
 - iv. Manu
- e. The author travelled for 30 minutes from the Paris Nord station to ...
- i. Baltimore
 - ii. Rodin Museum
 - iii. Vernon
 - iv. Monet Museum
- f. ... thinks nobody knows him.
- i. Lainsingh Bangdel
 - ii. B. P. Koirala
 - iii. Nirmal
 - iv. Govinda Raj Bhattarai
- g. The author was afraid of confined spaces, so he felt suffocated while ...
- i. visiting Musée Rodin
 - ii. travelling underground
 - iii. climbing the escalator
 - iv. all of the above

iv. Read the paragraphs from 10 to 14, and answer the following questions.

- a. What was the weather like?
- b. Where was Musée Rodin?
- c. Describe the road as the author described it.
- d. Why did the author feel lonely and helpless?
- e. Why did the author buy a hand machine?
- f. What was the garden like? Describe it briefly.
- g. Describe Rodin's Thinking Man in few sentences.

- h. When had the author visited museum in Baltimore?
- i. Where was the replica of Rodin's thinker man?
- j. What was the theme of brochure distributed at the metro station?

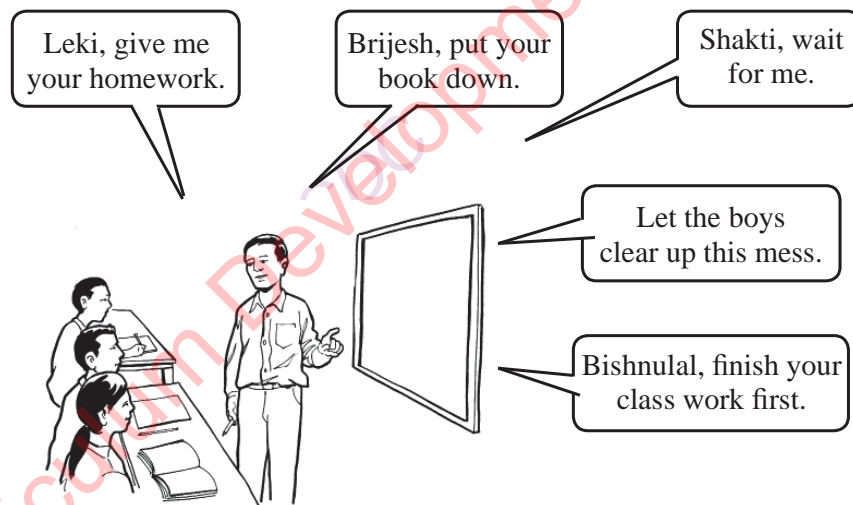
C. Follow-up activities

1. **Work in a group. Make a list of places the author has described in his memoirs. Describe them as the author did, and share your description among your friends.**
2. **Have you ever visited any museum in your country? Describe what you saw there.**

Grammar

A. Engage yourself

1. **Observe what the teacher says to his students.**



2. **The principal asked Kala to report what the English teacher was asking his students to do. Now, observe how she reported it.**
 - a. The teacher asked Bishnunal to finish his class work first.
 - b. The teacher asked Leki to give him her homework.
 - c. The teacher asked Brijesh to put his book down.
 - d. The teacher told Shakti to wait for him.
 - e. The teacher said that the boys were to clear up that mess.

B. Time for grammar

1. Read each sentence, and write a new sentence with the same meaning.

Example: "Don't leave me alone."

Gita told Amrit not to leave her alone.

- a. "Don't wait."
He asked me
- b. "Remember to post the letter."
She reminded me
- c. "Keep out of these rooms at all times."
Kripa warned
- d. "Don't shout."
Bill told Jane
- e. "Please don't tell anyone what happened."
Anuj asked me
- f. "Open the door for her."
Tom asked her
- g. "Listen carefully."
Shabdik asked Prasiksha

2. Report the following sentences.

- a. "Eat more vegetables and fruits," the doctor said.
- b. "Shut the door," dad said.
- c. Arnav said, "Thank you!"
- d. The notice said, "Welcome to Manang!"
- e. "Don't drive too fast," I begged him.
- f. "Fry it in oil," she advised me.
- g. He advised me, "Don't lend her anything."

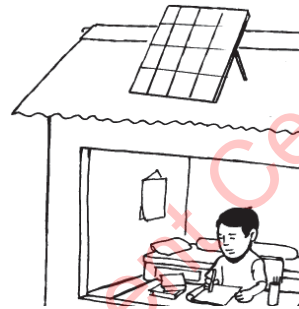
C. Follow-up activity

Write any ten commands and ten exclamations in your exercise book. Then report them to your friends in the class.

Listening

A. Engage yourself

Look at the pictures, listen to the poem quickly, and answer the following questions.



- What does the first picture show?
- What does the second picture suggest?
- What is the relationship between the two pictures?

B. Study time

1. Listen to the poem, and find the rhyming words for the following:

needs bare grow
time spring

2. Listen to the poem again, and complete the following sentences choosing the correct alternatives.

- The poem is written by
 - Eleanor Farjeon
 - Robert Frost
 - William Wordsworth
 - John Keats
- The title of the poem is
 - Kindness
 - Ice and Fire
 - Knowledge
 - College
- Students are the with knowledge of seeds.
 - teachers
 - travellers
 - doctors
 - farmers

- iv. Students must plant seeds in the
 - a. summer
 - b. spring
 - c. autumn
 - d. winter
- v. The poet asks us to plant
 - a. the seeds of knowledge in the meadow
 - b. the seeds of plants in the meadow
 - c. the seeds of knowledge in our mind
 - d. the secrets of rhyme in our mind

C. Follow-up activity

Listen to the poem again, and note down the important points. Now, working in pairs, discuss the points you have noted down and write the summary of the poem.

Speaking

A. Engage yourself

1. Study the grammar section of this unit, and copy some direct commands.
2. Make a list of the verbs used in the commands.

B. Time for speaking

1. Student A and B are talking about what their teachers asked them to do. 'A' directly quotes what the teacher said while 'B' reports them. Work in a group of three. Play the role of 'A', 'B' and the teacher.

Example: Science teacher/complete experiment

Science teacher: Complete your experiment first.

A: Our science teacher said, "Complete the experiment first."

B: Our science teacher asked us to complete our experiment first.

- a. English teacher/describe village/town
- b. Math teacher/solve problem
- c. Social teacher/help people in trouble
- d. Nepali teacher/compose a poem
- e. Health teacher/keep clean and safe

2. Work in a pair. Play the role of 'A' and 'B' to make some commands and report them.

Example:

A: company owner/submit a proposal by 3 p.m.

B: reports what company owner commands his/her staff

A: Kanchan, submit this proposal by 3 p.m. to the Department of Education.

B: Her boss ordered Kanchan to submit that proposal by 3 p.m. to the Department of Education.

- a. A: company owner/submit a proposal by 3 p.m.
B: reports what company owner commands his/her staff
- b. A: army commander/join earthquake relief work
B: reports what army commander orders army personnel
- c. A: father/serve the meal
B: reports what father orders you
- d. A: police officer/investigate and identify the criminal
B: reports what the police inspector orders the police
- e. A: doctor/use the medicine daily twice a day for 15 days
B: reports what the doctor orders his/her assistant

C. Follow-up activity

Prepare a list of commands and orders your teachers made and report them to the class.

Writing

A. Engage yourself

Read the following cooking recipe, and discuss the given questions in pairs.

Cooking Recipe for Vegetable Momo	
Ingredients	Quantity
Carrots	50 gm
Cabbage	90 gm
Potatoes	25 gm
Onions	15 gm
Soy sauce	½ tsp
Tasting powder	½ tsp
Momo masala	½ tsp
Garlic and ginger paste	2 gm
Spring onions	5 gm
Salt and pepper	as per requirement
Butter	15 gm
Vegetable oil	20 ml
Flour	120 gm

Cooking recipe

1. Take a bowl; prepare the dough by mixing flour, water and salt.
2. Make sure the dough rests for about 15 minutes.
3. Wash all the vegetables.
4. Chop cabbage, onions, and spring onions finely.
5. Boil potatoes; grate them and grate carrots as well.
6. Take a bowl and mix chopped cabbage, onion and spring onion, grated potato and carrot, soy sauce, momo spices, ginger, garlic paste, melted butter, salt and pepper.
7. Portion out the dough into small pieces.
8. Roll out the pieces.
9. Place the vegetable stuffing on to the pieces and seal them.

10. Grease momo perforated container with oil.
11. Lay momo into container.
12. Heat the steamer by adding water.
13. Place the sealed momo on to the steamer.
14. Steam momo over the pot of boiling water for about 10 minutes.
15. Serve hot momo with suitable accompaniment or sauce.

Questions for discussion

- a. What are the instructions about?
- b. Why do you think the instructions are presented in numbers?
- c. Why are imperative sentences used in the text?
- d. What happens if we don't follow the instructions sequentially?

B. Time for writing

Write a cooking recipe to prepare a cup of milk tea. Share your recipe among your friends. Edit your recipe and present a final copy to the class.

C. Follow-up activity

Read the cooking recipe above and convert the instructions into a cohesive paragraph. Begin your paragraph as follows:

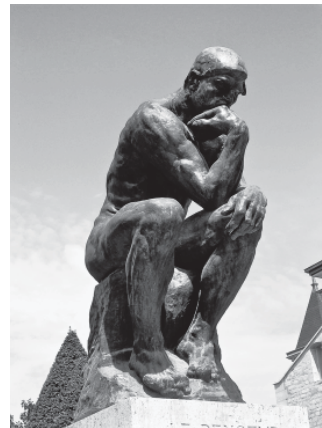
First, collect all the ingredients required to prepare momo. Then take a bowl; prepare a hard dough by adding flour, water and salt. After that....

Project work

Work in a group of four to six. Find any book written in English that is interesting to you in your school library or anywhere. Read the book, and write a couple of paragraphs about a book, and present them to the class.

Fun corner

Look at the sculpture, and write what you feel when you look at it.



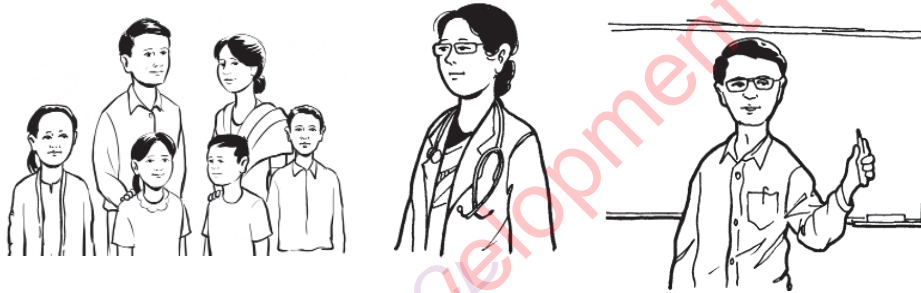
UNIT FIVE

GIVING ADVICE AND WARNINGS

Reading

A. Engage yourself

- Look at the pictures, and guess who they are.
- If you are in trouble, who comes into your mind first?



B. Study time

Reading I

Read the letter, and find how an aunt helps her nephew to avoid distraction.

A Letter to Kunsang

April 7, 2017

Dear Kunsang,

Thank you very much for your letter which I received this morning. Surely, it makes an old aunt very happy to know that her nephew is willing to find a job in the biggest metropolitan city of Nepal. To my surprise, you are thinking of leaving high school and home too. You must not do it.

Kun, I know that you are one of the brightest and the most intelligent members of our family. Honestly, your parents have brought you up to think for yourself. They have never compromised for your study and needs. I really must say something: what you are thinking of doing could make you and everyone else in the family very unhappy. You must think of them and their unconditional love.

I think schooling is not boring and monotonous. You may find metropolitan city appealing and attractive. You might be seeing the grass greener on the other side of the fence. But remember you are not living a useless life here. Many people dream to live your life. Dear Kun, everyone needs to be ambitious but over ambition may ruin your life. I agree with you, but obviously, if you want to do anything with the rest of your life, you should not ignore your parents' support and education. Without their help you can neither live a peaceful life nor get a better job. Don't you think you are making this decision in a hurry? Undoubtedly, you must think before it's too late. If I were you, I would complete my studies first.

Have you ever thought about your parents? Of course, they won't be happy hearing this, at least from you. What about giving a second thought to your day dream? How long do you think you can enjoy the sophisticated city life? Teenagers like you might not have as blissful life as you are thinking now. You and me really should have a serious talk together.

You are supposed to come and see me before you finally decide. If anything appalling ever happens to you, I may not forgive myself.

With much love,
Manisha

1. Vocabulary in use

- i. Pick out the words and phrases from the letter that bring out the writer's attitude to what she is saying. List them, and use them in sentences of your own.**

Example: surely, to my surprise,

- ii. Find the words from the text that give similar meaning to the following.**

- a. cosmopolitan, advanced, worldly,
- b. certainly, definitely, absolutely,
- c. joyful, delighted, ecstatic,
- d. horrible, loathsome, disgraceful,
- e. enchanting, fascinating, charming,

2. Reading comprehension

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

- a. Who has written the letter?
- b. Whom is the letter addressed to?
- c. Where does Kunsang want to go?
- d. Why does Kunsang want to leave his village?

- e. Why does Manisha want her nephew to give it a second thought?
 - f. What suggestions did Manisha give Kunsang? Make a list.
 - g. Do you like Kunsang’s idea of stopping his studies? Why? Why not? Explain.
- ii. What can be the advantages and disadvantages of a cosmopolitan city that are hinted in the letter above? Read the letter again, and complete the table. You may add your opinion too.

Advantages	Disadvantages
a. City may be appealing.	a city can be appalling.

C. Follow-up activity

Suppose you are Kunsang. Write a response letter to your aunt.

Reading II

Read the following movie review that was written by Dan Kois, the Wahington Post Staff writer. It was published in The Washington Post on Friday, November 13, 2009.

Movie Review: “2012” is a Perfect Disaster

Director: Roland Emmerich
Producers: Harald Kloser, Mark Gordon and Larry J. Franco
Script writers: Harald Klose and Roland Emmerich
Starring: John Cusack, Amanda Peet, Chiwetel Ejiofor, Woody Harrelson
Release: November 13, 2009
Language: English
Budget: \$200 million



If a film critic awards four stars to a movie directed by Roland Emmerich, will the world come to an end? That’s a question the ancient Mayans never asked, but it’s the one facing me after the enormously satisfying, amazingly accomplished, reprehensible yet irresistible “2012”, the greatest achievement in Emmerich’s long, profitable career as a destroyer of the world.

Starting with the long-held misapprehension that the Mayan calendar picks “2012” as the date of humanity’s doom, Emmerich fleshes out that bit of pseudo history with some pseudo science. “2012” takes the disaster movie once content simply to threaten the Earth with a comet, or blow up the White House to its natural conclusion, the literal end of the world. Other movies have explosions; “2012” has an atom bomb size detonation that wipes Yellowstone off the map. Other movies have earthquakes; “2012” sends California sinking, in flames into the sea. Other movies kill thousands; “2012” kills zillions without breaking a sweat.

So what makes “2012” a four-star movie? It gets everything right. The actors are right: John Cusack as a protagonist, Amanda Peet as his wife, Chiwetel Ejiofor as a scientist. The story telling is right. You will never be bored. And the dialogue is right: a rich blend of wise crack and cheese, with a few moist-eyed goodbyes sprinkled here and there for good measure. Most important, the special effects are so right. In fact, they are incredible. Emmerich is an expert of a panoramic disaster. Power lines snapping in an earthquake, sparks flashing like distant fireworks; Honolulu on fire; mournful giraffes in slings, air lifted by helicopters through the snowy Himalayas.

Is “2012” art? Absolutely not! It reminds us that cinema exists not only to mark art but also to expertly create sensation like no other medium. It is certainly the best movie of its kind ever made. This is the way the world ends: with a bang.

(Adapted from <http://www.washingtonpost.com/wp-dyn/content/article/2009/11/AR2009111207930.html>)

1. Vocabulary in use

Rewrite the following sentences choosing the correct phrases/words from the list below for the underlined word/s.

boom, unbelievable, misinterpretation, extremely large number of people, a protagonist, the people who speak American Indian language in Central America and Mexico, movie reviewer, broadens, appealing
--

- The film critic awards four stars to the film ‘2012’.
- Emmerich fleshes out a bit of pseudo-history and some pseudo-science in “2012”.
- John Cusack is in a leading role.
- “2012” kills zillions without breaking a sweat.
- According to the critic “2012” is enormously satisfactory, amazingly accomplished and irresistible.
- The calendar of the Mayans had a misapprehension of “2012” as the date of humanity’s doom.

- g. The special effects of the movie are incredible.
- h. In “2012”, the world ends with a bang.

2. Reading comprehension

i. Read the movie review, and decide whether the following statements are true or false.

- a. “2012” is a film about the disaster that kills a great number of people.
- b. The director of the movie has also contributed in its writing part.
- c. Chiwetel Ejiofor played the role of a doctor.
- d. Mark Gordon is one of the producers of “2012”.
- e. The critic finds the special effects of the movie incredible.

ii. Read the text again, and answer the following questions.

- a. Who is Roland Emmerich?
- b. When was the movie “2012” released?
- c. What misconception is captured in the beginning of the movie?
- d. Why do audience not feel bored while watching the movie?
- e. What makes “2012” the perfect movie?
- f. What are the differences between “2012” and other movies?

3. Follow-up activity

Note down the major points of the movie review. Paraphrase them. Develop this into a paragraph with a suitable title, topic sentence, supporting sentences and a concluding sentence.

Grammar

A. Engage yourself

1. A modal verb is an auxiliary verb which is used with another verb to talk about possibility, probability, permission, intention, etc. The examples of modal verbs are can, could, may, might, must, shall, should, will, would, ought to, have and need to.
2. Examine the use of modal verbs in these sentences extracted from "A Letter to Kunsang".
 - a. You *must* not do it.
 - b. You *must* think of them and their unconditional love.
 - c. Dear Kun, everyone *needs to* be ambitious but over ambition *may* ruin your life.

- d. You *should* not ignore your parents' support and education.
- e. If anything appalling ever happens to you, I *might* not forgive myself.

B. Time for grammar

1. Read the school uniform code, and encircle the modal verbs.

The school uniform codes are important to maintain a sense of oneness and unity. Therefore, students must come to school in their stipulated uniform. They may wear coloured clothes of their choice on their birthdays but they have to maintain the regulations for sportswear, formal wear and Friday clothing accordingly. As the bottom line for clothing is comfort and decency, students are not allowed to wear jewellery or make-up. Similarly, hair must be of natural colour, decent length and style. Next, they should trim their nails. Furthermore, they need to wear trousers and skirts according to specifications. Lastly, they ought to follow the instructions of the discipline incharge. Breaching uniform codes may result in detention.

2. Imagine Kunsang has visited Manisha. What might have Manisha told her nephew? Complete the following sentences with suitable expressions of advice, suggestion or warning.

- a. Kunsang, you mustn't
- b. You have to
- c. You ought not
- d. If I were you, I would
- e. You aren't allowed to
- f. You may
- g. You are not supposed to

C. Follow-up activity

Walking on foot along the roads may sometimes be dangerous. Fill in the blanks with appropriate modal verbs to give a sense of pedestrians' safety.

The roads be dangerous for pedestrians. Even for those who are not driving, it is important to be aware that traffic be approaching from unexpected directions. Apart from motorways, it's not illegal crossing the road at any point. It is advisable to use crossings, some of them controlled by traffic lights, whenever you can. You cross the road when the green signal is on but, if the light is flashing, don't start to cross.

There are crossing points known as zebra crossings which have black and white road markings and orange flashing beacons at each side of the road.

Drivers give way to pedestrians on the crossing. Pedestrians of developed cities can also use subways and overhead bridges for their safety.

Don't forget, pedestrians walk along or cross any motorways at any time.

Listening

A. Engage yourself

Look at the picture, and answer the following questions.



- Are you fond of reading books?
- How often do you visit a library?
- How do you find a book of your choice in a library?

B. Study time

1. Listen to the conversation, and make a list of different sections of a library.

-
-
-
-

2. Listen to the conversation again, and answer the following questions.

- Who advised Anjali to get a book of her interest?
- How often does Anjali read reference books?
- What is the periodical section for?
- In which section of the library are new books found?
- In which section does the student find the biographies?

C. Follow-up activity

Work in a small group. Discuss the rules and regulations of your school library. Then write them on a plain sheet of paper and share it with the class.

Speaking

A. Engage yourself

Look at the pictures. You and your partner take it in turns to tell what they mean.



B. Time for speaking

1. Work in a pair. Take it in turns to tell two sentences about each picture using modal verbs.

Example:

A: She might be late for school.

B: She must have missed her class.



i.



ii.



iii.



iv.



2. Work in a group of three or four to share your problem, and to give or receive advice.

Example: trouble with English homework

A: I've trouble with English homework.

B: You must join an English language class.

C: If I were you, I'd get a supplementary book.

D: You ought to consult your English teacher.

- a. suffering from gastritis
 - A: I'm suffering from gastritis.
 - B: You must consult a gastroenterologist.
 - C: You have to
 - D: It would be better
- b. feeling lazy
 - A: I am feeling lazy.
 - B: If I were you
 - C: You should
 - D: Why don't you
- c. weak in mathematics
 - A: I am weak in mathematics.
 - B:
 - C:
 - D:

C. Follow-up activity

Give possible explanation to the following situations. Use different modal verbs in your answers where possible.

Your parents start banging at your door in the middle of night.

Example: It might be an earthquake.

- a. Your best friend is looking upset.
- b. You receive an email which tells you to meet your uncle on Monday at school.
- c. Your sister is suffering from the common cold.
- d. Your teacher is setting up a projector in the classroom.

Writing

A. Engage yourself

Read the dialogue between two students who are discussing the good qualities that a school captain should possess.

Mani Pratap: Don't you think our school captain should possess leadership qualities?

- Sunaina: Of course! In my view, the captains must be disciplined. Not only that, they mustn't be biased.
- Mani Pratap: Hmm. They can be popular if they have the ability of motivating students.
- Sunaina: I think, they need to handle any problem that may arise in school.
- Mani Pratap: You mean all the problems?
- Sunaina: Right!
- Mani Pratap: It's impossible. School management and teachers are always there for it. They handle any hassle, don't they?
- Sunaina: Yes, they do. But, the selection of a good captain is not an easy task! We can't overlook personality of our leader.
- Mani Pratap: Absolutely! Well, there's no doubt that this year we'll choose the best candidate for our school.
- Sunaina: Anyway, let's go to our class. If we continue discussing this topic, we might be late.
- Mani Pratap: Really. We're supposed to be on time.

B. Time for writing

- 1. Write a dialogue between two students who have distinct views on the qualities of a captain or a leader.**
- 2. Write a book/movie review. You may include answers of these questions: Who were the characters/actors? Who published/produced it? Who was the author/director? What was the plot? What problem was highlighted? How was the problem/s solved? What did you like/dislike about it? Did you like the ending? If you were the author/director, how would you end the story?**

C. Follow-up activity

Suppose your maternal uncle is planning to go abroad. Your mother advises him to follow a few dos and don'ts. Prepare a dialogue between your mother and maternal uncle using the given hints. You can add your own points if you like.

better income, better and secured future, risk of fatal diseases, skillful manpower is highly paid, knowledge of different languages is beneficial, must go legally, get right information from the government offices, get help from the helpline...

You may start like this:

Hridaya: Sister, I'm planning to go abroad.

Bimala: Why do you want to go?

Hridaya: I've heard that there are many job opportunities. I can

Bimala: Well, when you go abroad, you should take care of several things.

Hridaya:

Project work

Visit a nearby farmer. Ask him/her about farming such as things to be considered, possible diseases, benefits, challenges, etc. in his/her farming. Take notes of the important points. Prepare a short report and present it to the class.

Fun corner

Play the crazy story game and enjoy.

- With the help of your teacher get into groups of six to eight.
- Each member in your group writes a word on a piece of paper but does not show to anyone. This word should be a verb, noun, adjective or adverb.
- Your teacher starts telling a story, then he/she stops and chooses any one of you in your group to continue the story.
- One of you continue the story and use your word. He/she then chooses the next student to continue the story. The process goes on.
- The last member of your group ends the story.
- After the story is over, each member in your group then tries to guess what words each one has written on his/her paper. The one who guesses the most words wins the game.

UNIT SIX

EXPRESSING CONDITIONS (I)

Reading

A. Engage yourself

Look at the picture, and answer the following questions.



- Who are these people?
- Where are they? What are they doing?
- What do you usually do when you are free in the class?
- Will you worry if you miss your class?

B. Study time

Reading I.

Read the following poem, and divide the stanzas into two groups: student's point of view and teacher's point of view.

Did I Miss Anything?

Nothing. When we realized you weren't here
we sat with our hands folded on our desks
in silence, for the full two hours

Everything. I gave an exam worth
40 per cent of the grade for this term
and assigned some reading due today
on which I'm about to hand out a quiz worth 50 per cent

Nothing. None of the content of this course has value or meaning
Take as many days off as you like:
any activities we undertake as a class
I assure you will not matter either to you or me
and are without purpose

Everything. A few minutes after we began last time
a shaft of light suddenly descended and an angel
or other heavenly being appeared
and revealed to us what each woman or man must do
to attain divine wisdom in this life and the hereafter



This is the last time the class will meet
before we disperse to bring the good news to all people on earth.

Nothing. When you are not present
how could something significant occur?

Everything. Contained in this classroom
is a microcosm of human experience
assembled for you to query and examine and ponder
This is not the only place such an opportunity has been gathered
but it was one place
And you weren't here

Tom Wayman

1. *Vocabulary in use*

i. **Read the poem, and match the words with their meaning.**

Words	Meanings
assign	to make something known to somebody
descend	to bring people, ideas or things together as a group
reveal	to provide a person a particular task
assemble	to come or go down from a higher to a lower level (of a hill, etc.)

ii. **Use the words above in your own sentences without changing the sense expressed in the poem.**

2. *Reading comprehension*

i. **Read the poem, and say whether the following statements present the importance of classroom teaching or not.**

- Classroom teaching provides students with knowledge helpful for the exam.
- The course students study is insignificant and valueless.
- Any information you miss in the classroom is important.
- Enlightenment is gained in the classroom.
- Staying in the class is boring.

ii. **Read the text again, and answer the following questions.**

- Who composed this poem?
- What did the students do in the absence of their teacher?
- What did the angel reveal to the students?
- How does the speaker in the first stanza spend time for the full two hours?
- Why does the speaker in the second stanza think being in the class is important?
- What does the speaker say in the third stanza regarding the value of education?
- 'Education enlightens people with wisdom.' Does the speaker in the fourth stanza agree with this statement? How?
- What does the last stanza suggest?

iii. Read the poem and fill in the blanks with the appropriate words to complete the following summary.

student's point of view	missing	silence	assigned
blames	meaningless	enlightened	accomplished
significance	microcosm		

The poem "Did I Miss Anything?" is written from two distinct points of view. They are the student's point of view and the teacher's point of view. The words "nothing" and "everything" represents the and the teacher's point of view respectively. Stanza one is written from the students' point of view. It reveals the fact that the teacher is in the classroom. In the teacher's absence, the students simply sit in....., with their hands folded on the desks. Stanza two is written from the teacher's point of view. It tells how he has given heavily weighted exams, readings, and prepared a quiz. Stanza three represents students' perspective. Here, a typical student that the classroom education is valueless, and a waste of time. It will have no effect or purpose later in life. However, in stanza four, the poet explains why education is important. It claims that through education a person is The fifth stanza questions how anything could possibly be without a teacher. The sixth stanza explains the of the classroom. The last two one-line stanza of the poem serves as a message to all doubtful students: they should always be present in the classroom so as to take in all they are able to learn in the "..... of human experience".

C. Follow-up activities

1. Make a list of points that suggest the importance of classroom education presented in the poem, and write a paragraph on it.
2. Read the poem again, and see how one of the speakers dislikes being in the class. Then write a paragraph incorporating his/her view.

Reading II

Read the following brochure, and do the activities that follow.



Achham

Mangalsen is the district headquarters of Achham district, and it is 930 kilometers from Kathmandu. It is eight hours walk from Sanfebagar, a settlement in Achham which has a domestic airport. A seasonal road exists from Sanfebagar to Mangalsen, but it is often closed during the monsoon. However, a bridge under construction in Sanfebagar across the Budhiganga River, upon completion will allow vehicles to cross the river even during the high flood season making access easy between the airport and district headquarters.

The major ethnic groups in the district are Chhetris of Kunwar, Swarn, Rawal, Bogati, Khati, Rokka, Khatri, Kathayat, Bhandari, Bista, Batala, Saud, Dhami, Bohara, and Thakulla castes. There are also Brahmins with Devkota, Bajagain, Dhungana, Regmi, Joshi, Rijal, Bhattarai, Bista, Dhakal and Mudbhari castes.

The cultural heritage of this district is similar to that of Doti. The important aspects of the cultural heritage are the dances such as Narsinga, Jhayali and Deuda, These dances are typical to this area, and performed during major festivals.

There are several important religious places along the bank of the holy river Budhiganga, and along the confluence of Budhiganga and Saraswati. These are described in the Skanda Puran, one of the holy scriptures of the Hindus. They have potential scope for the development of religious tourism in Achham.



Topography Location

Longitude: 81° 02" - 81° 35"

Latitude: 28° 45" - 29° 23"

Communication

Post Office, Telephone, Wireless

Temperature

Maximum: 40° C

Minimum: 5° C

Climate

Sub-tropical, mild and cool temperature

Rainfall

1794 ml.

Major Rivers

Karnali, Budhi Ganga, Seti, Kailash Khola, Cheepee Khola

Lakes and Ponds

Khaptad, Rishi Daha, Kalidaha, Batulee, Barha Banda Aathara Khanda

**Tourist Attraction Centres**

Mangalsen, Jayaghadh, Gajara, Baidhyanath Temple, Ramaroshan

Accessibility

Road connection

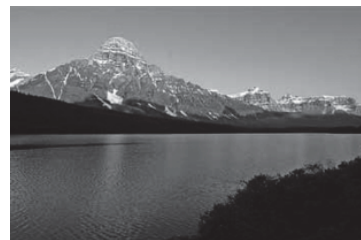
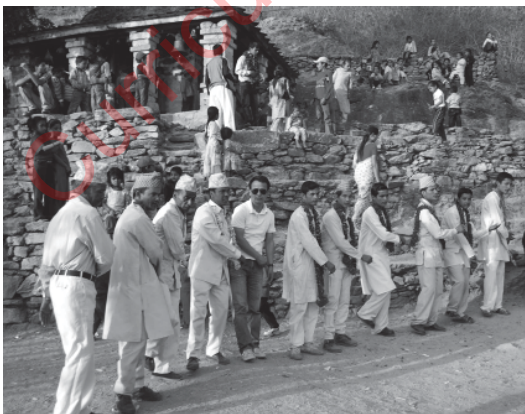
Medical Facilities

Hospital, Health Post, Clinic, Ayurvedic Center

Accommodation Facilities

Local lodge

(Source: Nepal Tourism Board)



1. *Vocabulary in context*

Match the following words with their meanings.

