# English

## Grade 7

## For Piloting

**Government of Nepal**
Ministry of Education, Science and Technology
**Curriculum Development Centre**
Sanothimi, Bhaktapur

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# Preface

Curriculum is the central guide of education as to what is essential for teaching and learning. A textbook is a main tool to deliver the curriculum. The amendment in the curriculum and textbook is a regular process so as to make it relevant, practical, qualitative and useful for the overall development of a person. This textbook 'English Grade 7' is developed to address the main aims of the Basic Education; developing the fundamental skills of basic literacy and life skills in addition to arousing the interest in arts and aesthetic values. It is aligned with the intent carried out by the National Curriculum Framework for School Education, 2076 and is developed fully in accordance with the new Basic Level English Curriculum, 2077. All components of lessons in the textbook are equally important and they have the certain aim of presentation so as to fulfill the learning outcomes stated in the curriculum. Moreover, it incorporates the latest developments in the field of English Language Teaching and Learning.

This textbook has been prepared by a team that includes Mr. Shankar Adhikari, Mr. Matrika Subedi, Ms. Shikha Gurung and Mr. Narad Rijal. Several people notably; the Director General Mr. Ana Prasad Neupane, Prof. Dr. Jib Lal Sapkota, Prof. Dr. Rishi Ram Rijal, Dr. Gopal Prasad Pandey, Mr. Madhav Prasad Ghimire, Ms. Maiya Pokharel and Mr. Tuka Raj Adhikari, Mr. Nabin Kumar Khadka and Mr. Nim Prakash Singh Ratthour have contributed a lot for the development of this book. The contribution made by the school teachers; Ms. Mallika Joshi, Ms. Anita Paudel and Mr. Birat Chaulagain is also appreciable. The Content of the book has been edited by Dr. Tika Ram Bhatta. The illustrations in the book are done by Ms. Shaili Malla and Kushal Adhikari; and the layout by Mr. Khados Sunuwar. The Curriculum Development Centre extends sincere gratitude to all of them. With the view that the learning of English should be based on authentic materials, we have retrieved and adapted the texts and tasks including the audios from various authentic sources. Therefore, the Centre would like to extend its acknowledgements to all of them.

This textbook may deliver the foundation for the content of the curriculum, the balance of skills to be taught and the types of language practice the students are to take part in. However, teachers can adapt the contents and tasks as per the need and context of their students. This textbook can be used as the primary resource for classroom teaching but teachers are encouraged to make use of their own resources to supplement the language learning of students.

Curriculum Development Centre always welcomes constructive feedback for the betterment of its publications.

2078 BS

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Sanothimi, Bhaktapur

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## Getting started

### A. Look at the picture and talk about them.

a. Are they Nepali?
b. Do they belong to the same community?
c. What are they doing?

### B. Listen and sing.

Do you ever feel like a misfit?
Everything inside you is dark and twisted
Oh, but it's okay to be different
'Cause baby, so am I (so am I, so am I, so am I-I-I-I-I)
Can you hear the whispers all across the room?
You feel her eyes all over you like cheap perfume
You are beautiful, but misunderstood
So why you tryna' be just like the neighborhood?
I can see it, I know what you're feelin'
So let me tell you 'bout my little secret
I'm a little crazy underneath this
Underneath this

*- Ava Max*

**Now, sing the song together in the class for fun. Say how you felt listening to and singing the song.**

## Reading I

**Look at the picture and answer the questions.**

a. Who are these people?
b. Who do you think the interviewer is?
c. Who do you think the interviewee is?

## A Job Interview

**Mike** : Good morning, John. I am Mike.

**John** : Good morning.

**Mike** : How are you doing?

**John** : I am doing fine. Thank you.

**Mike** : How was the traffic coming over here?

**John** : I am so glad that the traffic was light this morning. No traffic jam and no accidents.

**Mike** : That is good. John, let's start the interview. Are you ready?

**John** : Yes, I am.

**Mike** : First of all, let me introduce myself. I am the Finance Department Manager. As you know, there is an open position in my department, and I need to fill this position as soon as possible.

**John** : What kind of experience are you looking for?

**Mike** : Doing office work is good.

**John** : That is great!

**Mike** : John, tell me a little bit about yourself.

**John** : I am studying at a college. I have been working part-time as a clerk for the last two years.

**Mike** : Good! I think, you'll work well.

**John** : I will try my best sir.

**Mike** : John, nice meeting you. Thank you for coming.

**John** : Nice meeting you too. Thank you for seeing me.

*(Adapted from: Conversations for all occasions)*

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

| | |
|---|---|
| a. traffic | i. post |
| b. interview | ii. a section of a large organization |
| c. position | iii. a formal meeting in which somebody is asked questions |
| d. department | iv. for part of the day or week |
| e. part-time | v. the vehicles that are on a road |

## B. Write 'True' or 'False' against the following statements.

a. John and Mike are talking in the afternoon.

b. The traffic was lighter.

c. Mike works as the manager.

d. John is still studying at the college.

e. He is doing a part-time job.

f. John will not get the job.

## Pronunciation

**What sounds do these words start with? Put them in the correct column.**

than, thank, first, phone, closely, payroll, theory, check, ply, chat, there, quick.

| /p/ | /f/ | /θ/ | /ð/ | /k/ | /tʃ/ |
|---|---|---|---|---|---|
| | | | | | |

## Speaking

**A. Act out the conversation where Jim is introducing Carlos to Peter.**

**Jim** : Carlos, let me introduce you to Peter Brien.

Peter, this is Mr. Carlos Smith.

He is from Argentina.

**Carlos** : Pleasure to meet you.

**Peter** : Good to meet you too.

**Jim** : Peter works for our New York Branch. He's responsible for international accounts.

**Has Carlos met Peter before? How do you know? Talk to each other.**

**B. Now practise this dialogue in groups of three. Use your real names.**

A: Good afternoon!
B: Good afternoon! My name is …….. .
A: Hello! My name is …….. .
B: Have we met before?
A: No, we haven't. Pleased to meet you!
B: Pleased to meet you too. Have you met…… ?
A: I'm not sure.
C: Yes, we have met before. Good to see you again!
A: Oh yes, I remember now. Good to see you again too!

**C. Learn the useful expressions to introduce formally.**

Hello! My name is …..
I don't think we've met before. May I introduce myself?
How do you do?
Pleased to meet you. My name is …….
Hello! It's a pleasure to meet you.

## Grammar I

**A. The sentences below are from the reading text above. Read the text and complete the sentences with missing words.**

a. Please, tell me ……. little bit about the position.
b. It is …….entry-level position.

c. He will also have to deal with …….bank on ……. daily basis.
d. I require ……. four-year college degree in Finance.
e. I am willing to train ……. new person.
f. I was …….student at West Coast University
g. I have been working part-time as ……. payroll clerk for ……. last two years.

**B. Complete the conversation below between Nancy and Lisa with 'a/an or the.'**

Nancy: Thank you for calling the Sports Center. May I help you?
Lisa: I bought ……. exercise bike from your store last year, and I am having problems with it. I need to have it repaired.
Nancy: Let me connect you to ……. service department. One moment please.
Karen: Service department, this is Karen. How can I help you?
Lisa: I bought ……. exercise bike from the Sports Center last year and it needs to be repaired.
Karen: What seems to be …….. problem?
Lisa: I am not very sure, but I think there is …….. problem with the bike's computer console because the LCD screen does not display …… different features.
Karen: Nothing was on when you pushed ……. start button?
Lisa: No, nothing.
Karen: Someone will come to take …… look at your bike.

## Listening

**A. Look at the picture and answer these questions.**

a. Do the two men know each other?
b. What are they doing?
c. What is the man doing?

**B. Listen to the recording and complete the sentences with the given words.**

**boss, new staff, Mr. Peterson**

a. Mr. Thomas is a ……

b. The lady introduces Thomas to ……..

c. Mr. Peterson seems to be the ……..

**C. Make a group of three to role-play as different people in different situations to introduce one another.**

## Reading II

**Answer the questions.**

a. What kind of text is it?

b. What is it about?

c. Who has issued this notice?

**Jyoti Girls Hostel**

Interview for Accommodation

Interviews for Girls Hostel applicants have been scheduled as below.

March 5th to March 7th 2021

Interview time of individual candidates will be first come first serve basis between 10:30 am to 5:00 pm. Please bring the following original documents at the time of interview:

a. Birth registration certificate.

b. Mark sheets and certificates of the previous class.

c. Proof of admission at Jyoti Secondary School.

If you need any further help, please contact at the school administration.

**Warden**

**A. Use these words to complete the following sentences.**

**accommodation, applicants, original, registration, proof, further**

a. The room still has many of its …… features.

b. Can you give me any …… information?

c. Hotel …… is included in the price of your holiday package.

d. The police suspected him of dealing drugs, but they didn't have any …… .

e. There were over 500 …… for the job.

f. What is your school …… number? Mine is 453125.

**B. Answer the following questions.**

a. What is the name of the hostel?

b. Will there be the interview for more than one day?

c. What is the time for the interview?

d. Who will attend the interview first?

e. What documents should the students bring for the interview?

f. If they want to know more about the interview, where should they contact?

## Grammar II

**A. Study the following sentences and notice the use of 'am, is, are'.**

a. I am a strong girl. I am not weak.

b. You are a hard working student. You are not/aren't lazy.

c. He is a wonderful guy. He is not/isn't a cheat.

d. Nature is beautiful. Is nature beautiful?

e. Trees are important for us. Are trees useful for us?

f. The social workers are the real heroes.

g. Everybody is equal. Is everybody equal?

**B. Am, is or are? Complete the following sentences with any of them. Use negative forms where necessary.**

a. A: Have you two met each other?
B: No, we haven't.
A: Ben, this …… Carol. Carol this …… Ben.
B: Nice to meet you Carol.
C: Nice to meet you too, Ben.

b. A: Where …… you from, Nitesh?
B: I…….. from Bara. How about you, Ranjita?
A: Kailali.
B: How do you know Pemba?
A: He …… my friend from college.

c. A: …… Brad Pitt French?

B. No, he ……. He…… American.

A: What about Angelina Joli? …… she American, too?

B: Yes, she ……. She…… American.

A: …… Brad Pitt and Angelina Joli French?

B: No, They ……. They …… American.

d. A: …… you a new student?

B: Yes, I …… .

e. My sister and I …… students.

f. The Dharahara …… in Kathmandu.

g. A: ……. Mt. Everest in Bhutan?

B: No, it ……. It'…… in Nepal.

## Writing

**A. Suppose, you are introducing two of your friends with each other. Compose a dialogue that takes place during the introduction.**

**B. Below is a hotel check-in form. Complete the form with the correct information of yours.**

**ABC Hotel**

**Sundhara, Kathmandu**

**Guest registration card**

Family Name/Surname: …….

Given Name: …….

Address: ……., …….

Mobile number:

Date of birth: …….

Arrived from: ……. Processing to: …….

Arrival date: ……. Time: …….

Departure date: ……. Time: …….

Purpose of visit: ◯ Tourist/Holiday ◯ Conference ◯ Business ◯ Personal work

Mode of payment: ◯ Cash ◯ Credit card

……

*Guest's signature*

## Project work

**Get into four groups to make: eco club, dance club, social club and sports club. Work together to prepare a short notice of each club.**

## Extra bit

Study the following dictionary entry.

**Head Word.**
This is the word you searched for.

**Independent** - definition and synonyms

**ADJECTIVE**

Pronunciation
/ˌɪndɪˈpendənt/

1 not governed or ruled by another country

*The country recently became independent*

**independent from:** Croatia became independent from Yugoslavia in 1991.

**Part of speech.**
This shows you what type of word this is e.g. Noun, verb, adjective etc.

**The Definition.**
This tells you the meaning of the head word.

**Pronounciation Audio.**
When you click this, you can hear an example of how the word is pronounced.

**Phonemic Transcript.**
This shows you how the word is said and helps you understand every sound in the word.

## Getting started

### A. Act out the dialogue.

Liza : Please mum, can I use the computer?
Mother : No, dear. You can't. It's time to go to bed.
Liza : May I read a story before I sleep?
Mother : Sure! But try to sleep early.
Liza : Thanks a lot, mummy.

### B. Listen and sing.

I can’t count food
But I can count fish

I can’t count peace
But I can for all I wish

I can’t count water
But I can count glasses

I can’t count bread
But I can count slices

I can’t count knowledge
But I can count subjects
I can’t count advice
And I can’t count help
But I can count the
times I hear my dog yelp
How many fingers am I
holding up?

How much money do you have?
How many people make you laugh?

I can't count dishware
But I can count plates ….

*- Philip Evan Cowlishaw*

**Answer these questions.**
What things in the song can you count?
What things in the song you can't count?

## Reading I

**Look at the picture and answer the questions.**

a. What has the man done to the bird?
b. Does the bird want to be free? Why?

## The Small Bird's Wisdom

A rich man was walking through his springtime garden and, there, he found a small bird caught in a net. He took it in his hand and, to his surprise, the small bird spoke. 'Set me free. There is nothing I love more than my freedom.' 'Why should I set you free?' asked the rich man.

'I am too small to eat. My feathers are grey. I am not pretty. I do not sing. Please set me free.'

'What will you give me in return for your freedom?' 'I will give you three pieces of advice.'

'I will listen to your advice. Then I will decide whether to give you your freedom.'

'First, do not wish for what you cannot have.

Second, do not try to change what has already happened.

Third, do not believe in what is impossible.'

‘Wise words indeed!’ said the rich man.

He opened his hand, and the small bird flew up to the branch of a tree overhead.

The rich man heard the small bird laughing.

‘Small bird, why do you laugh? Are you laughing at me?’

‘Yes. What you do not know is that, inside me, I have a diamond the size of a chicken’s egg.’

For a moment, the rich man could not speak. His eyes grew dark. His heart stopped beating. He could hardly catch his breath.

Finally, he said: ‘Small bird, come back to me. Now it is springtime and all is well, soon summer will come and go, but then winter will come and it will be cold. You will be hungry. The snow will be deep, and you will have nothing to eat. You will starve to death in the cold. Come back to me and I will look after you. I will keep you warm and feed you through the long winter.’

The rich man held out his open hand to the bird, but the bird just laughed.

‘Are you still laughing at me?’

‘Yes. You are like all men. So soon you have forgotten my advice:

Do not wish for what you cannot have – you cannot have me, for there is nothing I love more than my freedom. Do not try to change what has already happened – you have already set me free, and you cannot change this. Do not believe in what is impossible – how would it be possible for a small bird like me to have a diamond the size of a chicken’s egg inside?’ And, laughing, the small bird flew away.

*Source: Storytelling with our students*

**A. Write the words from the text which have the following meaning. The first letter of each word has been given.**

a. The power or right to do something. F …….
b. That cannot be done. I …….
c. Above your head; in the sky. O …….
d. A clear precious stone, the hardest substance. D …….
e. A series of regular hits of something, such as your heart. B …….
f. To suffer or die because you do not have enough to eat. S…….

**B. Complete the following sentences with the above words.**

a. She is ……ing herself to try to lose weight.

b. I find it ……. to lie to her.

c. Planes flew ……. constantly.

d. ……. is more expensive than gold.

e. I have been running for one hour. My heart is ……. faster.

f. Everyone has the right to ……. of education.

**C. Read the story again and write True or False against the following statements.**

a. The man held the bird in his hand.

b. The bird said that it enjoyed being caught in the net.

c. The bird's suggestions were wise.

d. The bird really had a diamond inside it.

e. The man believed that the bird had a diamond.

f. The bird was happy to be free.

**D. Read the story again and put the following sentences in the correct order.**

a. The man requested the bird to come back to him.

b. A man saw a bird caught in a net.

c. The small bird gave three pieces of suggestions.

d. The man set the bird free.

e. The bird laughed for the third time and flew away.

f. The small bird talked to the man.

**E. Retell the story in your own words to your friends and teacher in class. You can either tell the story as the man or the bird. You can start your story as:**

***As the man:*** *I am a rich man. Once I was walking through my richly-scented springtime garden and I found a small bird caught in a net ….*

***As the bird:*** *One unfortunate day, a rich man found me caught in a net in his garden ….*

## Pronunciation

**Listen to your teacher and pronounce these words. What difference do you find?**

| | | | | | |
|---|---|---|---|---|---|
| sing | you | starve | just | breath | laugh |
| reach | soon | warm | first | cream | haunt |

## Grammar I

**A. Read the story, 'A Small Bird's Wisdom' again and write down all the nouns in the correct column below.**

| Things that you can count | Things that you cannot count |
|---|---|
| | |

**B. Countable or Uncountable? Look at the sentences below. Are the nouns highlighted in the following sentences countable or uncountable?**

a. I made a cake this morning.

b. Do you want some cake?

c. She has bought a box of chocolates.

d. I love coffee with hot milk.

e. Can you get some coffee?

f. I'll have a coffee, please.

g. I've got some garlic and some butter.

h. I haven't got enough paper.

i. I'm frightened of dogs.

j. Strawberries have a lot of vitamin C.

k. Some students have run away after seeing the headteacher.

**C. Complete the sentences with a, an or some.**

a. He'll need …… umbrella if you go out.

b. Daisy needs …… new phone.

c. How about …… cup of tea?

d. I've got …… idea!

e. Could you get me …… more tea?

f. I've got …… lemon, an apple and …… chicken.

g. I'd like …… blue pen.

h. …… teachers left at the end of the year.

i. Would you like …… apple?

j. Here's …… lemon from our tee.