Words	Meanings
a. access	i. the history, traditions and qualities that a society has had for many years
b. heritage	ii. the means or opportunity to enter a place
c. confluence	iii. main
d. scripture	iv. the junction of two rivers, especially rivers of approximately equal width
e. topography	v. the sacred writings
f. predominant	vi. physical features of an area of land

2. *Reading comprehension*

i. **Read the brochure, and decide whether the following statements are true or false.**

- Mangalsen is 930 kilometers away from Kathmandu.
- The Skanda Puran is the Holy Scripture of the Hindus.
- There is a seasonal road that exists from Sanfebagar to Budiganga.
- There is no facility of accommodation in Mangalsen.
- A tourist can find places of historical significance in Mangalsen.

ii. **Read the brochure again, and answer the following questions.**

- How can we get to Mangalsen?
- How many airports are available in Achham?
- Which is easier and safer way to reach Mangalsen, via air or road?
- What is the similarity between Achham and Doti?
- What is the climate of Acchham like?
- Why do people have hope of a safe journey?
- Would you like to go to Achham? Why?

iii. **Complete the table below with the authentic information from the text above.**

Major ethnic groups	Types of dances	Rivers	Lakes and ponds	Means of communication	Medical facility

3. Follow-up activity

Write a brief summary of the above text 'Achham' in your own words.

Grammar

A. Engage yourself

1. Study the following conditional sentences, and put them in the correct box.

- If you heat ice, it melts.
- If traffic lights are red, the drivers stop their vehicles.
- If I want to write a letter, I need a pen and paper.
- If you want to borrow a book from the library, show your library card.
- If you want to wake up early, set alarm on your clock or mobile.
- If I haven't got enough time today, I'll wash your car tomorrow.
- If you lose her phone number, you won't be able to contact her.
- If Harry gets a good result, he'll study medicine.
- If water is heated, it changes into vapour.

If + present simple + present simple	If + present simple + future simple	If + present simple + imperative
If you heat ice, it melts.

B. Time for grammar

1. Complete the following sentences with appropriate form of verbs in brackets.

- If you love me, (meet) me at the *Garden of Dreams* after half an hour.
- If Mukesh goes to picnic, I (not go).
- If you (beat) a baby, she will cry.
- If you call me, I (come).
- If you..... (forget) to call me, I will remind you.
- If you heat butter, it (melt).

2. Complete the following sentences with appropriate clauses.

- If I don't pay the phone bill today,
- If Manju joins the team,
- If it rains,

- d. If you forget to take your practical exam,
- e. If you leave now,
- f. if you're hungry.

C. Follow-up activity

Work in groups. Form 10 conditional sentences with If + present ... structure. Present them to the class, and find whether you made a mistake or not.

Listening

A. Engage yourself

Pronounce the following pairs of words, and find how they are different.

- pan fan
- pin fin
- paint faint
- pig fig
- pine fine
- peel feel
- pat fat
- pair fair
- pile file
- purr fur

B. Study time

1. Listen to the pairs of words in track one , and write 'S' if they are same and 'D' if they are different.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

2. Listen to the audio track two, and tick (✓) the correct one. The first one has been done for you.

a. Cap	✓	Cab
b. Stable		Staple
c. Bees		Peas
d. Bin		Pin
e. Bear		Pear
f. Big		Pig
g. Back		Pack

C. Follow-up activity

Work in a group. Search minimal pairs for the given words, and present to the class.

Example: *cat cot*

hat hall

pat heat

cap hold

lack follow

Speaking

A. Engage yourself

1. Read the contexts and the conversations below.

Context one: *Prakriti is searching for her cell phone.*

Prakriti: Hello Bikeshan, I think I left my cell phone in my room. Have you seen it?

Bikeshan: No, but I'll look for it. If I find it, I'll call you.

Context two: *Riya forgets to take her medicine.*

Riya: Hello Doctor, I forgot to take my medicine. What can I do now?

Doctor: Don't worry. If you forget to take your medicine, inform the nurse about it.

2. Work in a pair. Practise the conversations above.

B. Time for speaking

1. **Work in a pair. Have similar conversations as given in *Engage yourself* section using the clues.**

- a. not feeling well/go to hospital
- b. want to do better in the exam/practise a lot
- c. learn guitar/take music class
- d. cook meat/use cooking recipe
- e. visit unknown places/use map

2. **Work in a pair. Student A asks a question, and student B replies.**

Example: what/if boil water

A: What happens if you boil water?

B: If you boil water, it changes into steam.

- a. what/if eat too much
- b. what/if don't study sincerely
- c. what/if ride a bike at 140 km/hr
- d. what/if freeze water
- e. what/if cross busy road on red light

C. Follow-up activity

Move around the class with the following questions with conditions. Ask these questions to any seven friends; record their responses in your exercise book, and present it to the class.

Questions

What will you do if:

- you find Rs. 1 million on the way?
- you lose your wrist watch?
- you hear a baby crying?
- you suffer from common cold?
- you are very poor in mathematics?
- you can't sleep at night?
- a cashier of a bank gives you less money?
- you forget an admit card on the day of your exam?

Writing

A. Engage yourself

Collect information about a place that is still fresh in your memory with the help of the following clues.

- location
- interesting features:
 - physical: rivers, lakes and ponds, etc.
 - cultural: festivals, types of dances, dress-up, etc.
- accessibility
- things you liked the most
- major ethnic groups and their culture

B. Time for writing

Read the brochure about Achham and prepare a similar type of brochure of the place using the information that you have collected above.

C. Follow-up activity

Collect some school/college brochures browsing the websites or from the library, and present the best one to the class.

Project work

Find an interesting poem from a book in the library, and copy it in your notebook. Practice reading the poem, and present it to the class. Find if there are rhyming words in the poem.

Fun corner

Here are words that are frequently misspelled by Ratna. Find a letter she drops/adds while writing.

acidentally	anedote	sychology	ryme	asthetic	sking
truely	receve	library	swiming	retreive	occurance

UNIT SEVEN

EXPRESSING CONDITIONS (II)

Reading

A. Engage yourself

Look at the pictures, and answer the following questions.

- Have you ever seen the papers like the ones given below?
- How often do you read a newspaper?
- Can you recall any news you read in a newspapers?



B. Study time

Reading I

Read the following news articles, and answer the questions below.

- Where were these articles taken from?
- When were the news articles published?
- Who is Francis Dennig?
- What does RICE stand for?

Rampant pesticide use risks health

Published: July 19, 2009

KATHMANDU: Most of the commercially produced vegetables available in the market are found to be unsafe for consumption, thanks to an excessive use of chemicals during their cultivation.

“We are consuming poison along with vegetables,” scientist Ram Babu Paneru at Nepal Agricultural Research Council told this daily. “The farmers have been using pesticides and insecticides excessively in the farms, posing a threat to human health. Paneru said he recently visited vegetable farms in Charaudi and Mahadevsthan villages of Dhading, Empaphant and Baradi of Tanahun and Tutunga village of Kaski districts.

“Unprescribed use of chemicals is harmful for both the farmers and consumers,” he said. “It spoils the taste of vegetables and has environmental hazards.”

Consumption of such chemicals affects the nervous system and can cause impotence, liver and kidney dysfunction. They can also cause disabilities in children and miscarriage in women, in addition to causing skin, heart and eye ailments.

Paneru found that the farmers used the chemicals at wrong intervals. “I was shocked to hear that they mix pesticides, insecticides and vitamins together before spraying in the fields,” he said. The vegetables must not be consumed for a number of days after pesticide application. Farmers were found to be immediately sending their products off to the markets.

Dr. Shree Baba Pradhan, senior entomologist at NARC, blamed the government for the sorry state of affairs. “There are no effective policies on the implementation of the existing ones,” she said. “Consumers should be made aware about their rights and the agro vets need to be provided training on pesticide application.”

Jeevan Prabha Lama, deputy director general, Department of Food Technology and Quality Control, said they were facing difficulties in carrying out the tests due to poor facilities in the labs and staff shortages. She said markets had been warned against the sale of such products.

(Source: The Himalayan)

Climate change is going to make inequality even worse than it already is

By Chelsea Harvey December 8, 2015

In a paper published on Monday in Proceedings of the National Academy of Sciences, scientists demonstrate the full ramifications of a widely accepted theory about climate change: that it will almost certainly have a disproportionate impact on the poor. Acknowledging this fact in models they find can drastically change estimates of how climate change will affect the economy, and leads to a deeply troubling conclusion - climate change won't just hit the poor hardest, but it will exacerbate existing inequality within societies.

The disproportionate effect of climate change on the poor isn't a new idea. But in general, while the economic models used to inform climate policies have accounted for income inequalities between different countries or regions of the world, they've failed to acknowledge that these inequalities exist within countries as well.

“The lacking description of subregional/national inequality is one

of the most glaring lacunae in these models,” said lead author Francis Dennig, an assistant professor of economics at Yale-NUS College in Singapore, in an email to The Post.

Dennig and his colleagues decided to see what would happen if they tweaked a leading climate economy model, known as RICE (the Regional Integrated model of Climate and the Economy), to account for inequalities within different regions of the world essentially acknowledging that different countries contain people of both higher and lower incomes. They found that when they assumed a scenario in which lower income sectors of society were hit hardest by the effects of climate change, a key factor in our understanding of the economic effects of climate change changed drastically in comparison to models that didn't take these inequalities into account.

(Source: The Washington Post)

1. Vocabulary in context

- i. Read the following sentences, and choose the appropriate words from the box below to complete the sentences.**

excessive	commercially	pesticides	insecticides
consumption	ailments	cultivation	

- a. His invention was popular but not successful for it was not bought by many people.
- b. Local people complained about the noise coming from the dance bar.

- c. Vegetables produced using pesticides are unfit for human
- d. Rice should be promoted in the terai. It really strengthens farmers' economic condition.
- e. Excessive use of invites health hazards.
- f. Though are required to kill the insects in our farm, they are never good for human health.
- g. Lots of are caused by pollution in the cities.

ii. Study the following words and their meanings, and using each of the words make sentences of your own.

- dysfunction: the fact of a part of the body not working normally
- miscarriage: the process of giving birth to a baby before it is fully developed and able to survive
- ramification: complication; difficulty
- drastically: extremely; radically
- exacerbate: to make something worse
- glaring: very easily seen; obvious
- lacunae: gap
- tweak : to make slight changes to something to improve it; twist

2. Reading comprehension

i. Read the news articles above, and decide whether the following statements are true or false.

- a. Most of the vegetables available in the market are unsafe for consumption.
- b. Ram Babu Paneru is the scientist at Nepal Agricultural Research Council.
- c. Excessive use of pesticides and insecticides is posing a threat to human health.
- d. Unprescribed use of chemicals spoils the taste of vegetables.
- e. The vegetables must not be consumed for a number of days after pesticide application.
- f. According to a senior entomologist at NARC, there are no effective policies on the implementation of existing ones.
- g. Chelsea Harvey wrote about climate change.
- h. RICE accounted for inequalities within different regions of the world regarding climate change.

ii. Read the news articles again, and answer the following questions.

- a. What are the headlines of the news articles above?
- b. Who are the authors of the articles?
- c. When were the articles written?
- d. Why is it difficult to carry out the test in labs?
- e. What is harmful to both the farmers and the consumers?
- f. Name the places where the scientist Paneru recently visited.
- g. What are the deadly effects of excessive use of pesticides?
- h. Who will be disproportionately affected by climate change?
- i. Who developed Regional Integrated model of Climate and the Economy?
- j. Why was Regional Integrated model of Climate and the Economy developed?

C. Follow-up activities

1. Search news articles about an area of your interest. Cut and paste them on a blank sheet of paper. Present it to the class.
2. Design a cover page of a newspaper pasting the cutouts from the real newspapers. Don't forget to prepare advertisements!

Reading II

Read the following Workshop Schedule, and do the activities that follow.

Workshop Schedule

Workshop organizer: Millennium Vision Education and Research Centre (MVERC)

Address: Kanchanpur, Nepal

Phone: 00-0000000

S. N.	Workshop	WGID* Number	Venue	Starting Date	Conduction Time	Ending Date	Coordinator
1.	Essay writing	MVERC-01-2017	Dharan	10 January 2017	7:00-12:00	10 April 2017	Satyadev Yadav
2.	Story writing	MVERC-02-2017	Ilam	15 March 2017	12:00-17:00	15 June 2017	Maneeta Kandel
3.	Letter writing	MVERC-03-2017	Chitwan	10 April 2017	10:00-15:00	10 July 2017	Abdul Miya

*Workshop Group Identity

1. Read the workshop schedule, and answer the following questions.

- a. List the workshop packages MVERC is planning to conduct in 2017.
- b. What is the WGID number for essay writing?
- c. What do MVERC and WGID stand for?
- d. Where can we go to learn about letter writing?

2. Read the workshop schedule again, and decide whether the following statements are true or false.

- a. Essay writing workshop is going to be held in Ilam.
- b. Story writing workshop will end on July 11, 2017.
- c. Abdul is the coordinator in Chitwan.
- d. Letter writing workshop will go on for four months.
- e. Participants spend five hours every day on each workshop.

Grammar

A. Engage yourself

Go through the following conditional sentences, and discuss their meanings and structure with your friends as shown in the example.

- a. Unless Manita could sing, she would not be very popular.
- b. If he had not come to Nepal, he would not have seen Mt Everest.
- c. If Chanchala weren't the captain, the team would play better.
- d. Had he invited me, I would have attended the party.
- e. Provided that you are under twenty, you can play the match.

Example: If the Earth didn't have water, there would not be any human beings.

Meaning: Unreal condition; Structure: past simple + would verb

B. Time for grammar

1. Write down 'real', 'unreal' or 'impossible conditions' next to the following sentences.

- a. If everyone recycles paper, trees can be saved.
- b. If I'd seen you, I would have said hello.
- c. If I had studied harder, I would have passed the test.
- d. If everyone turns off unwanted lights, we can save a lot of electricity.
- e. If you practise regularly, you can improve your performance.

f. Provided that we reduce energy consumption, we can slow down global warming.

g. If I were a bird, I'd fly in the sky.

2. Complete the following sentences with the appropriate forms of verbs in brackets.

a. Why don't you explain everything to him? If you (not tell) him the truth, I'm sure you'll regret it one day.

b. Jerry was here not long ago. If you had come round earlier, you (see) her.

c. I'm so glad that you took me there. If we hadn't gone there, I (never meet) Robin.

d. It was raining heavily. If I hadn't taken an umbrella, I (not reach) to the hospital in time.

e. If she (get) that job she's applied for, she will be delighted.

C. Follow-up activity

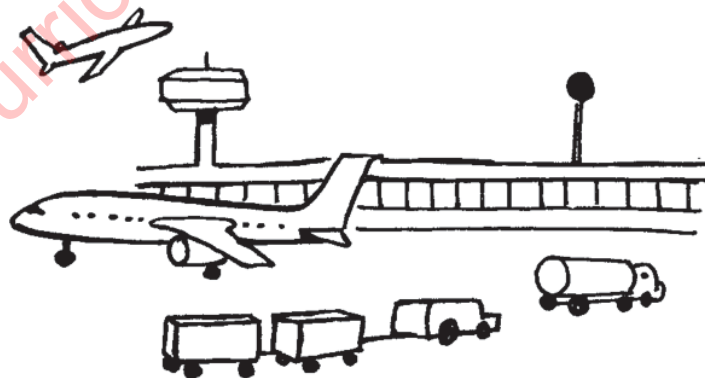
Write a short paragraph beginning with *'If I were the Prime Minister of the country, I'd*

Listening

A. Engage yourself

Look at the picture, and answer the following questions.

- a. What can you see in the picture?
- b. Have you ever been to an airport?
- c. What are the things that are forbidden on an aeroplane?



B. Study time

1. Listen to the airline boarding announcement, and decide whether the following statements are true or false.
 - a. The passengers are asked to place their seat back and folding trays in an upright position.
 - b. Special instruction cards are located near the emergency exit.
 - c. Mobile phones can be turned on during the entire flight.
 - d. Passengers can use some electronic devices when they start flying above 10,000 feet.
 - e. Passengers are not allowed to disable the lavatory smoke detector.
2. Listen to the announcement again, and match the words in column A with the words in column B.

Column A

- a. folding
- b. fasten
- c. instruction
- d. turn off
- e. flight

Column B

- i. cards
- ii. cell phones
- iii. attendants
- iv. trays
- v. seat belt

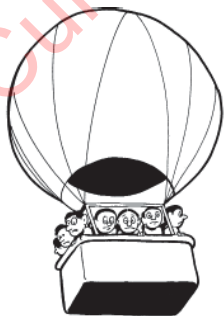
C. Follow-up activity

Work in a group. Listen to the airline boarding announcement once again, and make a list of important information. Then write a similar announcement.

Speaking

A. Engage yourself

Look at the picture, and guess what the people in the basket of the hot air balloon are talking about.



B. Time for speaking

1. There were six people in the basket of a hot air balloon which was starting to fall because it could not support the weight of the people travelling in it. To save the others, at least one person had to be thrown overboard. If you were asked to choose the person, who would you choose and why? The travellers were a teacher, a doctor, an engineer, a business person, a scientist and a leader.
2. Work in a pair. Student A asks questions using “If + past simple + would verb” and student B replies the questions.

Example: what/if teacher

A: *What would you do if you were a teacher?*

B: *I'd educate my students to fight against corruption and corrupted people. I'd encourage them to hate such people.*

- a. what/if political leader?
 - b. what/if the Prime Minister?
 - c. what/if the president of America?
 - d. what/if lost in the desert?
3. Make five sentences that express wishes using “If only I wish + past simple” structure.

Example: a. If only I knew her.

b. I wish I had his cell phone number.

4. We may regret using “If + the past perfect + would (not) have + past participle...”. Look at the example below and express regrets for the following situations.

Example: Feeling sleepy

I'm feeling sleepy. If I hadn't watched movie on TV till late last night, I wouldn't have slept in the class.

- a. not get good grade in the exam
- b. suffer from common cold
- c. spend all the money at a restaurant
- d. not complete my homework

C. Follow-up activity

Work in a pair. Tell your partner that you did not do well in your exam because of your carelessness. Discuss what you would have done to perform well in the exam.

Writing

A. Engage yourself

1. Look at the following pictures. Can you recognise them?



2. Now read the following news report, and discuss the given questions in a pair.

Nepal ‘must see destination’ for 2016, recommends leading global magazine

Published: December 08, 2015

KATHMANDU: The National Geographic Traveller magazine has enlisted Nepal as one of the must-see destinations in the world for 2016.

In its ‘Cool List 2016’ prepared for the January/February 2016 issue of the UK based travel magazine, Nepal has been placed sixth in the list of 16 cool destinations in the world.

“Tourist numbers to Nepal plummeted by 85 per cent after the devastating earthquakes, but the country is once more open for business and safe to visit, with a new government backed website providing official updates on affected areas.” One of the world’s popular travel publications said, adding, “This is a nation that has long relied heavily on tourism, with many visitors lured by the chance to combine volunteerism with an adventure holiday in a stunning landscape”.

Chosen by its team of editors and writers, the hotly anticipated list of countries and cities also include Iran, Costa Rica, Washington DC, Ireland, Cuba, Shanghai, Mozambique, St Vincent and the Grenadines, Bosnia and Herzegovina, Somerset, Rio de Janeiro, Kazakhstan, Argentina, San Sebastian and the Great Barrier Reef.

“We’ve scoured the planet for this year’s must see destinations and come up with an eclectic list of top spots for culture, cuisine, festive celebrations, pristine coastline and places to go. Some are obvious, some not so, but we think they should be top of anyone’s travel plans in 2016 – and beyond,” the magazine quoted its editor Pat Riddell as saying.

(Source: www.thehimalayatimes.com)

Questions

- When was the text written?
- Which website can you find this article on?
- What is the text about?
- What is the headline of the article?
- Which tense is used in the heading?
- What is the source of the news?

B. Time for writing

Write a similar news report on “Lionel Messi wins FIFA world player award for fifth time”. Use the following clues to develop the report.

Messi-28-year-old - Barcelona and Argentina forward- won the Ballon d’Or trophy on Monday - the world’s best player – 2015- fifth time- won four straight FIFA awards from 2009-2012- “It’s incredible that it’s my fifth.” - “It’s a very special moment for me to be back here on the stage,” Messi said in his acceptance speech - 41.33 per cent of total voting points in a 23 candidate ballot. Ronaldo - 27.76 per cent - Neymar, Messi’s Barcelona teammate - 7.86 percent. Voting - by national team captains and coaches, plus invited journalists, from FIFA member countries

C. Follow-up activity

Prepare a brief news report on an event that has recently happened in your locality. Then present it to the class.

Project Work

Collect news stories from two national English newspapers. Cut the interesting stories from the papers. Now design a front page of a newspaper by pasting the cut outs and writing the basic informations like date, day, price, etc.

Fun Corner

1. Study the following idiomatic expressions and their meaning.

to feel under the weather = feeling sick; not well

to cost an arm and a leg = extremely expensive

see eye to eye = to agree with someone

get the ball rolling = start something, especially a conversation or a social event

to kill two birds with one stone = to solve two problems at once

2. Now complete the following sentences by supplying the suitable idiomatic expressions (in their correct verb forms) given above.

a. Fuel these days

b. I'm going to stay home because I today.

c. By visiting Mugu, I I enjoyed the beauty of nature and also spent time with my old friends there.

d. My father and I on most things.

e. There was a quite atmosphere in the party so I decided to and got up to dance.

UNIT EIGHT

ASKING FOR REASONS, PURPOSES AND THEIR RESPONSES

Reading

A. Engage yourself

Look at the picture, and discuss the answers to these questions working in a group.

- What is the picture about?
- What are the people doing in the picture?
- Have you ever participated in a programme that protests against human trafficking?



B. Study time

Why are humans trafficked? Read the passage about human trafficking and find the reasons behind it.

Human Trafficking

Human trafficking is one of the cross-cutting issues. It is a worldwide serious concern. Human trafficking is an illegal trade of human beings for sexual exploitation, forced labour, extraction of organs or tissues and so on. According to the United Nations Office on Drugs and Crime (UNODC), human trafficking is the recruitment or transportation of persons by means of the threat or use of force or other forms of abduction, fraud or deception, or for the purpose of exploitation. It knows no gender, age, race and boundaries.

Victims are trafficked within a country or transnational. They are smuggled because they are forced to work as prostitutes, domestic servants, beggars, factory workers, mine workers, circus performers and child soldiers. It is like another form of slavery. The majority of trafficking victims are women and children because of their marginalisation in many societies and their limited economic resources. Besides them, other key target groups include people from low income households, ethnic minorities, illiterate or people with low level of education, refugees, illegal migrants, children running away from home, and other. Members of split families are also prone to it. Women of forced marriage and early marriage, deserted wife, widows and discriminated daughters are easily victimised.

Traffickers prey on the most vulnerable members of society. In order to deceive, first, they take help of local people to identify such families. They may provide economic incentive and financial loans to their friends, relatives, family, spouse or even parents. At times, most victims are lured to promises of better jobs or well paid job in cities, false marriages and proposals, easy money, dream of sophisticated life and other. Victims of earthquakes, floods, wars and epidemics can be easily smuggled.

Most victims are involved in slavery like practices, and kept in prison like environment. It is because they can be physically and sexually abused. They have to work long hours without any rest or recreation. They never get medical facility when they fall sick. They are either paid less or their earnings are withheld with prolonged indebtedness to traffickers.

Our constitution has preserved the right to freedom. Therefore, we must fight against trafficking of persons. In addition to legislation, the Nepal government, the Ministry of Women, Children and Welfare, various INGOs and NGOs and many other organisations in Nepal are dedicated to combat human trafficking.

If we suspect anyone involving in such illegal activities, we have to report the police or any member of concerned organisations. We can also use helpline numbers anytime to inform about victims or traffickers. Our little effort will be a great help to control violation of human rights.

1. *Vocabulary in use*

Find the words or phrases from the text above that give similar meaning to the following.

- a. a topic that has strong impact on all and that must receive special attention
C.....
- b. sexual abuse of children and youth
S.....
- c. extending across national boundaries
T.....
- d. a person who engages in a sexual activity for payment
P.....
- e. treatment of a person or group as insignificant
M.....
- f. left by husband
D.....
- g. exposed to the possibility of being harmed
V.....
- h. a telephone service providing help with problems
H.....

2. *Reading comprehension*

i. Read the text, and decide whether the following statements are true or false.

- a. Traffickers' target is only girls and women.
- b. Human trafficking is a burning issue.
- c. Victims get a better job and earn better when they are recruited.
- d. The nearest family members may help smugglers.
- e. Rich and developed countries are free from human trafficking problems.

ii. Read the text again, and answer the following questions.

- a. What do you mean by human trafficking?
- b. Who are prone to trafficking?
- c. How do traffickers victimise the targeted people?
- d. Human trafficking is another form of slavery. Do you agree or disagree? Explain why.
- e. 'Unlike common people, victims' life is different.' Justify it with an example.

iii. On the basis of the understanding of the text, complete the following table.

Who are easily trafficked?	How do they get trafficked?	What do they do after trafficking?
illiterate	promise of better job	domestic work
.....
.....

C. Follow-up activities

1. Work in a small group. Prepare a colourful poster about human trafficking. Write a few catchy slogans to bring awareness to common people of your locality, and paste it on the display board.
2. List any five institutions or organisations that are combating against human trafficking. Write a success story of any one of them.

Grammar

A. Engage yourself

Read the following sentences extracted from the text above, and underline the conjunctions of cause and purpose/reason. Such as *because, because of, so that, for, to/in order to, therefore, etc.*

- a. They are smuggled because they are forced to work as prostitutes, domestic servants, beggars, factory workers, mine workers, circus performers, child soldiers, and others.
- b. In order to deceive, first, they get the help of local people to identify such families.
- c. It is because they can be physically and sexually abused.
- d. The majority of trafficking victims are women and children because of their marginalisation in many societies and their limited economic resources.

B. Time for grammar

1. Read the conversation, and fill in the blanks with appropriate connectives given in the brackets below. You may use a connective more than once.

because, because of, so that, for, in order to, to, therefore, as

Mother: Today, I'm going to take you shopping. What do you want to buy? It's I need to carry enough money to meet your demands.

- Son: I want to buy an Xbox. It's playing games. It's also meant gaming, watching videos and surfing the net.
- Daughter: For me, I need a party dress I can attend my best friend's birthday party. Next, I want to buy a hand bag match with my dress. If you don't mind, I will buy shoes casual wear as well.
- Father: I'm planning to buy a fridge it preserves foods for a long time.
- Mother: That's all for today load shedding our credit cards might not work I am taking hard cash with me. Is that ok?

2. Rearrange the following word/s to form meaningful sentences.

- the noisy party/because of/got angry/Pemba's neighbour.
- started/training/in order to/beautician/become/Krishna/a/at beauty centre/a
- the zoo/visit/I/so that/observe/of wild animals/activities/can/I.
- is/used/sharpener/pencil/a/sharp/to/A.
- practice/improve/to/I/a lot/mathematics/my/I/so that/secure/can/marks/better.
- because of/sore throat/chronic/continue/his class/could not/he.

C. Follow-up activity

Use appropriate connectives to complete the application letter given below.

Lazimpat
5 June, 2016

The Class Teacher,
Nandi Ratri School,
Naxal, Kathmandu

Dear sir,

I am writing this application to request a leave of absence for seven days starting from 6 June. It is a knee injury.

Yesterday while I was returning home from school, I had an accident. A motor bike coming from the opposite direction slipped and somersaulted nearby an electric pole it was in a great speed. The bike rider fell off the bike and banged into me. I had a deep cut on my knees., the doctor has advised me to take a complete rest, and take medicine for a week.

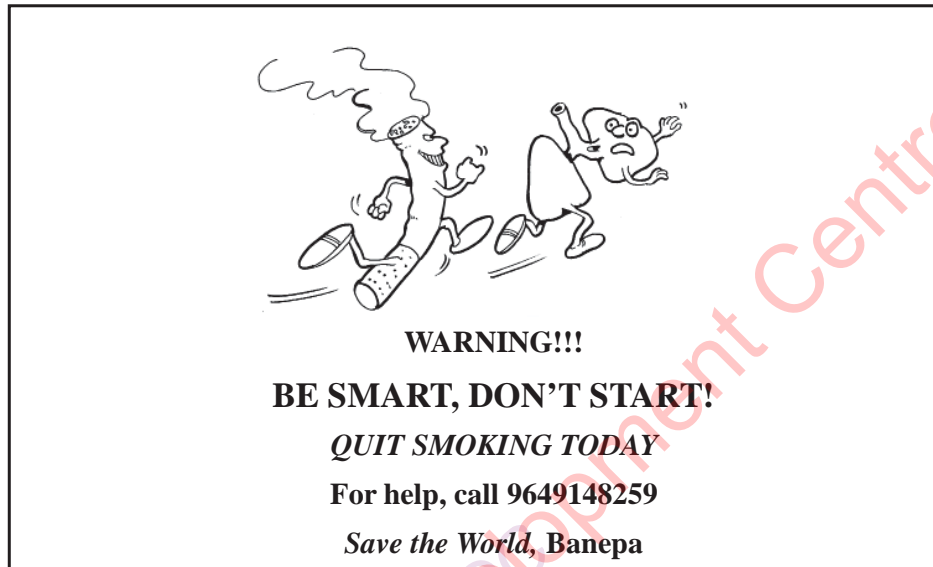
I assure you that I will complete all the assignments given during my absence as soon as I join my regular class., I request you to grant me a week's leave.

Thanking you.
Yours faithfully,
Amulya Rana Magar
Grade 10
Nandi Ratri School

Listening

A. Engage yourself

Look at the notice, and guess the answers to the questions below.



- Why do some children smoke?
- What kind of diseases can smoking cause?

B. Study time

- Listen to the conversation, and answer the following questions.
 - What is the main reason for smoking by the children?
 - What makes the arteries contract?
 - Write any two types of cancer caused by smoking.
 - What does C stand for in COPD?
 - Who starts smoking in the name of fashion?
2. Listen to the conversation again, and tick (✓) the reasons for smoking that are mentioned in the audio. One has been done for you.
- Imitation of the elders ✓
 - Bad company
 - Considering smoking as a mature activity
 - Peer pressure

- e. Influence of the TV
- f. Pressure of the elders
- g. Influence of the cinema
- h. Impact of advertisements
- j. Lack of knowledge

C. Follow-up activity

Do you agree with the reasons for smoking that are given in the conversation? What other reasons do you think there might be? Discuss in pairs and list them.

Speaking

A. Engage yourself

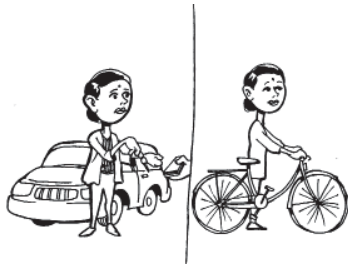
Suggest what each of these organisations is for. Use the expressions below.

1. The purpose of is to
2. established in order to



B. Time for speaking

1. Look at the pictures below. Have you ever done or seen the following things? Make sentences as given in the example for each of the pictures using the given clues. Then have conversations in a group.



Example:

sold car/bought a cycle/cheap/financial problem/eco-friendly/money

A: Why did she sell her car and buy a bicycle?

B: She sold her car and bought a cycle because fuel has become so expensive.

C: It is because of her financial problem.

D: She sold her car and bought a bicycle so that she could be eco-friendly.

E: She did it in order to get money.

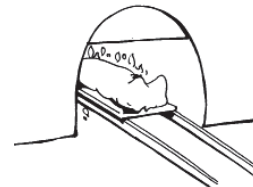
- i. left school/started working/lost parents/earn money/basic needs/feed younger sister



- ii. joined martial art class/hobby/fit and strong/self defence/confidence



- iii. dead body cremated/electric machine/eco-friendly/easy/cheap/time saving



2. Look at the words in the box below. Which words go together to form meaningful sentences? Use all three sets of words and make as many sentences as possible.

Example: I bought a TV for entertainment.

so that
in order to
because
because of
the purpose of
the reason for
therefore
for
to

bus park
camera
mobile phone
museum
old care centre
pen drive
sanctuary
TV
theatre

entertainment
breeding
store documents
to take old citizens
to park the bus
take photographs
communication
preserve antique
items
perform drama

C. Follow-up activity

1. Prepare a speech on one of the following topics, and deliver it to the class.
 - a. Human Trafficking as a serious problem
 - b. Causes of global warming and its effects

Writing

A. Engage yourself

Read this letter to the Editor of the Rising Nepal which was published on April 10, 2016 on terrible traffic jams.

April 10, 2016

The Editor,
The Rising Nepal,
Kathmandu, Nepal

Dear Sir,

These days traffic jam is very common in Kathmandu. One cannot reach his/her destination on time due to the traffic jams on the road. Recently, it took me an hour to drive to Kalimati from New Baneshwor. It was a frustrating experience as the road was jam-packed with motorbikes, taxis, buses and cars. Water and oil tankers were also there to obstruct the route.

During the tiresome journey, I noticed four causes of the traffic jam. First, the motorcyclists tend to overtake every vehicle by violating the lane rules and obstructing the route of the vehicles coming from the opposite direction. As a result, traffic jams occur.

Secondly, the motorcyclists and taxi drivers cross the busy road from anywhere they like and sometimes they take minutes to cross the road. This causes a jam on all lanes and in both directions.

Thirdly, the public buses cause jams as the helpers instruct the drivers to stop the buses wherever they see a passenger waiting by the roadside. The traffic police look on helplessly as so many rules are broken.

The road widening works also lead to jams as we can see heaps of soil, sand and other construction materials including big drain pipes kept by the side of the already congested road. If these shortcomings are corrected, I think the problem of traffic jam would be addressed to some extent.

Yours sincerely,
Bhup Poudel
Kathmandu

B. Time for writing

Write a letter to the editor of a national daily on any one of the following problems.

- reckless driving
- insufficient water supply in your locality
- load shedding

C. Follow-up activity

Write a letter complaining to the local authority about an issue that is bothering you and the people of your locality.

Project work

Visit any three organisations or institutions of your locality. Fill the table below with correct information. Now write a couple of paragraphs comparing any two organisations or institutions.

S. No.	Name of the organization or institute	When was it established?	Why is it established? (at least two reasons)
1.			a. b.
2.			a. b.
3.			a. b.

Fun corner

Work in a pair. Practise saying the following expressions with different tones according to the contexts.

'Hello'

- to a friend whom you meet daily
- to a friend you haven't seen for 5 years
- to a 6 month old baby
- to someone who has forgotten his/her handkerchief on the chair at a restaurant
- to someone on the phone when you're not sure if they are still on the other end

'Goodbye'

- to a member of your family who is at the airport going abroad
- to someone who has been annoying you
- to a child starting his very first day at school to a 15 month old baby

UNIT NINE

EXPRESSING UNEXPECTED RESULTS

Reading

A. Engage yourself

Look at the picture below, and answer the following questions.



- Guess what the boy is thinking about.
- Which road do you think he chooses?
- Dilemma is a situation in which a difficult choice has to be made between two or more alternatives. Have you ever faced a dilemma? When? Why were you in a dilemma? What did you do in that situation? Was it difficult to make a choice between the two?

B. Study time

Reading I

Read the poem by Robert Frost, and find out why he is in a dilemma.

The Road not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
 In leaves no step had trodden black.
 Oh, I kept the first for another day!
 Yet knowing how way leads on to way,
 I doubted if I should ever come back.
 I shall be telling this with a sigh
 Somewhere ages and ages hence:
 Two roads diverged in a wood, and, I
 I took the one less travelled by,
 And that has made all the difference.

Robert Frost

1. Vocabulary in use

- i. Following words describe either of the two roads the poet is talking about in the poem. Fill the table below choosing appropriate word/s given below.**

bent in the undergrowth, fair, better, grassy, worn, trodden black, less travelled

The first road	The second road

- ii. Match the following words with their meanings.**

Words

- a. diverged
- b. wood
- c. undergrowth
- d. claim
- e. sigh
- f. trodden
- g. bent
- h. hence

Meanings

- i. a deep and long breath
- ii. walked on
- iii. branched away
- iv. demand
- v. forest
- vi. shrubs; a mass of bushes
- vii. from now on
- viii. curved

2. Reading comprehension

- i. Fill in the blanks using suitable words from the box. You may need to use one word twice.

less travelled road, roads, decision, difference, speaker, difficult, dilemma, choices
--

The poem is about a that the has faced. He has between two He compares both the He takes a long time to take the final It is for him. Finally, he chooses the that has made a in his life.

- ii. Find the words from the poem which rhyme with the words given below.

wood fair day sigh

Example: wood, stood, could

- iii. Read the poem again, and answer these questions.

- a. Who is the speaker in the poem?
- b. Where is the speaker standing in this poem?
- c. Why does he stop there for a long time?
- d. Why is he in a dilemma?
- e. Which road does he choose to travel?
- f. Why does he leave the other one?
- g. Is the speaker optimistic? How can you say this?
- h. Do you think he has made the right decision?
- i. What do you think 'the roads' refer to?
- j. What is the central idea of the poem?

C. Follow-up activities

1. Have you ever been in the situation like the speaker of the poem 'The Road Not Taken' has been? Share it to your class.
2. Recite the poem in a group and paraphrase it.
3. What message do you think the poet wants to convey to the readers?

Reading II

Read this narrative essay about an unexpected incident.

A Scary Secret of Two Sisters

One autumn, my sister and I made a blunder. She was ten and I was sixteen. We planned to really enjoy our holiday because we were together but away from home. Our excitement lasted till the end of our journey and taught us an important lesson.

We felt very excited and grown up as we were on the way to the home town of our grandparents in a cart. Fresh and cool breeze touched our body and our soul. When we reached the lodge, we were disappointed. Although it was expensive, it was not clean and well furnished. It had a tin roof. The room where we were going to spend our night was small. I did not find it cozy. In spite of a small window that was facing towards the North, the room was not as airy as we expected. Both of us disliked it. We asked our granny “Is there any hotel? We like to stay somewhere else, but not here.” When we asked about another option, our grandfather replied, “No, there is not any guest house or hotel nearby.” Their reply annoyed us but we could not make any further request further. After we unpacked our suitcases, our grandmother warned us not to go outside till their return. “We won’t,” my sister promised, but I knew that she was telling a lie. We had already decided to go out.

We went out of the lodge as soon as our grandparents were out of our sight. When we reached a narrow gravelled street it was already dusk. The view of the setting sun was very pleasant. Birds were returning to their nests. We could hear children playing soccer nearby, but the little street was quiet. There was no sign of any hotel. Suddenly, a thug stepped out from the bush. He growled, “Don’t move!” He was tall and lanky. His black beard and dirty, curly hair was disgusting. He was wearing a black face mask and spectacles. When he came very close to us, we could smell cigarettes and a terrible smell of alcohol in his breath. I shivered. My little sister was terrified. We were speechless. He said, “Give me your chain.” So I did. Then he turned to my sister and said, “Your earrings!” Without uttering any word, she gave her best gold earrings. Snatching my hand bag, he jumped into the bush and vanished. Then, we cried and cried.

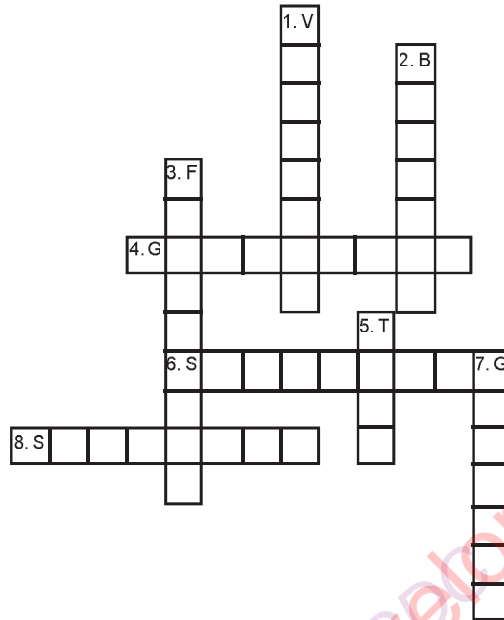
After sometime we recollected ourselves and ran back to the lodge. We did not feel safe until we got into our room and locked the door behind us. Though the man looted our precious things, he taught us a good lesson. We had disobeyed our elders which we were not supposed to do. Despite their warning, we walked out in a place which was new for us. Before this horrible experience, we did not use to listen to our parents and elders. How stupid we were! We now learned that we should obey them because their experience and knowledge are our guidelines for a better life. After this incident, we became more obedient.

However, we decided not to tell the scary incident to our grandparents or even our parents. We knew that they would punish us even though we had learned a lesson. That dangerous adventure is still a secret that I only share with my sister.

(Adapted from Savage and Mayer’s “Effective Academic Writing”)

1. *Vocabulary in use*

- i. Solve the following crossword puzzle using the words from the text above.



Across

- 4. covered with gravel
- 6. grabbing; stealing
- 8. shook slightly because you are frightened

Down

- 1. disappeared suddenly
- 2. a stupid or careless mistake
- 3. containing furniture
- 5. a violent person, especially a criminal
- 7. said something in a low voice

- ii. Find the words from the text above that describe the following noun.

Example:

lodge: small,,

- a. street:
- b. thug:

2. Reading comprehension

i. Choose the best alternative, and fill in the blanks.

- a. The weather was while they were travelling.
- | | |
|-------------|----------|
| I. pleasant | II. cold |
| III. gloomy | IV. hot |
- b. The sisters did not like the lodge because it was
- | | |
|-----------|--------------|
| I. dirty | II. cozy |
| III. airy | IV. spacious |
- c. The said, "Give me your chain."
- | | |
|-----------------|--------------------------|
| I. grandparents | II. parents |
| III. thug | IV. manager of the lodge |
- d. My sister said, "....."
- | | |
|---------------------|----------------------------|
| I. We won't. | II. Don't move. |
| III. Your earrings! | IV. Let's keep the secret. |
- e. The two sisters learnt to be after that incident.
- | | |
|-------------|-------------------|
| I. liar | II. obedient |
| III. honest | IV. well mannered |

ii. Read the text, and answer the following questions.

- a. Where did the two sisters go to spend their vacation?
- b. What did they decide to do in the absence of their grandparents?
- c. Why did they go out of the lodge?
- d. What happened when they reached the street?
- e. What important lesson did they learn from their mistake?
- f. Why did they decide not to share that scary incident to anyone?
- g. What lesson did you learn from this text?

iii. Imagine you are the narrator's sister. Write your experience in your own words.

C. Follow-up activity

Imagine the place where this story might have taken place. Then draw the picture of the place including the man, two sisters and street with bushes on both sides, and colour it.

Grammar

A. Engage yourself

Though, although, even though, despite, in spite of, however, etc. are examples of contrastive conjunctions. They link two ideas that are considered to be different. In other words, they are used to contrast one idea with another where one piece of information appears to be surprising or unexpected in view of the other idea.

B. Time for grammar

1. Choose the best alternative, and fill in the blanks.

- a. a huge amount of money has been poured into literacy programmes, literacy levels do not appear to be improving.
(Although, In spite of, However)
- b. she was very popular, she didn't win the election.
(Although, Despite, In spite of)
- c. her busy time schedule, she completed her task on time
(However, In spite of, Though)
- d. the fact that they were very shy, they gave a wonderful presentation.
(However, Despite, Whereas)
- e. harmful effects are well known, people continue to pollute.
(Despite, Although, Even though)
- f. the fact that I had no money, the shopkeeper gave me a pen.
(In spite of, Though, Whereas)
- g. it was raining, I didn't carry a raincoat.
(Although, Despite, In spite of)

2. Match the affirmative sentences of Column A with their negative sentences of Column B.

Column A	Column B
a. It is a pathetic condition.	i. He has not quit his bad habit.
b. They were reporting to the police.	ii. The cat won't prey on poor mice.
c. He has quit his bad habit.	iii. It is not a pathetic condition.
d. She always makes a fuss about it.	iv. They were not reporting to the police.
e. The cat will prey on poor mice.	v. A boy did not throw a ball over his head.
f. A boy threw a ball over his head.	vi. She never makes a fuss about it.
g. Move it from here.	vii. Kiran does not have any problem
h. Some of them were absent on the first day.	viii. They won't break the ice in the right time.
i. Either Nitesh or Nripesh appreciates her.	ix. Neither Nitesh or Nripesh appreciate her.
j. They will break the ice in the right time.	x. Do not move it from here.
k. Kiran has some problems.	xi. None of them was absent on the first day.

3. Change the following sentences as directed in brackets.

Example:

a. *It is a pleasant morning. (Interrogative)*

Is it a pleasant morning?

b. *Do you know anyone called Pankaj? (Statement)*

You know someone called Pankaj.

a. *Can she speak Japanese? (Statement)*

b. *I did not see anybody in the park. (Interrogative)*

c. *I haven't submitted my assignment yet. (Affirmative)*

- d. The man walked slowly towards the door. (Negative)
- e. Is there anyone hiding in the cave? (Statement)
- f. Neither of the girls completed their work. (Affirmative)
- g. John usually plays with his dog in the garden. (Interrogative)
- h. Do you know the way to his house? (Statement)
- i. This gave him a deep and lasting pleasure. (Negative)

C. Follow-up activity

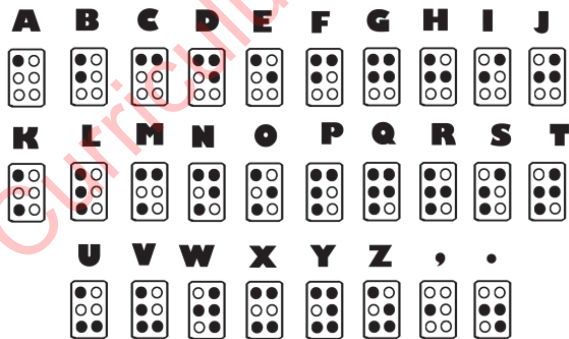
Read the conversation below, and create a similar type of conversation using different types of sentences.

- Mr. Affirmative: Guys, I'm positive. Who are you?
- Mr. Negative: I'm not positive like you. I'm neither exclamatory nor affirmative. Guess who am I.
- Mr. Affirmative: You're a friend of no and never.
- Mr. Interrogative: Are you making fun of Negative? Why are you irritating him?
- Mr. Imperative: Please, calm down, Interrogative. Don't be angry.
- Mr. Exclamatory: What a discussion!
- Mr. Affirmative: I'm just kidding.

Listening

A. Engage yourself

Look at the picture, and guess the answers to the following questions.



- a. Can you identify the above symbols?
- b. Who might use them?
- c. When was Louis Braille born?

B. Study time

1. Listen to the biography of Louis Braille, and answer the following questions.
 - a. When did Louis lose his eye sight?
 - b. Who did Louis develop the tactile writing system for?
 - c. What is the maximum number of raised dots in the Braille Cell?
 - d. From whom was Braille inspired to develop the Braille system?
 - e. What killed Louis Braille?
2. Listen to the biography again, and rearrange the following sentences in the order they occurred in the audio.
 - a. Braille replaced the system, 'night writing'.
 - b. He was born in 1809.
 - c. The Braille System was modified time and again.
 - d. At the age of 15, Louis Braille developed the Braille System.
 - e. His system became a part of the institute curriculum.

C. Follow-up activity

Work in a pair. Write your name using the Braille alphabet and share it to the class.

Speaking

A. Engage yourself

Make as many sensible sentences as you can from the table below.

Example: Despite her wealth, she never wore gold jewellery.

Despite	her wealth	she has not replied me.
In spite of	she was poor	she was awarded grade C.
Although	she was sick	she did not go to see the doctor.
Though	I emailed her	she went to the office.
Even though	she was ill	she did not expect help from other.
	her hard labour	she did not get the expected results.
	the heavy rain	she never wore gold jewellery.

B. Time for speaking

Read aloud in a pair. You are student A and B. Read your own part only, and then your friend completes the second half of the sentence.

Example:

A: *Despite the cold weather...*

B: *...we all had an ice-cream.*

Pair 1	Pair 2
Student A	Student A
<p>Read out the first part of the following sentences twice.</p> <p>a. Despite the cold weather ...</p> <p>b. In spite of the bad condition of the house ...</p> <p>c. Despite an unattractive appearance</p> <p>d. In spite of the high price ...</p> <p>e. Despite the failure</p>	<p>Read out the first part of the following sentences twice.</p> <p>a. Although he looked shabby ...</p> <p>b. Even though his parents objected ...</p> <p>c. Though we've known each other ...</p> <p>d. Even though she passed her exam ...</p> <p>e. Although they were playing away from home ...</p>

Pair 1	Pair 2
Student B	Student B
<p>Choose one of these parts of the sentences to complete what Student A reads out. Each correct answer scores 1 mark.</p> <p>... we all had an ice-cream.</p> <p>... I bought the latest mobile phone.</p> <p>... he did not get discouraged.</p> <p>... they continued with hope.</p> <p>... he married a beautiful girl.</p> <p>... she bought it last week.</p> <p>... birds migrated.</p> <p>... we wore shirts.</p>	<p>Choose one of these parts of the sentences to complete what Student B reads out. Each correct answer scores 1 mark.</p> <p>... they won the match.</p> <p>... we had a great time.</p> <p>... she could not remember any answer.</p> <p>... she was not happy with her results.</p> <p>... he was graded A.</p> <p>... he joined the army.</p> <p>... we forgot our name.</p> <p>... they were playing with high confidence.</p>

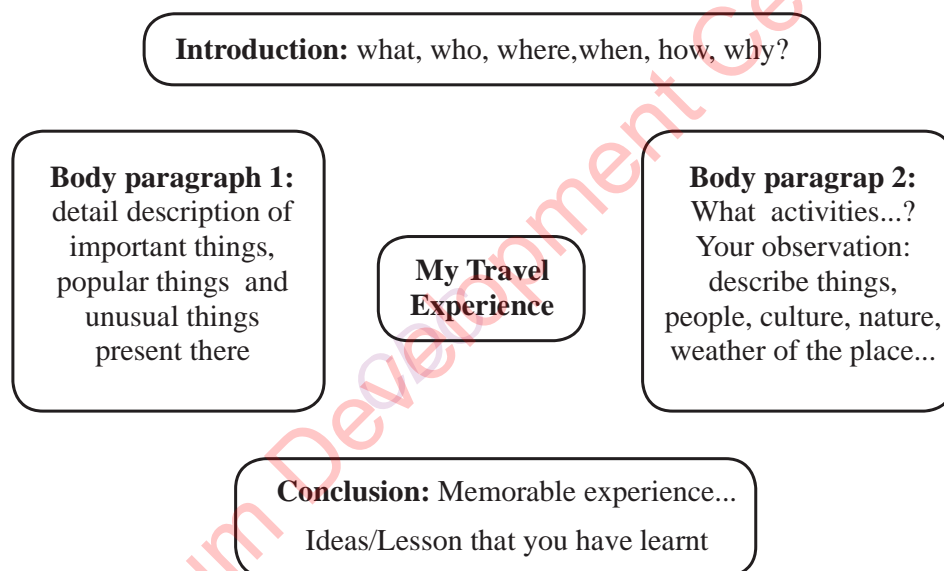
C. Follow-up activity

With the help of your teacher, develop a similar type of game using *however* and *though*. Then play it in the class.

Writing

A. Engage yourself

Look at the diagram below, and collect information about your travel experience with the help of the clues given.



B. Time for writing

Write a travel experience including interesting information and exciting experience. You may use the above information.

C. Follow-up activity

Share your writing on travel experience with your friends and collect feedback on it. Revise and edit your writing and make a final copy of it.

Project work

Visit a place that has historical or natural significance. Write a description of the place based on your observation and experience, and present it to the class.

Fun corner

Read the following sentences, and try to find out the meaning of italicised idioms in each sentence.

- a. My sister lives in Gulmi, so I only get to see her *once in a blue moon*.
- b. *When pigs fly*, she will tidy up her room.
- c. For me the English test was *a piece of cake*.
- d. I *let the cat out of the bag* about their wedding plan.
- e. Jack *hit the nail on the head* when he said the team's problem is lack of confidence among the players.

Now match the idioms with their meanings.

Idioms

- a. once in a blue moon
- b. when pigs fly
- c. a piece of cake
- d. let the cat out of the bag
- e. hit the nail on the head

Meanings

- i. something very easy to do
- ii. almost never, rarely
- iii. something that never happens
- iv. to say the exact right thing
- v. to accidentally reveal a secret

UNIT TEN

DESCRIBING EVENTS

Reading

A. Engage yourself

Read the sayings given below, and discuss the questions in a group.

"If history were taught in the form of stories, it would never be forgotten."

Rudyard Kipling

"Our lives begin to end the day we become silent about things that matter."

Martin Luther King

- What do these proverbs mean?
- Look at the title of the text given below. Can you guess what the text is about?

B. Study time

Here is an extract of Barbara Nimri Aziz's article "Yogamaya: Poet, Teacher, Insurgent" from *Heir to a Silent Song: Two Rebel Women of Nepal*. Read the extract, and do the activities that follows.

Yogamaya: Poet, Teacher, Insurgent

"Yogmaya had a two-pronged agenda, not just one," explained Manamaya. "Her first target was the cultural and religious oppression of the time. Her second object was our ruler, the Prime Minister, who along with his generals allowed corruption and inequality to prevail. Our master, Shakti Yogmaya, showed us how these two evils are intertwined, and she feared neither."

Yogamaya launched a brilliant and a daring political campaign from her base in the hills of East Nepal. It took place during the 1930s, and ended in 1940 with her death, along with sixty eight of her followers who one by one



followed her into the thundering current of the Arun River. After leading a campaign for reform and justice, Yogmaya finally confronted the ruler with an ultimatum: “If you do not grant us justice, we will die,” she declared. Juddha Shamsheer responded by sending his army to round up the protesters.

The tragedy that resulted remains a stain on the government. The Nepalese authorities covered up the episode and banned all mention of her. Her campaign was thoroughly expunged from the nation’s historical record and almost lost to its political consciousness. But the powerful verses composed by Yogmaya, the hazurbani, survived. And there lies the story.

I am the child in your lap.
You are the babe in mine;
There is nothing between us, nothing at all.
Your eyes have tears, just like my own.

On the surface, these lines may appear to be politically innocent, they are not. They embody the very principle of equality. They call for parity and mutual respect. They are tender reminders of the sensitivity of all of our common needs, joys and sufferings.

Manamaya uttered another of Yogmaya’s verses filled with praise of nature and also love of land, or homeland.

Supreme among peaks, this our Himalaya
From where waters flow, Arun merges
And with Barun, flows on
To mingle with Irkhuwa.

These lines hint her political goal to move towards equality. Her effort to challenge the system is opposed by priests, the public, and the government. But still Yogamaya attacks.

Virtue, stained by greed.
Justice, undone by bribes.
Though innocent, we lost.
Thus, we’re twice punished.

Eventually, Yogamaya’s teachings became a comprehensive utopian ideal, linked with a non-violent political strategy she devised to bring it about. It began four decades before the United Nations sponsored an international convention on women, before the current generation of American feminists was born, and even before Mahatma Gandhi’s non-violent ‘Quit India’ movement (a campaign to rid India of British occupation) was underway, But Yogamaya’s movement went further because it included a call to end injustice against women and girls.

1. *Vocabulary in use*

- i. **Find the words from the text above that give similar meaning to the following.**
- a. having two projecting, pointed parts = T
 - b. treating people in a cruel and unfair way = P
 - c. twist or twine together = I
 - d. to remove completely or get rid of something = E
 - e. behaviour or attitudes that show high moral standards = V
- ii. **Match the following words with their meanings.**

Words	Meanings
a. utopian	i. satisfying one's conception of what is perfect; most suitable
b. ideal	ii. imaginary state in which everything is perfect; idealistic
c. ultimatum	iii. the state or condition of being equal, especially as regards status
d. parity	iv. a large meeting or conference
e. convention	v. a person who supports or recommends for the rights of women
f. feminist	vi. a final demand, the rejection of which will result in retaliation or a breakdown in relation

2. *Reading comprehension*

- i. **Complete the following sentences with the correct information from the text above.**
- a. The first target of Yogmaya was
 - b. Yogmaya's political campaign took place during and ended in
 - c. Her poetry carries message of and
 - d. Yogamaya devised political strategy.
 - e. Her movement went further because it included an appeal to end
- ii. **Read the text, and answer the following question.**
- a. Who is Yogamaya? Who is Manamaya?

- b. What were the two main reasons that made Yogamaya a rebel?
- c. What was Yogamaya's demand with the government?
- d. What is the *hazurbani*? How is it popular?
- e. Why do you think Yogamaya stopped her revolt?
- f. How did Yogmaya die?
- g. After Yogamaya's death, what might have been the reaction of the government?
- h. Yogamaya's preaching was in the form of poetry. What have you understood from the given verses?
- i. What lesson did you learn from this text?

C. Follow-up activities

Do you know any social reformers of our country? Write down their important contributions.

Grammar

A. Engage yourself

1. Look at the pictures below, and find what the photographer makes/gets a model to do. Match the sentences with the correct picture.

A



B



C



D



- a. The photographer *makes* the model stand on the boat.
- b. The photographer *gets* the model to stand near the tree.
- c. The photographer *has* the model walk on the bank of the river.
- d. The photographer has *got* the model to remove her sunglasses.

The verbs in italics in the above sentences are causative verbs. A causative verb is defined as a word, typically a verb, which has the meaning of someone causing someone to do something. They are *make, get and have*. Some other verbs that are used as causative verbs are: *allow, help, keep, let, force, etc.*

2. Find similar type of sentences from the text above, and write them in your exercise book.

B. Time for grammar

1. Make as many sentences as you can from the table below.

I	makes/make/will make/ is making/has made/made		clean the table.
Ramesh	gets/get/will get/is getting/	Monika	to send the message.
Anju	has got/got	Kiran	
Binita		somebody	
Sagar	has/have/had/will have/is having/has had/have had	Mina	trim his hair.

2. Change the verbs in the following sentences into active voice.

- a. English is taught in every school in the country.
- b. My jacket was made in Thailand.
- c. Paper was invented by the Chinese.
- d. His interview is being televised throughout the world.
- e. This street has been surfaced by the municipality.
- f. This problem cannot be solved by John.
- g. Have you been awarded by the university?
- h. You could see that the dress was going to be washed by him.
- i. Let the assembly begun.
- j. Food would have been cooked by Justine.

3. Complete each of the following sentences with an appropriate relative clause.

*Example: The man **who is sitting on the chair** is a businessman.*

- a. The day when is still fresh in my mind.
- b. The back of the yard where is my favourite place.
- c. President Bhandari, for whom, is representing us.
- d. My best friend, whose, is a famous singer.
- e. The town where has changed a lot.

C. Follow-up activity

Complete the given conversation using appropriate expressions given in the box.

- makes us pronounce
- have somebody fix
- made us stay
- get somebody to fix
- makes us do
- made my best friend memorize
- makes us learn
- have your project work done and designed

Mother: What's up? Is there anything wrong today?

Son: Mother, I don't like my English language teacher. He always a lot of things.

Mother: I don't think he's wrong. Can you tell me in detail?

Son: He vocabulary everyday. Besides, he new words from the dictionary. Mom, not only that, once, he late to complete our writing exercise. Last month, he a long poem within two days. Now, he has given us project work. How shall I do it? My computer isn't working. It's ridiculous, mom. How can I it in this short period of time?

Mother: Oh! In fact, I was also planning to it. But, don't worry. You can in Cyber cafe. After all, your teacher is helping you in your study differently. Take it easy, boy.

Son: OK, mom.

Listening

A. Engage yourself

Look at the following informal English words, and try to find out their meanings.

dunno, gonna, gotta, yeah, info, cell, cos, telly

- a. Where do you find these informal English words?
- b. Do you use them while writing a letter, chatting or talking?

B. Study time

1. Listen to the telephone conversation, and fill in the blank spaces using the suitable informal forms of words from the brackets below.

(uni, gonna, dunno, yeah, loads of, info, cos, gotta)

- a. I'm email you again.
- b. Oh,
- c.! Where's it?
- d. It's gonna be late for my college it's already 8.
- e. I've found great info and stuff on the net.

2. Listen to the telephone conversation again, and answer the following questions.

- a. Who are talking on the telephone?
- b. Why is the girl sending the email again?
- c. What did the boy write for the magazine?
- d. From where did the boy get information to write the article?
- e. Who does the brother meet in the university?

C. Follow-up activity

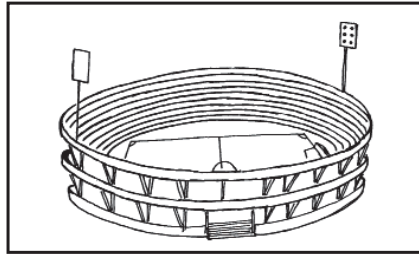
Work in a pair. Choose a topic of your interest and talk with your partner using informal English.