## Listening

**A. Guess the answers to these questions.**

a. Where are the women?

b. Where do they work?

c. What are they talking about?

**B. Listen to the recording and complete the sentences with ONLY ONE word.**

a. The lunch break lasts for …….. minutes.

b. The woman can't leave for lunch 30 minutes …… .

c. Everyone has to work from …….. am to 4 pm.

d. There is no …….. at the company.

e. The company has a …….. code too. They are not allowed to wear casual clothes.

f. The workers can take all vacation days at once with one month prior ……..

**C. Write as many questions as you remember from the audio.**

## Speaking

**A. What do you say in the following situations? Choose one expression from the box.**

a. You are feeling hot.

b. Your mobile phone isn't working.

c. You are looking for a chair to sit on.

d. You want to type something on the computer.

e. It's raining outside but you need to go out.

f. You are going to a party but you don't have appropriate clothes.

g. You've lost your pen and you want to write something.

| | |
|---|---|
| i. | Can I use your pen, please? |
| ii. | Do you mind if I take your umbrella? |
| iii. | Is it okay if I sit here? |
| iv. | Can I wear your suit tonight? |
| v. | May I use your computer? |
| vi. | Do you mind if I use your phone? |
| vii. | May I open the window? |

**B. The following expressions are used for responding to permission. Put them in the correct box.**

No, no I don’t mind. I'm afraid you can't. Yes, you can. Sure. I'm sorry. Sure, go ahead. No problem. Not at all. Yes, you may. I'm afraid, but you can't. Yes, certainly.

| Giving permission | Refusing permission |
|---|---|
| | |

**C. Work in pairs. Take turns to talk to each other in the following situations. Give or refuse permission.**

| | |
|---|---|
| <br>leave class early | <br>take this chair |
| <br>have some more ice cream | <br>borrow your calculator |
| <br>bring my friend to the party | <br>drink water |
| <br>open the window | <br>turn on the fan |

## Reading II

**Answer the following questions.**

a. How do you feel if you are tired of something?

b. How does a very old man/woman feel at the last stage of his /her life?

## May I go now?

May I go now?
Do you think the time is right?
May I say goodbye to pain filled days
And endless lonely nights?

I've lived my life and done my best,
an example tried to be.
So can I take that step beyond
and set my spirit free?

I didn't want to go at first,
I fought with all my might.
But something seems to draw me now
to a warm and living light.

I want to go I really do.
It's difficult to stay.
But I will try as best I can
To live just one more day.

To give you time to care for me
and share your love and fears.
I know you're sad and afraid,
Because I see your tears.

I'll not be far, I promise that,
and hope you'll always know
that my spirit will be close to you
wherever you may go.

Thank you for loving me.
You know I love you too,
that's why it's hard to say goodbye
and end this life with you.

So hold me now just one more time
And let me hear you say,
because you care so much for me,

You'll let me go today.

*- Susan A. Jackson*

**A. Find words from the poem that rhyme with these words.**

a. be b. might c. stay d. know e. say

**B. Find the words from the above poem for these meanings.**

a. a situation when you have no one to talk to
b. strength
c. the part of a person that includes their mind, feelings and character
d. pull
e. to have something/somebody in your hand, arm etc.

**C. Read the poem again and write True or False against the following statements.**

a. The speaker wants to escape the lonely nights.
b. The speaker isn't satisfied with his past life.
c. The speaker wants to live his best forever.
d. The speaker has tears in his eyes.
e. The speaker thinks that it's easy to take leave.
f. The speaker doesn't expect to leave on the day.

## Grammar II

**A. Study the following sentences.**

a. I don't have a dog.
b. There are some pens.
c. Would you like to have some more tea?
d. There's some milk in the fridge.
e. I don't have any pens.
f. There isn't any salt.
g. How many chairs do we need?
h. Are there any chairs?
i. How much milk have we got?

**B. Complete the sentences with a/an, some or any.**

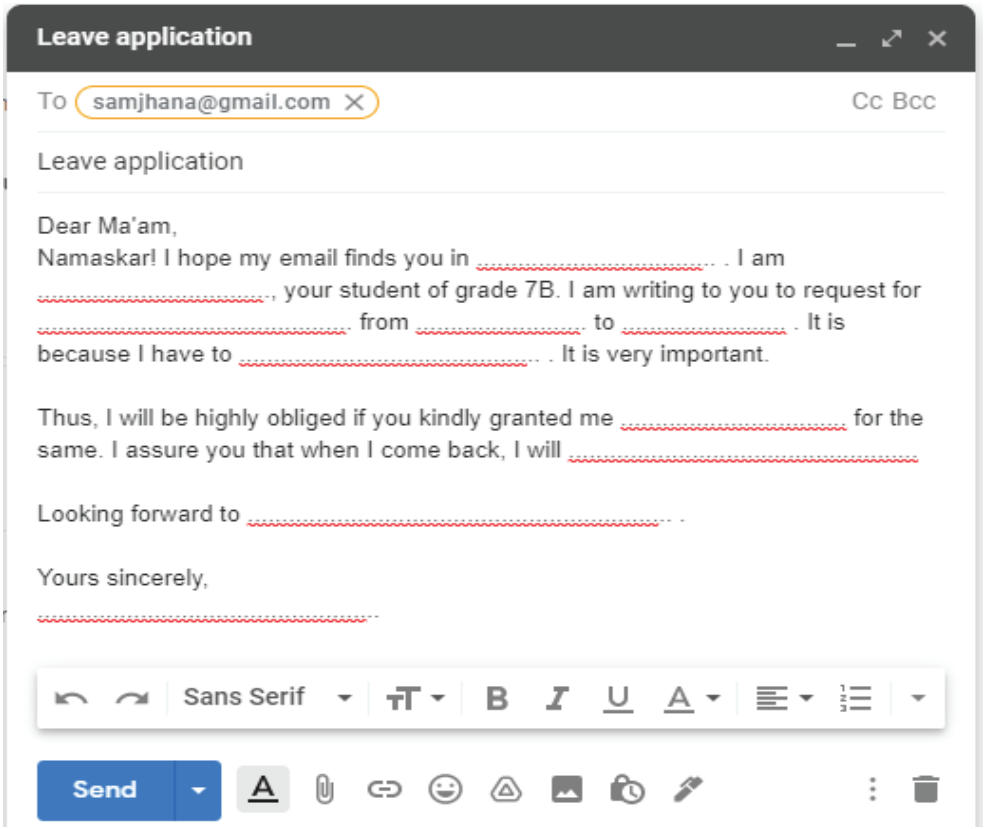
a. It is …… dog.
b. Have you got …… friends?

c. I bought ..... milk.
d. Linda has not got ..... pets.
e. There is ..... orange on the table.
f. Tim eats ..... cheese every day.
g. We don't have ..... bread.
h. My brother found ..... money.
i. My sister found ..... pen.

## Writing

**A. Below is the format of an email. Fill up the blanks with the phrases in the brackets to complete the email.**

| |
|---|
| Sanskriti, good health, 15th, 21st April, 2021, your positive reply, attend my sister's wedding in my village, seven days' leave, your permission, cover up all my missed lessons, Sanskriti Rai |

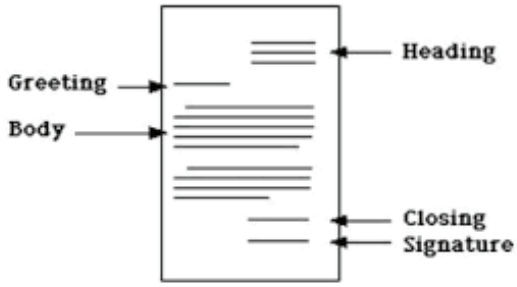



**B. A friendly, personal or an informal letter is written to our friends,**

**family or relatives. Try singing the friendly/personal letter song together in your class.**

**Friendly Letter Song**

I am a friendly letter.
My heading's at the top.
Slide over to the right to
Write the date & then I stop.
And then I put "Dear
Someone" a comma (,) at the end.
Next I go write the body,
My message to my friend.




I choose a closing like "Your
Friend" or "Love" forever more.
I end it with a comma (,) of
That I'm very sure.
I sign my first & last name
And now I'm at the end.
And my perfect friendly letter,
I'm ready now to send!

- *Lindsey Shepley*

**C. Your school is going to organize an educational tour to Lumbini. You want to go on an educational tour with your school friends. Write a letter asking for permission to your elder friend living in the town.**

## Project work.

**You and your friends are organizing a science exhibition in your school. You want to use the football ground for that exhibition. Work in groups of four together and write a request letter to the headteacher for granting you the permission to host the event.**

## Extra bit

**Read the following pairs of words. They have the same pronunciation. Do they mean the same or different? Use a dictionary to learn their meanings.**

| | | | | |
|---|---|---|---|---|
| air - heir | eye - I | be - bee | buy - by | cell - sell |
| cent - scent | dear - deer | die - dye | fair - fare | flour - flower |
| hair - hare | heal - heel | hole - whole | hour - our | night - knight |
| know - no | mail - male | principal - principle | right - write | sight - site |

## Getting started

**A. Look at the pictures. Guess what people in the pictures are saying.**

**B. Listen and sing.**

Please
Don't close your heart
It is so big inside
Search for treasure
Kindness is hidden
under the veins
inside the cage
Don't close your eyes
Look
deep in the ocean
up in the sky
right and left
and let them rest
Don't block your ears
Listen to nature it soothes the heart
Listen to others to learn a lesson
Or help someone
Don't hold your tears let them flow to
wash the pain
Don't hold your smile it changes life
Don't close your door keep it open to
welcome someone in this life

*(Source: I Love Poems)*

**What does the poet tell you not to do? Talk to each other in pairs.**

## Reading I

**Answer the following questions.**

a. Why do people die?
b. How do people feel at their relative's death?
c. Is death sure to happen?

# Kisa Gotami and the Mustard Seed

There lived a woman called Kisa Gotami in one of the villages of Nepal. She got married, gave birth and lived with her only son as her husband died very soon. She loved her son very much. She worked and lived only for him. The days were passing by happily.

One unfortunate day, the son fell sick and died. Kisa could not believe what had happened. She refused to accept that her dear son had left her forever. She cried and cried and was in total grief. The villagers came and consoled her. They advised her that she should prepare for his funeral. But she refused to do so. Instead, she carried her son's dead body in her arms and went around the village from door to door. She begged people to help her bring her son back to life. But the villagers saw that the son was already dead and nothing could be done. She believed that her son would come back and thus spent some days with her dead son. She neither let anybody touch her son's dead body nor would take him to the graveyard.

On seeing this, one of the old men of the village came and advised her, 'Kisa, I see that you are in great pain. Why don't you go to Gautam Buddha? He has the remedy for all the pains and suffering in our lives. He will definitely help you.'

Kisa was very happy to hear that. She

said, ‘Really? Could Gautam Buddha do that?’ When the old man confirmed the possibility, she immediately took her son in her arms and ran towards Gautam Buddha, who was meditating under a *Peepal* Tree.

On reaching there, she cried, ‘Gautam Buddha, my lord, will you please help me? I have heard that you have magic and power. So, would you please use them to restore my son back to life? Please, I request you and I beg you.’

Gautam Buddha thought for a while and said, ‘Well! Kisa, I think I can help you. But you must do as I say.’ Kisa’s face brightened and she said, ‘I am ready to do everything, Buddha. Please tell me, what should I do to see my son live again?’

Gautam Buddha replied, ‘Okay then. I need a handful of mustard seeds from a house where no family member has died ever.’ Kisa got hopeful and excited. In no time, she ran towards the first door and knocked. ‘Excuse me neighbour, could you please lend me a handful of mustard seeds to bring my son back to life?’ The neighbour happily said, ‘Yes, I can surely do that. If my small help can make that possible, why wouldn’t I? Wait for a moment and I will be back.’ As the neighbour turned around to get the seeds, Kisa remembered Budha’s condition and asked, ‘Has anyone died in your house?’ ‘Oh! Well, it was only a year ago that I lost my father’, replied the neighbour.

Kisa said, ‘I am so sorry to hear that, but I cannot take the seeds from you.’ Then, she went to the next door. She repeated her request, ‘Could you please give me a handful of mustard seed? But no one should have died in your house.’ But the next neighbour told her that her grandmother had passed away a few weeks back.

Kisa got extremely sad. She went from one door to the other door. But she got similar replies everywhere; some said a few years while others said some days back; some said they had lost their daughter while others said their mother.

Kisa realized an important thing. She understood what Buddha was trying to teach her: death takes away everybody one day; it is inevitable. It was not that only she had lost her dear one; but it was in everybody’s house where people die. When you are born, you are destined to die one day.’

*(Adapted from www.buddhiststories.wordpress.com)*

**A. Find the words from the above text for these meanings.**

a. gave sympathy to somebody
b. a ceremony for burying/burning a dead person
c. an area of land where dead people are buried
d. a way of improving a difficult situation
e. sitting in silence in order to make the mind calm
f. sure/certain to happen

**B. Answer the following questions.**

a. Did Kisa love her son? How did you know?
b. What did she not accept?
c. What help did she ask for with the neighbours?
d. Why did she not prepare for her son's funeral?
e. What did the old man advise Kisa to do?
f. What was Gautam Buddha doing when Kisa saw him?
g. What request did she make with Gautam Buddha?
h. What did Gautam Buddha tell Kisa to do?
i. Did Kisa find a house where no one has ever died?
j. What did Kisa finally understand?

**C. What did you learn from the story? Talk to your friends.**

## Pronunciation

**Practise the following tongue twisters to improve your pronunciation.**

a. Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's a peck of pickled peppers Peter Piper picked?

b. Betty Botter bought some butter
But she said the butter's bitter
If I put it in my batter, it will make my batter bitter
But a bit of better butter will make my batter better
So it was better Betty Botter bought a bit of better butter

c. How much wood would a woodchuck chuck if a woodchuck could chuck wood?

He would chuck, he would, as much as he could, and chuck as much wood
As a woodchuck would if a woodchuck could chuck wood

d. She sells seashells by the seashore

e. How can a clam cram in a clean cream can?

f. I scream, you scream, we all scream for ice cream

## Listening

**A. Answer these questions.**

a. What do you do if you want someone to do something for you?

b. If someone asks you to help him/her to lift the load, how do you respond?

c. How do you reject if someone asks you to lend him/her your pencil?

**B. Listen to the recording and complete the dialogues with the missing words/ phrases/ sentences.**

1. A: Hey Lisa, I'm going to the new art gallery on the weekend. ……. to come with me?
   B: ……. . I have to study for exams on the weekend.
2. A: Some of my friends and I are going to sing karaoke tonight. …….. to join us?
   B: …… , I'd love to. It sounds like fun.
3. A: There's a technology show at the International Convention Centre. …… ?
   B: Yes, …… . Will they have smartphones? I need a new one.
4. A: Hey Jim, we're going to see a concert tonight at the stadium? I was wondering if ……
   B: ……. But I have to work tonight.
5. A: Tony, there's a big sale at Central. ……. ? We could get some cheap brand name clothes.
   B: …….. I love buying brand name clothes.
6. A: Hey BJ, there's a new horror movie playing tonight. I'm going with some friends. ……..
   B: …….. I love horror movies. What time are you going to meet?

**C. Work in pairs to act out the above dialogues. Learn the correct pronunciation of the expressions with your teacher.**

## Speaking

**A. Read the following sentences from the story and say who said to whom.**

a. Will you please help me?
b. Would you please use them to restore my son back to life?
c. Well! Kisa. I think I can help you.
d. Could you please lend me a handful of mustard seeds to bring my son back to life?
e. Yes, I can surely do that.
f. Could you please give me a handful of mustard seeds?

**B. Here are some other expressions for making requests and responding. Put them in the correct box.**

a. Can you show me your photo album, please?
b. No, I'm sorry I need it.
c. Will you lend me your book, please?
d. Sure, here you are.
e. Could you show me the way to the post office, please?
f. I'm afraid I can't.
g. Would you help me with this exercise, please?
h. I'd love to but I'm busy today.
i. Of course.

| Requests | Responses |
|---|---|
| | |

## C. Work in pairs. Play the dice and try making requests in the given situations.

| | | | | |
|---|---|---|---|---|
| Start | It's really hot -here. (open the window) | I'm starving. (give some bread) | I'm really thirsty. (make lemonade) | I'm going to sleep. (wake me up at 6) |
| | | | | The luggage is heavy. (carry it) |
| I'm organizing a party. (come) | The cat must be very hungry. (feed it) | The bag is very heavy. (hold this for me for a second) | It's freezing out there. (close the window) | I don't understand my homework. (help me with it) |
| The matches are on the table. (light the fire) | | | | |
| My bag is in my room. (bring it to me) | I don't understand the instructions. (translate them) | I've got a terrible headache. (leave me alone) | I'm reading a book. (be quiet) | The music is terrible and too loud. (turn it off) |
| | | | | I have to clean the house before my parents come home. (help me) |
| Finish | I've never been to the city. (be my guide) | I'm talking to you. (listen to me) | Dad came in and left the door open (close the door) | I'm leaving for 2 days. (look after my cow) |

## D. Work in pairs. Take turns to make requests and respond in the following situations.

a. You want to find out where the nearest bus stop is.
b. You want to fill a water bottle at a coffee shop.
c. You want to write something but you have lost your pencil.
d. You want your friend to go to the cinema tomorrow.
e. It's raining outside. You want to borrow your friend's umbrella.
f. You want to know the time but you don't have the watch.

# Grammar I

## A. Study the following sentences. When do you use them?

a. Will you help me please?
b. I would like a drink please?
c. Would you mind turning off the music?
d. Could you pass the juice please?
e. Can you pass the salt please?