Speaking

A. Engage yourself

1. Work in a pair. One of you describe any two pictures and the other write the description as your partner describes. Reverse your roles.

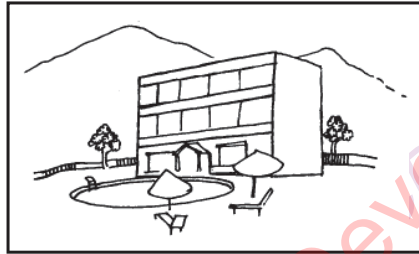
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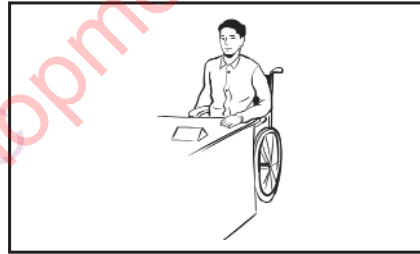
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C



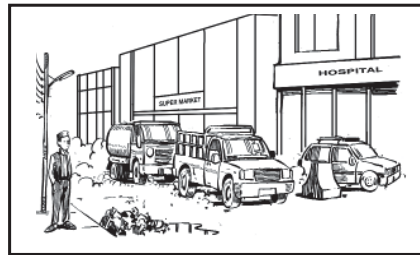
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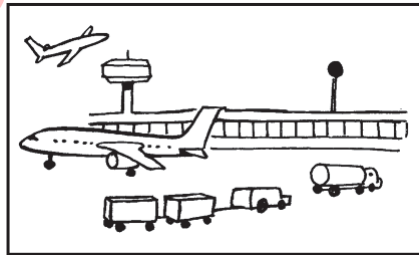
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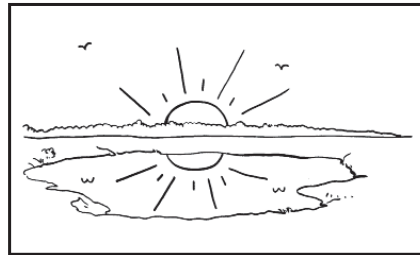
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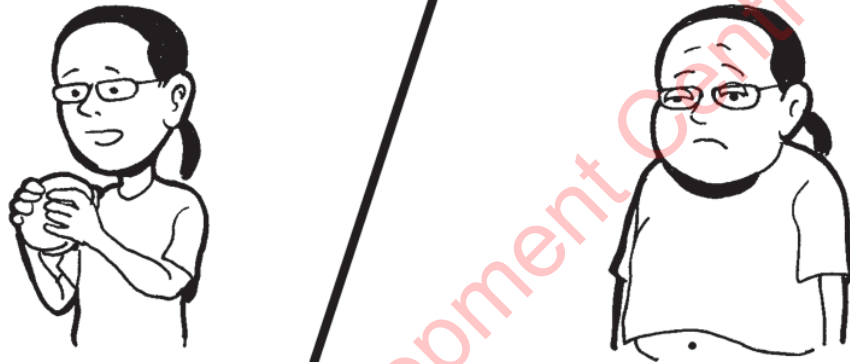
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B. Time for speaking

2. Look at the pairs of pictures which describe different events and situations. Describe each pairs using who, whose, whom, that, which, etc. Say at least three sentences for each of them. One has been done for you.

Example:



The girl who is in the first picture is fond of eating junk food. The food that she likes is not healthy. Her parents, whom she respects, do not like her food habit.

A



B



C



D



E



F



C. Follow-up activity

Work in a pair, and find out at least four differences in the following pictures.

A



B



Writing

A. Before you write

Go through the guidelines below and prepare your outline to write a description of a place.

Introduction: Your destination	
Where is it?	How do we reach there?
Body paragraph-1 : Purpose of the visit	
religious significance	natural sites
historical significance	personal interest
Body paragraph-2: Your findings/observation	
What do you see, hear, taste, smell and feel?	
Conclusion	
Why should people visit this place?	

B. Time for writing

Read the description of Devghat, and write a similar type of description of the place you are familiar with based on the information that you have collected in exercise A.

Have you ever been to Devghat? It is one of the sacred places of the Hindus. This confluence of Kali Gandaki and Trishuli River is believed to be one of the holiest places in Hindu mythology. Devghat lies in Tanahun district. It is about 7 kilometers far from the city of Narayangadh. You can hire a taxi from the city or you can also get a public bus from Pokhara Bus Park to go to Devghat. People visit this sacred place for various reasons.

Many pilgrims like to reach Devghat. Some of them go there to take a holy bath. Other go to collect a Shaligram Sheela (holy stone) which Hindu devotees worship as lord Vishnu. A few Hindus or elderly Nepalese live out their final years of their life there. There are many *ashrams* which are built to give shelters to such elderly people. People can spend their nights in the ashrams.

The atmosphere of Devghat is peaceful and contemplative. The chanting and prayers around the temples soothes everyone who visits there. *Ashrams*, temples, caves and the confluence are the major tourist attractions. Various religious activities are performed there throughout the year. Most importantly, on the first day of the Nepali month of Magh (mid-January) thousands of pilgrims flock to take a holy bath in the confluence. Temples like Radha Krishna Temple and Hanuman Temple, caves like Sita Gufa and Bashista Gufa are must-visit places. The best way to experience Devghat is to wander around the gravelled streets; cross the river in a boat or via suspension footbridge high over the rushing water of the Trishuli; visit infinite number of the ashrams; observe melas; and listen to the heart touching life stories of elderly people. Not only pilgrims, people like researchers, nature lovers, saints, wanderers and adventure seekers go there.

Devghat is a must-visit place for those who respect the elderly people and for those who like to help them.

C. Follow-up activity

Write a descriptive paragraph about the person who has great influence in your life.

Project work

Collect information about the popular places of your district. Fill the table with relevant information, and write an essay based on the information that has been collected.

Tourist Destination	Location	Significance	Route	Season of travel
Example: Bhaktapur Darbar Square	Bhaktapur	Historical and cultural heritage site	From any part of the valley	All seasons

Fun corner

Read and enjoy the following tongue twisters. Say them as fast as you can.

- Can you can a can as a canner can can a can?
- I wish to wish the wish you wish to wish.
- I scream, you scream, we all scream for icecream.
- Six slimy snails sailed silently.

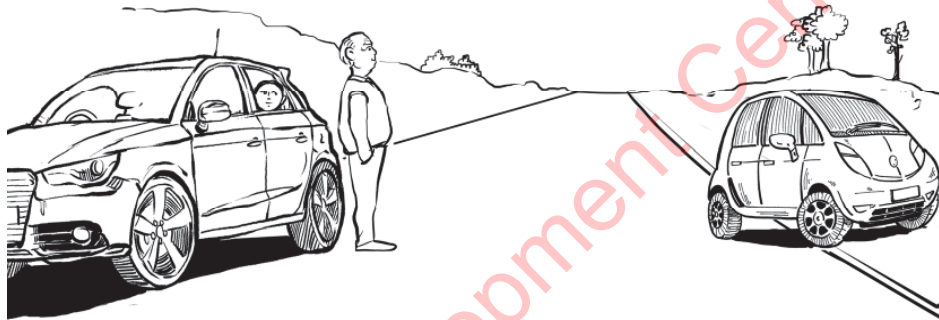
UNIT ELEVEN

EXPRESSING PREFERENCES

Reading

A. Engage yourself

Look at the picture below, and guess the answers to the following questions.



- Who are these people?
- What is the man doing?
- Why are they there?

B. Study time

Read the story 'Parents' taken from Vishnu S Rai's *Martyr and Other Stories*.

Parents

"Dad! I'm going to meet my e-mail friend."

"When?" I asked.

"Now."

"I'm coming with you."

"No, I'm going alone."

"Look, Anuja..."

"You are obsessed dad. Nothing is going to happen to me."

Anuja, my daughter is only 13. She spends most of her time on computer chatting with her friends and sending e-mails. She has many e-friends. A

couple of days ago she told me about her new e-friend. She is 12 and Anuja is very fond of her. And now she is going to meet her. I warned her about bad people who fake themselves as teenager, chat with girls like her and seek opportunities to take advantage of innocent girls. But she doesn't listen to me. She thinks I am an old man who is over protective of his daughter, a man who sees ghosts in every dark corner.

"Look, honey. I'm not saying you can't meet your friend. All I'm saying is let me come with you. I will not get out of the car first and if I see a girl of 12 waiting, I'll do some window shopping and you can go and meet her. But if there is no girl, we will wait for 10 minutes and then come back. OK?"

"This is ridiculous." She stamped her feet.

"Why? Is it because I'm 60 years old? Or is it because I've a big belly? Or because there are no hair on my head that you're ashamed of going out with me?" I tried to joke.

"Oh Dad, you're impossible."

"You look like a boy in your new outfit." On the way, I commented on her dress.

"Dad! I think I must tell you something."

"I'm listening."

"I'm not a girl... I mean I'm not a girl for the girl... I mean the friend I am going to meet."

"You lost me."

"Sorry. What I want to tell you is that I chatted with her as a boy."

"You mean you pretended to be a boy to this girl?" I stared at her and the car swerved a little which I controlled.

"Yes, she knows me as a boy."

"God!" I tried to digest this new information.

When we reached the place I got out of the car and walked around. There was no girl in sight. Some hundred meters away, a car with dark windows was parked on the other side of the road. On the nearby playground, some boys were playing cricket and a couple of cows were munching dried hay. I looked at my watch and started pacing up and down the road. I looked at the car and started walking again. The car started and sped away. I again consulted my watch. Ten minutes up: no sign of any girl. I walked to my car, got into it and said. "You see, I was right. There is no one here. The girl you chatted on the internet must have been a fake."

Next day, at lunch time I retold the whole event to my colleague, Dhurva.

“So you think that some bad guy was trying to approach your daughter?” He smiled.

“Why are you laughing?”

“Let me tell you why the girl friend of your daughter didn’t appear at the meeting place. It was because her mother came with her in a car before you reached there. The mother was watching if there was really a boy of 13. But all she could see was an old man with a big stomach and a bald head lurking around the meeting place. So she didn’t let her daughter get out of the car. She just drove the car back home.”

“You mean... You mean she saw me and...” I stammered.

“Yes, she saw you. Do you know what she said about you?” He laughed. “She said that she saw a lecherous old man with an evil leer on his face...”

1. Vocabulary in use

i. Supply the correct word from the box below after each definition.

obsessed	window-shopping	ridiculous	stomach
swerved	lurking	stammered	evil

- a. preoccupied or filled the mind of (someone) continually and to a troubling extent
.....
- b. the activity of looking at goods displayed in shop windows especially without intending to buy anything
.....
- c. very silly or unreasonable
.....
- d. a large belly
.....
- e. changed or caused to change direction abruptly
.....
- f. hiding so as to wait in ambush for someone or something
.....
- g. having or showing offensive desire
.....
- h. spoke with sudden involuntary pauses repeating the initial letters of words
.....

2. Reading comprehension

i. Read the extracts given below, and answer the questions that follow.

- a. "I'm not a girl ... I mean I'm not a girl for the girl ... I mean the friend I am going to meet."
- Who said this and to whom?
 - What does 'the girl' refer to?
 - What does 'a girl' refer to?
- b. "You see, I was right. There is no one here. The girl you chatted on the Internet must have been a fake."
- Who said this and to whom?
 - What does 'you' refer to?
 - What happened afterwards?
- c. "You mean... You mean she saw me and..."
- Who said this and to whom?
 - What does the speaker try to say?
 - What does 'she' refer to?

ii. Read the story, and answer the following questions.

- Where is Anuja going?
- What was her father's suggestion?
- Why did Anuja tell her secret to her father?
- What did her father notice on the other side of the road?
- Did Anuja meet her friend? Why not?
- How did her father feel at the end?
- Who do you think is cleverer, Anuja's father or the mother of Anuja's friend?
- Write down the major traits of Anuja's father.
- Do you think Anuja's father was caring? Why? Why not? Give reasons.

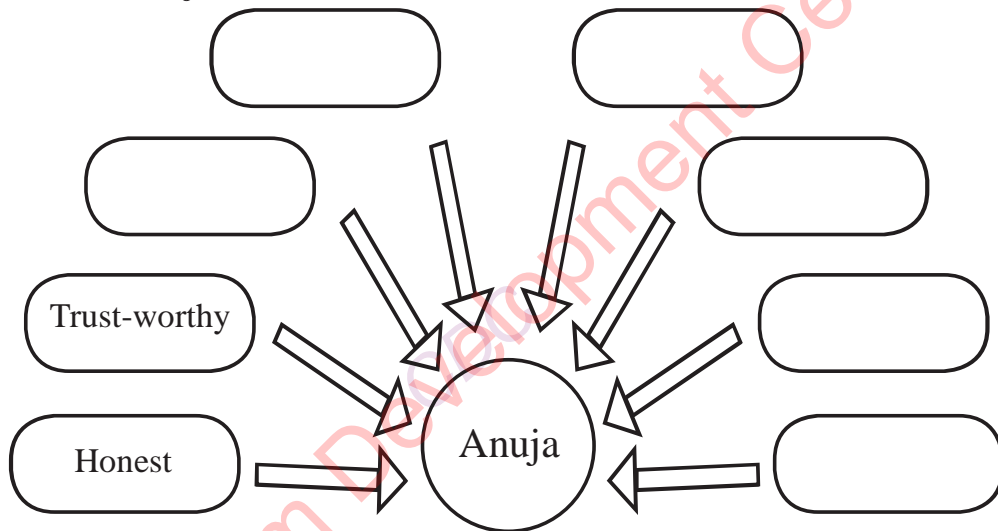
iii. Read the story again, and rearrange the events in the order in which they happened.

- Anuja reveals her secret to her father.
- Anuja wants to meet her friend.
- Anuja's father also goes with her.

- d. Her friend did not turn up.
- e. Father tells his daughter not to wait her friend more than 10 minutes.
- f. They returned without meeting her friend.
- g. It was not easy to digest new information.
- h. Instead of a boy of 13, there appeared a lecherous old man.

C. Follow-up activities

- i. Complete the following diagram with the adjectives that describe Anuja. Now write a paragraph describing Anuja in about 50 words. Use the adjectives that best describe her character.



- ii. When you become a parent, how would you make sure that your child is not in danger? What are the possible measures that you can take in that situation?

Grammar

A. Engage yourself

Read the following conversation, and find out what the speakers prefer. 'Like', 'dislike', 'prefer', etc. are the words that express preference.

A: What do you like to do in your free time?

B: I like reading novels. What do you prefer?

A: I dislike reading long stories but I prefer watching movies. You know, the best stories of novels are featured in films.

- B: I agree but don't you think reading books enhances your writing skill?
- A: Of course! Our English teacher also told me to read books to enrich my vocabulary.
- B: But sometimes I enjoy reading short stories about science.
- A: It means you prefer science fiction. They are really fascinating. Have you read Mary Wollstonecraft Shelley's Frankenstein?
- B: No!
- A: You'll enjoy reading about a scientist who created life and was horrified by what he had made.

B. Time for grammar

1. Make as many sentences as possible from the table below.

Purna Laxmi	would like to	being dependent
	prefers	earning little money.
	doesn't like	working with educated family.
	likes	spending time with kids.
	enjoys	apply for the vacant post.

2. Write a couple of paragraphs about your likes and dislikes.
3. Fill in the blanks with 'a', 'an', or 'the' where necessary to complete the story.

Once there lived Emperor, who was very fond of wearing new shoes. He had set of new shoes for every hour. He used to go riding on his horse merely to show off his shoes. He told all, "I think best way man can spend money is by buying shoes!" People used to think him to be bit ridiculous.

One day he wished to get most magnificent shoes with remarkable quality. People had never heard of such thing before. He called cobbler and gave large sum of gold coins from royal treasury to buy finest materials few days passed cobbler did not turn up. Then, he sent Prime Minister to examine progress. After hour, Prime Minister came with empty hand. poor emperor could not believe that he had such liar in his kingdom.

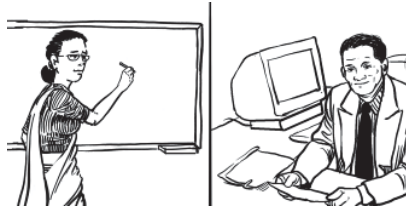
C. Follow-up activity

- Write a description of your class in about 100 words.

Listening

A. Engage yourself

Look at the pictures, and discuss the answers to the following questions with your friends.



- Which profession do you prefer, teaching or business? Why?
- What are the opportunities and challenges of the teaching profession?
- Which profession does Bibash prefer? Why?

B. Study time

1. Listen to the conversation, and tick the correct alternatives.

- Bibash has recently left his
 - job
 - college
 - school
 - home
- Bibash has a choice between
 - teaching and office work
 - teaching and business
 - business and office work
 - teaching and cooking
- Bibash thinks that teaching is a job.
 - boring
 - monotonous
 - risky
 - prestigious
- In the past, payment was not attractive in
 - business
 - office work
 - teaching
 - cooking
- Seema prefers business because
 - there is variety in it
 - it is more challenging
 - it is stimulating
 - it is more prestigious

2. Listen to the conversation again, and decide whether the following statements are true or false.

- a. In the past the teachers' salary was not high.
- b. Business is not as risky as teaching.
- c. Teaching requires a great sense of responsibility.
- d. Seema prefers teaching.
- e. Seema believes that we need to choose the job which we enjoy doing.

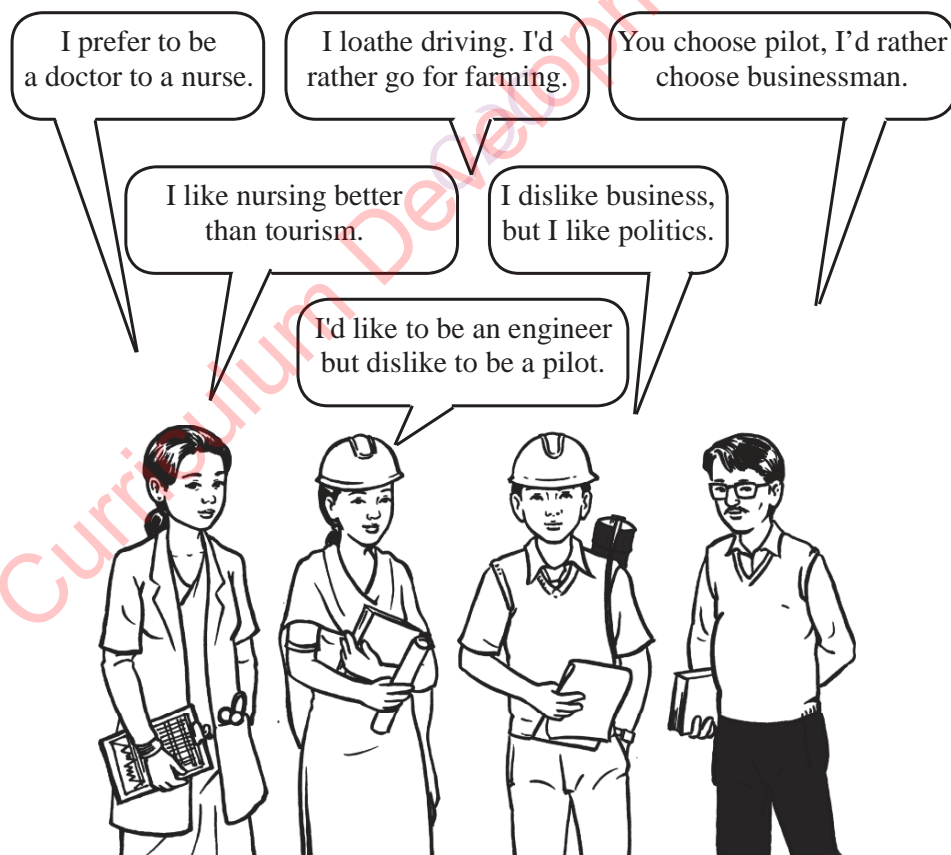
C. Follow-up activity

Write a couple of paragraphs explaining which profession you would like to pursue in the future.

Speaking

A. Engage yourself

Look at the pictures below, and examine what different people say.



B. Time for speaking

1. **Work in a pair. Ask and answer questions taking turns. Use the clues in the box.**

Example 1: cold drinks/coffee

A: Do you like cold drinks?

B: Yes, but I prefer coffee to cold drinks.

Example 2: cricket/basketball

A: Do you like playing cricket?

B: Sure. But I can play basketball better than cricket.

city/country	English movies/Nepali movies
vegeterian dishes/non-vegeterian dishes	reading books/sight seeing
motor bike/car	homeopathy/allopathy

2. **Work in a group. Take it in turns to tell how you feel about different sorts of people.**

Example: a farmer

A: I like harvesting better than planting.

B: I don't mind helping my fellow farmers in need.

C: I don't like being cheated by the fake businessmen.

D: I prefer terrace farming to low lands.

E: I don't approve of using wrong pesticides.

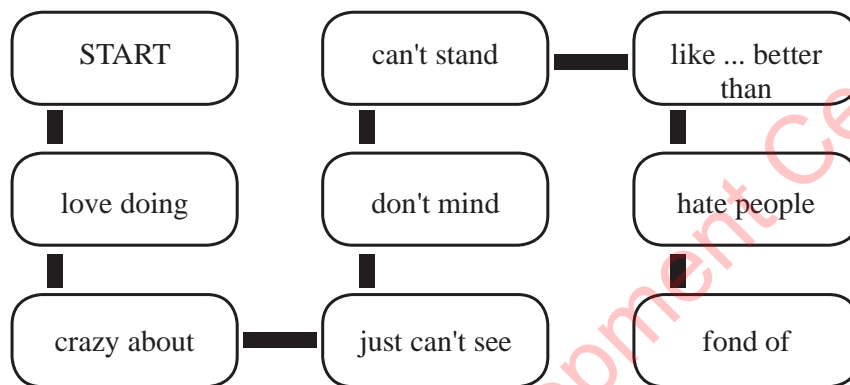
F: I like being praised by people.

a teacher	a scientist	a writer
a journalist	a politician	a business woman
a vendor	a dishwasher	a sweeper
a typist	a driver	a head teacher
a traffic police officer		

C. Follow-up activity

Work in a pair. You and your partner take it in turns to play. Show your preference to your favourite pastime activity by responding to each clue. Note down what your partner tells about him or her. Then compare it with your partner and find the similarities and differences.

You may begin like this: I love travelling in long holidays. I'm crazy about taking pictures of beautiful landscapes...



Writing

A. Before you write

1. Read the following curriculum vitae.

Curriculum Vitae	
Personal information	
Name:	Dipa Tiwari
Address:	Bhattedanda 2, Lalitpur
Telephone:	015572803
Mobile:	977-9541652876
Email:	luckydipu@gmail.com
Education and qualifications	
2015-Present:	Master's Degree in English Education, Tribhuvan University, Kathmandu, Expected 2017
2012-2014:	Bachelor's Degree in English Education, Tribhuvan University, Kathmandu

2010-2011: Intermediate in Education, Higher Secondary Education Board, Bhaktapur

2008-2009: School Leaving Certificate, Mahankali Devi Higher Secondary School, Lalitpur

Work experience

April 2016 - Present: English Teacher, Patan Secondary School, Lalitpur. Has been teaching English to secondary level students

June 2014 - May 2015: English Language Instructor, Enrich Your English Academic Center, Kathmandu. Taught English to adult learners

March 2011 - March 2013: English Teacher, Learners' Academy, Bhaktapur. Taught English to basic level students

Skills

Languages: Nepali (native); English near native-speaker fluency; Hindi

Computer skills: Good keyboard skills; Familiarity with Word, Excel and PowerPoint

Driving: Four-wheeler driving licence

Training/ workshop/ conference attended

3-15 February 2015: 21st International Conference of Nepal English Language Teachers' Association (NELTA)

4-5 October 2013: Creative Writing Conference, Organised by Asian English Language Teachers' Creative Writing Group

8-12 April 2012: Teachers Professional Development Training, Organised by National Centre for Educational Development

Interests

Drama, both acting and directing; singing (was member of university choral society); writing children's literature.

References

Dr. Jai Raj Awasthi, Professor, Tribhuvan University, Kathmandu

Khagaraj Baral, Director General, the Department of Education, Bhaktapur

B. Time for writing

1. The sentences given below go together to form a complete letter of application, but they are in the wrong order. Put them in the right order.

Dear sir,

- a. Moreover, on numerous occasions I have had to take the duties of a librarian, since the librarian has had several prolonged bouts of illness.
- b. I therefore feel confident that I can fulfill my duties and responsibilities.
- c. My duties here include the general supervision of different sections, as well as looking after the Periodical Section.
- d. With reference to your advertisement in the News Express of 28 January, I would like to apply for the post of an assistant librarian.
- e. I have been working as an assistant librarian at my own school.
- f. I am single, 24 years of age, and I have completed my training on library management from Future Star Institution.
- g. If I am given the post, I can assure you I will do my best to give you satisfaction.
- h. I have enclosed all the required testimonials along with CV with this application.

Yours sincerely,

Phurli Waiba

2. Rewrite the sentences of Exercise 1 to form the job application. Divide your writing into three paragraphs. You may add your own words or sentences to the application.
3. Now prepare a CV for the application above.

C. Follow-up activity

Work in a pair. Look at the following advertisement. Which job do you prefer? Write a job application for one of the posts you like. Compare it with your partner, and edit spelling, punctuation, format and layout.

JOB OPPORTUNITY!

A well-known and highly reputed trading house in Nepal representing a multinational consumer electronics brand invites applications from eligible and dedicated candidates for the following posts:

Post 1: Sales Representative (3)
Qualification: BBS
Experience: at least 3 years
Salary: 5 digits along with other facilities

Post 2 : Service Technician (2)
Qualification: 10+2 in Science
Training/Experience: Diploma in Electronics/2 years experience
Salary: Negotiable

Interested, competent and skilled candidates can apply by 2 April with a handwritten application and photocopy of credentials along with a detailed CV. Scanned copy of required documents can be sent via email.

Horizon Enterprises
Post Box. No. 1212
Email: horizon2018@gmail.com
Dipayal Silgadhi, Doti

Project work

Collect a few job advertisements from different daily newspapers. Select any five advertisements and fill the table below. Now, design an advertisement for the post of a secondary level English teacher for your school.

S. N.	Job title/ position	No. of position	Required academic qualification	Required experience	Required skills	Preference given to	Vacancy announced by
1.							
2.							
3.							

Fun corner

Play the traffic light questions game and enjoy.

- Play in groups of five to seven.
- Each member in a group needs to prepare three cards (a green, yellow, and red one) with six questions each.
- Each member writes six questions in each card that he/she wants to ask to other members in a group.
- The questions on the green card are easy and not personal, and the ones on the red card are more difficult and personal, and those on the yellow card are funny questions.
- Each member in a group throws a dice twice. The first time is to decide upon the colour of the card (1 or 2 = green card; 3 or 4 = yellow card; 5 or 6 = red card) and the second time is to choose the question.

UNIT TWELVE

TALKING ABOUT PERSONAL EXPERIENCE

Reading

A. Engage yourself

- Do you enjoy observing nature?
- Have you ever noticed flowers fluttering and dancing?
- Do you enjoy watching different shapes of the clouds and twinkling stars in the sky, and the waves of the sea?

B. Study time

Reading I

First listen to the audio material or your teacher reciting the poem given below. Then imagine that you are standing on a low hill looking below a far stretched field covered by daffodils. Now read the poem, and find what the poet experienced.

I Wandered Lonely as a Cloud

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced; but they
Out did the sparkling waves in glee:



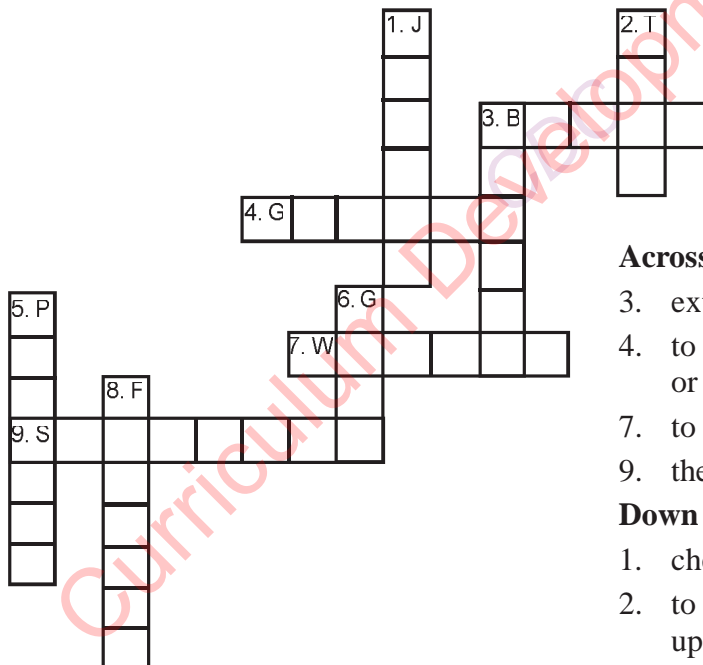
A poet could not but be gay,
 In such a jocund company:
 I gazed-and gazed-but little thought
 What wealth the show to me had brought:

For oft, when on my couch I lie
 In vacant or in pensive mood,
 They flash upon that inward eye
 Which is the bliss of solitude;
 And then my heart with pleasure fills,
 And dances with the daffodils.

William Wordsworth

1. Vocabulary in use

i. Read the poem, and fill in the crossword puzzle. Use the base forms of the words.



Across

- 3. extreme happiness
- 4. to look quickly at somebody or something
- 7. to walk slowly around
- 9. the state of being alone

Down

- 1. cheerful
- 2. to move from side to side or up and down
- 3. a light wind
- 5. thinking deeply about something
- 6. to look steadily at somebody or something for a long time
- 8. to move lightly and quickly

ii. Read the poem, and match the following words with their meanings.

Words	Meanings
a. vacant	i. cheerful
b. sprightly	ii. extended
c. couch	iii. a broad inlet of the sea where the land curves inwards
d. gaze	iv. to look steadily
e. sparkling	v. sofa; a long comfortable seat
f. bay	vi. lively; full of life and energy
g. stretched	vii. empty
h. gay	viii. shining and flashing with light

2. Reading comprehension

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

- Who is compared with a cloud?
- Where did the person in the poem see the daffodils?
- What word does the poet use to compare the daffodils with?
- The speaker dances with the daffodils. Why?
- What is the theme of the poem?
- Is the 'loneliness' of the first stanza similar to the 'solitude' of the last stanza?

ii. Rearrange the paragraph given below in the correct order so that they make the complete summary of the poem.

- Those daffodils were like stars that shine and twinkle on the milky way. They were stretched endlessly along the shore. The speaker saw ten thousand daffodils tossing their heads in a sprightly dance.
- The speaker was wandering alone like a floating cloud on high over valleys and hills. Suddenly, he saw a crowd of golden daffodils beside the lake, beneath the trees. They were fluttering and dancing in the breeze.
- For now, whenever he lies on his couch in vacant or pensive mood, the memory flashes upon that inward eye; that is bliss of solitude. Then his heart is filled with pleasure and dances with the daffodils.
- The waves beside them were also dancing but they were not as beautiful as daffodils. There he could not do anything but be happy in such a joyful company of flowers. He gazed and gazed but did not realize what wealth the scene would bring him.

C. Follow-up activity

Nature is a precious gift to human beings. Have you ever been amazed at or been pleased by the nature like Wordsworth? Create a poem about nature.

Reading II

Mr. Thapa, a reporter of a health magazine, has interviewed Dr. Rajan Poudel who is a General Physician at Civil Hospital, Kathmandu. Read the interview, and learn about the pandemic of Typhoid fever.

Reporter: Doctor, would you please tell me about Typhoid fever?

Dr. Rajan: Well, typhoid fever is a potentially fatal infectious disease caused by bacteria called Salmonella Typhi and Salmonella Paratyphi A and B. The disease is common in developing countries like Nepal where sanitation is poor.

Reporter: What is an infectious disease? Could you please tell us how it is serious to humans?

Dr. Rajan: Infectious diseases are caused by pathogenic microorganisms such as bacteria, virus, parasites or fungi. The disease can spread directly or indirectly from one person to another. You can get infected by touching, eating, drinking or breathing anything that contains microorganisms.

Infectious diseases are serious to humans as they can kill more people worldwide than any other single cause. The socio-economic impact of infectious diseases is huge because disease survivors may take several months to recover and resume their work.

Reporter: Doctor, how do we know if a person is suffering from typhoid? What are its symptoms?

Dr. Rajan: During the first week of infection, the patient has a high grade fever, headache, bodyache and loss of appetite. Constipation may be present, although diarrhoea and vomiting may also be common in early illness. At the end of the first week, rashes called rose spots may appear on the upper abdomen and back. Patients may develop a cough and become delirious. By the end of the second week, patients may become profoundly ill unless the disease is treated by antibiotic treatment. In the third week the patients may pass into coma and die if no treatment is given.

Reporter: It seems to be a serious disease. Could you tell us how it transmits?

Dr. Rajan: It is transmitted via the faecal oral route or the urine oral route. This may take place directly through dirty hands contaminated with faeces or urine from cases or carriers of typhoid fever or

indirectly by ingestion of contaminated water, milk or food or through flies.

Reporter: Would you mind telling us the percentage of typhoid infected people who visit your department?

Dr. Rajan: Actually it is difficult to say the exact percentage as we don't have actual data. Though it can affect any age group, its incidence is highest in 5-19 year of age group. Typhoid fever is observed all through the year but the peak incidence is reported in the rainy season that is July to September.

Reporter: Please tell us its preventive measures. I mean how can a person be safe from such a dreadful disease?

Dr. Rajan: Good question! Protection and purification of drinking water supplies, improvement of basic sanitation and promotion of food and personal hygiene are essential measures to prevent transmission. Hands should be frequently washed using soap and clean water. They should be washed before preparing food, eating, drinking and after using the toilet. Early diagnosis and treatment of typhoid cases is very important. Next preventive measure is vaccination. Two typhoid vaccines are available. Oral live attenuated vaccine given on days 1, 3, 5 and 7 with a booster every 5 years and the other one is parenteral vaccine which involves one dose with a booster every 2 years.

Reporter: I'd appreciate it if you could tell us how we can make people aware of this fatal disease. I'd like to know the way people could be educated on its seriousness.

Dr. Rajan: Sure. We can make people aware of this fatal disease through health education. People should know how the disease is transmitted and its preventive measures. People should eat safe food, drink safe beverages, practise hygiene and cleanliness. If you feel sick and think you might have typhoid fever, consult your doctor. Early diagnosis and treatment is very important because if untreated 10-15% of the people affected usually die of typhoid fever. However, this can be brought down to 1% if diagnosed and treated early.

Reporter: Finally, do you have anything to say regarding this disease, doctor?

Dr. Rajan: Well, Typhoid is easily preventable infectious disease. Simple measures which I have said earlier in your question can prevent us from getting this disease. Creating public awareness not only for typhoid fever but all other infectious disease is crucial.

Reporter: Thank you for your valuable time, Dr. Rajan.

Dr. Rajan: Thank you, Mr. Thapa.

1. Vocabulary in use

i. Find the word/s from the text above that give similar meaning to the following.

- a. with the capacity to develop or happen in the future = p
- b. the conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal = s
- c. continue after interruption = r
- d. the condition in which there is difficulty in emptying the bowels = c
- e. make (something) impure by exposure or addition of a poisonous or polluting substance = c.....
- f. the identification of the nature of an illness or other problem by examination of the symptoms = d
- g. able to be prevented or avoided = p

ii. Read the interview, and answer the following questions.

- a. What do you mean by Typhoid fever?
- b. What is an infectious disease?
- c. What are the symptoms of Typhoid fever?
- d. How does Typhoid fever transmit?
- e. What are the preventive measures of Typhoid fever?

3. Follow-up activity

Prepare a colorful poster about Typhoid fever with its symptoms and preventive measures to create public awareness. Paste it on the wall magazine of your school.

Grammar

A. Engage yourself

Recall any exciting or thrilling experience of your own, and share it with your friends.

B. Time for grammar

1. Read the following experience of an American astronaut, Marsha Sue Ivins, and write an exciting or thrilling experience of your own in a short paragraph.

“I’ve spent a total of 55 days in space, over the course of five missions for NASA. I’ve learned that being out there isn’t just a series of breath taking moments. It’s a mix of the transcendently magical and the deeply prosaic. It can be crowded, noisy and occasionally uncomfortable. Space travel at least the way we do it today isn’t glamorous. But you can’t beat the view!”

2. Compare the following sentences, and observe the agreement between the subjects and the verbs.

a. He <i>helps</i> needy people.	a. You <i>help</i> poor people.
b. She <i>likes</i> watching serials.	b. We <i>like</i> watching cricket.
c. Either they or she <i>has</i> asked for support.	c. Neither Daawa nor his friends <i>have</i> asked any questions.
d. The writer and editor <i>is</i> walking on the road	d. The writer and the editor <i>are</i> walking on the road.
e. None of the garbage <i>was</i> picked up.	e. None of the sentences <i>were</i> written correctly.
f. One of the students of this class <i>is</i> missing.	f. Some of the students of this class <i>are</i> missing.
g. Does the driver <i>come</i> on time?	g. Do the drivers <i>come</i> on time?
h. A cow <i>is</i> grazing.	h. Cattle <i>are</i> grazing.
i. A lot of water <i>is</i> wasted.	i. A lot of children <i>are</i> awarded by the principal.

C. Follow-up activity

Rewrite the following passage choosing the correct forms of verbs.

When man first made music, he probably (starts/started) by beating sticks together or by hitting a hollow log with a stick. This, of course, (is/are) just rhythm, without melody. Rhythm, one of the ingredients that (go/goes) together to make up music, is the oldest.

What exactly (is/are) rhythm? In music, the word rhythm means the steady beat of time. It refers to time patterns that repeat over and over again. Some people (has/have) the idea that only fast music has rhythm. This is not so. Rhythm is found in all music, whether it is slow or fast

When we (hear/hears) slow music, we listen to a slow steady flow of music in time. When we hear quick lively music, we also hear rhythm, but at a much faster tempo, or speed.

When dad (drive/drives) the car he watches the speedometer to know how fast he's going. Also, signs (is/are) found along the way to tell him the speed limit. In music, the conductor (tell/tells) us how fast to go. We also (has/have) a music speedometer, called a metronome, to help out. In addition, we find signs to tell us how fast to go. Both conductors and musicians (is/ are) used to these signs which they call tempo signs. They are usually written in Italian ...

(Adapted from Robert W. Surplus's "The Alphabet of Music")

Listening

A. Engage yourself

Look at the picture of the ring, and guess its possible meanings in different cultures.



B. Study time

1. Listen to the speech, and complete the following sentences with correct alternatives given in the brackets.

- a. For the Japanese people the gesture of the 'ring' means
(OK, money, zero, insult)
- b. The sign of the 'ring' refers to in Europe.
(OK, money, zero, insult)
- c. The sign of the 'ring' refers to for the Turks.
(OK, money, zero, insult)
- d. If you go to Brazil, never show the sign of the 'ring' because it means in their culture.
(OK, money, zero, insult)
- e. In France, the sign of the "ring" refers to
(OK, money, zero, insult)

2. Listen to the speech again, and answer the following questions.

- a. Who is Robert Lara?
- b. What does the sign of the "ring" refer to in Japanese business matter?

- c. What was the misunderstanding between the speaker and a French waitress?
- d. When did Richard Nixon visit Latin America?
- e. What is the meaning of the sign "ring" for the Brazilians?

C. Follow-up activity

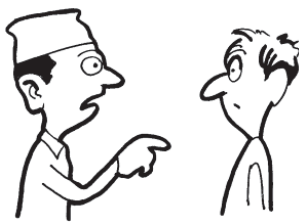
Express any five things by using the body language which is common in your culture.

Speaking

A. Engage yourself

The pictures below show some of the practices in different cultures. Do you practise them in your culture? Discuss with your friends.

a.



b.



c.



d.



e.



f.



B. Time for speaking

1. It is believed that the Japanese are very formal and polite. Look into their dining etiquette. Take it in turns, and share your dining etiquette with the class.

Dining

- Finishing all the rice in your bowl indicates the desire for second helpings.
- Try any food that is given to you.
- It is acceptable to make noise while eating.
- Do not mix *sake* (Japanese alcoholic beverage) with any other alcohol.

2. Here is a list of things that people practise in different societies. Say which of the followings you have been practising and which you have not been practising. Then, explain each in four or five sentences. One has been done for you.

Example: Cover mouth and nose

I have been practising it since my childhood. I cover my mouth and nose while coughing and sneezing. For it, I use my handkerchief. If I do not have handkerchief, I use my hands or shoulder to cover my mouth and nose. I do it so that harmful germs do not spread around.

- a. say 'Excuse me!'
- b. take off shoes
- c. switch off cell phone in a cinema hall
- d. allow people to exit first
- e. say 'Sorry.'
- f. say 'Thank you.'
- g. greet people
- h. inform the senior about a decision
- i. wear formal outfit/clothes
- j. use both hands

3. What do you do to show proper etiquette in the following situations?

Example: You need to pick something stuck in between your teeth in front of other people.

I will say 'excuse me!' and use a toothpick.

- a. You don't like the food that is served by your host at her home.
- b. You like the gift very much that is given to you by your friend on your birthday.
- c. The meal is not buffet style.
- d. You want to say something to someone while he/she is busy talking to someone else.
- e. You bump into someone.

C. Follow-up activity

You have found your friends who do not know the rules of etiquette. They are found doing the following things. Do you think these are polite manners? If you want to advise them what do you say?

Example: blowing nose while eating

It is an impolite manner. We are not supposed to blow our nose while other people are eating. If we must blow, we have to go to the wash room or far from them and do it. We need to think how other people feel in that situation.

- a. talking loudly on the phone
- b. talking with a mouthful of food
- c. inviting people over and then cancel just the day before
- d. borrowing things but not returning on time

Writing

A. Engage yourself

Do you know what "brainstorming" is? Brainstorming is one of the ways of generating information before we write something. It is the random generation of ideas based around a topic. There is no editing or ordering of these ideas. It is a way to think of new ideas. Brainstorming means you write every idea that is in your head (your brain). When you brainstorm, you write all your ideas and all the words you can think of about a topic. Do not say "This idea is a bad idea." When you are brainstorming, all ideas are good ideas. You do not write complete sentences when you brainstorm. You just write words or phrases. Write all the things that you think of.

Here is an example of what a student wrote when he brainstormed about the topic "My First Visit to the Zoo."

My First Visit to the Zoo		
excited	went with father	buy ticket
long line	crowd	animals
birds	chimpanzees	
names of animals and birds	photograph	
wrote English names of animals	tiger	crocodile
men on elephant		

B. Time for writing

Brainstorm on the topic "Memorable Experience of my Life" and gather as much information as you can on the topic. Then write a couple of paragraphs on the same topic elaborating the idea that you have generated. Revise and edit your writing, and prepare its final version.

C. Follow-up activity

Work in a pair. Exchange your final writing as done in the 'Time for writing' section with your partner and provide and receive feedback on your writing.

Project work

Working the class as a whole group, organise an interaction programme in English about the ways of improving your English. Invite all the English teachers and the head teacher of your school in the programme. Working in small groups of five to seven, prepare reports of your group including the main points of the interaction, and submit it to your English teacher and the head teacher.

Fun Corner

Enjoy the joke.

Teacher: Tell me a sentence that starts with an 'I'.

Student: I is the

Teacher: Stop! Never put 'is' after an "I" Always put 'am' after an "I".

Student: Ok. I am the ninth letter of the alphabet.

UNIT THIRTEEN

TALKING ABOUT THE PAST (I): NARRATING PAST EVENTS

Reading

A. Engage yourself

Look at the picture, and guess the answer to the following questions.



- What do you see in the picture?
- How do they look like?
- Why did the speaker cry?
- What did the angel do?

B. Study time

Read the following poem, and pick out the rhyming words.

The Chimney Sweeper

When my mother died I was very young,
And my father sold me while yet my tongue
Could scarcely cry 'weep! 'weep! 'weep! 'weep!
So your **chimneys** I sweep and in **soot** I sleep.
There's little Tom Dacre, who cried when his head,

That curled like a lamb's back, was shaved: so I said,
"Hush, Tom! never mind it, for when your head's **bare**,
You know that the soot cannot spoil your white hair."

And so he was quiet, and that very night,
As Tom was a-sleeping he had such a sight!
That thousands of sweepers, Dick, Joe, Ned, and Jack,
Were all of them **locked up** in coffins of black;

And by came an **angel** who had a bright key,
And he opened the **coffins** and set them all free;
Then down a green plain, leaping, laughing they run,
And wash in a river and shine in the sun.

Then naked and white, all their bags left behind,
They rise upon clouds, and sport in the wind.
And the angel told Tom, if he'd be a good boy,
He'd have God for his father and never want joy.

And so Tom awoke; and we rose in the dark
And got with our bags and our brushes to work.
Though the morning was cold, Tom was happy and warm;
So if all do their duty, they need not fear harm.

William Blake

(Source: The English Romantic Poets, An Anthology, edited with an Introduction by Promod K. Nayar)

1. *Vocabulary in use*

Find out the single words in bold from the poem for the following definitions.

- a. a pipe or structure through which smoke or steam is carried away from a fire furnace =
- b. black powder in the smoke of wood, coal =
- c. make (a house, etc.) secure by locking the doors and windows =
- d. naked, uncovered =
- e. box in which dead body is buried or cremated =
- f. a divine or supernatural messenger from deity =

2. *Reading comprehension*

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

- a. Who composed the poem?
- b. Why did the speaker cry?
- c. What does the expression 'That curled like a lamb's back' mean?
- d. How did the angel open the black coffins?
- e. At what condition would Tom get joy?
- f. What do you think there might be in their bags?
- g. What did the angel tell to Tom?
- h. How was the morning?
- i. At the end of the poem what message was given to Tom?

ii. **Use the words in the box to complete the summary of the poem.**

chimney-sweeping	shaved	dream	locked	fellow
field	tools	boy	paradise	key

The speaker of the poem is a small who was sold into the business when his mother died. He recounts the story of a chimney sweeper, Tom Dacre, who cried when his hair was to prevent vermin and soot from infesting it. The speaker comforts Tom, who falls asleep and has a or vision of several chimney sweepers all in black coffins. An angel arrives with a special that opens the locks on the coffins and sets the children

free. The newly freed children run through a green and wash themselves in a river, coming out clean and white in the bright sun. The angel tells Tom that if he is a good boy, he will have this for his own. When Tom awakens, he and the speaker gather their and head out to work, thinking that one day they would have a better life.

C. Follow-up activities

1. How did you feel when you read the poem? Tell it to your friends.
2. Have you ever seen a child like Tom Dacre in your locality? If yes, when and where? What does he/she do for his/her living?

Grammar

A. Engage yourself

Read the poem again and underline all the verbs which are in the past simple form.

Example:

When my mother died I was very young,

And my father sold me while yet my tongue

B. Time for grammar

1. Read the following paragraph, and observe how past tense is used. Then underline the verbs which are in the past simple and the past continuous form.

Mangali woke up at 6 a.m. in the morning yesterday. When she looked at the clock she said, "I am going to be late for my coaching class." It wasn't her first time to be late for the class. She thought her teacher would get angry with her for the same reason: coming late to the class. Anyway, she became fresh and had a cup of tea and hurried to school. When she reached school, she saw no one. While she was moving around the school yard, she thought to look at the notice board to see if there was any notice. When she looked at the notice board, she saw that there was a notice about a school holiday. She cursed herself when she remembered that her teacher had read out the notice in the class the day before. Feeling ashamed, she returned her home.

2. Read about Mangali, and write a similar happening of your own if there is any.

3. Fill in the blanks with the appropriate verbs from the box.

married	was	fell	had
ran	wanted	were	found
said	didn't like	became	refused

Once upon a time, there a king who lived in a palace. He three beautiful daughters but no sons. He his daughters to get married before he died. He three princes. But his daughters them. They to marry the princes, so the king very angry. He they had to get married when they twenty years old. The three daughters away during the night and found work on a farm. They in love with the farmer's sons while they were working there. They the farmer's sons as soon as they were twenty.

C. Follow-up activity

Read the above story, and add two more paragraphs narrating what happened afterwards. Some clues are given for you.

- a. Did the king accept his daughters and son-in laws when they returned home after marriage?
- b. What about the queen?
- c. How did his people react?
- d. How did the farmer's sons feel when they went to the palace for the first time?
- e. Were they able to convince the king and queen? If yes, how?

Listening

A. Engage yourself

Look at the picture, and guess the answer to these questions. Then listen to the conversation, and find out if your guesses were correct.

- a. Do you notice 'L' plate on the taxi?
- b. What does this refer to?
- c. Who is learning to drive a car?



B. Study time

1. Listen to the conversation, and tick (✓) the correct alternatives.

- a. Sony was narrating her past experience about her visit to
 - i. Australia
 - ii. Canada
 - iii. Ireland
 - iv. Island
- b. Sony's father was learning to drive a
 - i. car
 - ii. taxi
 - iii. motorcycle
 - iv. bus
- c. Wherever Sony and her father went, people started to point at the car and
 - i. smile
 - ii. laugh
 - iii. sought
 - iv. run
- d. Sony's father asked the cause of laughing to the women who were standing on the of the road.
 - i. corner
 - ii. side
 - iv. pavement
 - v. opposite side
- e. Sony's father went to the and bought a driving licence.
 - i. market
 - ii. police station
 - iii. post office
 - iv. transportation office
- f. Sony's father is now years old.
 - i. seventy five
 - ii. seventy
 - iii. seventy three
 - iv. seventy six

2. Listen to the conversation again, and answer the following questions.

- a. Who did Sony move to Ireland with?
- b. How was Sony's father feeling when he was learning to drive a car?
- c. Why did Sony's father become more and more uncomfortable?
- d. Why did Sony's father stop the car?
- e. Has Sony's father taken a driving test?

C. Follow-up activity

Listen to the conversation between Lila and Sony once again, and write a paragraph focusing on the interesting part of their conversation.

Speaking

A. Engage yourself

Read the conversations below.

- a. who/teach English in class nine/Kalika Koirala

Om: Who taught you English in class nine?

Ranju: Kalika Koirala taught me English in class nine.

- b. why/go to the post office/buy stamps

Ramesh: Why did you go to the post office?

Ramila: I went there to buy stamps.

B. Time for speaking

1. **Work in a pair. Take it in turns to ask and answer questions as in the conversations above.**

- a. who/help you in trouble/my mother

- b. who/sing a song *Kun mandir ma janchhau yatri* /Rabin Sharma

- c. when/win chess match/ in 2015

- d. why/go to hospital yesterday/to treat my back pain

2. **Work in a pair. Have a conversation between you and your partner.**

Example: buy book/no/leave wallet at home

A: Did you buy any book from the book fair yesterday?

B: No. I wanted to buy 'Malala' but I left my wallet at home.

- a. iron your clothes/no/be power cut

- b. get the tickets for concert/no/book

- c. meet your friend at the airport/no/leave for hotel

- d. join the wedding party/no/be over

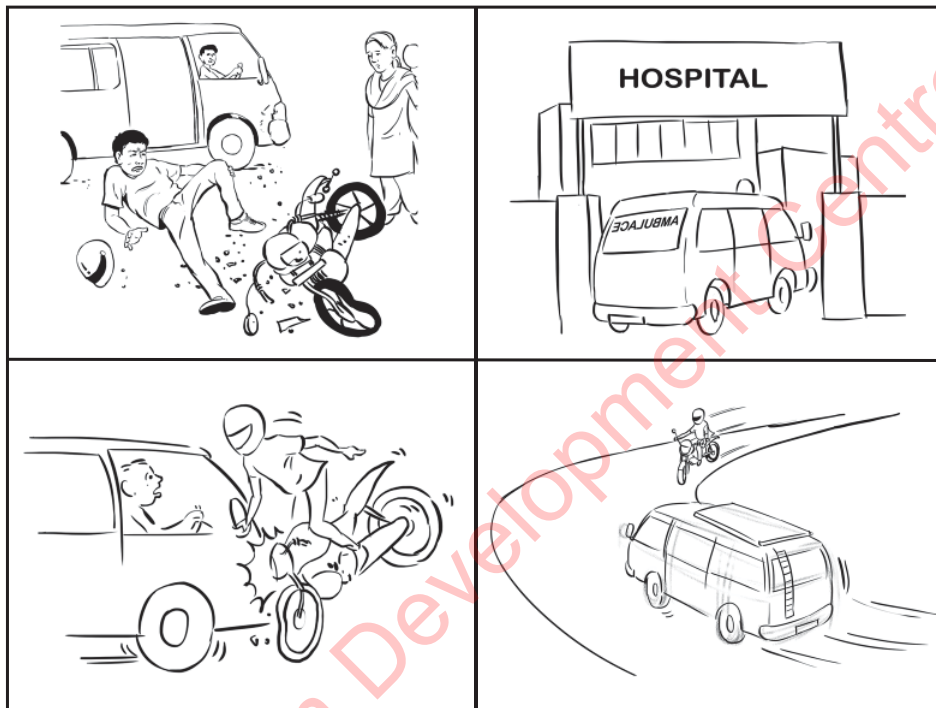
C. Follow-up activity

Imagine you saw a six-year child crying on the road yesterday. Tell your friends what you did when you saw him/her.

Writing

A. Engage yourself

Look at the following pictures. Put them in a sequence so that you can create a readable story. Discuss in a pair and find out what is happening.



B. Time for writing

Develop a story with the help of the pictures above. Supply a suitable title and a moral to your story.

C. Follow-up activity

Write a story from the following outlines. Give it a suitable title.

... a storm fell upon a forest ... a dead tree struck by lightning ... the forest was on fire ... a little parrot flew toward the river ... a desperate idea came to him ... dipped himself into the water ... flew back to the forest ... released the drops of water into the heart of the blaze ... continued this task ... an eagle appeared ... suggested him to save his life and stop that useless task ... the parrot wanted help, not advice ... the eagle realised and joined the parrot ... all the other birds joined too they ceased the forest fire ... all creatures praised them ... moral

Project work

Complete the following table about the academic status of people in your locality with real information. Prepare a report and present it to the class.

Academic Status of People in my Locality

Year	Under SLC	SLC	Intermediate	Bachelor's degree	Master's degree	M. Phil	Ph. D.
2015							
2016							
Total							

Fun corner

Read and enjoy the song about the rules of changing active voice into passive

Subject-object inversion,

Be verb as insertion.

We use always Pp form,

After be verb Pp's turn.

Questions maintain question form,

Command should bring separate norm.

Let plus object, be plus past participle,

To leave by agent is sometimes possible.

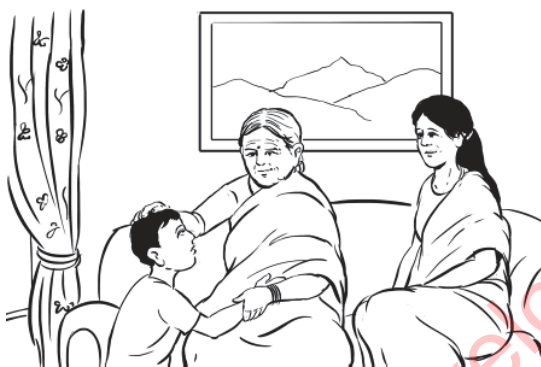
UNIT FOURTEEN

TALKING ABOUT THE PAST (II): INTERRUPTED CONTINUOUS ACTIONS

Reading

A. Engage yourself

Look at the picture, and answer the questions given below.



- How many persons can you see in the picture?
- Do you have grandma?
- Does she love you?

B. Study time

Read the story, and find out why Pabitra left the home and came back again.

Reunion of the Family

“Grandma! Grandma!!” yelled Dinesh.

Pabitra looked around and said, “I’m here *Kanchhu*.”

Dinesh was perplexed when he saw his grandma packing so many bags.

“Where’re you going grandma?”

Pabitra looked at her eight years old grandson.

“Your uncle’s house.”

“Are you going for a long time there?” asked Dinesh.

Pabitra didn't reply but continued packing her things. At the moment his mother Junakiri arrived looking very stressed. "Go to your room and check whether you have completed your homework. Don't disturb grandma." she said, **staring** at him.

Dinesh went to his room. He was **scared** of his mother when she was in a serious mood. After an hour, she called a taxi and loaded it with her luggage.

"Where are you *Kanchhu*? Come here. I'm leaving."

No sooner had he approached than she kissed and squeezed him tightly, put some money in his hand and got onto the taxi.

"Grandma! When will you come back?" Dinesh shouted as she **vanished** into the crowded city in the taxi. His question remained unanswered.

He turned to his father Jayaram and said. "Daddy, stop her or let me go with her. Why hasn't she taken me? When will she come back?"

Jayaram held his hand, entered the room and said, "She has gone to your uncle's house. How could she take you with her? You should be anxious about your study and exam. I don't know when she'll come back."

Grandma loved him very much. He used to sleep in her lap playing with her gray hair and caressing her wrinkled face. She used to tell wonderful stories at his bed time. She was a good story teller. How could he forget her? In her absence, when his school had holidays, Dinesh mostly spent the day with Binita, a middle aged woman, who worked as a housekeeper for more than 20 years for his family. Her slim body with straight long hair; dimple on right cheek; pointed nose and big black eyes; oval face with white skin and sweet, polite nature made her fascinating and loving too. Everyone in the family called her Naani. She used to take good care of him.

That afternoon, after school Binita was giving Dinesh his food. They were alone in the house. "Naani, why has grandma gone to her younger son's house? Why did she take so many bags? Will she come back?" asked *Kanchhu*.

"I really can't say *Kanchhu*. I only know that she won't be coming back in the near future." "But, why, Naani? Doesn't she love me?"

"Of course she does."

"Then why did she leave me and go?"

"I can't answer this question.", she replied.

"No, you have to answer it, if not, I won't have any food."

Naani looked at Dinesh's innocent face and said, "Okay, I'll tell you but you've to promise that you won't tell your parents. If they know, they will **berate** me."

“Promise Naani, I won’t tell anyone.”

Our family was a happy family. There was only laughter in the family. Everyone envied our family but it did not last long when your grandpa **passed away** five years ago. Your grandmother started feeling that your parents paid no **heed** to her. Last night while you were sleeping, there were arguments. “Why?” he said. “I think there’re various reasons. Grandma, with age, is getting quick-tempered. Your daddy is busy at his business and your mom has to prepare documents on the computer for the next day. Due to their busy schedule, they did not have time to share each other’s problems.” said Naani. Last night when your daddy arrived late night, grandma said, “Why are you late nowadays? You neither pay attention to me nor to *Kanchhu*. I don’t want to see you late again.” He got angry and said, “Don’t bother me. I have to handle so many things.”

“Do you think I am nuisance? I don’t like to live with you any longer. I’ll go to my younger son’s house tomorrow.” she said.

“Didn’t my mom say anything?” Naani gestured, “Your mom was furious too. She just added, “If you leave us now, never try to come back.”

“What did grandma say?”

“Sure, I’ll never come back.”

Dinesh’s eyes filled with tears. “I’ll never forgive my daddy and mom for this.” “*Kanchhu*, you shouldn’t say so. It’s unfair. Remember what you promised before. Keep to your word. It’s not only your parents’ fault, it’s her too. The fault is on both sides.”

Six months passed. Grandma would sometimes ring up and talk to him. As soon as he said, “When are you coming grandma?” she would quickly change the subject and start talking about something else.

Last Monday, fifteen days before his final examination of grade three his parents called him to their room. “Dinesh, you’ve already scored distinction but this time I want you to get the first rank.” said Jayaram.

His mom also added, “According to your class teacher, you can if you put a little bit more effort.”

“If you top the list, I will give you a prize something which you desperately want.” Jayaram said.

“Okay daddy and mom” Dinesh replied.

Dinesh put his full effort into his study. He took his exam. The result came out after 30 days. His parents did not have any words to express their happiness when they found he was second in his class. While they were returning home after collecting the results, they bought a tablet and put it in Dinesh’s room.

As soon as he came home after playing with his friends they said, “Congratulations, *Kanchhu!* You’ve been second. We’ve a surprise for you. Let’s go in.” “But daddy, I did not come first in the class.”

“It doesn’t matter *Kanchhu*. You did a lot. Next time we’re sure you can top the list.”

Thank you daddy and mom.

“Let’s go in.” Both entered the room. Jayaram said, “Here’s your surprise gift.” In front of his eyes was a tablet. Junakiri who was ready to capture his happiness in her camera stopped when she noticed Dinesh staring at the tablet with a strange expression on his face. “What’s wrong with my *Kanchhu*? Don’t you like it?” Junakiri asked her son who took no notice of the tablet.

“I... I thought it was grandma in the room”, said Dinesh, and walked out of the room. Puzzled Junakiri and Jayaram gazed at each other.