**B. Which is correct? Tick the correct one in each pair.**

a. Could you please send me the money?
Could you please to send me the money?

b. Could you to help me?
Could you help me?

c. I would liking a drink.
I would like a drink.

d. She would likes a coffee.
She would like a coffee.

e. Could you please bring my keys?
Could please you bring my keys?

f. Can I have another drink?
Can I have to another drink?

**C. Complete the sentences with will, would, can or could.**

a. He ran as fast as he ……. .
b. She ……. swim when she was just five.
c. Raju ……. speak six languages.
d. I don't think I ……. pass the test.
e. He failed the test because he ……. answer only two questions.
f. He said that he ……. help but he didn't.
g. You ……. borrow my car if you want.
h. Who ……. cook dinner today?
i. ……. you like to dance with me?

## Reading II

**Answer the following questions.**

a. Have you ever written a letter to the editor?
b. Why is a letter to the editor written?

| |
|---|
| Kathmandu<br>September 19, 2018<br><br>The Editor<br>The Rising Nepal<br>Kathmandu, Nepal |

Subject: Air pollution – a concern.

Dear sir,

Through your esteemed daily, I'd like to highlight the problem of pollution in our city.
Among other environmental problems, we have the pollution problem which is on the rise, thanks to the increasing number of factories. They are the major source of air and water pollution. Air pollution leads to suffocation, breathing problems and lung diseases when our lungs are choked with polluted air. If the air we breathe is polluted, then we will surely be a victim of such diseases. Factory owners should be aware of this. They should take responsibility for the environment around them. The thick smoke emitted by the chimneys of factories is full of poisonous gases. This mixes with pure air and causes pollution. There should be a strict law to punish the owners of such factories if they do not take the moral responsibility to keep the air clean.

Yours faithfully,

Nitin Rai

**A. Complete the table with the information from the above letter.**

| | |
|---|---|
| Sender's address | |
| Receiver | |
| Name of the newspaper | |
| Subject of the letter | |
| Sender's name | |

**B. Answer the following questions.**

a. What type of problem is air pollution?
b. What are the major sources of air pollution?
c. What health problems are caused by air pollution?
d. What does the smoke from chimneys contain?
e. How does the smoke from factories pollute the pure air?
f. What according to Nitin is necessary to stop the air pollution?
g. Who according to Nitin should take the responsibility for air pollution?

## Writing

**Is there any public problem in your locality? Write a letter to the editor of a local newspaper about the issue. Take help from the above letter.**

## Grammar II

**A. Study the following sentences.**

a. Can you do me a favour?
b. I've finished my work. Can I go now?
c. Would you like some help?
d. Can I help you?
e. Will you stop talking like that?
f. Would you like some cake?
g. Would you mind closing the window, please?
h. Will you give me a hand?

**B. Complete these sentences with correct words.**

a. My grandmother is eighty-five, but she …… still read and write without glasses.
b. …… I come with you?
c. …… you help me with the housework, please?
d. There was a time when I …… stay up very late.
e. You …… not lose any more weight because you eat a lot.
f. I …… get you a shawl from Kashmir.
g. …… you take care of my cow for a day?
h. …… you swim when you were 10?
i. He's amazing, he …… speak five languages.
j. She's seven but she …… not read yet.

## Project work

**Work in groups of five. Go around different sections at your school: library, staff room, headteacher's room, canteen, etc. Find the requests in notices at those places. If they are in Nepali, translate them into English. Write all the requests on a chart paper. Which of them are applicable to your class? Write them in another chart paper and paste it on your classroom wall.**

## Extra bit

**Work in pairs to act out the dialogue and answer the questions orally.**

| | | |
|---|---|---|
| Tailor | : | What can I do for you, sir? |
| Customer | : | I want a woollen suit made. |
| Tailor | : | Would you like to buy the cloth from us, sir? |
| Customer | : | No. I've brought the suit-length with me. Here it is. |
| Tailor | : | All right May I take your measurements, sir? |
| Customer | : | Yes. I'd like a tight-fitting suit. |
| Tailor | : | Right, sir. |
| Customer | : | Now, how long will it take you to get the suit ready? |
| Tailor | : | About three weeks, I think. It takes longer at this time of the year because of the holiday rush, you know. |
| Customer | : | That'll be all right But I'd like to have it before the end of the month. |
| Tailor | : | All right, sir. Would you prefer one inside pocket in the jacket, or two? |
| Customer | : | I want three. Two on the left and one on the right. |
| Tailor | : | And would you also like a hip-pocket in your trousers, sir? |
| Customer | : | No, not really. But I prefer a ticket pocket. |
| Tailor | : | Very well, sir. Will you call in for a fitting next Tuesday? |
| Customer | : | I'd rather come on Wednesday. Oh dear! I haven't asked you about your charges at all. |
| Tailor | : | Don't worry, sir. Our prices are competitive, and here's the price list, sir. |
| Customer | : | Seven hundred seventy-seven rupees for making a suit! I think I'll go elsewhere. |
| Tailor | : | I'll recommend FITWELL across the street, sir. Goodbye, sir! |

*(Source: Spoken English)*

**Questions for discussion.**

a. Where is the dialogue taking place?
b. Who are taking part in the dialogue?
c. Is the customer a man or a woman?
d. What is the customer asking the tailor to do?
e. When can the suit be ready?
f. At the end of the dialogue, what does the customer decide to do? Why?

## Getting started

**A. Look at the pictures of different festivals of Nepal and talk to your friends about them.**

**B. Listen and sing.**

I wish you flowers, sunshine and smiles.
I wish you children that grow to make you proud.
I wish you pretty things to wear.
And sweet things to smell.
I wish you good friends that always treat you fair.
Wanna wish you ribbons to tie around your hair.
I wish you truckloads of cheers and many happy years.
Wanna wish you freedom to do the things you love.
Wanna wish you blessings and kindness from above.
Wanna wish you sunlight through the clouds.
Hope you laugh out loud.

**Why do people make wishes?**

## Reading I

**Answer the following questions.**

a. What festivals are celebrated in your community?
b. What do people do at these festivals?
c. Which festival do you like most? Why?

## Some Festivals of Nepal

*Lhosar* is the combination of two words, *Lho* means year and *sar* means new. *Lhosar* is one of the most popular festivals of Nepal, celebrated by different communities on different days. *Tamu Lhosar* is celebrated amongst the Gurung community, whereas *Sonam Lhosar* is celebrated by the *Tamang* and *Yolmo* communities. The third type, *Gyalbo Lhosar,* is observed by the Tibetan and *Sherpa* communities. The beginning of new year is celebrated by dance, music, family meet-ups, exchanging greetings and gifts. Families pray together during this festival and enjoy special foods.

Among the widely celebrated festivals of Nepal, *Gai Jatra* or festival of cows is celebrated to commemorate the death of people during the year. Local people believe that cows can help the deceased to reach *Yama*, the God of death. This is one of the most unique festivals of Nepal, where cows are decorated and led through the streets and lanes. Families of the deceased join the procession and distribute food packets and fruits to others. To lower the sorrow and grief of departing souls, local people join in rallies, menfolk wear women's dresses and enjoy songs. Mask dance is also seen during Gai Jatra.

*Buddha Jayanti* is a national festival of Nepal. Lord Buddha was born in Lumbini on this day,

hence Buddhists from all over the world visit Nepal during this ceremony. Places like Boudhanath, Swayambhunath and Lumbini are decorated with prayer flags. Monks gather to offer prayers and chant Buddhist *mantras*. People visit *vihars* and observe the day. *Kheer* or sweet porridge is cooked at every household during Buddha Jayanti.

**A. Find the words from the text and write them next to their meanings.**

a. two or more things joined together
b. celebrated festival or birthdays etc.
c. give and receive something
d. recall and show respect for someone or something
e. made something look more attractive by putting things on it
f. dead
g. a line of people that move along slowly
h. a member of a religious group of men who live apart in a monastery and who do not marry

**B. Complete the following sentences with the correct forms of the words you have found in the above task.**

a. Look! They are Buddhist …….. .
b. The …….. made its way down the hill.
c. I buy you lunch and you fix my computer. Is that a fair …….. ?
d. His treatment was a …….. of surgery, radiation and drugs.
e. Do they …….. Dashain?
f. The family of the …….. are crying.
g. He is …….. the car with flowers.

**C. Answer the following questions.**

a. Who celebrates *Sonam Lhosar*?
b. Why is *Gai Jatra* celebrated?
c. Who is *Yama*?
d. What is done with cows at *Gai Jatra*?
e. What do monks do at *Buddha Jayanti*?

**D. Which of the above festivals do you like most? Why?**

## Pronunciation

**Learn to say the following expressions with the help of your teacher.**

a. Happy Dashain/Lhosar/Eid.
b. Happy birthday to you!
c. Good luck!
d. Have a nice journey!
e. Have a wonderful holiday!
f. Enjoy the meal!

## Writing I

**What festival have you celebrated recently? Write a short description of it. Describe what you and others did at the festival.**

## Grammar I

**A. Study the following pictures and read the sentences. What do they mean?**

I wish I had more money.

I wish I had more friends.

I wish I had a smartphone.

I wish I had curly hair.

**B. Complete the following sentences with the given beginnings.**

Example: I don't have a car.
I wish I had a car.

a. I can't play the piano.
I wish ……..
b. I'm at work.
I wish ……..
c. It's winter.
I wish ……..
d. I'm ill.
I wish ……..
e. I don't have new shoes.
I wish ……..
f. I can't afford to go on holiday.
I wish ……..

**C. Complete the sentences using the correct forms of the verbs in the brackets.**

a. I wish we …….. (not have) a test today.
b. I wish these exercises …….. (not be) so difficult.
c. I wish we …….. (live) near the beach.
d. Do you ever wish you …….. (can travel) more?
e. I wish I …….. (be) better at maths.
f. I wish we …….. (not have to) wear a school uniform.
g. Sometimes I wish I …….. (can fly).
h. I wish we …….. (can go) to Disney World.

## Listening

**A. Answer the following questions.**

a. When is your birthday?
b. How do you celebrate your birthday?
c. What do people give you on your birthday?

**B. Listen to the recording and complete the table with the information from the audio. Use no more than two words.**

| Name | Martha |
|---|---|
| She's from | …….. |
| What does she do? | …….. |

| | |
|---|---|
| Who does she usually celebrate her birthday with? | …….. |
| Who gives her money? | Her parents and …….. |

| Name | Kenji |
|---|---|
| He lives in | …….. |
| When is his birthday? | …….. |
| Where does he go for a picnic? | …….. |
| What does his family buy him? | …….. |
| What is his parents giving him this year? | …….. |

| Name | Sun-Hyi |
|---|---|
| She's from | Busan, …….. |
| When is his birthday? | …….. |
| Very special age in her country | …….. |
| Who cooks a special meal? | …….. |

**C. What do the people speaking in the recording do on their birthday? Try to recall the activities and write them. Do you do the same? Talk to your friends.**

## Reading II

**Answer the following questions.**

a. Do you write emails/letters to your friends?

b. What do you write in your email/letter?

Hi! Sangita,

Just a quick email to say how I celebrated my birthday. My last birthday was the most memorable birthday till date. It was 15th Jeth 2078, when I reached 12.

That was a very special day as it was my birthday. I woke up early at 6:30 am because my family sang a special song for me & they gave me some gifts.

My cousins Sunita and Arun arrived to surprise me. Their presence made my day more special. They gifted me a big box full of chocolates and a CD of my favourite singer.

All of us had breakfast together. Mom made breakfast. Dad bought a big cake for me. I cut the cake. Then I started receiving calls from relatives and friends.

At 6 pm, I was out with my family to celebrate the occasion. I received a message on my mobile. That was Heena. She said that she knew it was my birthday but she was busy planning the surprise. Heena wanted me to go to her house. She told me that she was going to pick me up at 8:30 pm. I asked my parents. They said ok.

Heena came after 1 and ½ hour to pick me up in a beautiful car. When I reached her house, she opened the door. As soon as we entered, we saw that all my friends were inside with many balloons, flowers.

They all shouted loud in a chorus- "Happy Birthday, Niru!". Everyone hugged me one by one and gave me gifts and roses. Then all of them sang my favourite song. I cut the cake which they bought. We danced, had food that Heena arranged for all of us and enjoyed a lot. It was a memorable event for me. I missed you a lot. Please make your time to come to my home soon.

See you soon!

Niru

## A. Complete the following sentences with the words from the box.

**memorable, presence, occasion, surprise, chorus, hugged.**

a. I know him a lot. I've met him on several .....s.

b. All are attending the meeting. Your ..... is also requested at the meeting.

c. I can't forget my last birthday. It was a truly ..... event for me.

d. My father bought me a mobile phone on my birthday. It was a big ..... for me.

e. They put their arms around each other and .....

f. Nitu started the song and everyone joined in the .....

## B Answer the following questions.

a. Who wrote this email to whom?

b. When was Niru's birthday?

c. What woke her up early in the morning?

d. What gift did Niru get from her cousins?

e. Who did she get the SMS from?
f. Why did Heena want Niru to go to her house?
g. What was the surprise for Niru at Heena's house?
h. What did they do at Heena's house to celebrate the occasion?

**C. Suppose you are Sangita. How will you respond to Niru? Write a reply email to her.**

## Grammar II

**A. The past forms of the following verbs are given in the email above. Write them next to the verbs.**

| | | | |
|---|---|---|---|
| celebrate | gift | want | shout |
| is | have | tell | hug |
| reach | buy | ask | give |
| wake up | cut | come | dance |
| sing | start | open | arrange |
| give | receive | enter | enjoy |
| arrive | say | see | miss |
| make | know | are | |

**B. Study the following sentences.**

a. I met him in 2015 AD.
b. We went to Pokhara for our last holiday.
c. They got home very late last night.
d. We swam a lot while we were on holiday.
e. I saw him last one month ago.
f. Did you meet my father?
g. Where did you go yesterday?
h. They didn't go to Pokhara last year.

**C. Complete the sentences with the past simple of the verbs in the brackets. Use negative forms where required.**

a. The old man ……. (take) out his purse and ……. (pay) the bill.
b. The nurse ……. (put) the little boy on the bed and ……. (speak) to him softly.
c. They ……. (hear) the fire alarm and ……. (run) out of the building.

d. ……. (do) you remember to buy the salt?
e. ……. (do) I say anything wrong?
f. I ……. (call) the waiter but ……. (hear) me.
g. I ……. (see) Sani in the supermarket, but we ……. (talk).
h. She ……. (spend) all the morning in the bookshop, but in the end she ……. (buy) anything.
i. They ……. (cut) off our telephone because we ……. (pay) the bill.
j. It was very hot, so I …… bath two times yesterday. ( take)

## Speaking

**A. How do you make a wish in the following situations?**

a. Your friend's birthday is today.
b. Your friend is going to have a one week holiday.
c. Your brother is attending the exam today.
d. Your Tamang friend has Lhosar tomorrow.

**B. What wish do you make in the following situations? Tell your friends.**

a. You are short and you want to be taller.
b. You want to be rich.
c. You want to have a big house.
d. You want your neighbours to be nice.
e. You want to have a different English teacher.
f. You want to live for 100 years.
g. You want to have a small brother.
h. You want to pass the exam.

## Writing II

**Which events do you celebrate at your school: children's day, democracy day, school day etc. Pick up one and recall what was done during the day. Write a paragraph about it. Use past tense.**

## Project work

**Work in groups. Make colourful greeting cards to express wishes to your friends and relatives on any of the occasions your group chooses.**

## Extra bit

### Read the story and find the answers to these questions.

a. What three wishes did the man and his wife make?

b. Were they wise or foolish? How?

A man and his wife were sitting in a small room and were lamenting that they were poor. "Oh," said the man, "if there were only some good fairies who would say to one, ‘What do you wish for? I will grant it.' Then I would wish for something that would make me happy, all my life."

The man had hardly ceased speaking when the door opened and a beautiful fairy walked in. "I heard the words you spoke, and will not only grant you one wish, but three, so wish for something good." And the fairy disappeared. The poor people were very happy and bethought themselves of something to wish for. The man said, "Let us eat our meal first and meanwhile we will think of something to wish for."

These people were so poor they had only potatoes for their meal, and as they were very hungry the woman said, "Oh, if I only had a banana!" A banana came flying into her room and lay on her plate; a voice said, "One wish is now fulfilled."

Her husband became very angry and called out, "I only wish the banana was hanging to your nose!" the banana hopped from the plate and hung on to his wife's nose, and so the second wish was granted.

The poor woman looked very funny with a banana on her nose; she lamented and wept and tried every way to take it off, but it hung so tight that the only thing for her to do was to make another wish and wished that it was off. Both man and wife exclaimed, "If banana was only a thousand miles away!" The banana immediately flew out of the window and the people were happy. They made no more wishes and were satisfied the rest of their lives.

## Getting started

### A. What do you think these people should do? Talk to your friend.

### B. Listen and sing.

If I were a bird
Then I would fly high and high
If I were a bird
I would cross the limits of the sky
If I were a bird
Then I would fly from tree to tree
In search of someone free
To play with me and to talk with me
If were a bird
Then I would learn all the good things.

### Answer these questions.

a. Why would the bird fly high and high?
b. Where would the bird fly to search someone?
c. What would the bird do by its sweet chirping?

## Reading I

**Answer the following questions.**

a. What do the merchants do?

b. How do people sell and buy things?