A week later Junakiri took a half day leave from her office and came home; and Jayaram went to bring his mom back. “Sorry ma, we made a big mistake. Let’s go home. Your *Kanchhu* is waiting for you. He always grumbles, ‘When is my grandma coming?’”, said Jayaram.

As Jayaram talked about *Kanchhu*, she forgot the past, and came home at once.

When Dinesh came back home from school, he opened the door as usual. He could not believe his eyes when he saw his grandmother standing and spreading her arms. He threw his school bag down, and rushed into her arms. “Grandma!”, he said and embraced her.

Naani, Jayaram and Junakiri were watching the scene, and their eyes were filled with tears of happiness.

Later in the evening while they were all sitting and having their supper, grandma said to Dinesh, “*Kanchhu*, when we adults sometimes behave like children, God uses little ones like you to teach us a lesson.”

“Does it mean you will never leave me again, grandma?”

“Indeed, *Kanchhu*, I will never leave you again.”

Jayaram **cuddled** him and said, “Without you, how can we be united?”

1. Vocabulary in use

i. Read the story, and collect the words/phrases in bold letters. Then write each bold word/phrase next to the correct meanings given below.

- a. looking at something/somebody for a long time
- b. shouted

- c. disappeared
- d. died
- e. attention
- f. held each other tightly
- g. afraid

- ii. **Prepare a list of words from the story that are unfamiliar to you. Look up their meanings in the dictionary, and use them in meaningful sentences of your own.**

Example:

perplexed: confused = I was perplexed when I saw my old friend in Dolpa.

2. Reading comprehension

- i. **Read the story again, and answer these questions.**

- a. Who was leaving the house?
- b. How many members were there in Jayaram's family and who were they?
- c. When did Dinesh's parents realise that their son was not happy at all?
- d. Do you have a housekeeper like Naani at your home? If yes, how do you behave towards her?
- e. Why did Pabitra leave the house?
- f. Why were Naani, Jayaram and Junakiri's eyes filled with the tears of happiness?
- g. How was Dinesh able to unite his family?
- h. What message did you get from this story?

- ii. **Read the story, and put the following sentences in the correct order.**

- a. There was a tablet on the table in his room.
- b. Jayaram congratulated his son for being the second in the class.
- c. Pabitra continued packing her things.
- d. She would quickly change the topic and start talking about something else.
- e. Junakiri took a half day leave from her office to welcome her mother-in-law at home.
- f. As he talked about Kanchhu, she hurried to come home back.
- g. Dinesh asked his grandma where she was going.

C. Follow-up activities

Write a paragraph about your grandmother. If you have not met her, ask your parents what she was like, and write about her.

Grammar

A. Engage yourself

Go through the following text and find out how past simple and past continuous tenses are used.

James **had** four sons. They **were** lazy but robust and healthy. They **did not use to do** anything. They **used to wander** around the village. One day in the spring while James **was sitting** under the shadow of a guava tree, he **decided to make** his lazy sons active. He **called** them to sit around him and **said**, "My sons, I have buried a great treasure in the vineyard. Go and look for it." As soon as he **said**, they **took** a spade and **started** digging. They **couldn't find** any treasure there. "Where **did** you **bury** the treasure? We almost **dug** the yard but **couldn't find** it?" they **asked** desperately. "**Wasn't** there any sign of treasure? **Did** you **dig** all the corner of the vineyard?" he **asked**.

B. Time for grammar

1. Read the following story, and supply the correct form of the verbs in brackets.

Yesterday Bikash (drive) his car when he (see) a calf sitting in the middle of the street. The calf (watch) the car. He..... (stop) his car and (get) out of it. As he..... (get) out, the calf (run) away. He (go) back to his car. When he..... (get) into the car, the calf (appear) and(sit) down on the road. He (start) the engine but the calf (not move). He (jump) out of the car and shouted at the calf. The calf (chase) him instead of moving away from him. Bikash found green maize and (throw) it at the calf. The calf (be) happy and started to munch it. While the calf (eat) the maize, he (drive) his car away.

2. Complete the sentences with the past simple or past continuous form of the verbs in the brackets.

Example:

Did you see the film Pashupati Prasad last year?(you/see)

- a. A: What was that terrible noise last night?
B: Sorry, it was my brother. He for a singing competition.
(practise)
- b. A: How was the game?
B: Terrible! We by 6-0. (lose)

- c. Do you like my cell phone? My friend it to me for my birthday. (give)
- d. My son when I left for work this morning. (sleep)
- e. A: What happened to you? Did you hurt yourself?
B: Yes! When I football. (play)

C. Follow-up activity

Write a paragraph describing what you did yesterday, and share it with your friends.

Listening

A. Engage yourself

Look at the following pictures, and answer these questions.



- a. What can you see in the pictures?
- b. Have you ever gone rafting?
- c. How far is Charaudi from Kathmandu?

B. Study time

1. Listen to the conversation, and decide whether the following statements are true or false.

- a. The rafting team was from Chitwan.
- b. Roshani enjoyed rafting on 3 June, 2015.
- c. They started rafting from Charaudi.
- d. Roshani shouted and whistled while she was drowning in whirlpool.
- e. No one helped them when they were in trouble.

2. Listen to the conversation again, and tick (✓) the correct answer.

- a. How far is Charaudi from Kathmandu?
- i. five hours drive ii. two hours drive
iii. three hours drive iv. four hours drive
- b. How many members were there in their team?
- i. 10 ii. 11
iii. 12 iv. 9
- c. Who briefed them about rafting?
- i. the team leader ii. the guide
iii. Bikash iv. no one
- d. When did they start rafting?
- i. 10:00 a.m. ii. 10:15 a.m.
iii. 10:30 a.m. iv. 11:00 a.m.
- e. How did Roshani feel when she was in the whirlpool?
- i. excited ii. terrible
iii. wonderful iv. nervous

C. Follow-up activity

Work in a pair. Create a conversation between you and your friend either about rafting or swimming or any other adventurous trip.

Speaking

A. Engage yourself

1. Look at the pictures below, and say what was happening when Mr. Thapa arrived home.



B. Time for speaking

1. When you returned home from school yesterday, you saw every member of the family busy doing different activities. Complete the table with their activities and describe the table as in the example.

Members	Activities
Grandfather	
Grandmother	
Mother	<i>cooking food in the kitchen</i>
Father	
Sister	
Brother	
.....	
.....	

Example:

Bhusan: When I reached home, my mother was cooking food in the kitchen.

2. Suppose you are Student A, Student B, Student C, etc. Add a relevant point after your friend, and find how the story ends.

Example:

Student A: While I was coming to school this morning, I saw a snake slithering on the road.

Student B: As soon as I saw it, I screamed.

Student C: My uncle who was behind me asked why I was screaming.

Student D:

Student E:

C. Follow-up activity

Write a memoir about your recent travel to an interesting place. You may begin like this.

Example:

My visit to Darchula last year was unforgettable. I went there with my friends.

.....

Writing

A. Engage yourself

Read the biography of Ernest Hemingway.

Ernest Hemingway was one of the great American writers of the twentieth century. He was born on 21 July, 1899, in Oak Park, Illinois, the second of six children. His family was strict and very religious. His father taught his children a love of nature and the outdoor life. Ernest caught his first fish at the age of three, and was given a shotgun for his twelfth birthday. His mother taught him a love of music and art. At school, he was good at English and wrote for the school newspaper. He graduated in 1917, but he didn't go to college. He went to Kansas city and worked as a journalist for the *Star* newspaper. He learned a lot, but left after only six months to go to war.

(Source: *New Headway, Intermediate Student's Book*)

B. Time for writing

Write a biography of Swar Samrat, Narayan Gopal Guruacharya using the following hints:

Date of birth: October 4, 1939

Parents: Asha Gopal Guruacharya and Ram Devi Guruacharya

Spouse: Pemala Lama

Popular songs: *Euta manchey ko mayaley kati; Yo samjhiney man cha; Kehi mitho baata gara*; over 500 songs for films, opera, dramas and others

Awards: Best Singer (Radio Nepal) 1967; Gorkha Dakshin Bahu Fourth 1976; Indra Rajya Laxmi Award 1983; Chhinalata Award 1987; Trishakti Patta 1990 and many more

Demise: December 5, 1990, Kathmandu

C. Follow-up activity

Who is your role model? Collect information about him or her. Write a biography based on the information that you collected.

Project work

Watch any English movie or video. Prepare an attractive and colourful poster about the movie or video representing the major events, and paste the poster on your class magazine.

Fun corner

Answer the riddles.

- a. If you look at the mirror on my face, you won't find thirteen any place. Who am I?
- b. What room can no one enter?
- c. What is it that's always coming but never arrives?
- d. What kind of tree can you carry in a hand?
- e. Feed me and I live, yet give me a drink and I die. Who am I?

(Source: brainden.com/logic-riddles.htm)

UNIT FIFTEEN

TALKING ABOUT THE PAST (III): COMPARING PAST AND PRESENT

Reading

A. Engage yourself

Look at the picture, and guess answers to the following questions.

- When do you generally go on a swing?
- Can you name any five birds that you have seen in your locality?
- What does the poet remember in the first stanza?



B. Study time

Read the following poem, and find out how the narrator feels the difference between past and present.

Past and Present

I remember, I remember
The house where I was born,
The little window where the sun
Came **peeping** in at morn;
He never came a wink too soon
Nor brought too long a day;
But now, I often wish the night
Had borne my breath away.

I remember, I remember
The roses, red and white,
The violets, and the lily-cups-
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
The **laburnum** on his birthday, -
The tree is living yet!

I remember, I remember
Where I **was** used to swing,
And thought the air must **rush** as fresh
To swallows on the wing;
My **spirit** flew in feathers then
That is so heavy now,
And summer pools could hardly cool
The fever on my brow.

I remember, I remember
The fir trees dark and high;
I used to think their **slender** tops
Were close against the sky:
It was a childish ignorance,
But now 'tis little joy
To know I'm farther off from Heaven
Than when I was a boy.

Thomas Hood

(Source: The Golden Treasury of Best Songs and Lyrical Poems in the English Language)

I. Vocabulary in use

i. Find the rhyming words for the following words from the poem.

Example: white - light

- | | | |
|---------------|----------------|---------------|
| a. born | b. sun | c. day |
| d. set | e. swing | f. high |
| g. joy | | |

ii. Fill in the blank spaces with the appropriate form of the words in the bold face from the poem.

- a. The tree on which the poet's brother used to set the is still there.
- b. The sun used to in the poet's house in the morning through the little window of the house.
- c. The poet used to think the air must as fresh to swallows on the wings.
- d. The poet used to think the tops of the trees might touch the sky.
- e. The poet said that his used to fly in feathers then but now it's so heavy.

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

Column A	Column B
peep	a small tree with hanging bunches of yellow flowers
violets	to look quickly and secretly at something
lily	a small plant with purple or white flowers with a sweet smell that appear in spring
laburnum	a large white or brightly coloured flower with petals that curl back from the centre
slender	the part of a person that include their mind, feeling and character
spirit	a bush or small tree with purple or white flowers with a sweet smell that grow closely together in the shape of a cone
lilac	thin or narrow

2. Reading comprehension

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

- a. Who composed this poem?
- b. What is the poem about?
- c. What does the poet remember in the first stanza?
- d. What does he wish in the first stanza?
- e. What does he remember in the second stanza?
- f. How does the poet describe his childhood in the third stanza?
- g. Was the poet really closer to the heaven when he was a child? Why does he think so?

ii. Fill in the gaps with the suitable words or phrases from the box.

in the morning	swing	born	cool	spirit	brother
present	slender	fir	childhood	joy	

In the poem 'Past and Present', the poet initially portrays his childhood and the house where he was Those beautiful days when the sun rays came peeping through his window are still vivid in his memory. In the second stanza, he remembers the days of his where he used to see and feel the beautiful colours of roses and lilies and the lilacs. In the same way, he talks about the tree in which he and his used to set the laburnum on his brother's birthday.

The third and fourth stanzas show the contrast experience of his past and He vividly remembers how he used to, enjoy the breeze and wind. In the same way, he was all energetic and high in spirit. But now, he does not have energy to lift his The water in the pool was cool and pleasant but now it is not cool enough to his fever. Finally, he says how he used to think in the wildest manners about trees and their tops which could touch the sky. Now he misses his of his childhood and realises that nothing is attainable.

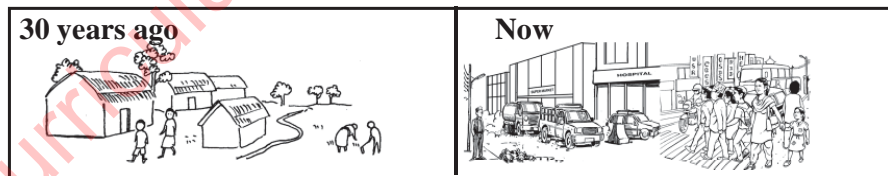
C. Follow-up activity

Compare your present life with your childhood. Make notes of the main differences, and present it to the class.

Grammar

A. Engage yourself

1. Look at the following sets of pictures of the same place. Mark and share the differences you have noticed.



2. Preeti noticed the differences between these two pictures, and showed them to her English teacher.

Then	Now
There used to be trees in the village.	There is a wide surfaced road.
Children used to play under the tree.	Children go to school.
They did not use to go to school.	They study at school.
People used to work in the field.	People go to the office.

B. Time for grammar

1. Discuss the table below with your friends, and match the activities in column A to the activities in column B.

S. N.	Column A	S. N.	Column A
	When I was a small child		When I am in Grade 10
a.	I used to play with a doll.	...	Now I sleep alone.
b.	I used to sing nursery rhymes.	...	Now I put on school uniform.
c.	I used to sleep with my mom.	...	Now I play volleyball.
d.	I used to drink a lot of milk.	...	Now I listen to music.
e.	I used to have food that my parents prepared.	...	Now I sing modern songs.
f.	I used to listen to birds chirping.	...	Now I write stories myself.
g.	I didn't use to wear school uniform.	...	Now I drink coffee.
h.	I didn't use to tell stories.	...	Now I prepare meals by myself.

2. Imagine you have been to the nearest city after five years. Now write at least ten changes you have noticed there.

Example:

I live at Shankapokhari in Parbat. Last Saturday I went to Kusma. I found lots of changes there. There used to be small houses with thatched roofs, but now there are big concrete buildings.

3. Wangden has been working as an interpreter in a trekking company for five years. He prepares a report on how the company has undergone change over time. Complete the report.

Example:

When I joined the office there used to be only 20 staff. Now there are 50.

C. Follow-up activity

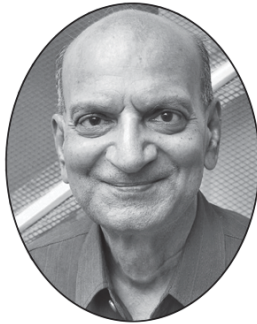
Work in a group. Ask your friends about their past habits. Complete the table as in the example.

S. N.	Name of friends	The activities they used to do
1.	Alim Shah	He used to play the flute. He used to work in the field.

Listening

A. Engage yourself

Look at the picture, and guess the answers to the following questions.



- Whose picture is this?
- Why is he popular in Nepal?
- When was he born?

B. Study time

1. Listen to the biography of one of the great leaders of the Republic of Nepal, Ram Raja Prasad Singh, and complete the following table.

Events	Date
Ram Raja Prasad Singh was born:	
Quit India movement took place:	
He contested in the Rastriya Panchyat Election:	
He was released:	

2. Listen to the biography again, and answer the following questions.

Questions	Answers
a. What was the name of Ram Raja Prasad Singh's mother ?
b. How old was Ram Raja Prasad Singh when two Indian socialist leaders came to his house?
c. Where did he complete his MA in English at?
d. Why didn't he help his father in the election?
e. Where were his funeral rites performed?

C. Follow-up activity

Work in a pair, and prepare a biography of a popular social or political reformist of your locality or country.

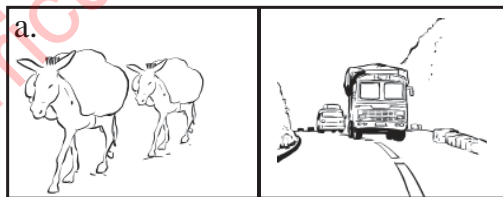
Speaking

A. Engage yourself

Work in a group. Have a brief discussion with your group members on the recent changes that have taken place in the field of communication.

B. Time for speaking

1. Look at the following sets of pictures, and describe how life has been easier today as compared to the past.



2. Make similar sentences as in the example with the help of the given clues.

Example: ask my father to buy an ice cream/reference books

I used to ask my father to buy an ice cream for me when I was a child, but now I ask him to buy reference books.

- a. buy dolls/cricket bat
- b. go to the market with my parents/friends
- c. cry to fulfill my demands/convince my parents
- d. not drink tea/twice a day.
- e. swim in the river/swimming pool

C. Follow-up activity

Recall the first day of your school. Tell your friends at least five changes you have experienced.

Example:

Sabita: In the beginning days of my school I used to be shy and nervous. But now I am frank and friendly to everyone.

Writing

A. Engage yourself

Make a list of the things that you used to do when you were at primary level.

- a.
- b.
- c.

B. Time for writing

Do you remember your childhood days? Do you still have the same habits that you had in your childhood? Write an account of your childhood experience.

C. Follow-up activity

Share your experience with your friends what you used to do when you were at primary level. Try to remember at least ten interesting activities that you used to/did not use to do.

Example:

When I was eight years old, I used to play skipping with my friends at school.

Project work

Visit a place nearby. Ask some elderly people about the changes that took place there within the last ten years. Then write it on chart paper and paste it on the school wall magazine.

Fun corner

Find the double meanings of these puns.

- a. I used to work in a bank, but I lost interest.
- b. I used to be a doctor, but then I lost patience.
- c. I used to be a history teacher, but there was no future in it.
- d. I used to sell computer parts, but then I lost my drive.
- e. I used to be a transplant surgeon, but my heart just wasn't in it.
- f. I used to work in a glue factory, but couldn't stick with it.
- g. I used to work as an electrician, but the pay was shocking.

(Source://www.esljokes.net/contents.htm)

UNIT SIXTEEN

CONFIRMING AND DENYING

Reading

A. Engage yourself

Look at the picture below, and answer the following questions.



- What does this picture reveal?
- What festivals are celebrated in your community?
- Do you celebrate Jitiya festival or not?

B. Study time

Read the following text, and do the activities that follow.

Jitiya Festival

Jitiya is an important festival of Nepali married women of Mithilanchal and Tharu women of all castes. This festival is named after Masabashi's son Jimutavahana, a blessing son of the Sun. Masabashi was an unmarried princess who spent her life as hermit living in a hermitage.

Jitiya falls in the month of Ashwin (September–October). It is celebrated for three days on Saptami (the seventh day) Astami (the eighth day) and Navami (the ninth day). The fasting day, Astami, is called *Jitiya*. The married women take *brata* (fast) for the good fortune of their children, husband and family. In this festival, brothers invite their married sisters to their homes, and the married women go to their *maiti* (maternal home).

On the first day of Jitiya, women take a bath in a river or a pond early in the morning and formally start their *brata*. Before taking a bath, they put *khari* (oil-seed-cake), special soil, on a leaf of sponge gourd and worship Jimutavahana, and let it flow on the river. They take the remaining oil back home and massage their children with it. This *khari* is effused for legendary figures *Chilo* (eagle) and *Shero* (fox) wishing them to take *brata* (fasting) of Jitiya. The married women remember their female ancestors too. On this day, women scrub their house with cow's dung to make their house sacred. At mid night, they prepare *ongthan* or *datkhat* (special food), and eat it before the cockcrow. They also eat fish and millet bread. They have curd, beaten rice and fruits as *dar*. Before eating *datkhat*, they offer some food to the legendary figures *Chilo* and *Shero*.

The second day of Jitiya is called *Upas*. On this day, the married women fast the whole day. They go to the river, pond and well and make an idol of Jimutavahana made of *kush* (the holy grass), and worship the idol. The devotees get together and the ones who know about Jimutavahana, narrate his story. They neither drink a drop of water nor do they have some fruits during *Astami*. During fasting hours, they sing and dance too. Their song is called *Darkatoni*. Everyone, married or unmarried, can participate in singing and dancing.

The third or last day of Jitiya is called *Parwan*. The women wake up early in the morning and go to the river to take a bath. Then they return home and perform *puja*. After *puja*, they offer some fruits, milk and curd to Jimutavahana, a legendary deity, before they eat. Then only they take food and drink water. Afterwards the women complete their *brata* then they sing and dance the whole day.

Why do the women remember Jimutavahana, the eagle and jackal during this festival? There is a popular story behind this. Jimutavahana had saved the life of a baby eagle. By fasting the eagle ensured her offspring had a long life, whereas the jackal's offspring had a short life because the jackal did not fast. While celebrating Jitiya, women devotees make idols of the jackal and eagle with sand or cow dung, and red crimson is applied on their forehead. As the main part of the ritual, women worship nature. The celebration of Jitiya strengthens good relationships between different ethnic groups and creates harmony in a society. It creates social solidarity and helps the society function.

1. Vocabulary in use

- i. Read the text above, and find the synonyms of the following words from the text.

luck harmony statues renowned poured

2. Reading comprehension

i. Read the text again, and decide whether the following statements are true or false.

- a. All women and unmarried girls celebrate Jitiya festival.
- b. It is celebrated all over Nepal.
- c. Married women never go to *Maiti* to celebrate Jitiya festival.
- d. It is celebrated for three days.
- e. Even the eagle and the jackal are remembered and offered *prasad* by the devotees of Jitiya.
- f. Jimutavahana is a legendary deity.
- g. Singing and dancing do not play any role during the Jitiya festival.

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

- a. Why is Jitiya festival celebrated?
- b. How long is this festival celebrated?
- c. What do married women do on the second day of celebration?
- d. How and when do married women scrub their house?
- e. What is the relationship between Masabashi and the Sun?
- f. What do married women offer to Jimutavahana before they break their fast?
- g. How can the celebration of Jitiya promote harmony among people?

C. Follow-up activity

1. Work in a pair. Discuss the festivals you celebrate. Write in about 200 words about a festival of your own community. Then share it with your friends.
2. Do you believe that cultural understanding strengthens the unity of your community and the country as a whole? Give your opinion.

Grammar

A. Engage yourself

Read the following sentences.

- a. Anu is a nurse. So is my friend.
- b. Nima likes apples. So does Sunita.

- c. Bina never sleeps on time. Neither do I.
- d. Prema had a bath yesterday, didn't she?
- e. No one is ready, are they?
- f. Jack said that he won the match but I don't think so.

B. Time for grammar

1. Rewrite the following sentences as in the example.

Example:

- a. *Tigers and elephants live in the forest. (rhino and deer)*
Tigers and elephants live in the forest. So do rhino and deer.
- b. *Devkota wasn't a politician. (Parijat)*
Devkota wasn't a politician. Neither was Parijat.
- a. Rina likes folk songs. (Kalika)
- b. Binda did not buy a watch yesterday. (my mother)
- c. Harry will come next week. (my brother)
- d. We prepare delicious food. (Shiva)
- e. They never read English. (Santosh)
- f. Muslims don't eat pork. (Jews)
- g. Hindus don't eat beef. (I)
- h. We haven't been to Ilam yet. (Nilam)

2. Study the following examples, and note how 'question tags' are used.

(Remember! We usually use a negative question tag with an affirmative statement, expecting the answer 'Yes', and an affirmative question tag with a negative statement, expecting the answer 'No'.)

Example:

- a. *It's cold, isn't it?*
- b. *I shouldn't have done that, should I?*
- c. *I'm going to clear-up, aren't I?*
- d. *Let's get started, shall we?*

Now match the sentences to their correct question tags.

Sentences		Question Tags	
a.	Don't say anything to Ananda about this,	.....	hadn't you?
b.	I'm supposed to be having lunch with Kopila,	.....	wouldn't she?
c.	You'd better stop gossiping,	.....	aren't I?
d.	She'd rather have a cup of tea,	.....	didn't he?
e.	Prakash went to the market,	.....	didn't she?
f.	Dipa used to crack jokes in the class,	.....	will you?
g.	Junu had a wonderful dream,	.....	didn't she?
h.	You worked hard,	.....	didn't you?

C. Follow-up activity

Work in a group. Ask your friends what they like or dislike. Then respond with So/Neither + Aux (do) + NP.

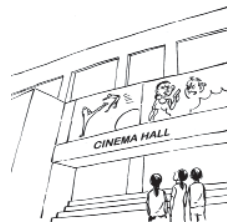
Example: Soni loves listening to music. So do I.

Listening

A. Engage yourself

Look at the picture, and answer the following questions.

- Do you enjoy watching films?
- How often do you go to the cinema?
- Who is Ramila?



B. Study time

1. Listen to the conversation, and fill in the blanks with appropriate words.

- Hari and Raj watched a Nepali film,
- Hari finds Jhola though its story is a bit weak.
- Raj watched a Hindi film,
- Ramila loves watching films.
- Raj disagrees with

2. Listen to the conversation, and match the following to form complete sentences.

Column A	Column B
a. According to Raj, Jhola is	i. Jhola.
b. Ramila thinks she must go and watch	ii. Hindi films.
c. Hari prefers to watch	iii. quite popular.
d. Raj likes to watch	iv. Nepali films.
e. Ramila thinks Hindi films are	v. an interesting social film.
	vi. English films.

C. Follow-up activity

Move around the class and ask any four of your friends what type of film they like to watch. Write a paragraph with the information you have collected.

Speaking

A. Engage yourself

1. Go through the following speech bubbles, and practise them with your friend.

I prefer tea to coffee.



So do I.



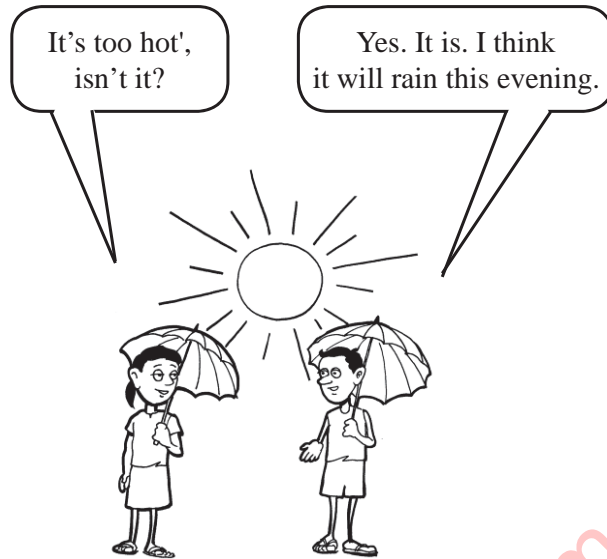
I don't smoke.



Neither do I.



2. Read the following conversation.



B. Time for speaking

Work in a pair. Look at the following examples, and have a similar conversation between you and your partner. Some clues are given for you.

Examples:

a. *celebrate Lhosar/so do I*

A: I celebrate Lhosar.

B: So do I.

b. *man with red hat/Ranjan/I think so*

A: I think the man with red hat is Ranjan.

B: Yes, I think so.

a. *love classical music/so do I*

b. *don't like playing in the rain/neither do I*

c. *so cold/isn't it/yes*

d. *woman with red sari/nurse/I think so*

e. *have lots of industries in Nepal next year/I don't think so*

C. Follow-up activity

Look at the remarks made by John in the table below, and find out whether you and your friends also do the same or not. The first two have been done for you.

John	You	Friend 1	Friend 2
a. I like coffee.	So do I.	So does Jack.	But Mary doesn't.
b. I cannot climb the tree.	Neither can I.	But Nikita can.	Neither can Alinor.
c. I am going out tonight.			
d. I went to the cinema yesterday.			
e. I have been to Humla.			
f. I will be at the cafe later.			
g. I don't live in London.			
h. I hate bitter gourd.			

Writing

A. Engage yourself

Some topic sentences have been given below that can be used for writing an essay on the topic "Advantages and Disadvantages of Computers in Education". Read them carefully, and discuss in a small group how they can be elaborated. A topic sentence is a sentence that expresses the main idea of the paragraph in which it occurs.

- It is clear that the Internet has provided students with access to more information than ever before.
- Nobody can argue that the acquisition of knowledge is more fun and easier with computers.
- However, many disagree and feel that technology deprives people of real human interaction.
- Furthermore over dependence on technology can make the students less creative and passive.
- As computers are becoming an important tool for teaching, teachers should be aware of their roles as guides in the acquisition of knowledge rather than transmitters of facts.

B. Time for writing

Now write an essay on the topic "Advantages and Disadvantages of Computers in Education." Begin your essay with a good introductory paragraph consisting of a thesis statement. Use any three of the topic sentences given above to make the body paragraphs. Elaborate the topic sentences in separate paragraphs with necessary supporting details, descriptions, examples, reasons, comparisons and explanations. Remember a paragraph should not contain irrelevant information. All the information in a paragraph must be related to the topic sentence, and all the topic sentences must be connected to the main point of the essay, i.e. the thesis statement. Conclude your essay with a suitable concluding paragraph.

C. Follow-up activity

Exchange your writing among the friends, and provide and receive feedback on your essay. Revise and edit your essay based on the feedback you received from your friends and the teacher, and then finalise it.

Project work

Collect any English newspaper. Read any news that interests you, and find out the answers of 5Ws and 1H questions, i.e. who, what, when, why, where, and how of the news you read. Present your findings to the class. Remember some news does not have the answers to all the Ws and H questions.

Fun corner

Read and enjoy the following limerick, a short humorous poem by Edward Lear.

There was an Old Man with a beard,
Who said, 'It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!'

UNIT SEVENTEEN

AGREEING AND DISAGREEING

Reading

A. Engage yourself

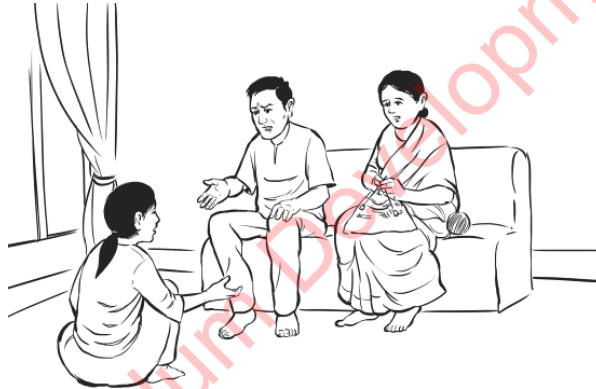
Read the drama quickly, and answer the following questions.

- What does Sushila want to do?
- What do her parents want to do?

B. Study time

Read the drama, and find how Sushila's problem was solved.

Sushila's Determination



Mrs. Ojha: Sushila, it is time your father and I had a talk with you.

Sushila: Yes, Mother. What is it about?

Mr. Ojha: Well, you know that your mother and I are very concerned about your future. You know that we are not rich. If we were rich, we would send you to a university. Since we could not do that, we have considered the best course for you is to do what Nepalese young ladies have done for centuries.

Sushila: And what is that?

Mrs. Ojha: Sushila, you are not very respectful to your father. Imagine you are asking your father rudely, "What's that?" before he has the chance to tell you.

- Sushila: I'm sorry, Mother: but I was not rude, only anxious.
- Mr. Ojha: It's all right, Sushila. Well, we think it's time you got married.
- Sushila: (Gasping) But,...I...I...
- Mrs. Ojha: There's no need to get excited. If I were you, I would listen to the whole thing first.
- Mr. Ojha: We understand your anxiety, Sushila, you've been brought up in this foreign country, so different from Nepal. Had you been brought up in Nepal, you would have thought it natural to get married at this age.
- Sushila: Father, I feel that, as I cannot go to a university, the best career I can look forward to is that of a nurse. Many of the young ladies I know are nurses and have excellent careers in private clinics. Had you allowed me to apply to the nursing institute, I'd have got a scholarship.
- Mr. Ojha: But there is no secure future in being a nurse. Although it's a noble profession, it doesn't pay much.
- Sushila: But I don't see any security in marriage. I do not know what my future husband will be like. You've not told me who he is.
- Mrs. Ojha: (Angrily) You are too impatient. If I were you, I'd have complete trust in my parents. Of course we have chosen a most suitable man for you, one who will give you and your future children all the security you need.
- Sushila: But will he show me love, kindness and consideration, besides giving me security?
- Mrs. Ojha: I'm sorry to see that you have been so influenced by your friends, films, and television. I agreed to marry your father without having seen him before, without even knowing his name. He gave me all the kindness I required. Hasn't he treated you and your brother well?
- Sushila: (After a pause, and in tears) Yes Mother I agree entirely with what you say about father. You were lucky. But how do I know I shall be as fortunate as you?
- Mrs. Ojha: Lucky? There is no such thing. Of course, besides learning all we could worry about your future husband and his family, we have consulted your horoscope. If you believe in your horoscope, the marriage will turn out very well.

Mr. Ojha: Have you considered who is going to pay for your nursing course?
I haven't got the money.

Sushila: But you will have to find money for my marriage.

Mr. Ojha: (After a pause) Yes, I will.

Mrs. Ojha: I see what you mean. She's right, Sushila's father. Instead of saving money for her marriage we should spend it on her education, then she will be able to find a good husband for herself.

Sushila: Oh, Mother! (She hugs her mother.)

(Source: adapted from Forte Longman, 1989)

1. Vocabularies in use

Find the words from the drama which have the meanings given below.

- a. feeling fear and uncertainty
- b. catching the breath in surprise
- c. thoughtfulness (for the feelings of other)
- d. lucky
- e. chart showing the position of the stars at birth, used for fortune telling

2. Reading comprehension

i. Read the drama again, and tick (✓) the best answer.

- a. Sushila's parents are concerned about her:
 - i. career
 - ii. marriage
 - iii. higher studies
- b. Sushila wants to be:
 - i. a nurse
 - ii. a doctor
 - iii. a teacher
- c. Sushila seems as she was brought up in:
 - i. India
 - ii. Nepal
 - iii. an overseas country
- d. According to Sushila, who is lucky?
 - i. Mrs. Ojha
 - ii. Sushila's brother
 - iii. Sushila

- e. At the end Sushila's parents decided to:
- get her to marry
 - let her join the nursing course
 - compel her to stay at home

ii. Read the drama again, and answer the following questions.

- Why don't Sushila's parents want to send her to university?
- Was her parents' marriage a love marriage? How do you know?
- Why does Sushila say that her mother was 'lucky'?
- What's Sushila's suggestion about money to pay for her studies?
- If you were Sushila's parents, what would you do?

C. Follow-up activity

Pretend that you are Sushila. Write a letter to one of your friends describing how you were able to persuade your parents to allow you to go to university. You can start as follows:

Dear Nisha,

I am very happy today and want to share my happiness with you. My parents have agreed to let me go to university but it was not easy. Actually, they wanted me to get married. They had already...

Grammar

A. Engage yourself

1. Read the following conversations, and observe how the speakers agree and disagree with the propositions.

a. John: Hey what do you think about this movie?

Mary: I think this movie is really good.

John: I don't think so. This movie is so boring that I sleep while watching it. The plot is flat and there is not any suspense in the story. I like watching film but this time I disagree with you.

b. Barbara: Hey, look at my new ring, isn't it cool?

Bill: Yeah, I absolutely agree with you, your ring is so cool. It perfectly matches with your finger. It must be a very expensive ring.

2. Here are some expressions you can use to agree and disagree. Read them carefully, and discuss with your partner the situations they are used in.

Agreeing

- a. You're right.
- b. That's a good idea.
- c. That's right!
- d. Exactly!
- e. Me too!
- f. Yes, I agree!
- g. I totally agree!
- h. I see exactly what you mean!

Disagreeing

- a. I don't agree with that.
- b. I don't think that's correct.
- c. I don't agree!
- d. I totally disagree!
- e. Absolutely not!
- f. That's not right!
- g. I'm not sure about that.

B. Time for grammar

Complete the following dialogues with the correct expressions that indicate agreeing or disagreeing.

- a. Jack: Julia, what do you think about the new classroom?
Julia: For me, the classroom is quite good. It has enough space for us to move around.
John: The furniture is not well managed. Moreover, there is no sufficient light.
- b. Dipa: Hey, Look at my new T-shirt. It's quite suitable for me, isn't it?
Uddhav: Yeah, It is quite beautiful. You look really smart in it.
- c. Silpa: I think we should cancel the whole project right now.
Monika: I think cancelling the project is not good for our organisation.
- d. Simran: Kiran, what do you think about the new constitution?
Kiran: I think it's quite good. It is the constitution made by the people.
Simran: It declares ending all forms of discriminations and oppression created by the feudal, autocratic, centralised and unitary system of government in the past.

C. Follow-up activity

Work in a group. Ask who agrees or disagrees to the opinion "The government should pay for everybody's education." Share your idea with your friend.

Listening

A. Engage yourself

Look at the picture, and guess the answers to the following questions.



- Who are talking?
- What are they talking about?
- Where is Amar planning to go for his holiday?

B. Study time

1. Listen to the telephone conversation, and fill in the gaps with suitable words.

- Amar has made a holiday plan for celebrating his
- Nikita had already been to
- Amar is planning to go there by
- According to Nikita, travelling by plane is
- Nikita advised Amar to book tickets from the

2. Listen to the telephone conversation once again, and replace the words in bold with the correct words.

Example:

*Nikita is going to celebrate **her** daughter's birthday in Pokhara.*

*Amar is going to celebrate **his** daughter's birthday in Pokhara.*

- Nikita said that Pokhara is a **boring** place.
- According to Nikita, travelling by bus is very **adventurous**.
- Nikita was **bad** at giving ideas about a holiday plan.
- Nikita believes that staying at a hotel is **boring**.
- Amar can try new and **spicy** food there.

C. Follow-up activity

Work in a pair. Listen to the conversation once again, write a similar conversation between you and your friend about your holiday plan, and present it to the class.

Speaking

A. Engage yourself

Extend the list of the expressions that can be used for agreeing and disagreeing.

Agreeing	Disagreeing
a. No doubt about it.	a. I'm afraid I disagree.
b. That's for sure.	b. No way.
c.	c.
d.	d.
e.	e.

B. Time for speaking

1. Go through the following conversations, and practise them with your partner.

- a. TV/bad influence on people: yes
A: I think TV has a bad influence on people.
B: Yes, you're right.
- b. we/become vegetarian: no
A: We should become vegetarians.
B: I don't agree with that.
- c. television/leading cause of violence: no
A: Television is the leading cause of violence in today's society.
B: I don't think so.
- d. in ten years time/ no tree/ in the forest: yes
A: In ten years time there won't be any trees left in the forest.
B: You're probably right. Woodcutters are cutting down trees indiscriminately.

2. Have similar conversations with the help of following clues.

- a. dogs/better companions than cats: no
- b. teachers/helpful: yes
- c. government of Nepal/address the problems of street children: yes
- d. students/go abroad after 10+2: no

C. Follow-up activity

Work in a pair. Ask your friends' opinion on 'Foreign Employment' and say whether you agree or disagree.

Writing

A. Engage yourself

1. Look at the picture, and guess the answers to these questions.



- What are the men doing there?
- Why are they cutting down trees?
- What may happen after 10 years there?

B. Time for writing

Look at the beginning of the dialogue below, and complete it with what may or will happen in 10 years time if woodcutters continue cutting down the trees.

Example:

A: In ten years time there won't be any tree left in the forest.

B: You're probably right. Woodcutters are cutting down trees indiscriminately.

A:

B:

A:

B:

A:

B:

C. Follow-up activity

Share your dialogue with your friends in the class, and get their responses to it.

Project work

Listen to any BBC programme on the radio or Internet, and write a paragraph about that programme. Present it to the class.

Fun corner

Answer the following riddles.

- a. What comes down but never goes up?
- b. I'm tall when I'm young and I'm short when I'm old. What am I?
- c. How can a pants pocket be empty and still have something in it?
- d. What goes up when rain comes down?
- e. What is the longest word in the dictionary?

(Source: <http://www.funology.com/riddles/>)

UNIT EIGHTEEN

INDICATING TIME AND MOTIONS

Reading

A. Engage yourself

Answer the following questions.

- What are your good habits?
- How did you acquire them?
- If someone asks you the ways to develop good habits, what would you suggest?

B. Study time

Read the following excerpt, and find how a habit is formed in the human mind.

Habit Cultivation

We are what we repeatedly do. Excellence is not an act, but a habit.

Aristotle

We are all born to lead successful lives, but our conditioning leads us to failure. We are born to win but are conditioned to lose. We often hear comments like “This person is just lucky, he touches dirt and it turns to gold” or “He is unlucky; no matter what he touches, it turns to dirt.” These comments are not true of anyone.

If you were to **analyse** the lives of lucky and unlucky individuals being commented on, you’d find that the successful person is doing something right in each **transaction**, and the failure is repeating the same mistake time and again. Practice does not make perfect - only *perfect* practice makes perfect. Practice makes permanent whatever you do repeatedly. Some people keep practising their mistakes and they become perfect in them. Their mistakes become perfect and automatic.

Cultivating a habit is like **plowing** a field. It takes time. Habits generate other habits. **Inspiration** is what gets us started, **motivation** is what keeps us on track, and habit is what makes it **automatic**.

The ability to show courage in the face of **adversity**; show **self-restraint** in the face of temptation, choose happiness in the face of hurt, show character in the face of despair, and see opportunity in the face of obstacles are all valuable **traits** to possess. But these traits do not just appear; they are the

result of constant and **consistent** training, both mental and physical. In the face of adversity, our behavior, whether positive or negative can only be what we have practised. When we practise negative traits such as cowardice or dishonesty in small events, and hope to handle the major events in a positive way, it won't happen because that's not what we have practised.

If we permit ourselves to tell a lie once, it is a lot easier to do it a second and a third time until it becomes a habit. Success lies in the philosophy of "sustain and **abstain**." Sustain what needs to be done and abstain from what is **detrimental** until this becomes habitual. Human beings are more emotional than rational. Honesty and **integrity** are the result of both our belief system and practice. Anything we practise long enough becomes ingrained into our system and becomes a habit. A person who is honest most of the time gets caught the first time he tells a lie, whereas a person who is dishonest most of the time gets caught the first time he tells the truth.

Honesty or dishonesty to self and others becomes a habit. The choice is ours as to what we practise. Whatever response we choose, our thinking pattern becomes habitual. We form habits, and habits form character. Before we realise that we have got the habit, the habit has got us.

Someone once said, "Our thoughts lead to actions, actions lead to habits, and habits form character." Character leads to destiny. Therefore, you should try to form character building habits.

(Source: *You Can Win* by Shiv Khera)

1. Vocabulary in use

i. Choose the best words from the box to complete each of these sentences.

determination	traits	inspiration
integrity	abstain	automatic

- a. If you want to get success, you need to have your own
- b. If you are motivated to do something after reading a book, the book has been your
- c. What are the of a good teacher?
- d. You don't need to wind an watch while using.
- e. Honesty and are the result of both our belief system and practice.
- f. The doctor suggested that he had to from alcohol.

2. *Reading comprehension*

i. **Read the text, and decide whether the following statements are true or false.**

- a. We are born to have successful lives.
- b. Only practice makes a person perfect.
- c. We can cultivate habits in no time.
- d. We can acquire all valuable traits by constant and consistent training, both mental and physical.
- e. If we permit ourselves to tell a lie once, it is a lot easier to do it a second and a third time.
- f. Honesty and integrity are the result of both our belief system and practice.
- g. Habits form character.

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

- a. What comment do we often hear?
- b. How do some people become perfect in making mistakes?
- c. Do you consider yourself to be perfect? Why? Why not?
- d. What are the valuable traits that human beings have to possess?
- e. How can you form a habit?
- f. What type of habit have you decided to form after reading this text?




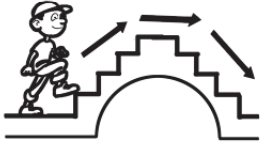
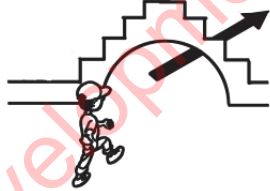

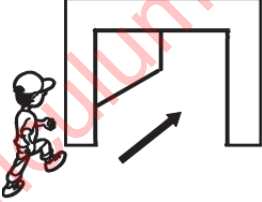
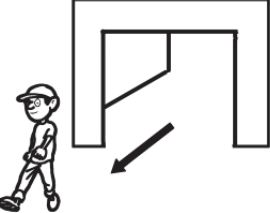
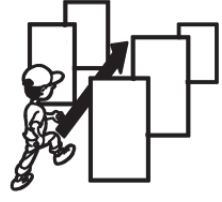
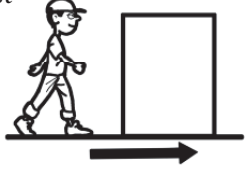


C. Follow-up activity

Work in a group. Make a list of good habits and mention how a person can cultivate them.

Grammar

A. Engage yourself

1. Look at the following pictures to see how the prepositions of movement are used.

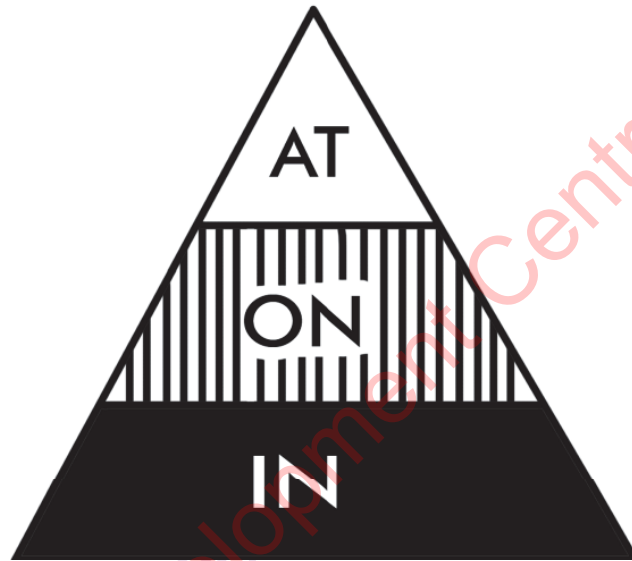
up  up the stairs	down  down the stairs	across  across the road
over  over the bridge	under  under the bridge	along  along the street
into  into the house	out of  out of the house	through  through the town
past  past the house	round/around  round the tree	from to  from A to B

2. Observe the following pyramid to see how the prepositions of time are used.

at 5 o'clock
at 7:30 pm
at noon
at Dashain

on Monday
on 5th of March
on my birthday
on holiday

in January
in 1986
in the morning
in summer



B. Time for grammar

1. Rewrite the following sentences by supplying the correct prepositions where necessary.
- What are you doing the weekend?
 - There was a loud noise which woke us up midnight.
 - I went to Khotang last Saturday.
 - I'll see you Tuesday afternoon.
 - In my home town, the shops open early the morning.
 - The party is next Saturday.
 - His daughter was born the 24th of August.
 - Luckily the weather was perfect her wedding day.
 - We get plenty of snow here the winter.
 - I stayed with them three weeks.
 - The students study in the library it closes.
 - It has been raining morning.

2. Complete the following paragraph by choosing the appropriate prepositions from the box below.

round	During	to	of	by	at	for
with	in	in	from	behind	through	From

Hi everyone! I'm David and I live Munich. summer I like to travel Italy, because of the weather and the people there. Last summer I took a plane Munich to Rome. the airport we went to our hotel bus. We stopped a small restaurant for a quick meal. The driver parked the bus the restaurant. Nobody could find the bus and the driver, so we waited the restaurant one hour. The driver was walking the small park the restaurant which we did not know. So we were very angry him. However, my holidays were great. We sat campfires and went dancing till the early morning.

C. Follow up activity

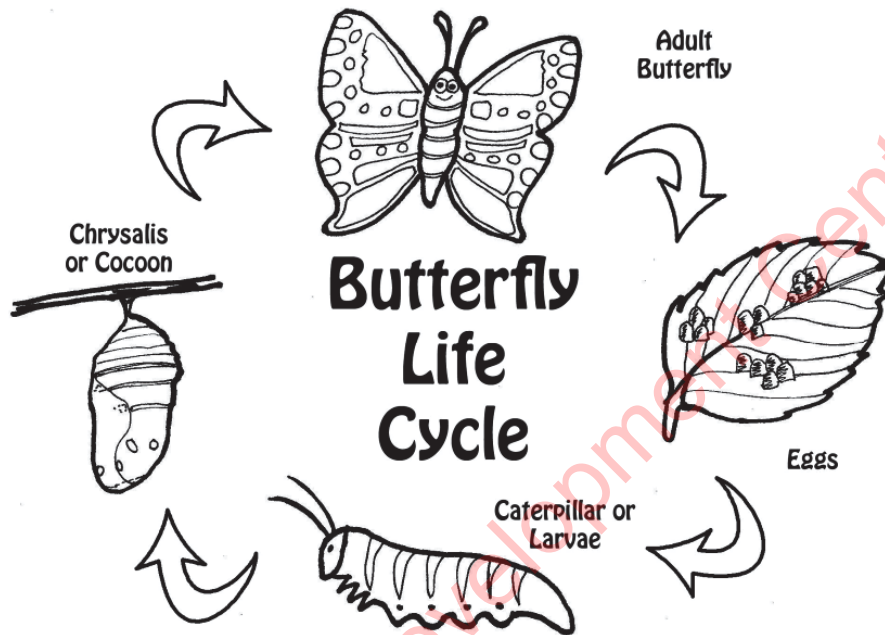
Work in a pair and find out the difference in the following pairs of sentences in their meanings.

- a. i. Maria walked to London.
ii. Maria walked towards London.
- b. i. Lisa drove her car into the wall.
ii. Lisa drove her car through the wall.
- c. i. The young couple walked along the river.
ii. The young couple walked across the river.
- d. i. The boy came in time.
ii. The boy came on time.
- e. i. Linda was in the kitchen.
ii. Linda was inside the kitchen.
- f. i. The politician walked across the room to say hello to all the people.
ii. The politician walked around the room to say hello to all the people

Listening

A. Engage yourself

Look at the diagram, and answer the following questions.



- What does the diagram illustrate?
- Have you ever seen a butterfly coming out of a cocoon?
- How does it come out?

B. Study time

1. Listen to a story about the struggle of a caterpillar, and fill in the blank spaces.

- The teacher told the students that the butterfly would to come out of the cocoon.
- One of the students decided to the butterfly.
- As soon as it came out, the butterfly
- The struggle of a caterpillar to come out of the cocoon is of nature.
- The butterfly died because the boy had the butterfly of its struggle.

2. Listen to the story again, and decide whether the following statements are true or false.

- a. The teacher asked the students not to help the butterfly.
- b. One of the students ignored the teacher's advice.
- c. When the student helped the butterfly, it came out and flew away.
- d. The teacher said nothing to the student about his help for the butterfly.
- e. The struggle of the butterfly in the cocoon helps it to strengthen its wings.

C. Follow-up activity

Work in a group, and have a discussion on the topic: "The more we struggle, the stronger we become." After the discussion, note down the important points in your exercise book.

Speaking

A. Engage yourself

1. Observe the conversations below, and play the role of the girl and the boy.

- a. Boy: How long have you been studying English?
Girl: I've been studying English for six years.
- b. Boy: How long have you been living in Kirtipur?
Girl: I've been living in Kirtipur since 2010.

B. Time for speaking

- 1. Have similar conversations as in the examples above working in a pair.**
- 2. Work in a pair. Look at the conversation below and have similar conversations.**

Example: monkey/jump from one tree to another

A: Did you see the monkey at the zoo? What was it doing?

B: Yes, I saw it. It was jumping from one tree to another.

- a. butterfly/fly over a flower
- b. bear/climb up a tree
- c. frog/dive into pond
- d. snake/slither across the road

C. Follow-up activity

1. Play the following game between two teams.

Procedure

- Involve yourself in one of the two teams.
- A member from team A mimes or gestures any one of the following prepositions and the team B have to guess which preposition is being mimed or gestured.

towards	through	across	along	into	over	around
off	past	out	onto	up	down	to

- Team members discuss in a team but only one of them will speak. If their guess is correct they score 1, if wrong, score 0.
- Now the turn will be reversed. Team B mimes or gestures the preposition, and team A will guess.
- This process goes on. Both the teams should mine or gesture an equal number of prepositions.
- The team that scores the highest will be the winner.

2. Practise asking and answering the following questions working in a pair.

- What time did you go *to* the market yesterday?
- Have you ever fallen *off* the bed?
- Did you go *through* the park yesterday?
- Have you ever swum *across* the river?
- Who jumped *over* the fence?
- What did you see *through* the window?
- Do you love walking *along* the road?
- Do you like to go *up* or *down* the stairs?
- Did you climb *up* the hill or the mountain?
- Do you enjoy walking *under* the bridge?

Writing

A. Engage yourself

Look how the mouse finds the cheese.

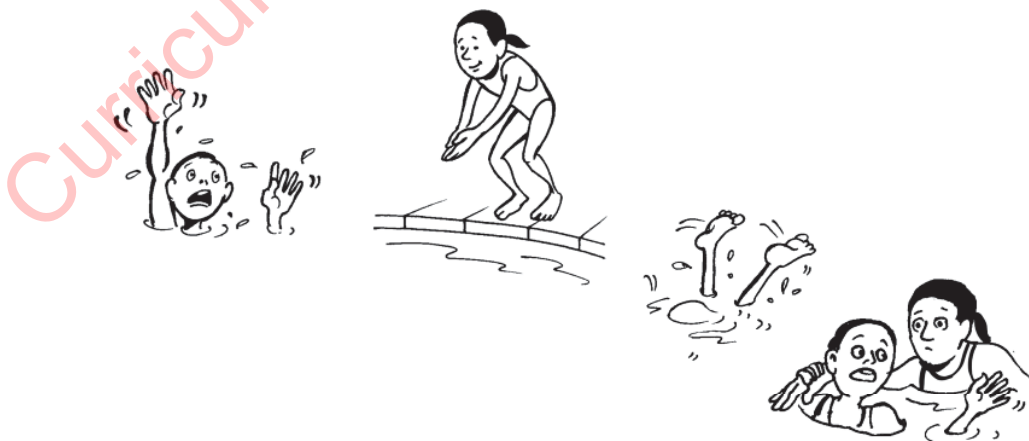


B. Time for writing

Based on the pictures of “Engage yourself” write a paragraph using preposition of motion like *towards*, *through*, *round*, *onto*, *into*, *out of*, etc.

C. Follow-up activity

Describe the following pictures using the prepositions of motion.



Project work

Work in a group of four to six. Visit any three people in your school or community who are successful in their academic career. Interview them focusing on their study skills and habits. Make interview questions with the help of your teacher before you interview. Try to elicit as much information as possible about their study skills and habits from them. Write a brief report on the topic "Effective Study Skills and Habits" and present it to the class.

Sample questions

- a. Could you please tell us briefly about your study habits?
- b. How did you use to study when you were a student?
- c. What study skills do you employ while studying?
- d. What sorts of books do you prefer reading?
- e. In your opinion, what are the basic study skills that students like us need to develop?

Fun corner

Read and enjoy the following haikus by Basho Matsuo, a famous poet from Japan. Haiku is a poem with three lines and usually 17 syllables, written in a style that is traditional in Japan.

- a. An old silent pond...
A frog jumps into the pond,
splash! Silence again.
- b. Autumn moonlight—
a worm digs silently
into the chestnut.

UNIT NINETEEN

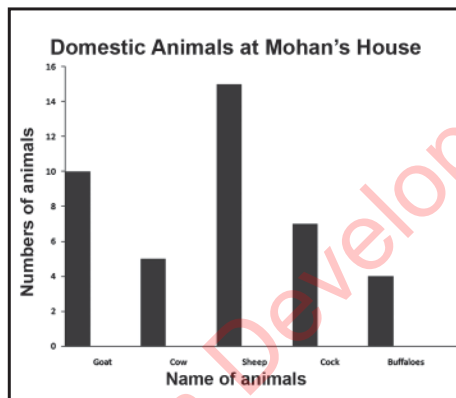
INTERPRETING TABLES AND CHARTS

Reading

A. Engage yourself

1. Look at the following figures, and name them.

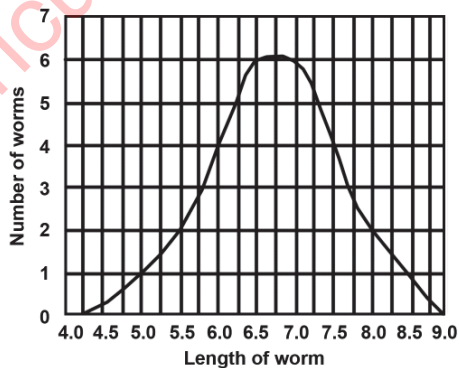
a.



b.

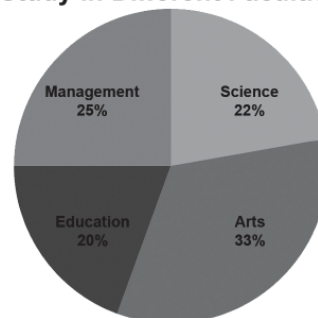
Year	Number of Female	Number of Male	Total
1995	400	405	805
2000	455	445	900
2005	575	600	1175
2010	625	625	1250
2015	700	725	1425

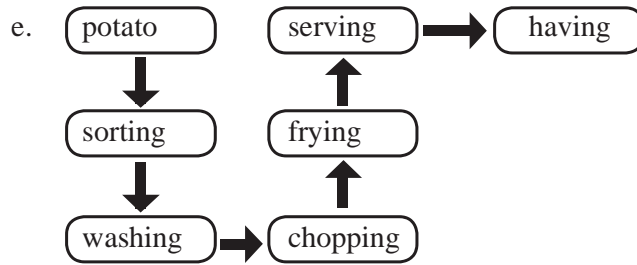
c.



d.

Students who Want to Study in Different Faculties



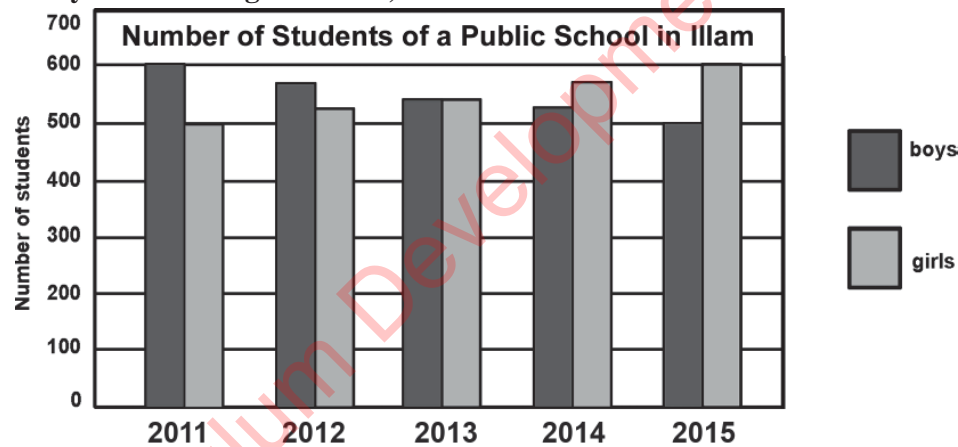


2. Look at the figure 'e', and tell your friends what it is about.

B. Study time

Reading I

Study the following bar chart, and do the activities that follow.



The above bar chart illustrates the comparison between the number of the boys and the girls studying in a public school in Illam each year between the years 2011 and 2015. The dark bar to the right shows the number of boys, whereas the bar to the left depicts the number of girls.

The bar chart reveals that the number of boys decreased every year and fell to 500 in 2015 from 600, whereas the number of girls increased every year and reached to 600 in 2015, i.e. a hundred more than in the year 2011. In 2011, the number of boys was exactly a hundred more than that of girls. But after a five year period, the figure became just the opposite. The number of boys gradually went down, and the number of girls increased in the same ratio. So in the year 2015, the number of boys remained a hundred less than the number of girls though the number of boys and girls was exactly the same in 2013.

Overall, we can clearly see the decline in the number of boys, while the number of girls seems to be a rising trend. The most surprising fact of the school is that though the number of boys and girls changed, the total number of school students remained constant.

1. Vocabulary in use

Find the synonyms of the following words from the text.

portrays	discloses	escalated	precisely	tendency	stable
----------	-----------	-----------	-----------	----------	--------

2. Reading comprehension

i. Choose the best alternative to complete the following sentences.

- a. The number of the students in the school
 - i. changed rapidly
 - ii. changed only in few years
 - iii. was the same in all years
- b. The ratio of the boys and the girls in 2015 was
 - i. 6:5
 - ii. 5:6
 - iii. 0.83%
- c. The number of girls increased
 - i. as much as the number of boys that decreased
 - ii. less than the decreased number of boys
 - iii. more than the number of boys that decreased
- d. The data presented in the bar chart surprises us because
 - i. the number of boys decreased every year
 - ii. the number of girls increased every year
 - iii. the total figure of the students did not change

ii. Study the bar chart, and answer these questions.

- a. What kinds of data are presented in the above bar diagram?
- b. How many girls were studying in 2015?