# The Three Merchants

There were once three merchants who lived in the same town. They were all friends. One day they agreed among themselves to work together and share their profits. They decided to leave the town where they lived and go to work in a distant land. They travelled a long way and at last came to a town where they began to sell their goods. Trade was very good and they had soon made a lot of money. As there were no banks in those days, they agreed to leave their money with an old man whom they could trust. This old man was an in charge of a bathhouse.

The three friends handed over the bag of money to the old man. One of them said to him, "Please keep this money until we ask for it. It belongs equally to all three of us. So, you must give it back to us only when we are all present." The old man agreed to do this.

One of the three friends was a dishonest man. One day, when they were passing the bathhouse, he said to the other two that he was going to buy a ticket for a bath. He left them and went up to a little window where the old man was sitting. He did not ask him for a ticket, but for the bag of money.

The man refused to give it to him. "You know what you and your friends told me to do," he said. "I shall give the money back only when you are all present."

"You are quite right," the man replied. "Look out of the window and you will see that the others are with me."

The old man did so and was satisfied. He handed the money over to the man. The dishonest man put the bag of money into his pocket and went back to his friends. He told them that he had received news that his grandfather was ill, and that he would have to leave them for some time. The other two men agreed and he went off.

The two friends did not think that anything was wrong until several days had passed. They went to the old man and asked him to return the money to them. He said that he had already given it to their friend when they were with him. They remembered the place where they had last seen their friend, and the time when they had last seen him speaking to the old man, but they did not believe that he had given the money to their friend. The two men, therefore, went to the judge, who ordered the old man to pay back the money the next day.

The poor man did not know what to do. He went to the village where his friends lived. One of his friends gave him some good advice. The next day, when the two men appeared before the judge, he said, "I am ready to pay back the money when the three men come to me together and ask me for it. Until they appear together, I shall keep the money."

The judge said "You are quite right. That is what you promised to do, and the law cannot make you break your promise."

**A. Complete the following sentences with the words from the box.**

dishonest, merchants, bathhouse, appeared, distant, promised, handed over

a. People who buy and sell goods in large quantities are …….
b. It is 450 km to the city. It's in a ……. location.
c. Apublic building in which there are baths, steam rooms, etc. is called a …….
d. I requested him for the money. He …… me a cheque for Rs. 5000.
e. He always cheats people. He is a ……. person.
f. While we were dancing, my father ……. around the corner of the house.
g. They arrived at 7:30 am as they had …….

**B. Write True or False against the following statements.**

a. The three merchants used to live in three different towns.
b. They earned a good amount of money.
c. The old man was their banker.
d. The old man refused to give the money back to one merchant at first.
e. The dishonest merchant's grandfather was really ill.
f. The old man gave back the money to the two merchants too.

**C. Answer the following questions.**

a. What agreement did the merchants make?

b. What did they start to do in the town?

c. How did they earn a good amount of money?

d. Why did they give the bag of money to the old man?

e. Did the man really want to buy a bath ticket?

f. Why did the old man give him the money?

**D. Retell the story to your friends in your own words.**

## Pronunciation

**Pronounce the following words with the help of your teacher.**

| | | | | |
|---|---|---|---|---|
| merchant | dishonest | appear | distant | promise |
| hand over | bathhouse | agreement | amount | judge |

## Writing I

**A. One of the old man's friends in the village gave him an advice in the story. His advice was like this: Since you agreed to give their money back when they are all present, you should tell them that you will pay back their money only when all three come together. Did this advice work? How.**

**B. Imageine that you are the old man. Write a message thanking your friend for the advice.**

## Grammar I

**A. Read the list of suggestions given to someone who has a toothache.**

a. You should go to a dentist.

b. You shouldn't take a cold drink.

c. How about taking a painkiller?

d. If I were you, I would go to a dentist.

e. Why don't you go to a dentist?

**B. Complete the sentences with correct words.**

a. You …… study hard if you want to improve your English.
b. You …… quit the job.
c. You …… get your mum a mobile phone for her birthday.
d. You …… watch that movie. It is really good.
e. Why don't you …… a new pencil?
f. How about …… a new book? This is already torn.
g. How about …….. to the new restaurant? It's just opened.
h. If I were you, I …… help her. She really needed help.

## Speaking

**A. Act out the following dialogue.**

Alina: Rabina, why don't we go to the cinema to watch Titanic?
Rabina: No, let's not. We've seen the film many times before. What about going to the library? We have to finish our project work.
Alina: That sounds like a good idea. But when we finish, let's go to the café.
Rabina: Yes, I'd love to.

**B. What do you suggest in the following situations? Use the structures below:**

You should ……
How about …….?
Why don't you ……..?
How about ……..?
If I were you, ……

a. It's a lovely Saturday afternoon. You are all bored at home.
b. You go outside and it starts to rain, so you go back inside.
c. It's stopped raining outside.
d. You've been playing for a while. Now, you are all hungry.
e. Your friend has a headache.
f. Your friend has lost some money in the class.
g. Your friend has forgotten to bring his pen.

C. **Nabina and Nita are suggesting birthday presents for their dad. Complete the dialogue with the words from the box and act out the dialogue.**

| | | | | |
|---|---|---|---|---|
| let's | how about | what about | sounds good | |
| don't think so | why don't | I don't think | shall we | perfect |

Nabina : It's Dad's birthday on Friday. ..... buy him some socks?
Nita : ..... that's a good idea. Socks are such a boring present to give someone.
Nabina : ..... taking him to a football match then?
Nita : Hmm. I ..... . The tickets would be quite expensive. ..... we make a birthday cake for him?
Nabina : We are both terrible at cooking. ..... buying him a watch?
Nita : Yes, that ..... He doesn't have a watch. ..... go to the shopping mall this afternoon and buy one.
Nabina : That's .....

## Listening

A. **How do you suggest people? Can you recall the structures you used for suggesting people?**

B. **Listen to the recording and fill in the blanks.**

1. A: I'm .....
   B: Why don't you ..... a book?
   A: Nah, I don't ..... like reading.
2. A: I'm ..... . Let's get something to eat.
   B: Why don't we..... pizza?
   A: That's a good .....!
3. A: ..... do something tonight.
   B: What about seeing a .....?
   A: ..... What movie do you want to see?
4: A: I've got a .....
   B: Why don't you ..... an aspirin and rest?
   A: Thanks. I ..... .

5. A: Where …… we meet?
   B: How …… the coffee shop …… door?
   A: It's too …… Let's go someplace quiet.
6. A: I need some …… .
   B: How about going for a …… with me?
   A: Sure. I'll get my ……..
7. A: That was a …… day. I'm exhausted.
   B: Why …… you get to bed ……?
   A: I can't. I …… have work to do.
8. A: I'm …… .
   B: Why don't you borrow some …… from your bother?
   A: I can't. He's broke ……..

**C. Underline all the suggestions in the above task and practise saying them.**

## Reading II

**Answer these questions.**

a. What food do you usually eat?
b. Are they healthy?
c. What are healthy foods?

### Food habit

Your body is complicated piece of machinery. Many of the organs in the human body work together to take energy from food to keep you going all day. In some ways, this is just like putting fuel in a car. However, if you did put the wrong fuel in a car, the engine would soon start to splutter and things would go wrong. Your body is just like this – it needs the right fuel. Because of this, you need to think carefully about what you eat.

No one is saying that you cannot have treats like sweets and crisps. Your diet (which is a way of saying everything you eat) needs to be varied, interesting and enjoyable. Many people plan their meals so that they include a variety of vegetables, protein, fruits and grains. Some people must be extra careful about what they eat. A vegetarian (someone who chooses not to eat meat) may have

to find ways to replace meat with another source of protein. All of us need a balanced diet to help keep us healthy. We need the right fuel to keep us going throughout the day, just like a car.

The human digestive system is complex, takes a long time to do its work, and involves many different parts of the body. From putting something in your mouth to the moment when 'nature calls', these are the start and end of one of the most amazing and complex processes in nature, and it all happens inside of us all the time, every single day.

All living things eat and all living things excrete. You only get one body, so it is important to take some control over what happens to it, fuel it up properly, exercise it, and try to lead a balanced and healthy life.

A. **Find the words for these meanings from the above text. The first letter has been given.**

a. to make soft spitting noise. S ……..
b. very surprising. A …….
c. someone who does not eat meat. V…….
d. expel as waste. E …….

**B. Answer the following questions.**

a. What is our body compared with in the text?
b. What kinds of food should we eat?
c. Describe one way in which vegetarians have to plan what they eat.
d. Why do we need a balanced diet?
e. Is human digestive system a simple one?

**C. Give suggestions to someone about eating a balanced diet. Use the structures you learnt earlier.**

## Grammar II

A. **Study the following sentences with their meanings.**

a. If I won the lottery, I would buy a big house. (I probably won't win the lottery)
b. She would pass the exam if she ever studied. (She never studies, so this won't happen)
c. If I had his number, I would call him. (I don't have his number now,

so it's impossible for me to call him).

d. If we had a garden, we could have a gardener. (We don't have a garden.)

**B. Choose the correct option to complete the sentences.**

a. What would you do differently if you ……. to do this again?
i. have ii. had iii. would have

b. If I ……. a bike, I would go to Mustang.
i. buy ii. bought iii. will buy

c. If I ……. You, I'd go to the doctor's.
i. am ii. were iii. will be

d. If I cared what people think, I ……. a very boring life!
i. had ii. will have iii. would have

**C. Use the correct forms of verbs from brackets to complete the sentences.**

a. If I ……. (be) you, I would get a new job.
b. If he was younger, he ……. (travel) more.
c. If we ……. (not/be) friends, I would be angry with you.
d. If I had enough money, I ……. (buy) a big house.
e. If she ……. (not/be) always so late, she would be promoted.
f. If we won the lottery, we ……. (travel) the world.

## Writing II

**A. What foods do you eat? Are they healthy? Do they make a balanced diet? Do you have any plans to change in your food habits? Write a paragraph about your eating habits.**

**B. Why should we eat a balanced diet? Make a short slogan so that it works as a message.**

## Project work

**What are your suggestions to your friends at school regarding the food habit? Work in a group of five. Prepare a list of suggestions. Have a discussion and choose any five most important suggestions. Write on a chart paper with beautiful handwriting and paste the charts at different places of your school.**

## Extra bit

**Read the poem and find out what the speaker would do if he/she were a bird.**

### I will Soar

If I were - a birdie,
I'd head up to the sky.
I'd spread my wings like sunshine.
I know I could fly mighty high!

If I were a birdie,
My feathers would be bright.
Every color would be striking.
I'd soar and reach new heights.

If I were a birdie,
I'd sing a lovely song.
Everyone would stop and listen;
They would begin to sing along.

If I were a birdie,
I'd follow all my dreams.
Small streams to vast oceans,
Under golden bright sunbeams.

If I were a birdie,
I'd flit about from tree to tree
With many different flocks of birdies.
We would be free to be free.

If I were a birdie,
I'd head up to the sky.
I'd spread my wings like sunshine.
I know I could fly mighty high!

- *Annette R. Hershey*

## Getting started

### A. Look at the pictures and say what these people want.

### B. Listen and sing.

Oh, needs and wants,
Oh, needs and wants,
We can't have all the things we want.
We really want
A lot of stuff,
But sometimes there's just not enough.
Oh, needs and wants,
Oh, needs and wants,
We can't have all the things we want.

**Answer these questions.**

a. Can we get all the things we want? Why?

b. What are your needs and wants?

## Reading I

**Look at the pictures and answer the questions.**

a. What are the girls doing in the pictures?

b. Do you do these?

c. What are the benefits of doing these?

All these years, I have spent my summer holidays going out to trips. This year I have planned to make it a productive holiday time.

I am going to focus on two things during my summer holidays this year. One is yog and another is my favorite hobby, gardening. My father always tells me that Yog is a great art; one who practises Yog will be able to increase his/her concentration power. In order to improve my focus on studies, I have decided to go to Yog classes this year during holidays. The Local "Yog for Youth" organization conducts free sessions for school students every year, especially during summer holidays. I have enrolled my name for this programme and two of my friends are joining me for the same.

The next thing that I am planning to do is gardening. Gardening has been an interest for me; but since I have dance classes every evening after school I couldn't involve myself in gardening. So I have planned to design a garden myself and give all my time during Summer holidays. Within a month or two, I am sure that the garden will be all set so that I can spend little time to preserve all the plants and trees once the school reopens. I am looking for rare plants that are herbal in value and good for the environment. Once my garden works are done, I am planning to build a fence around.

Both these tasks have been my plans ever since last summer holidays were about to end without any big achievement. So no matter what, I have planned to prioritize these two things and be a better person when I move to the next class.

**A. Choose the correct words from the box to complete the sentences.**

**preserve, productive, concentration, enroll, gardening, fence, achievement, rare**

a. Both of their children got good grades in the examinations. They were proud of their children's ……..s.

b. Wax polish ……..s wood and leather.

c. It was a …… meeting. I learnt a lot from it.

d. Do you want to learn dancing? If yes, …….. on the course before 25th July.

e. The school has a bamboo …… . You must use the front gate to enter.

f. Panda is a …… animal. It's found in some places only.

g. The ability to direct all your effort and attention to one thing means ……..

h. My father is very interested in …… . We have a beautiful garden.

**B. Read the text and write True or False against these statements.**

a. The writer is going out on a trip during her summer holiday.

b. Yog for Youth is going to charge some amount for school students.

c. She is going to take help from her father in gardening.

d. She achieved a lot from her last summer holiday.

**C. Answer the following questions.**

a. What two things is the writer going to do during her holiday?

b. What is the advantage of doing Yog?

c. Is the writer going to Yog classes alone?

d. Why couldn't she do gardening in the past?

e. What type of plants is she going to grow in the garden?

f. What does she want to be when she goes to the next grade?

**D. What do you want to do in your coming holiday? Talk to your friends.**

## Pronunciation

**Listen to your teacher pronouncing the word rare. Does he/she pronounce it as a single unit or more than one unit?**

Now, listen to your teacher. How many syllables do these words have? Listen to your teacher and pronounce the words.

| | | | | |
|---|---|---|---|---|
| productive | summer | preserve | concentration | plant |
| herbal | fence | achievement | holiday | gardening |

## Grammar I

**A. These sentences are from the above text. Complete them with the words from the text.**

a. One …… Yoga and another is gardening.
b. My father always ……. me that Yoga is a great art.
c. One who …… Yoga will be able to increase his/her concentration power.
d. Once my garden works …….. done, I am planning to build a fence around.
e. I want to be a better person when I ……. to the next class.

**Now, talk to your friends.**

a. What words did you write?
b. What class of words do they belong to?
c. What tenses are the verbs in?

**B. Study the following table.**

| | | |
|---|---|---|
| They work hard. | Do they work hard? | They do not/don't work hard. |
| She makes her bed. | Does she make her bed? | She does not/doesn't make her bed. |
| She wants to be a doctor. | Does she want to be a doctor? | She does not/doesn't want to be a doctor. |
| They need some water. | Do they need any water? | They do not/ don't need any water. |

**C. Complete these sentences about yourself with correct verb forms.**

a. My friend also …… in grade 7. We both …… in grade 7.
b. My father …… in an office and my mother …….. in a bank.
c. Our school …….. not very big. It has 10 rooms.
d. She likes tea but I …….. coffee.
e. We are regular students. We don't …… classes.
f. Do you …….. your homework every day?
g. Does she …… ? We need a dancer for tomorrow's programme.
h. My mother earns a lot of money but I …… .

## Writing I

**You have summer/winter holidays every year. How do you spend your holidays? Write a short essay on it. Use the following questions as clues.**

a. When does your school close for holiday?
b. How long is the holiday?
c. What things do you usually do during the holiday?
d. What's your plan for the coming holiday?

## Listening

**A. Look at the pictures and answer the questions.**

a. Can we live without these things? Why or why not?

**B. Listen to the recording and write True or False.**

a. We must have food to live.
b. Shelter keeps us safe.
c. People have the same needs to stay safe and healthy.
d. Games and computers are necessary for us to live.
e. We don't need any wants to survive.

**C. Listen to the recording again and complete the sentences. Use ONLY ONE word.**

a. We need food to ……

b. It's …… to decide if something is a need or a want.

c. A hamburger is a type of …….. .

d. Trees and …….. create other things we need.

**D. Look at the list of things. Discuss and categorize them into NEEDS and WANTS.**

**food, computer, water, cold drinks, air, mobile phones, shelter.**

## Reading II

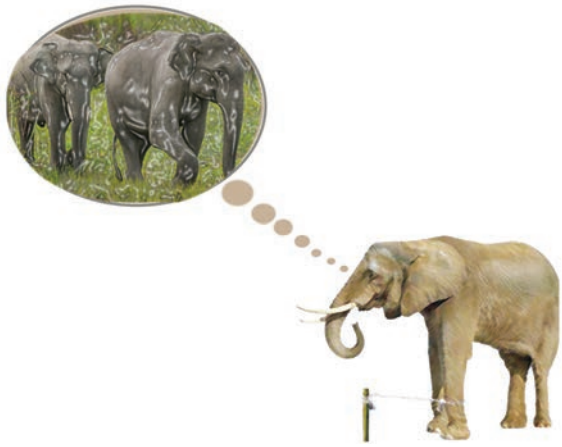
**Answer these questions.**

a. Is the elephant happy or sad? Why?

b. Where does he want to go?

### The circus elephant

What are they thinking?
The circus elephants,
As they tramp round the ring each night?
Do they wish that they
Were far away
In the forest's leafy light?
Where they'd roam at will
And could eat their fill
Far from human sight.
As the gentle giants
Perform their tricks
The children stare with delight
But is it fair?
Should they be there
Is keeping them captive right?