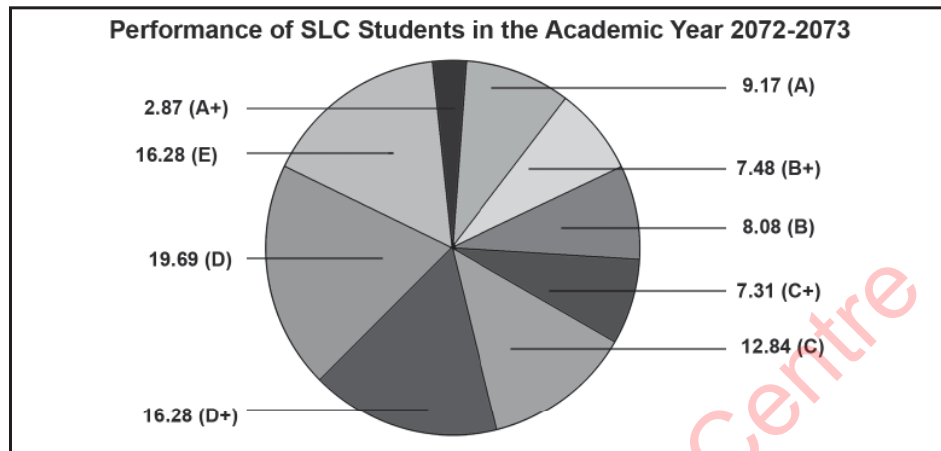
- c. What was the number of boys that decreased every year?
- d. What percentage of boys decreased over a period of five years?
- e. What might be the reason behind the decreased number of boys and increased number of girls?

Reading II

Study the following table and the pie chart.

**Students Appeared in the SLC Exam
in the Academic Year 2072-2073 and their Score in English**

S. N.	Grading of Obtained Marks in Percentage	Grade	Explanation	Standard Number	Number of Students	Percentage
1	90 and more than 90	A+	Outstanding	4.0	12552	2.87
2.	80 and more than 80 and less than 90	A	Excellent	3.6	40085	9.17
3.	70 and more than 70 and less than 80	B+	Very good	3.2	32676	7.48
4.	60 and more than 60 and less than 70	B	Good	2.8	35297	8.08
5.	50 and more than 50 and less than 60	C+	Satisfactory	2.4	31943	7.31
6.	40 and more than 40 and less than 50	C	Acceptable	2.0	56121	12.84
7.	30 and more than 30 and less than 40	D+	Partially acceptable	1.6	71125	16.28
8.	20 and more than 20 and less than 30	D	Insufficient	1.2	86060	19.69
9.	less than 20	E	Very insufficient	0.8	71124	16.28
					436983	100%



The above pie chart displays the performance of the students in English subject in letter grading examination of the academic year 2072-2073. According to the pie chart, only 436,983 students took the SLC examination in the academic year 2072-2073. Among them, only 2.87 per cent students secured A+ and 9.17 per cent examinees scored A. The pie chart clearly shows that 7.48 per cent students obtained B+, whereas 8.08 had to be satisfied in the grade B. In the same way, 7.31 per cent of the students obtained C+, and 12.84 of them scored C grade.

As seen in the chart, among the total hundred per cent, 16.28 per cent students scored D +, and the highest number of students, i.e. 19.69 per cent scored D. Similarly, 16.28 per cent students scored E. The lowest number of students, i.e. 2.87 scored A + grade.

On the whole, the achievement of the students in the SLC examination is not satisfactory because only very few students, i.e. 2.87 per cent scored A+, and only 34.84 per cent of the students are in between A+ and C+, i.e. between satisfactory and outstanding. The pie chart elucidates that the concerned authority and stakeholders should pay attention to raise the present performance level of the SLC students of Nepal.

1. Vocabulary in use

Some of the phrases used in the above text to describe the pie chart are given below. Read them carefully, and find out other similar expressions that can be used for describing the pie chart.

- The above pie chart displays
- According to the pie chart
- The pie chart clearly shows that
- As seen in the chart

2. Reading comprehension

i. Study the table and the pie chart, and indicate whether the following statements are true or false.

- a. The pie chart presents the data of all the subjects of the SLC examinees.
- b. According to the pie chart, the majority of total examinees scored the grade A in the exam.
- c. The least number of students belonged to the group that obtained B.
- d. The highest number of students scored D + grade.
- e. Among the total students appeared in the exam, only 8.08 per cent scored the grade B.

ii. Study the table and the pie chart again, and answer these questions.

- a. How many students appeared in the SLC examination in the year 2072-073?
- b. What is the percentage of students who scored grade C+?
- c. Which grade was scored by the majority of the students?
- d. What is the total number of students who achieved the grade D+?
- e. Is the achievement level of the students in the SLC examination satisfactory? Why? Why not?

C. Follow-up activities

1. Work in a small group, and fill in the gaps with the word(s) or phrase(s) in the box below to make the instruction of making rice pudding meaningful.

As soon as	When	Then	Finally
First	After that	process	As

Here is a for making rice pudding. of all pour a litre of milk in a heavy bottom saucepan and boil it. it boils, take out half of the milk from the pan. mix a cup of rice and stir it with a dipper for 15 minutes on a low flame. it becomes soft, add the remaining milk and stir it for sometimes. add half a

cup of sugar and stir it. it looks very soft, add half a spoon of cinnamon powder, 20 grams of grated dry coconut, 20 grams of raisins and 20 grams of fresh ghee. Stir it for a minute. Now your rice pudding is ready, serve it on a flat plate and have it.

2. Suppose your parents earn Rs. 30,000 per month. They spend their income on different sectors. They spend Rs. 6,000 on rent, Rs. 10,000 on food, Rs. 5,000 on education, Rs. 3,000 on entertainment, and save Rs. 6,000 in each month. Show this data in a pie chart, and then explain it in detail.
3. Look at the following entry of the books in your school library. Interpret the data of the books in detail.

S.N.	Genre	Number of books
1.	Fiction	125
2.	Poetry	75
3.	Play	100
4.	Prose	125

Grammar

A. Engage yourself

Look at the following sentences, and observe how the connectives are used.

- a. Manisha didn't go to school *because* of headache.
- b. She helped the needy ones *in spite of* her poverty.
- c. *Unless* you work very hard, you cannot achieve the desired success.
- d. *In order to* be an engineer, my sister practises mathematics more at school.
- e. She went to the beauty parlour *so that* she could get her hair cut.
- f. *While* I was walking on the bank of a river, I saw a crocodile floating in the river.
- g. She grows a lot of rice *but* my brother doesn't.
- h. I enjoyed the weekend *despite* my busy schedule.

B. Time for grammar

1. Rewrite the following sentences using the appropriate connectives in the box.

in order to	so that	as long as	before	after
although	whenever	despite	though	as soon as

- a. Namita didn't get good marks in the exam she had studied well.
- b. She goes to river fetch water.
- c. They went to Ilam they could enjoy observing the tea garden.
- d. Mallik has topped the list his negligence.
- e. my uncle is rich, he never buys expensive clothes.
- f. you are free, you can come.
- g. You can stay with me you want.
- h. They will come they listen to the news.
- i. He had been to Jhapa he passed Master of Business Study.
- j. The passengers tied their seat belts the plane took off.

2. Read the following text, and fill in the blanks with the appropriate words.

Overall	First	in which	Following this	which	Finally	next
---------	-------	----------	----------------	-------	---------	------

Here is the process that explains the ways bricks are made for the building industry., there are seven stages in the process, beginning with the digging up of clay and culminating in the final product., the clay which is used to make the bricks, is dug up from the ground by a large digger. This clay is then placed onto a metal grid, is used to break up the clay into smaller pieces. A roller assists in this process.

....., sand and water are added to the clay, and this mixture is turned into bricks by either placing it into a mould or using a wire cutter., these bricks are placed in an oven to dry for 24-48 hours.

In the subsequent stage, the bricks go through a heating and cooling process. They are heated in a kiln at a moderate and then a high temperature, followed by a cooling process in a chamber for 2-3 days., the bricks are packed and delivered to their destinations.

(Source: adapted from www.icom/ielts-process.html#ieltsbuddy)

C. Follow- up activity

Make sensible sentences of your own using the following connectives. Compare them with your friends' sentences.

however although because of despite while until so that

Example:

They are going to the forest in order to collect firewood.

Listening

A. Engage yourself

Look at the picture, and guess the answers to the following questions.

- Who is Anne Frank?
- Why is Anne Frank popular in the world?
- Who gave a red checkered diary as a birthday present to Anne Frank?



B. Study time

- Listen to the memoir review, and supply the missing dates. The first one has been done for you.

Events	Date
Anne Frank was born	on 12 June, 1929
Anne frank was given a diary by her parents	.....
Her diary was first published	.....
Anne Frank died	.....

- Listen to the memoir review again, and fill in the gaps with appropriate words.

- Anne Frank, got a red checkered diary from her parents for her birthday.
- She addressed the diary to her friend, Kitty while writing her diary.

- c. Her diary is available in languages.
- d. Over million copies of her diary have been sold.
- e. She died of when she was at Bergen-Belsen concentration camp.

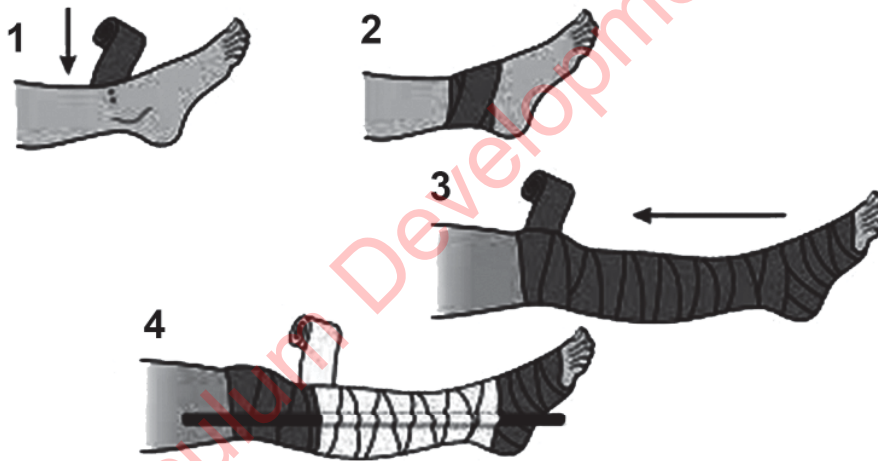
C. Follow-up activity

Work in a pair, write a diary entry for a day.

Speaking

A. Engage yourself

Look at the pictures below, and discuss the stages of providing first aid for snake bite.



B. Time for speaking

1. Work in a small group of four or five. Discuss the process of repairing a bicycle puncture. Write the stages of repairing a bicycle puncture along with the pictures, and present it to the class.

2. Work in groups of four or five. Analyse the data given in the following table, and present it to the class.

Population of Nepal in Terms of Religious groups	
Religious groups	Percentage
Hindus	81.3
Buddhists	9
Islams	4.4
Kirats	3.1
Christians	1.4
Prakritis	0.5
Others	0.3

(Source: National Census, 2068 B.S.)

You may begin like this:

The table shows the distribution of the population of Nepal in terms of the religious groups

C. Follow-up activity

Bring some real ingredients to make some food items like an omelet, vegetable curry, salad, etc. from home and demonstrate the process of making them with explanation.

Writing

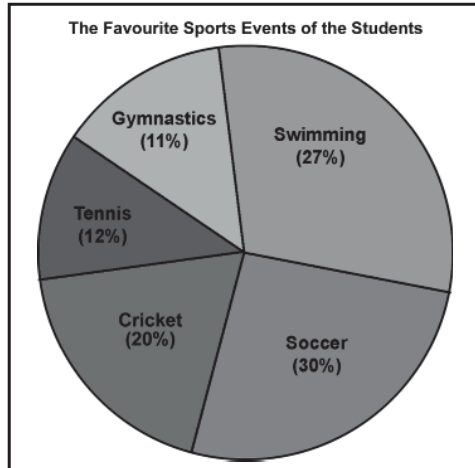
A. Engage yourself

Here is Abina's result which shows the grades she got in different subjects. Write down any five sentences based on this information.

Subjects	English	Nepali	Maths	Science	Social Studies	HPE	Opt Maths	Account
Grades	A +	A	B+	B	D+	D	C +	A

B. Time for writing

1. The pie chart below shows the favourite sports events of the students of a school. Interpret the data given in the pie chart.



C. Follow-up activity

Work in a pair. Suppose there are 25 male and 20 female teachers, 450 girls and 425 boys in your school. Show this data in a pie chart.

Project work

Work in a small group. Go to your own locality and collect the information based on the given clues, and show the information in a bar chart.

Name of the community:

Number of males below 20 years:

Number of males 20 or above:

Number of females below 20 years:

Number of females 20 or above:

Fun corner

Enjoy the following joke.

Teacher: Maria please point to America on the map.

Maria: This is it.

Teacher: Well done. Now class, who found America?

Class: Maria did.

Answers of the Riddles

- Unit 3, page 23:**
- a. a stamp
 - b. 12 (January 2nd, February 2nd)
 - c. B
 - d. because he is still living
 - e. post office

- Unit 14, page 164:**
- a. a clock
 - b. mushroom
 - c. tomorrow
 - d. palm
 - e. fire

- Unit 17, page 191:**
- a. rain
 - b. candle
 - c. hole
 - d. umbrella
 - e. smile

GLOSSARY

A

abstain: /əb'steɪn/ (v)

to decide not to do or have something, especially something you like or enjoy, because it is bad for your health or considered morally wrong

accommodation: /əkəmə'deɪʃn/ (n)

a room, group of rooms or building in which someone may stay or live

ailment: /'eɪlmənt/ (n)

an illness that is not very serious

airy: /'eəri/ (adj)

spacious; well ventilated; well lit

amendment: /ə'mendmənt/ (n)

a small change or improvement

analyse: /'ænləɪz/ (v)

to examine the details of something carefully, in order to understand or explain it

angel: /'eɪndʒəl/ (n)

a spiritual creature like a human with wings, who some people believe lives with God in heaven

appalling: /ə'pɔ:lɪŋ/ (adj)

horrifying, shocking

appealing: /ə'pi:lɪŋ/ (adj)

attractive, interesting

appetite: /'æpətaɪt/ (n)

a natural desire to satisfy a bodily need, especially for food

attenuated: /ə'tenjuəteɪd/ (adj)

extremely thin

automatic: /ˌɔ:tə'mætɪk/ (adj)

done as a natural reaction without thinking

automobile: /'ɔ:təməbi:l/ (n)

a car

awe: /ɔ:/ (n)

feelings of respect and slight fear

B

bare: /beər/ (adj)

without any clothes or not covered by anything

barrier: /'bæriə/ (n)

a problem, rule or situation that prevents somebody from doing something

berate: /br'reit/ (v)

scold or criticize (someone) angrily

beverage: /'bevərɪdʒ/ (n)

a drink other than water

blackmail: /'blækmeɪl/ (n)

demanding money from a person by threatening to tell somebody else a secret about them

blissful: /'blɪsfʊl/ (adj)

extremely happy, full of joy

C

chimney: /'tʃɪmni/ (n)

a wide pipe that allows smoke from a fire to go out through the roof

chuck: /tʃʌk/ (v)

to throw something carelessly

circumstance: /'sɜ:kəmstæns/ (n)

the conditions and facts that are connected with and affect a situation, an event or an action

cite: /saɪt/ (v)

to speak or write the exact words from a book, an author, etc.

cocktail: /'kɒkteɪl/ (n)

a drink usually made from a mixture of one or more alcoholic drinks and fruit juice

coffin: /'kɒfɪn/ (n)

a box in which a dead body is buried

coincidence: /kəʊ'ɪnsɪdəns/ (n)

an occasion when two or more similar things happen at the same time, especially in a way that is unlikely and surprising

colleague: /'kɒli:ɡ/ (n) coworker, partner

commemorate: /kə'meməreɪt/ (v)

to remember officially and give respect to a great person or event, especially by a public ceremony or by making a statue or special building

commercially: /kə'mɜ:ʃəli/ (adv)

involving buying and selling

compel: /kəm'pel/ (v)

force to do something

conference: /'kɒnfərəns/ (n)

a large official meeting

connoisseur: /'kɒnə'sɔː/ (n)

an expert on matters involving the judgment of beauty, quality or skill in art, food or music

consumption: /kən'sʌmpʃn/ (n)

the act of using energy, food or materials; the amount used

contemporary: /kən'tempərəri/ (adj)

belonging to the same time

convict: /kən'vɪkt/ (v)

to decide and state officially in court that somebody is guilty of a crime

correspondence: /kɒrə'spɒndəns/ (n)

an activity of writing letters

cuddle: /'kʌd(ə)/ (v)

hold close in one's arms as a way of showing love or affection

cursory: /'kɜːrsəri/ (adj)

done quickly and without giving enough attention to details

cynicism: /'sɪnɪsɪzəm/ (n)

believing that people are only interested in themselves and are not sincere

D

decent: /'diːsnt/ (adj)

of a good enough standard or quality

degeneration: /dɪ'dʒenə'reɪʃn/ (n)

the process of becoming worse or less acceptable in quality or condition

deity: /'deɪti/ (n)

a god or goddess

desperate: /'despəreɪt/ (adj)

hopeless

destiny: /'destəni/ (n)

the things that will happen in the future

dietary: /'daɪətəri/ (adj)

relating to your diet

dilettante: /'dɪlə'tænti/ (n)

a person who does or studies something but is not serious about it

disappear: /ˌdɪsəˈpiːr/ (v)

to become impossible to see; vanish

discreditable: /dɪsˈkredɪtəbl/ (adj)

bad and unacceptable; causing people to lose respect

diversity: /daɪˈvɜːsɪti/ (n)

the fact of many different types of things or people being included in something; a range of different things or people

dominant: /ˈdɒmɪnənt/ (adj)

main or most important

double: /ˈdʌbl/ (adj)

grow to twice the size

drastically: /ˈdræstɪkli/ (adv)

extremely; radically

drizzling: /ˈdrɪzliŋ/ (v)

raining lightly

dysfunction: /dɪsˈfʌŋkʃn/ (n)

the fact of a part of the body not working normally

E

emboldened: /ɪmˈbəʊldən/ (v)

to make somebody feel braver or more confident

enhance: /ɪnˈhæns/ (v)

to increase or further improve the good quality, value or status of sb/sth

enticement: /ɪnˈtaɪsmənt/ (n)

persuasion

equip: /ɪˈkwɪp/ (v)

to prepare sb for an activity or task, especially by teaching them what they need to know

etiquette: /ˈetɪket/ (n)

the formal rules of correct or polite behaviour

exacerbate: /ɪgˈzæsərbet/ (v)

to make something worse

exceed: /ɪkˈsiːd/ (v)

to be greater than a number or amount, or to go past an allowed limit

exceedingly: /ɪkˈsiːdɪŋli/ (adv)

extremely; very; exceptionally

excellent: /'eksələnt/ (adj)

extremely good

excessive: /ɪk'sesɪv/ (adj)

greater than what seems reasonable or appropriate

exit: /'egɪt/ (v)

to go out; to leave a building, stage, vehicle, etc .

exposition: /,eksə'zɪʃən/ (n)

a clear and full explanation of an idea or theory

expostulation: /ɪk,sɒstʃu'leɪʃn/ (n)

argument, disagreement or protest about something

extend: /ɪk'stend/ (v)

to make something longer or larger

extraction : /ɪk'strækʃn/ (n) the action of removing body part

F

fabrication: /,fæbrɪ'keɪʃən/ (n)

production

faculty: /'fækəlti/ (n)

a group of departments in a college that specialize in a particular subject or group of subjects

fake: /feɪk/ (adj)

not genuine

fatal: /'fɛtl/ (adj)

causing death

federal: /'fedərəl/ (adj)

relating to the central government, and not to the government of a region, of some countries such as the US:

fiscal: /'fɪskəl/ (adj)

connected with (public) money:

flourish: /'flaʊrɪʃ/ (v)

to grow or develop successfully

flourish: /'flɜːrɪʃ/ (v)

to develop quickly and be successful or common

fraternity: / frə'tɜːrni/ (n)

a group of people sharing the same profession, interests or beliefs; brotherhood

fume: /fju:m/ (v)

to produce smoke or fumes

G

generate: /'dʒenəreɪt/ (v)

to cause something to exist

gigantic: /dʒaɪ'gæntɪk/ (adj)

extremely large; enormous, huge

glaring: /'gləriŋ/ (adj)

very easily seen; obvious

gloom: /'glu:m/ (n)

a feeling of being sad and without hope

granite: /'grænt/ (n)

a type of hard grey stone, often used in building

gravelled: /'grævld/ (adj)

covered with small stones

growl: /'graʊl/ (v)

to say something in a low angry voice

H

harmony: /'hɑ:məni/ (n)

a pleasant musical sound made by different notes being played or sung at the same time

hazard: /'hæzərd/ (adj)

a thing that can be dangerous or cause damage

heed: /hi:d/ (v)

to pay attention to something, especially advice or a warning

hilarious: /hɪ'lerɪəs/ (adj)

extremely funny

I

imaginative: /ɪ'mædʒɪnətɪv/ (adj)

having or showing new and exciting ideas

imitate: /'ɪmɪteɪt/ (v)

to copy somebody/something

immense: /ɪ'mens/ (adj)

extremely large or great; enormous

incentive: /ɪn'sentɪv/ (n)

a thing that motivates or encourages someone to do something

increment: /'ɪŋkrəmənt/ (n)

one of a series of increases

infection: /m'fekʃn/ (n)

an illness that is caused by bacteria or a virus

infectious: /m'fekʃəs/ (adj)

liable to be transmitted to people

ingrained: /m'greɪnd/ (adj)

(of beliefs) so firmly held that they are not likely to change

innovative: /'ɪnəvətɪv/ (adj)

featuring new models

innumerable: /ɪ'nu:mərəbl/ (adj)

too many to be counted; countless

insecticide: /m'sektɪsaɪd/ (n)

a chemical used for killing insects

inspiration: /,ɪnspə'reɪʃən/ (n)

someone or something that gives you ideas for doing something:

integrity: /m'tegreɪti/ (n)

honesty and the ability to do or know what is morally right

intercultural: /,ɪntər'kʌltʃərəl/ (adj)

existing or happening between different cultures

interpreter: /m'tɜ:prɪtə(r)/ (n)

a person whose job is to translate what somebody is saying into another language

investigate: /m'vestɪgeɪt/ (v)

to carefully examine the facts of a situation, an event, a crime, etc. to find out the truth about it or how it happened

invigorate: /m'vɪgəreɪt/ (v)

to make sb feel healthy and full of energy

K

kiln: /kɪln/ (n)

a type of large oven used for making bricks and clay objects hard after they have been shaped

L

laburnum: /lə'bɜ:nəm/ (n)

a small tree with groups of yellow flowers hanging down

lacunae: /lə'ku:ni / (n)

gaps

lanky: /'lŋki/ (adj)

ungracefully thin and tall

leap : /li:p/ (v)

to make a large jump or sudden movement, usually from one place to another

leer : /li:/ (v)

look in an unpleasantly way

legendary: /'ledʒəndəri/ (adj)

very famous

lingua franca: /'lɪŋgwə 'fræŋkə / (n)

a shared language of communication used between people whose main languages are different

lock up: /lɒk ʌp/ (phr v)

to lock all the doors and windows of a building when you leave it

lost: /lɒst/ (adj)

off the right track; unable to find one's way

M

magnum opus: /,mæɡnəm 'ɔ:pəs/ (n)

a large and important work of art

masterpiece: / 'ma:stərpi:s/ (n)

a work of art that is an excellent, or the best, example of the artist's work

meditative: /'medɪteɪv/ (adj)

thinking very deeply; involving deep thought; thoughtful

microorganism: /'maɪkrəʊ ɔ:ɡənɪzəm/ (n)

a very small living thing that you can only see under a microscope

miscarriage: /'mɪskərɪdʒ/ (n)

the process of giving birth to a baby before it is fully developed and able to survive

munch : /mʌn(tʃ/ (v)

eat steadily and often audibly

N

NASA: /'næsə/

National Aeronautics and Space Administration (a US government organization that does research into space and organizes space travel)

necessary: /'nesəsəri/ (adj)

essential

negligence: /'neglɪdʒəns/ (n)

the failure to give somebody/something enough care or attention

O

oft: /ɒft/ (adv)

often (old use)

overcast: /ˌoʊvərˈkæst/ (adj)

covered with clouds

overwhelm: /ˌoʊvərˈwelɪm/ (v)

to have such a strong emotional effect that it is difficult to resist or know how to react

P

pass away: /pɑːsəˈweɪ/ (phr v)

die

peep: /piːp/ (v)

to secretly look at something for a short time, usually through a hole

perplexed: /pəˈpleksɪd/ (adj)

confused and anxious because you are unable to understand

perspective: /pəˈspektɪv/ (n)

a particular attitude towards something; viewpoint

pesticides: /ˈpestɪsaɪd/ (n)

a chemical used for killing pests, especially insects

plaque: /plæk/ (n)

a flat piece of stone, metal, etc., usually with a name and dates on, attached to a wall in memory of a person or an event

preach: /priːtʃ/ (v)

deliver a sermon or religious address to an assembled group of people

prevailing: /priˈveɪlɪŋ/ (adj)

existing in a particular place or at a particular time

preventable: /priˈventəbl/ (adj)

that can be stopped

process: /ˈprəʊses/ (v)

to deal with documents in an official way

profoundly: /prəˈfaʊndli/ (adv)

extremely

prolonged: /prəˈlɒŋd/ (adj)

continuing for a long time

prosecute: /ˈprɔːsɪkjʊt/ (v)

to officially charge somebody with a crime in court

Q

qualm: /kwɔ:m/ (n)

a feeling of doubt or worry about whether what you are doing is right

R

ramification: /,ræmifi'keɪʃn/ (n)

complication; difficulty

recruitment: /rɪ'kru:tm(ə)nt/ (n)

the action of finding new people to join an organization or support a cause

reluctant: /rɪ'lʌktənt/ (adj)

hesitating before doing something because you do not want to do it

republican: /rɪ'pʌblɪkən/ (n)

a supporter of government by elected representatives of the people rather than government by a king or queen; a member of the Republican Party of the US

resolution : /rezə'lʊʃən/ (n)

an official decision that is made after a group or organization has voted

reverence: /'revərəns/ (n)

a feeling of great respect or admiration for sb/sth

robin: /'rɒbɪn/ (n)

a small, brown European bird with a red front

rush: /rʌʃ/ (v)

to (cause to) go or do something very quickly

S

slender: /'slendər/ (adj)

slim, (of the body) with little flesh on the bones

sacred: /'seɪkrɪd/ (adj)

considered to be holy and deserving respect, especially because of a connection with a god

sales representative: /'seɪlz ,reprɪ'zentətɪv/ (n)

an employee of a company who travels around a particular area selling the company's goods to shops/stores, etc.

scared: /skeəd/ (adj)

frightened or worried

scary: /'skeəri/ (adj)

striking or surprising, fearful

scoundrel: /'skaʊndrəl/ (n)

being dishonest or immoral

sculptor: /'skʌlptər/ (n)

a person who makes sculptures

segment: /'seɡmənt/ (n)

one of the smaller groups or amounts that a larger group or amount can be divided into

self-esteem: /,selfi'sti:m/ (n)

confidence in one's own worth or abilities; self-respect:

self-restraint: /,selfri'streɪnt/ (n)

control of your own actions

seminar: /'seminɑ:r/ (n)

a meeting for discussion or training

shiver: /'ʃɪvə(r)/ (v)

to shake slightly

shrine: /ʃraɪn/ (n) a holy place associated with a sacred person

shuffle: /'ʃʌfl/ (v)

to walk slowly without lifting your feet completely off the ground

significance: /sɪg'nɪfɪkəns/ (n) importance

slat: /slæt/ (n)

a thin, narrow piece of wood, plastic, or metal used to make floors, furniture, window coverings, etc.

smuggle: /'smʌɡl/ (v)

move illegally into or out of a country

snatch: /snætʃ/ (v)

grab; steal

soot: /sot/ (n)

a black powder produced when coal, wood, etc. is burnt

sophisticated: /sə'fɪstɪkeɪtɪd/ (adj)

having, revealing, or involving a great deal of worldly experience and knowledge of fashion and culture

sore: /sɔ:r/ (adj)

painful

speedometer: /spi:'dɒmɪtə(r)/ (n)

an instrument in a vehicle which shows how fast the vehicle is going

spirit: /'spɪrɪt/ (n)

a particular way of thinking, feeling, or behaving, especially a way that is typical of a particular group of people, an activity, a time, or a place

sponsor: /'spɒnsə/ (v)

to pay the costs of a particular event, programme, etc.

staggering: /'stægəriŋ/ (adj)

so great, shocking or surprising that it is difficult to believe

stroll: /stroʊl/ (v)

to walk somewhere in a slow relaxed way

stunning: /'stʌniŋ/ (adj)

extremely attractive or impressive; beautiful

suspect: /sə'spekt/ (v)

to have an idea that something is probably true or likely to happen

sustain: /sə'steɪn/ (v)

to cause or allow something to continue for a period of time

T

temptation: /temp'teɪʃən/ (n)

the wish to do or have something that you know you should not do or have

thoroughly: /'θɔːrəli/ (adv)

completely, very much

thug: /θʌɡ/ (n)

a violent person, especially a criminal

trait: /treɪt/ (n)

a quality, good or bad, in someone's character

transaction: /træn'zækʃən/ (n)

the buying or selling of something, or an exchange of money

transit: /'trænsɪt/ (n)

place people use to travel cross an area

transnational: /trænz'næʃnəl/ (adj)

existing in or involving many different countries

tweak: /twi:k/ (v)

to make slight changes to something to improve it; twist

U

unintelligible: /ʌnɪn'telɪdʒəbl/ (adj)

impossible to understand

undoubtedly: /ʌn'daʊtɪdli/ (adv)

certainly, without doubt

unscrupulous: /ʌn'skru:pjələs/ (adj)

without moral principles; not honest or fair

V

vanish: /'væniʃ/ (v)

to disappear suddenly

vicinity: /və'sɪnəti/ (n)

the area around a particular place

vindictive: /vɪn'dɪktɪv/ (adj)

trying to harm or upset somebody

W

wanderer: /'wɑːndərər/ (n)

a person who keeps travelling from place to place with no permanent home

wear: /weə/ (v)

wear something to have something on your body as a piece of clothing, a decoration, etc.

wisdom: /'wɪzdəm/ (n)

the ability to make sensible decisions and give good advice because of the experience and knowledge that you have

workshop: /'wɜːrkʃɒp/ (n)

a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience

Y

yeah: /jeə/ (adv)

yes (informal)

yell: /jel/ (v)

to cry out or speak with a strong loud clear sound; shout