*- John Forster*

**A. Find the rhyming words to the given words from the poem.**

a. fight b. pill c. play

**B. Read the word meanings. The words are from the poem. Can you find them?**

a. to walk with heavy or noisy steps
b. to walk around an area without any aim
c. calm
d. something that confuses you so that you see, understand, remember, etc. things in the wrong way
e. to look at somebody/something for a long time
f. a feeling of great pleasure
g. kept in a space that you cannot get out of

**C. Are the following statements true or false? Write True or False.**

a. The circus elephant walks round the ring each night.
b. They want to stay in the forest.
c. They are free there at the circus.
d. The children are happy to see the elephant's tricks.
e. The circus elephant should be set free.

**D. Have you ever been to a circus? If yes, what did you see there? If no, what do you think you will find in the circus? Talk to your friends.**

## Grammar II

**A. Study the following sentences.**

a. If the circus elephant is freed, it will walk to the jungle.
b. If the elephant walks to the jungle, it will find its friends.
c. If the elephant finds its friends, it will become happy.
d. If the elephant becomes happy, I will be happy too.

**B. Choose the correct response for each of the sentences.**

a. If you ……. greasy food, you will become fat.
i. eat ii. will eat

b. If your sister goes to Paris, she ……. a good time.
i. has ii. will have

c. If he …….that, he will be sorry.
i. will do ii. does

d. If I leave now, I ..... in Kathmandu by 8:00 PM.

i. will arrive ii. arrive

e. You ..... on your test if you don't study.

i. won't do well ii. don't do well

f. They won't know the truth if you ..... them.

i. won't tell ii. don't tell

g. If I bake a cake, .....have some?

i. will you ii. do you

h. If he .....you, will you answer the phone?

i. will call ii. calls

## Speaking

### A. Look at the pictures and say what they want to be.

Pemba

Nitu

Dinesh

Nabina

Himesh

Jay

**B. Work in pairs. Take turns to complete the sentences.**

**Example:**

A: If you want to be a doctor, ……

B: You need to study hard.

a. If you want to be an engineer, ……

b. If you want to be a pilot, ……

c. If you want to be a driver, ……..

d. If you want to be a teacher, …….

e. If you work hard, ……

f. If you don't sleep well, ……

## Writing II

**A farmer wanted his sons to be hard working. Read how he made his lazy sons hard working. Put the verbs from the brackets in the correct forms to complete the story.**

Once there (live) a farmer in a village. He (be) very hardworking. He (have) three sons. They (be) very lazy. This worried the farmer. He (want) his sons to take care of his fields as he (do). So, one day, he (call) his sons to his side and (say), "Dear sons, there is a great treasure hidden in one of my fields to make sure that you three never go hungry". After a few days, the farmer (die). After that, the sons (decide) to search for the treasure their father (be) talking about. They (take) the farmer's spades and mattocks and (dig) every portion of their field hunting the treasure. But they (find) nothing.

A friend of their father (see) this and (suggest) that they should sow some seeds. They (accept) the suggestion and (do) the same. It (rain) well that season. Days (pass). The fields (reward) their labour with good crops that season. The sons (realize) what their father's hidden treasure (be). From that day on, the sons (start) working hard.

## Project work

**Talk to five different people from your locality. Ask them what five things they would like to have. Write 'need' or 'want' next to each thing. Also give reasons why you think so. Share it to your friends.**

| S.N. | Name | Things they would like to have | Need or Want? | Why? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

## Extra bit

**Read the story and discuss the answers to these questions.**

a. Why was the man sad at the beginning?

b. What did the first son say which made the man relaxed?

c. Were they good people? Why?

Once a man had returned from the town found that his house was on fire. It was one of the most beautiful houses in the town, and the man loved the house the most! Many were ready to give a double price for the house, but he had never agreed for any price and now it was just burning before his eyes. And thousands of people gathered, but nothing could be done, the fire had spread so far that even if you tried to put it out, nothing would be saved. So he became very sad.

His son came running and whispered something in his ear, "Don't be worried. I sold it yesterday and at a very good price. The offer was so good, I could not wait for you. Forgive me."

The Father said, "thank God, it's not ours now!" Then he became relaxed and stood as a silent watcher, just like 1000s of other watchers.

Then the second son came running, and he said to the father, "What are you doing? the house is on fire and you are only watching it burn?" The father said, "Don't you know, your brother has sold it."

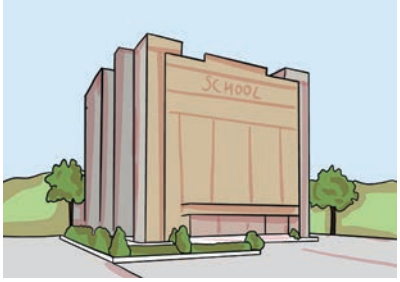
He said, "we have taken only the advance amount, not settled fully. I doubt now that the man is going to purchase it now."

Tears which had disappeared came back to the father's eyes, his heart started to beat fast. And then the third son came, and said, "That man is a man of his word. I have just come from him." He said, "It doesn't matter whether the house is burnt or not, it is mine. And I am going to pay the price that I have settled for. Neither you knew, nor I knew that the house would catch on fire."

Then all just stood and watched the house burn without a worry.

## Getting started

**A. What do you think about the people in the pictures? Why do you think so?**



**B. Listen and sing.**

He tells her that the earth is flat –
He knows the facts, and that is that.
In altercations fierce and long
She tries her best to prove him wrong.
But he has learned to argue well.
He calls her arguments unsound
And often asks her not to yell.
She cannot win, he stands his ground.
The planet goes on being round.

*- Wendy Cope*

**Now, answer these questions.**

a. Is the earth flat or round? What does the boy say?
b. Does the girl believe that the earth is flat? How do you know?
c. Who do you think is right? Why?

## Reading I

**Answer the questions.**

a. Name all the food items in the picture.
b. What type of food are they?
c. What are the disadvantages of eating such food?

### Fast Food

Nowadays, more and more people are affected by health issues such as diabetes and heart diseases. These are linked to overconsumption of cheap mass-produced food. Some people believe the only solution is to make fast food less affordable by taxing it highly. I think this is quite wrong. Increasing the tax on fast food would unfairly penalize people and may not bring about the desired health benefits.

First, fast food is about more than just nutrition. Many teenagers spend money on fast food not because they need to eat out but because this is how they socialize. Fast food restaurants provide a safe, convenient place for young people to meet friends. For another group, low-income families, fast food can provide an inexpensive treat for their children. Denying people a small pleasure in life could affect their social lives or happiness.

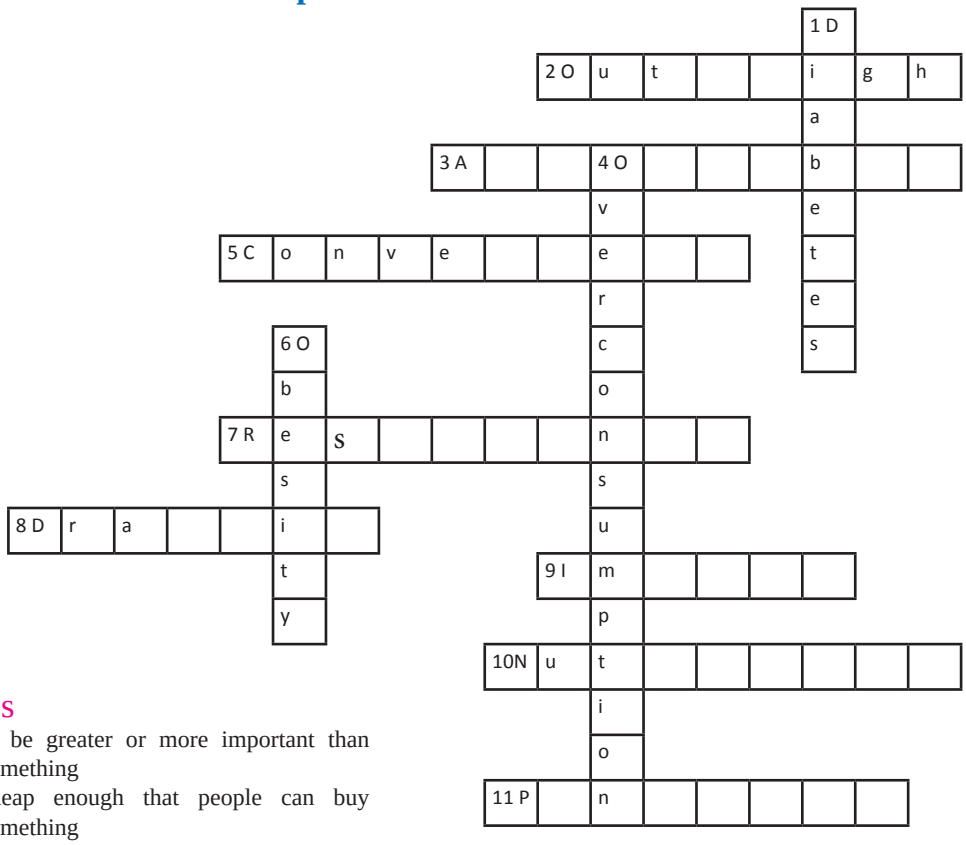
Another important point is that if the reason for taxing fast food is to reduce obesity, it may be ineffective. It is true that fast food is high in sugar, salt and fat. All of these cause weight gain and are harmful to our health. However, we also know that there are other factors which contribute to the risk of obesity, such as lack of exercise. While home-cooked food is healthy, this is not always the case. I personally know a family that used to eat high-fat, home-cooked food in enormous portions. They all suffered from health problems due to obesity.

On the other hand, I do understand the point of view of those who say drastic

action is needed. If fast food were taxed and became expensive, people would be forced to look for healthier options. In addition, food producers would have an incentive to provide healthier foods. However, there is likely to be resistance from consumers and producers who want to have a wider choice.

To conclude, although imposing a higher tax on fast food could have some positive effects, they would be outweighed by the drawbacks. For one thing, some sectors of society would feel victimized, and there is also the fact that simply raising tax would not result in a much healthier society. What we really need is greater awareness of diet and cheaper healthy food.

## A. Solve the crossword puzzle.




### Across

2. to be greater or more important than something
3. cheap enough that people can buy something
5. useful, easy or quick to do
7. the act of refusing to obey
8. extreme in a way that has a sudden, serious or violent effect on something
9. to order that a rule be used
10. something in the food that helps to grow and be healthy
11. to punish somebody

### Down

1. medical condition in which the body cannot produce enough insulin to control the amount of sugar in the blood
4. the act of eating more food
6. the state of being very fat

**B. Answer the following questions.**

a. Why are people nowadays suffering from heart disease?
b. Does the writer think that high tax will bring desired health benefits?
c. Why do teenagers like to go to fast food restaurants?
d. What substances does the fast food contain in high amount?
e. Which is healthier: fast food or home cooked?
f. What according to the writer is the real need?

**C. What are the disadvantages of eating fast food? Make a list and share it to the class.**

## Pronunciation

Listen to your teacher and write the words. Practise saying the words.

| | | | |
|---|---|---|---|
| /ˌdaɪəˈbiːtiːz/ | /ˈəʊvə(r)kənˈsʌmpʃn/ | /əˈfɔːdəbl/ | /kənˈviːniənt/ |
| /rɪˈzɪstəns/ | /ˈdræstɪk/ | /njuˈtrɪʃn/ | /ˌaʊtˈweɪ/ |

## Grammar I

**A. Read the text again and underline all the verb forms with 'to + verb'.**

**Example:** 'to make'

**B. Study the following sentences.**

a. She studies hard to get better marks.
b. He goes to the gym to be healthy.
c. I went to the cinema to see the new film.
d. I play computer games to have fun.
e. She went to the park to play with her friends.

**C. Put the words into the correct groups.**

| | | |
|---|---|---|
| to travel | to speak to other people | to keep fit |
| to be healthy | to run faster | to play with other friends |
| to get a good job | to understand films and music | to get good marks |

| We learn English | We do exercise |
|---|---|
| | |

**D. Match the two halves of the sentences.**

| | | |
|---|---|---|
| a. | He is going to the shop | i. to see the Dharahara. |
| b. | He's making a card | ii. to ask for help with his homework. |
| c. | He went to Kathmandu | iii. to give it to his mum. |
| d. | They were at the cinema | iv. to buy a new computer game. |
| e. | He called his friend | v. to get extra pocket money. |
| f. | He washes the car every Sunday | vi. to watch a film. |

## Listening

**A. Answer these questions.**

a. What are your habits? Make a list of any five habits.

b. Are they good habits or bad habits? Talk about each with your friend.

**B. Listen to the recording and write True or False against these statements.**

a. Not all people have bad habits.

b. All smokers think that smoking is a bad habit.

c. Making a noise while eating in England is a bad habit.

d. The speaker wants other people to stop their bad habits.

e. He doesn't like when people become late for meetings.

f. The speaker wants motorists to improve their driving habits.

**C. What habits was the speaker talking about in the recording? Make a list of those habits. Do you have any of those habits? Share it to your friends.**

## Writing I

**A. Tick the sentence with the appropriate use of punctuation in each group below.**

| | | |
|---|---|---|
| a. | I know, what you want. | |
| | I know what you want. | |
| | I know what you want? | |
| | I know What you want. | |

| | | |
|---|---|---|
| b | You don't know me well do you? | |
| | You don't know me well, do you | |
| | You don't know me well do you? | |
| | You don't know me well, do you? | |
| c | He said, I am a student. | |
| | He said I am a student. | |
| | He said "I am a student." | |
| | He said, "I am a student." | |
| d | Ugh! Why are you yelling at me? | |
| | Ugh, why are you yelling at me. | |
| | Ugh, Why are you yelling at me? | |
| | Ugh! Why are you yelling at me! | |

**B. The following text has several punctuation errors. Rewrite the text correcting the errors.**

winston is one of the most laid-back people i know he is tall and slim with black hair and he always wears a t-shirt and black jeans his jeans have holes in them and his baseball boots are scruffy too he usually sits at the back of the class and he often seems to be asleep however when the exam results are given out he always gets an "A" i don't think hes as lazy as he appears to be

## Reading II

**Answer these questions.**

a. What two things are shown in the picture?
b. What does the picture imply?
c. Do you think that the pen is more useful than the sword? Why?

**Now, read a part of speech on 'The pen is mightier than the sword'.**

I would like to thank you all for giving me the opportunity to stand in front of you and deliver a speech today. The topic of my speech is *The Pen is Mightier than the Sword*. It's a very popular phrase. We all know that a sword is a very

powerful weapon and can give enormous power to the person holding it. It is so powerful that with this you can even make people bow down to you and establish your supremacy.

However, you can enslave a person physically, but cannot enslave his mind and heart. This power lies with the pen. Pen, even though small in size, is known to be more powerful than the sword. Through sword, you enslave people against their will and this cannot last for long as one day your supremacy will meet its doom.

History gives us enough proofs to realize that military power does not last for a long time. Alexander the Great, Napoleon Bonaparte and Hitler are some examples. On the contrary, the teachings and sayings of the great writers as well as philosophers are remembered by the people forever. It doesn't die down and has a lasting impact. In fact, philosophers, writers, poets and scientists never die, but live in our hearts forever through their exemplary works.

Long-lasting empires cannot be built through swords, but through the power of pen. It is the writers' pen that has encouraged our youths to strike back against injustice and give a tough fight to the corrupt authority.

The ability of a human is to pin down their thoughts on a piece of paper. What makes human beings superior to animals? It is not their physical strength, but their mental faculty and the way they think differently. Therefore, it's not the sword, but the pen, from which powerful thoughts flow down and makes human superior to other animals on this earth.

Thus, I would want to say that violence never ever helps. So, the pen is indeed mightier than the sword because what can be achieved through language and thoughts cannot be achieved through violence and power.

So, adopt the path of non-violence and influence the world with your pen.

Thank You!

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

| | | | |
|---|---|---|---|
| a. | enormous | i. | providing a good example for people to copy |
| b. | supremacy | ii. | the fact of a situation being unfair |
| c. | enslave | iii. | to accept something |
| d. | doom | iv. | extremely large |
| e. | exemplary | v. | a group of countries or states controlled by one leader |
| f. | empire | vi. | willing to use power to do dishonest things |
| g. | injustice | vii. | a position in which you have more power or status |
| h. | corrupt | viii. | any terrible event that you cannot avoid |
| i. | violence | ix. | to make somebody a slave |
| j. | adopt | x. | behaviour intended to hurt or kill somebody |

**B. Complete the sentences with the words from the columns A above.**

a. Is there too much …….. on TV?
b. The company has established total ……. over its rivals.
c. The boy has made a/an …… record. Follow him.
d. Discrimination against female is a social …….. .
e. The turnip is ……. . It weighs 1 kg.

**C. Read the text and write True or False against the following statements.**

a. The speaker is thankful to all the audience.
b. One can enslave the other's heart and mind too.
c. Controlling others with power cannot last for long.
d. Writers are always remembered by people.
e. The mental ability of human beings makes them superior to other animals.
f. The speaker says that violence never helps.
g. The writer believes that the pen is mightier than the sword.

**D. What arguments does the speaker make to support her statement 'The pen is mightier than the sword'? List the main point.**

## Speaking

**A. In the reading text above, the speaker says that the pen is mightier than the sword. Do you agree with the speaker? Talk to your partner. Use the following expressions.**

a. I think ……
b. I believe ……..
c. In my opinion, …….
d. I strongly believe that …….
e. I'm sure that ……

**B. Look at the pictures. What is happening there? Is it right or wrong? Give your opinions. Use the expressions from A above.**

**C. Some people say life is much easier in the city than in the village. Do you agree or disagree? Give your opinions.**

## Grammar II

**A. Study the following sentences.**

a. I'm just leaving my office. I'll be home in an hour.
b. Please be quiet. The children are sleeping.
c. Mina is going to a new school next month.
d. What are you doing next week?
e. Are you listening to me?
f. Are they coming to the party?
g. I'm tired. I'm not doing that.
h. She isn't going home until Tuesday.

**B. What is happening in the picture below? Write at least 10 sentences.**

**C. Use present simple or present continuous forms of the verbs to complete the sentences. It could be affirmative, negative or a question.**

a. ---------- (you/come) tonight?
b. …… (he/eat) rice every day?
c. I …… (work) at the moment.
d. …… (he/go) to Kathmandu often?
e. They …… (not/come) to the party tomorrow.
f. They …… (go) to a restaurant every Saturday.
g. She …… (not/go) to the cinema very often.
h. I …… (not/drink) coffee very often.
i. Keep quiet! Julie …… (sleep) now.
j. I am …… (read) a story these days.

## Writing II

**A. In the first reading text about Fast Food, you read about the writer's opinion on imposing a higher tax to reduce the number of people suffering from different health problems. Read the text again and notice how she has given her opinions. Notice the language she has used.**

**B. Some students think that having a lot of homework is good while others don't like doing more homework. What do you think? Write a short paragraph with your opinion.**

## Project work

**Consult with your English teacher. Set a topic for a speech competition and organize the event in your class.**

## Extra bit

**Study the use of different punctuation marks.**

| | |
|---|---|
| Full stop (.) | Jane and Jack went to the market. |
| Question mark (?) | When did he leave for the market? |
| Exclamation mark (!) | What a beautiful flower! |
| Comma (,) | Thanks for all your help, Nita. |
| Semicolon (;) | He was hurt; he knew she only said it to upset him. |
| Colon (:) | She bought four things: a shirt, a pair of shoes, a scarf and a story book. |
| Hyphen | I have a part-time job. |
| Apostrophe (') | He's done the work on time. |
| Quotation marks (" ") | "Don't go outside," she said. |

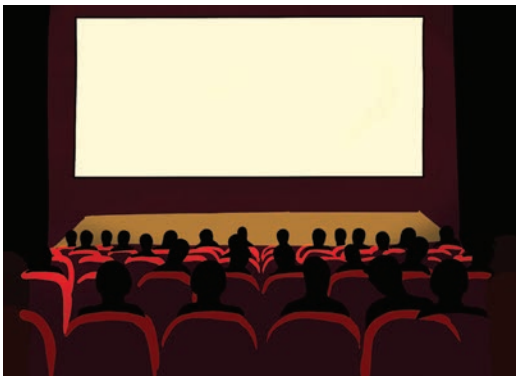
## Getting started

**A. Look at the pictures. Take turns to ask and answer questions as in the example.**

***Example:***

*What did you do yesterday?*

*I went on hiking.*



**B. Listen and sing.**

I gave a letter to the postman,
he put it in his sack.
But in early next morning,
he brought my letter back.

She wrote upon it:
Return to sender, address unknown.
No such number, no such zone.

**Underline all the past forms of verbs in the above song.**

## Reading I

**Answer the questions.**

a. How is the road?

b. Have you ever travelled along such a road?

# The First Day of Holiday

Last year, three friends of mine decided to spend a holiday in the mountains. They set off by car early in the morning and by the late afternoon they had almost reached the village where they were going to stay. After stopping for a quick cup of tea at a wayside café, they set off again along the winding road that led to the mountains. They had a map with them and according to the map the village they were going to stay in was only about fifteen miles away.

It got dark not long after this, and it began to rain too, which of course made it more difficult to see the road clearly. After they had driven for about fifteen miles, there was still no sign of the village. Obviously, the map they had was not a very good one.

They went on for another five miles and then the car suddenly stopped. At first my friend thought that they had run out of petrol but, on examination, they found that this was not the trouble. Something else was wrong with the car. Since they could not start the car again, they decided to spend the night in the car, though they had very little food with them and there was not much room for three people.

Early in the morning, a car came along the road. They stopped the driver and asked him where the village was. He told them that it was just on the other side of the hill. They tied their car to his car and he pulled them to the top of the hill. After that their car ran all the way downhill to the village, where they found a hotel and had a good breakfast. Of course, if they had walked up the hill the night before, they would not have had to spend an uncomfortable night in the car.

*(Source: Basic Comprehension Passages, Longman)*

**A. What are the words/phrases for these meanings? Find them in the text and write.**

a. to use off or finish a supply of something
b. not feeling physically relaxed
c. clearly
d. having many bends
e. started/began a journey
f. the act of looking at something very carefully
g. space

**B. Now, complete these sentences with the words you found.**

a. I couldn't sleep because the bed was so …….. .
b. They ……. for Kathmandu just after 10.
c. The walk follows a ……. path through the forest.
d. Diet and exercise are ……. important for our health.
e. They had ……. of time for the trapped miners.
f. After a thorough ……., they announced that the suspicious device was harmless.
g. Is there enough ……. to sleep for all of us?

**C. Are these statements True or False?**

a. They drove all day without stopping until the car broke down.
b. They forgot to take a map with them.
c. Their car stopped because they had run out of petrol.
d. They spent a comfortable night in the car.
e. They had to push their car to the top of the hill.

**D. Answer the following questions.**

a. Where were they going to spend their holiday?
b. Why was it difficult to see the road?
c. What did they ask the driver of the passing car?
d. What did the driver tell them?
e. What was the first thing they did when they reached the village?

**E. Underline all the past forms of verbs in the above story. Choose at least five of them to talk about yourself.**

## Pronunciation

**Listen to your teacher. Notice what sounds the '-ed' in the words make and put them in the correct column.**

decided, reached, stopped, asked, pulled, walked, pumped, cheered, wanted, practised, jumped, finished, enjoyed, demanded, played, nodded, planted, hatched, briefed, turned.

| /t/ | /d/ | /ɪd/ |
|---|---|---|
| | | |

## Grammar I

**A. Study these sentences.**

a. They went on for another five miles and then the car suddenly stopped.

b. They thought that they had run out of petrol but they found that this was not the trouble.

c. Although they had very little food with them, they decided to spend the night there.

d. They had very little food with them, however, they decided to spend the night there.

e. There was not much room for three people, however, they managed to sleep there.

**B. Complete these sentences with and, but, although or however.**

a. I passed the exam, ……. I didn't get a better score.

b. …….. it was raining, we still went to the park.

c. She worked hard ……. made a lot of money.

d. John bought the watch, …….., it was expensive.

e. He was late …… wasn't allowed to get in.

f. She is rich ……. helpful.

g. I finished the homework, …… it wasn't easy.

h. …….. we had an umbrella, we got extremely wet.

i. She didn't want him to see her ……. hid behind a plant.

j. I don't like running, …….. I like swimming.

**C. Match the two halves to make meaningful sentences.**

| | |
|---|---|
| a. We wanted to go to the show | i. however, I went to bed late last night. |
| b. Shall we go to the cinema | ii. but there weren't any seats left. |
| c. Although burgers are very tasty, | iii. and watch that film you were talking about? |
| d. My neighbours are friendly | iv. they are not very healthy. |
| e. I feel extremely tired, | v. but they're noisy. |

## Listening

**A. Look at the picture and answer the questions.**

a. What is the woman doing?

b. Have you ever gone shopping? What did you buy there?

**B. Listen to the recording and answer the following questions.**

a. Who are the people talking?

b. What did Mary do at the weekend?

c. Who accompanied Mary in the restaurant?

d. Why didn't Peter go out in the weekend?

**C. Listen to the recording and complete these sentences.**

a. Mary .....a new dress from the shopping store.

b. She went home and .....shower.

c. Tom and Mary .....at the Green restaurant.
d. They .....the dinner.
e. Peter .....a cough and fever.

## Writing I

**A. Ask your friends these questions. Write down their answers in complete sentences.**

| Questions | Friend 1 | Friend 2 | Friend 3 | Friend 4 |
|---|---|---|---|---|
| When was your last vacation? | | | | |
| Where did you go? | | | | |
| How did you go? | | | | |
| Who did you go with? | | | | |
| What did you do? | | | | |

**B. Where did you go in your last vacation? Write a short paragraph about it. Try answering the above questions in your paragraph.**

## Reading II

**Answer the following questions.**

a. Who do you see in the picture?
b. What prestigious award has she got?
c. Why did she get the award?

### Anuradha Koirala

Anuradha Koirala, lovingly called Dijju (elder sister) was born on 14th April 1949 to Colonel Pratap Singh Gurung and Laxmi Gurung. She was educated at a hill station in Kalimpong, India. It was here that the Mother and Sisters at St. Joseph Convent School further increased her devotion towards social work.

Mother Teresa has always been her largest source of inspiration. She spent more than 20 years teaching children at various schools around Kathmandu. Even though this brought her great satisfaction, she realized that she had a bigger personal calling to fulfill. Children, girls and women were being trafficked

within and from Nepal for sexual exploitation. Therefore, in 1993, Ms. Koirala founded Maiti Nepal with the aim of providing services for both children and women who have endured untold pain and suffering, often in silence.

After establishing Maiti Nepal, she plunged into the service of humanity. Her first work was setting up of a home so that she could provide an abode to those who have nowhere else to turn to. Now, Maiti Nepal has three prevention homes, eleven transit homes, two hospices and a formal school. More than 1000 children are receiving direct services from Maiti Nepal every day. It was all made possible with her firm determination and leadership.

Maiti Nepal today conducts a wide range of activities. Organizing awareness campaigns, community sensitization programs, rescue operations, apprehending traffickers, providing legal support to the needy, women empowerment programmes, trainings, providing antiretroviral therapy (ART) to children and women infected by HIV are regular activities of Maiti Nepal.

So far, Anuradha Koirala has been awarded 38 national and international awards in recognition of her courageous acts and achievements furthering the cause of children's and women's rights. Some of the national and international awards include; Prabal Gorkha Dakshin Bahu Medal- Nepal 1999, Trishaktipatta Award 2002, Best Social Worker of the Year Award- Nepal 1998, German UNIFEM Prize 2007, Queen Sofia Silver Medal Award 2007, The Peace Abbey, and Courage of Conscience 2006. Her achievements include liberating girls from brothels, providing ART before the government of Nepal could initiate this process. Due to her continuous struggle, Government of Nepal now recognizes 5th September as an anti-trafficking day. In 2010 she was declared as CNN Hero. It was the result of her struggle and compassion to fight the social evil of human trafficking. Her victory as CNN hero is a pride and honour to the nation itself.

*(Retrieved & adapted from www.maitinepal.org)*

## A. Match the words with their meanings

| | |
|---|---|
| a. devotion | i. the place where somebody lives |
| b. endure | ii. to catch somebody and arrest them |
| c. abode | iii. great love, care and support for somebody |
| d. hospice | iv. a thing that somebody has done successfully |

| | |
|---|---|
| e. apprehend | v. a strong feeling of sympathy |
| f. achievement | vi. a hospital for people who are dying |
| g. compassion | vii. to deal with something that is painful |

**B. Answer the following questions.**

a. Where did Anuradha Koirala study?

b. How long did she teach at schools in Kathmandu?

c. When did she establish Maiti Nepal?

d. What activities does Maiti Nepal do these days? Write any three of them.

e. What does ART stand for?

f. What type of awards has she got?

g. Why was she awarded with the title CNN Hero?

**C. Why are these years important in the life of Anuradha Koirala? Complete the table.**

| Years | What happened? |
|---|---|
| 1949 | |
| 1999 | |
| 2007 | |
| 2010 | |

## Grammar II

**A. Study the following sentences.**

a. Anuradha Koirala used to teach school children, but now she doesn't.

b. She established Maiti Nepal in 1993.

b. I used to play marbles when I was a child, but now I don't.

c. I played football yesterday.

d. People used to travel on foot 300 years ago, but now they can travel by bus.

e. People did not use to work in factories 500 years ago.

**B. Rewrite these sentences using used to as in the example.**

Example: My family/go to Pokhara for the weekend when I was young, but

now they don't.

My family used to go to Pokhara for the weekend when I was young.

a. Dinesh/not like watching sport but he does now.

b. My sister/have short hair when she was younger.

c. Nitu/not wear jeans but she does now.

d. We/go to visit our relatives on New Year Day but now we don't.

e. I/go to bed early but now I don't.

f. My grandfather/drink a cup of coffee after dinner every night.

g. He/walk along the beach every evening before bed.

h. She/love playing badminton before she hurt her shoulder.

i. I/have long hair when I was a child.

**C. Complete the story. Use past simple forms of verbs from brackets.**

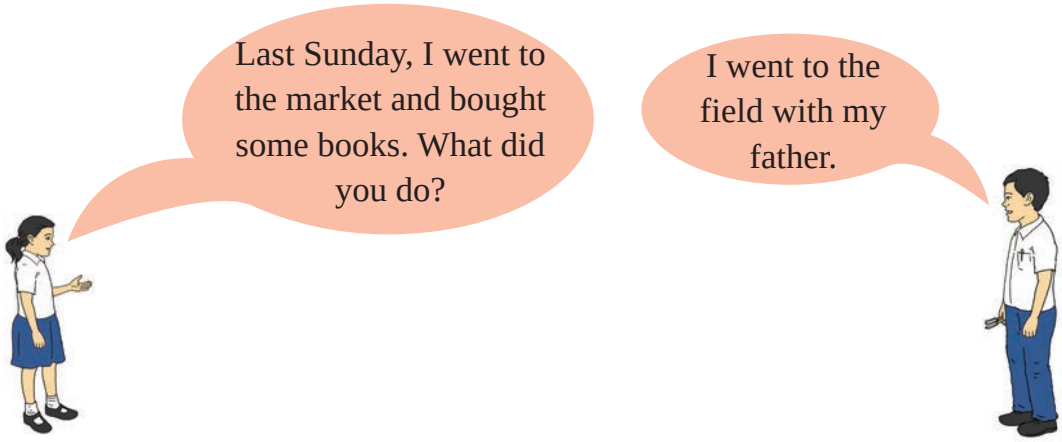
One autumn evening, Charles and Beth …….. (go) to the theater. They …… (attend) a play. The play …….. (start) at 7:00. Charles and Beth …….. (enjoy) the play. After the play, they …… (walk) together in the park. They …… (walk) beside the lake. The moon …….. (be) bright. They …… (talk) about their future. When Charles and Beth ……. (go) home, their children …….. (not be) asleep. They …….. (wait) for Charles and Beth to return. They …… (be) excited to hear about the play. Charles …… (tell) the children about the play. Then, Beth …… (put) the children to bed. Charles and Beth …… (be) very tired. It ……. (be) a good night!

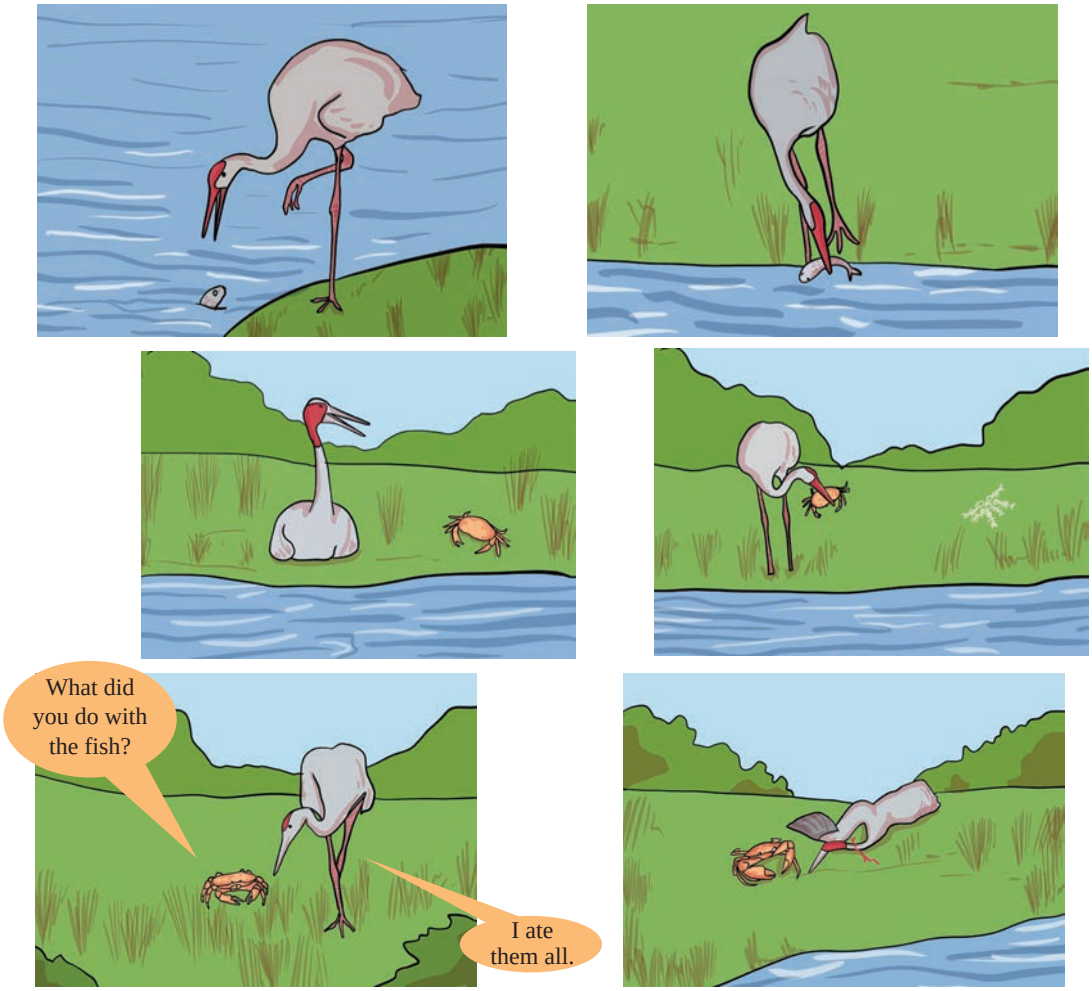
## Speaking

**A. Work in pairs. Take turns to talk about your past habits. Talk about at least 5/6 things you used to/didn't use to do.**

**B. What did you do last week? Complete the table below. Work in pairs and take turns to ask and answer as in the example. Use the past tense.**

| Day | What did you do? |
|---|---|
| Sunday | went to the market and bought some books. |
| | |


Last Sunday, I went to the market and bought some books. What did you do?
I went to the field with my father.


What did you do with the fish?
I ate them all.

| | |
|---|---|
| | |
| | |
| | |

**Example:**

**C. Look at the pictures. Discuss with your friends. Try telling the story.**

## Writing II

**Now, write the same story. Take help from these points. Use the past forms of the verbs.**

Old crane can no longer catch fish … starving … finds an idea … tells fish that fisherman would come and catch them ……. fish asks crane to help them ..... takes them to another pond … will eat them … one day crab asks the crane to take him to the other pond … crane agrees .. along the way crab notices fish bones … asks the crane about the fish … crane said that he ate them all …. crab kills the crane with his pincers.

## Project work

**Visit an elderly person in your neighborhood. Ask him/ her about his/her life story. Take notes and prepare a short biography of him/her and tell it to your class.**

## Extra bit

**Use the correct forms of verbs from the brackets to complete the story. Suggest a title to the story and retell it to your friends.**

There (be) a dog that was very hungry. He (search) for food everywhere and at last he (find) a bone. He (pick up) the bone with his mouth and (start) going back to his home. There (be) a bridge on the way to his home. When he (start) crossing it he (see) his reflection in the water. The dog (think) that there (be) another dog with a bone in the water. He (want) to get the other bone too. So, he (start) barking at his own reflection. His bone (fall) in water as soon as he (open) his mouth. The greedy dog (lose) his bone.

## Getting started

**A. Look at the pictures. Take turns to ask and answer questions as in the example.**

*Example:*
*Which is taller: Mt. Makalu or Mt. Dhaulagiri?*
*Mt. Makalu is taller than Mt. Dhaulagiri./Mt. Dhaulagiri is shorter than Mt. Makalu.*

| |
|---|
| Mt. Makalu 8463 m |
| Mt. Dhaulagiri 8167 m |

**B. Listen and sing.**

What doesn't kill you makes you stronger
Stand a little taller
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter
Footsteps even lighter
Doesn't mean I'm over 'cause you're gone
What doesn't kill you makes you stronger, stronger
Just me, myself and I
What doesn't kill you makes you stronger
Stand a little taller
Doesn't mean I'm lonely when I'm alone.

**What are the '…er' words of these words?**

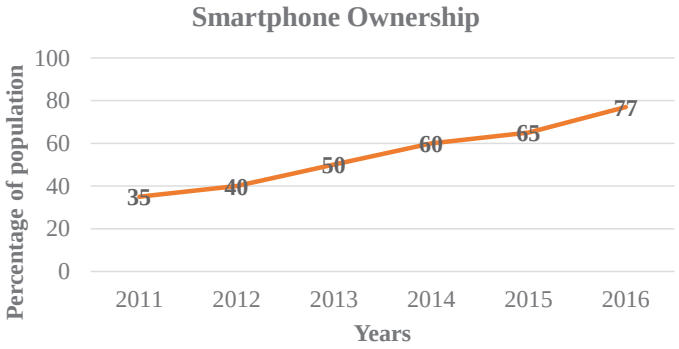
strong tall light

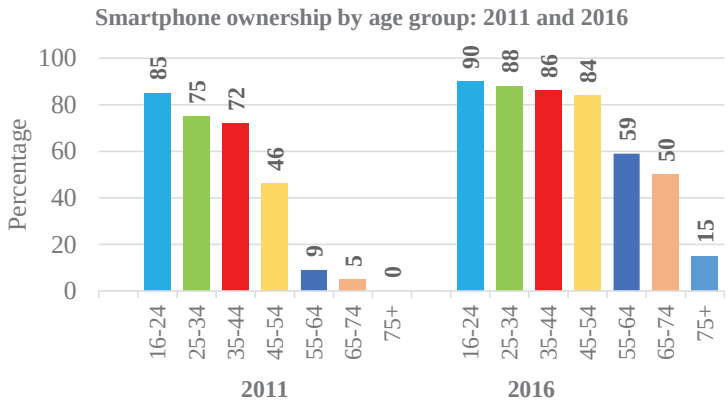
## Reading I

**Answer the questions.**

a. Name the types of charts.

b. What do they show?




The first chart illustrates the percentage of the population who owned a smartphone from 2011 to 2016. The second breaks the percentages down by age for 2011 and 2016.

Overall, smartphone ownership increased higher during the six-year period. In general, the younger people were, the more likely they were to own a smartphone. However, the most significant increases in smartphone ownership between 2011 and 2016 came from people aged 45 to 54, from 46% to 84%; from those in the 55 to 64 category, from 9% to 59%; and from those aged 65 to 74, from 5% to 50%.

The percentage of people who owned a smartphone rose steadily, starting at around 35% in 2011 and reaching about 77% by 2016. People aged 16 to 24 represented the greatest percentage of smartphone ownership in both 2011 and

2016. 75% of people aged 25 to 34 and 72% of those aged 35 to 44 owned a smartphone in 2011, rising to 88% and 86% respectively by 2016.

Although almost nobody in the 75+ age category owned a smartphone in 2011, 15% of this group owned smartphones in 2016. It seems they have developed more interest in modern technology.

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

| | | | |
|---|---|---|---|
| a. | illustrates | i. | important. |
| b. | ownership | ii. | be a symbol of something. |
| c. | significant | iii. | in the same order as already mentioned. |
| d. | steadily | iv. | the fact of owning something. |
| e. | represent | v. | shows. |
| f. | respectively | vi. | gradually and in an even and regular way. |

**B. Answer the following questions.**

a. What does the second chart show?
b. By what percentage have the smartphone owners increased in the period?
c. In which age group are the smartphones the most popular in 2016?
d. What is interesting about the 75+ age group?

**C. Look at the charts and the descriptions again and ask and answer question in pairs.**

## Pronunciation

**Learn the pronunciation of '…er' words.**

| | | | |
|---|---|---|---|
| higher | younger | heavier | bigger |
| uglier | taller | smarter | clearer |

## Grammar I

**A. Study the following sentences.**

a. My sister thinks she's more intelligent than me, but I don't agree.
b. Avatar is probably the worst film I've ever seen.
c. What is the wettest month of the year in Nepal?
d. Do you think films are better than books?
e. Who is the most powerful person in your village?

f. I think Ritesh is funnier than Nitesh.
g. Is Nitu older than Nima?
h. John is the nicest person that I know.

**B. Fill in the missing forms.**

| Positive | Comparative | Superlative |
|---|---|---|
| | more intelligent | |
| | | worst |
| | | wettest |
| | Better | |
| | | most powerful |
| | Funnier | |
| | Older | |
| | | nicest |

**C. Complete the following sentences with correct forms of the words from brackets.**

a. The clothes here are …….. (good) than the ones in my town.
b. It's …….. (far) than I thought – I think we're lost.
c. That's the …….. (disgusting) meal I've ever had!
d. I hope your team's …….. (lucky) today than last week.
e. They're …….. (happy) in their new school than in their old one.
f. Your tomato sauce is …….. (tasty) than my mum's.
g. This flower is …….. (beautiful) than that one.
h. This is the …….. (interesting) book I have ever read.
i. Non-smokers usually live …….. (long) than smokers.
j. What is the …….. (dangerous) animal in the world?

## Listening

**A. Think about these questions.**

a. Which is your favourite country?
b. What do you like most about that country?

**B. Listen to the recording and decide if these sentences are True or False.**

a. The girl has worked in two countries.
b. She likes the weather in Japan and Mexico.

c. She doesn't think that there are many types of food in Britain.
d. She ate lots of Sushi in Japan.
e. She didn't learn any Japanese.
f. Mexico is her favourite country because of the food.

**C. Recall what you heard. Write as many comparative and superlative adjectives as possible from the audio. Whoever writes the highest number of words will be the winner.**

## Speaking

**A. Look at the following pictures. Use the adjectives to make comparison.**

| | | | | | | |
|---|---|---|---|---|---|---|
| tall | intelligent | heavy | fast | strong | dangerous | slow |

***Example:*** *A lion is more dangerous than an elephant.*
*An elephant is the largest animal.*

**B. Look at the following clues and make a comparison as in the example.**

*Example: English is as interesting as Nepali.*
*An apple is not as sweet as an orange.*

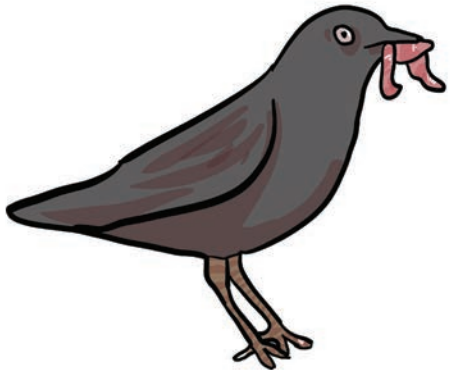
a. English/ interesting/Nepali
b. bullet train/ fast/ airplane
c. algebra/ difficult/ geometry
d. grammar/ easy/ spelling
e. apple/ sweet/ orange
f. morning/ warm/ afternoon

## Writing I

**The table below shows age-wise population percentage of Nepal in three years. Write an interpretation of it.**

| Age group | 2017 | 2018 | 2019 |
|---|---|---|---|
| 0-14 | 31.34% | 30.41% | 29.57% |
| 15-64 | 63% | 63.86% | 64.65% |
| 65+ | 5.66% | 5.73% | 5.78% |

## Reading II



A Bird, came down the Walk
A Bird, came down the Walk
He did not know I saw
He bit an Angle Worm in halves
And ate the fellow, raw.

And then, he drank a Dew
From a convenient Grass
And then hopped sidewise to the Wall
To let a Beetle pass.
He glanced with rapid eyes,
That hurried all abroad
They looked like frightened Beads, I thought,
He stirred his Velvet Head.

*- Emily Dickinson*

**A. Write the words that rhyme with these words.**

saw grass abroad

**B. Answer the following questions.**

a. What did the bird bite?

b. Where did the bird drink water from?

c. What colour was his head?

## Grammar II

**A. Complete the following sentences with the correct superlative form of the words listed below.**

high delicious smart cold boring lucky
valuable long scary

*Example: He bought the most valuable jewellery for his mother.*

a. Yesterday was ……. day of the year. I almost froze to death walking home from school!
b. Please give me your recipe. That is……. cake I've ever eaten.
c. Aaradhya is ……. student in our class. He gets the top grades in every course.
d. Samjhana told ……. story last night. I couldn't stop laughing.
e. The Nile is ……. river in the world.
f. Ramila is ……. person I know. She has won the lottery four times!
g. He is ……. speaker I have ever heard. Half the audience fell asleep during his speech.
h. Mount Everest is ……. mountain in the world.

**B. Complete the following sentences with the correct form (comparative or superlative) of the adverb provided.**

a. I drive ……. (carefully) than my husband.
b. Anu works ……. (hard) than I do, but our secretary works
c. ……. (hard) of all of us.
d. Anita sings ……. (beautifully) of all the people in the choir.
e. Our teacher explains the lessons ……. (clearly) than yours.
f. Pema arrived at the meeting ……. (early) than Barun did.
g. Kamal arrived ……. (early) of them all.

**C. Make comparisons of the following. Use your own ideas.**

***Example:*** *papaya/ orange/watermelon*

*A papaya is bigger than an orange. A papaya isn't as big as a watermelon. A watermelon is the biggest fruit of the three.*

a. turtle/ rabbit/ fox
b. feather/ book/ television

c. running shoes/ bedroom slippers/ high heeled shoes
d. bicycle/ motorcycle/ car
e. teacher/ doctor/ lawyer

## Writing II

**Write your answers to the questions below. Then ask one of your friends the same questions. Then write a paragraph about the similarities and differences that you and your friend have.**

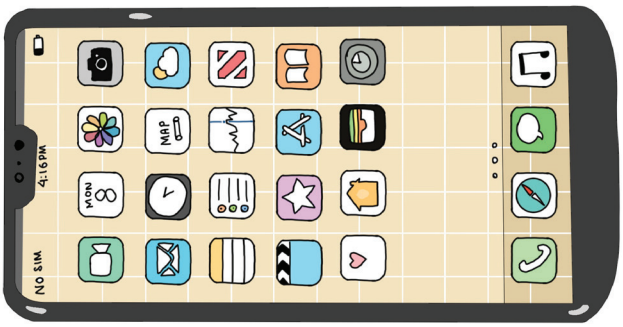
| | Me | My friend |
|---|---|---|
| How old are you? | | |
| Are you shy? | | |
| Do you like to watch television? | | |
| Do you like pets? | | |
| Do you like mobile phones? | | |
| Do you like to tell stories or jokes? | | |
| Do you love to exercise? | | |

## Project work

**Collect the number of gradewise students of your school. In a group of five, make a bar chart in a chart paper. Try to make it as attractive as possible and paste it in the classroom.**

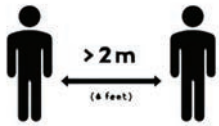
## Extra bit

**Look at the two pictures. Write any five sentences to make comparison between them.**



## Getting started

### A. Look at the signs. What do they mean? Talk to your friends.



### B. Listen and sing.

I couldn't see, now I can.
I wouldn't listen, now I will.
He may seem happy, but he might be sad
You ought to be kind, you should do your best
can and could
will and would
may and might
ought to and should
You don't have to walk, no you needn't
'cause I'm able to drive, yes I can
We have to,
We must obey the traffic lights
We can go on green but we mustn't on red.
Don't have to and needn't
able to and can
have to and must, mustn't and can't.

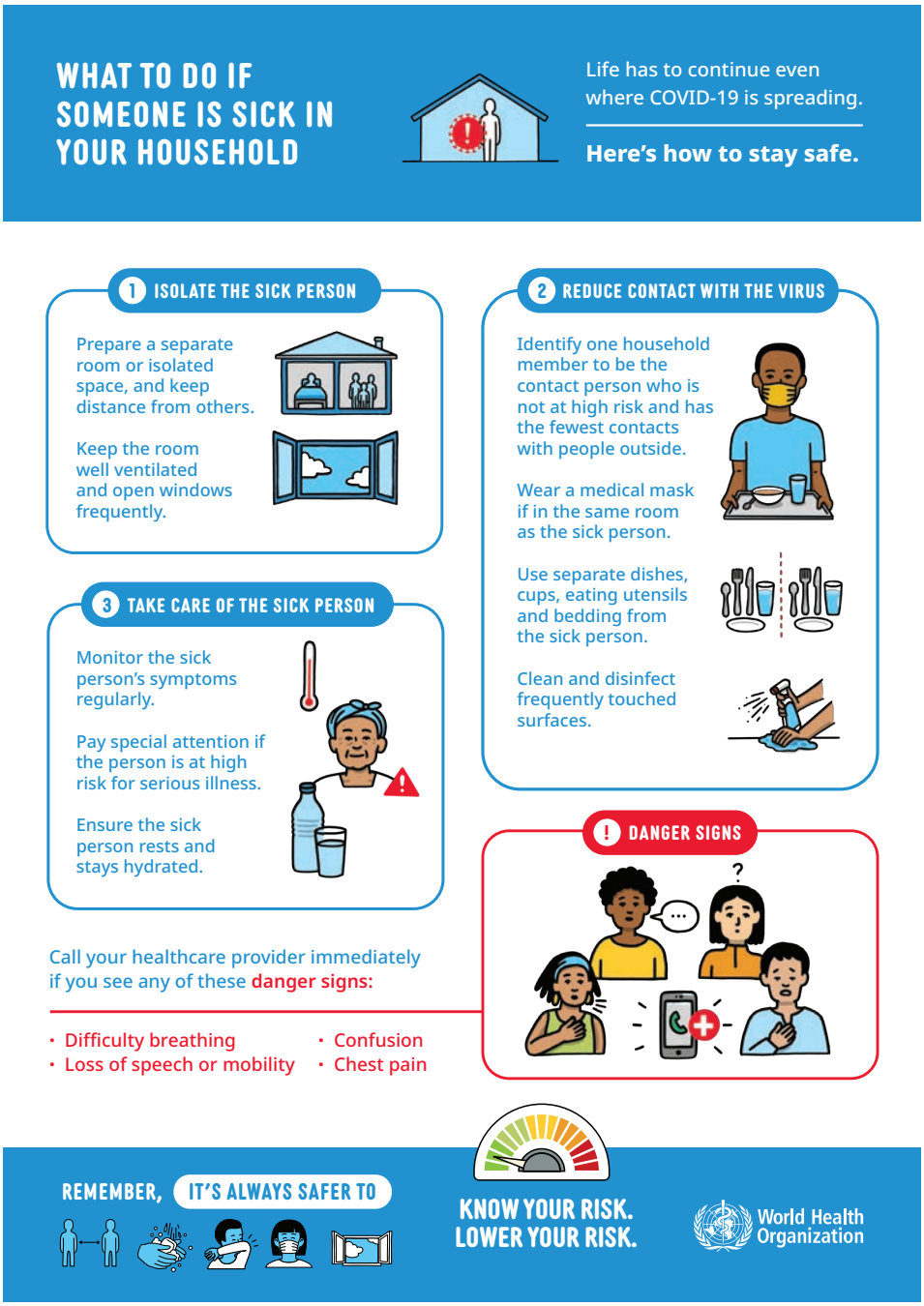
**Underline all the auxiliary verbs in the above song.**

## Reading I

### Answer the following questions.

a. How can you get Covid-19?

b. How can you protect yourself from Covid-19?



## A. Match the words with their meanings.

| | | | |
|---|---|---|---|
| a. | isolated | i. | to clean something using a substance that kills bacteria |
| b. | ventilated | ii. | changes in your body or mind that show that you are not healthy |
| c. | disinfect | iii. | made something/somebody take in and hold water |
| d. | symptoms | iv. | away from others |
| e. | hydrated | v. | allowed fresh air to enter and move around a room |

## B. Answer the following questions.

a. How should a sick person be isolated?

b. What should the isolation room be like?

c. How can you protect yourself if you and the sick person are in the same room?

d. Why should the surfaces be cleaned?

e. What are the serious symptoms of Covid-19?

f. What five safety measures are suggested in the above brochure?

## C. Communicate the five safety measures of Covid-19 to your friend.

***Example: Keep distance.***

## Pronunciation

**Learn the meanings of the following words from your teacher or from a dictionary. Learn their pronunciation too.**

| | | | | |
|---|---|---|---|---|
| antibody | contact | trace | isolate | coronavirus |
| epidemic | pandemic | immunity | hygiene | sanitizer |

## Writing I

**Prepare a one-page leaflet like the above reading text on 'How to stay safe from Covid-19'?**

## Listening

**A. Look at the picture and answer the questions.**

a. Who are the people in the picture?
b. Where are they?
c. What is the old woman doing?

**B. Listen to the recording and complete the table below.**

| | |
|---|---|
| The grandmother is going to cook | |
| The girl must wear an | |
| They must mix everything to get the | |
| The dough must be rolled with a | |
| The grandmother is not going to let the girl slice the | |
| The girl can cut the | |
| The girl must be careful with the | |
| They shouldn't bake the pizza for more than | |
| They are going to the park to have some | |
| They are taking their roller skates and | |

**C. Listen to the recording again and write down two word verbs like 'should wear'.**

## Reading II

**Nepal Central Zoo**

**Jawalakhel, Lalitpur**

Central Zoo Rules

*Zoo rules are created for the safety and welfare of both our guests and the animals. Please obey all rules, guidelines and posted signs throughout Zoo property. The Zoo staff will remove anyone who violates the rules and guidelines. We reserve the right to inspect any item brought onto Zoo property.*

**Respect the Animals**

Please treat the Zoo animals with the respect they deserve. Do not yell at or

taunt the animals, do not bang on their enclosures and do not throw objects into their habitats.

**Respect your Boundaries**

Never cross any fence or barrier in the Zoo. Do not try to touch the animals— if an animal has teeth, it can bite; if an animal has claws, it can scratch. This is for the safety of both our visitors and our animals.

**Do Not Feed the Animals**

The animals at Central Zoo have veterinarian approved and formulated diets to ensure their health and wellbeing. Human food may make them sick.

*Note: You may feed the animals that participate in the "Feed Your Friends" programme with approved food purchased from the gift shop.*

**No Smoking**

To decrease fire hazards and ensure the safety and health of the animals, guests and staff, smoking is not permitted inside the zoo. This includes the parking lot too.

**No Pets**

All pets are prohibited in the Zoo to protect both the Zoo animals and your animals.

**Children Must be Supervised at All Times**

We get it— kids are adventurous and like to wander! However, we want your kids to stay safe. Keep an eye on them and make sure they are supervised at all times. Any individual under the age of 16 must be accompanied by an adult when visiting the Zoo.

**A. Find out the single word of the following meanings from the text.**

a. the condition of being protected from or unlikely to cause danger, risk or injury
b. to utter a loud cry, scream, or shout
c. a remark made in order to anger, wound, or provoke someone
d. dangers or risks
e. observed
f. being forbidden

**B. Complete these sentences with the words from the box.**

**yell violates prohibited accompanied**

a. You shouldn't smoke here. Smoking is ……. in this building.
b. Do not leave your dog alone. It should be ……. by the owner all the time.
c. She never wears a school uniform. She ……. school rules.
d. Do not ……. The baby is sleeping.

**C. Are these statements true or false? Write True or False.**

a. The rules are for the protection of zoo animals only.
b. Visitors shouldn't tease the zoo animals.
c. Visitors can give food to the zoo animals.
d. Smoking is allowed at the parking lot.
e. Visitors can take their pets to the zoo.
f. The children of 15 can go to the zoo on their own.

**D. Answer the following questions.**

a. Who are these rules for?
b. What will happen when visitors do not follow the rules?
c. Why aren't the visitors allowed to go close and touch animals?
d. In what condition can you feed the zoo animals?
e. Why should the children be supervised all the time?

**E. Some people tend to violate the rules. What do you think of their behaviour? What should be done to them? Talk to your friends.**

## Grammar

**A. Study the following sentences.**

a. You can put your shoes there.
b. You are allowed to put your shoes there.
c. You can't leave your car there. It's a no parking zone.
d. I must call an electrician to get the light fixed.
e. You mustn't worry about me. I'll be fine.
f. You have to have a driving license to drive a tractor.
g. You are not allowed to drive a tractor without a driving licence.
h. You don't have to have a licence to ride a bicycle.

**B. Complete the sentences with correct words from the box.**

**can can't must mustn't have to don't have to**

a. The sign says we …… park the bicycle here.

b. The chemist ……. sell medicines without prescriptions.

c. Visitors …… park in the staff car park.

d. Baggage …….. be attended every time.

e. You ……. be late to class.

f. I …… call my sister. It's her birthday today.

g. You …….. go to the bank. You can pay online.

h. You ……. hit your friend again! Do you understand?

i. You …….. remember everything. Just try to remember these points.

j. The hotel is vegetarian. You …….. find meat item there.

k. You ……. park your bike here for a maximum of 25 minutes.

**C. Complete B's sentences using can/could/might/must+given verb form the brackets as given in the example. In some sentences you need to use the negatives too.**

***Example***

a. A : I'm hungry.

B : But you've just had lunch. You can't be hungry already. (be)

b. A : I haven't seen our neighbours for ages.

B : No. They …….. in their house. I saw them in the morning. (be)

c. A : What's the weather like? Is it raining?

B : Not at the moment but it …….. later. (rain)

d. A : Where has Manshu gone?

B : I'm not sure. She …….. have gone to the bank. (go)

e. A : I didn't see you at John's party last week.

B : No, I had to work that evening, so I …… (go)

## Speaking

**A. Look at the signs. Tell your friends what they mean. Use must or mustn't.**

**B. Dinesh has to do many things today. Look at the to do list and say what he has to do today.**

a. pay the electricity bill
b. buy a pair of sandals
c. buy a kilo of sugar
d. wash clothes and brush shoes
e. cook food in the evening

**C. Choose one topic from the following 'How to ….' topics. Work in pairs and take turns to talk about the topic. Use the given structures.**

a. How to pass an exam?
b. How to earn money?
c. How to persuade others?
d. How to win the football match?
e. How to be a good student?

| |
|---|
| You have to …….. |
| You must …….. |
| You should …….. |
| You don't have to …….. |
| You mustn't …….. |
| You shouldn't …….. |

## Writing II

**A. Here are some rules for school students. Complete the sentences with appropriate words. You may need to use negative forms as well.**

You …….. attend every lesson.

You …….. be even one minute late.

You …….. do all the homework.

You …….. do the homework of the last class even when you miss it.

You …….. look at your mobile phone to check the time.

You …….. come early and do your homework before the class.

You …….. bring your textbook to every class.

You …….. worry about making mistakes when you are speaking.

**B. You must have a library or a computer lab at your school. Prepare a set of rules (at least six) to be followed at the place.**

## Project work

**Work in groups of four or five. Gather information about Covid-19 from different sources. Make a set of rules and regulations to follow for protecting yourself from the disease. Paste them at different places in your school.**

## Extra bit

**Read the story and discuss the answer to this question.**

a. Why did the dean give the second question?

b. What would be the answer to the second questions?

### The Four Smart Students

One night four college students were out partying late night and didn't study for the test which was scheduled for the next day. In the morning, they thought of a plan. They made themselves look dirty with grease and dirt. Then they went to the Dean and said they had gone out to a wedding last night and on their way back the tire of their car burst and they had to push the car all the way back. So, they were in no condition to take the test.

The Dean thought for a minute and said they can have the re-test after 3 days. They thanked him and said they will be ready by that time.

On the third day, they appeared before the Dean. The Dean said that as this was a Special Condition Test, all four were required to sit in separate classrooms for the test. They all agreed as they had prepared well in the last 3 days.

The Test consisted of only 2 questions with the total of 100 Points.

1. Your Name _____ (1 Point)
2. Which tire burst? _____ (99 Points)

Options – (a) Front Left (b) Front Right (c) Back Left (d) Back Right

## Getting started

**A. What do you see in the pictures? Describe them to your friends.**

**B. Listen and sing.**

When I wake up, well I know I'm gonna be,
I'm gonna be the man who wakes up next to you.
When I go out, yeah I know I'm gonna be,
I'm gonna be the man who goes along with you.
When I get drunk, well I know I'm gonna be,
I'm gonna be the man who gets drunk next to you.
And when I haver, hey I know I'm gonna be,
I'm gonna be the man who's havering to you.
And I would roll 500 miles.
And I would roll 500 more.
Just to be the man who rolls a thousand miles.
To fall down at your door.

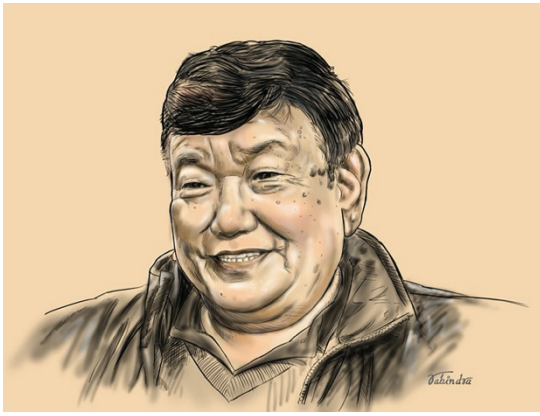
**Describe the man in the song to your friends.**

## Reading I

**Answer the questions.**

a. Who is the person in the picture?
b. Who is he by profession?
c. What is he famous for?

# Dr. Sanduk Ruit



Dr. Sanduk Ruit who is an ophthalmologist was born on September 4, 1954 in the remote mountainous village *Olangchunggola Taplejung*, Nepal. It was one of the most remote locations of Nepal with no electricity, no school, no health facility. Ruit was the second of his parents' four children.

The nearest school from his village was eleven days' walk away in Darjeeling. His father, a small-time businessman, placed a priority on providing education to his children, and sent Ruit to St. Robert's School in Darjeeling. In 1969, Ruit did his SLC from Siddhartha Vanasthali School in Kathmandu, Nepal, and later was further educated in India. He studied MBBS from King George's Medical College, Lucknow from 1972 to 1976. He further studied from 1981 at All India Institute of Medical Sciences, Delhi. He also studied in the Netherlands, Australia, and the United States.

In 1980, while working on a Nepal Blindness Survey, Ruit met Fred Hollows, an Australian eye surgeon who soon became his mentor. Hollows helped Ruit choose his life's path: to restore eyesight to people who are unnecessarily blind. Ruit went on to study with Hollows at Sydney's Prince of Wales Hospital in Australia. Hollows and Ruit held the idea that all people with treatable blindness have the right to restored eyesight. In 1995, Ruit developed a new lens that could be produced far more cheaply and is used in over 60 countries. Ruit's method is now taught in U.S. medical schools. Despite being far cheaper, Ruit's method has the same success rate as western techniques.

In 1994, Ruit and The Fred Hollows Foundation founded the Tilganga Eye Centre. The Centre is now called the Tilganga Institute of Ophthalmology. Tilganga has performed over 90,000 operations and trained over 500 medical personnel from around the world.

As a tribute to his remarkable achievements, Dr. Ruit has received a number of prestigious awards. In June 2006, he was awarded the Ramon Magsaysay Award. In 2018, the Government of India honoured him with the Padma Shri, India's fourth-highest civilian honour. And, in 2021 Nepal Government awarded Dr Sanduk Ruit with Suprasiddha Prabal Janasewashree (first).

Now, Dr. Sanduk Ruit is the Co-founder of Himalayan Cataract Project. Its mission is to bring eyesight back to anyone who needs it, regardless of his or her ability to pay.

**A. Which words in the text have the following meanings? Write the words from the text. The first letter has been given.**

a. something that you think is more important than other things: P....
b. to bring back a situation that existed before: R....
c. unusual in a way that causes people to take notice: R....
d. that can be treated/cured: T....
e. an act to show respect: T....
f. a doctor who treats the eye diseases: O....
g. having a lot of prestige: P....
h. aim: M....
i. a doctor who performs operation: S....

**B. Complete the table with the information from the text.**

| Year | Event |
|---|---|
| 1954 | Born |
| 1972 | |
| 1981 | |
| 1994 | |
| 1995 | |
| 2006 | |
| 2018 | |
| 2021 | |

**C. Write True or False against the following statements.**

a. Dr. Ruit was born in early 50's.
b. He is the eldest child of his parents.
c. His father gave importance to his children's education.
d. He did his SLC from India.
e. He did his MBBS from Lucknow.
f. Ruit developed cheaper lens.
g. Tilganga Eye Centre is now known as Tilganga Institute of Ophthalmology.

**D. Answer the following questions.**

a. Where was Dr. Ruit born?
b. What was his father's occupation?
c. How far was the nearest school from his home?
d. Name the countries where he studied.
e. What is special about Dr. Ruit's new method?
f. When was Tilganga Eye Centre established?
g. What awards has Dr. Ruit got? Write the names only.

**E. Work in pairs. Take turns to talk about Dr. Sanduk Ruit in your own words.**

## Pronunciation

**Learn the meanings and pronunciation of these words with the help of your teacher.**

| | | | |
|---|---|---|---|
| ophthalmologist | radiologist | biotechnologist | zoologist |
| psychologist | dermatologist | ornithologist | criminologist |

## Writing I

**Write a biography of a famous person of your locality. Take help from the following clues.**

a. Full name, date of birth, place of birth.
b. Early life.
c. Educational details highlighting any major achievements.
d. His/her contribution to the society.
e. Why he/she is famous for.
f. Awards and achievements.

## Grammar I

**A. Study the following sentences.**

a. Dr. Sanduk Ruit is an ophthalmologist. He cures people's eyes.
Dr. Sanduk Ruit is an ophthalmologist who cures people's eyes.

b. Olangchungola is a remote place. It lies in Taplejung.
Olangchungola is a remote place which lies in Taplejung.

c. They are the boys. They were dancing at the party yesterday.
They are the boys who were dancing at the party yesterday.

d. This is the house. I was born there.
This is the house where I was born.

e. The woman works in a bank. She lives next door.
The woman who lives next door works in a bank.

f. She is the girl. She cuts my hair.
She is the girl who cuts my hair.

**B. Complete the sentences with who, where, which.**

a. I have a friend ..... speaks four languages.
b. We should only buy products ..... can be recycled.
c. I can't find the pen ..... I borrowed from you.
d. Do you remember the park ..... we met?
e. There were three people at the party ..... knew me.
f. I want to see the film ..... everybody's talking about.
g. What's the name of the man ..... lives next door?
h. This is the computer ..... I bought from my friend.
i. Look at the man ..... is dancing with your sister.
j. That's the house ..... I lived when I was a child.

**C. Combine the sentences using who, which and where. The beginning of each is given.**

a. These are the friends. I met them in Kathmandu.
These are the friends .....

b. That's the neighbour. He helped us.
That's the neighbour .....

c. What's the name of the film? You watched the film yesterday.
What's the name of the film ……

d. He drives a car. The car is very expensive.
He drives a car ……

e. A car was stolen. The car was a Toyota.
The car …… was a Toyota.

f. The octopus is the only animal. It has three hearts.
The octopus is the only animal ……

g. That's the shop. I bought my TV from that shop.
That's the shop ……

h. This is the school. I studied in this school.
This is the school ……

i. That's the bus. It was broken down yesterday.
That's the bus ……

## Listening

### A. Answer the following questions.

a. What are the following things?

b. What are they used for?

### B. Complete the sentences with the words from the recording. USE ONLY ONE WORD.

| | |
|---|---|
| Fan | It's made of …… and metal.<br>It needs …… to work. |
| Pillow | It is …… in shape.<br>It is very ……<br>It is used for …… |

| | |
|---|---|
| Wheelbarrow | It is used for moving things around ……<br>It is made of ……<br>It has one wheel and two …… |
| Coffee | It is …… colour.<br>It gives us …… |

**C. Talk to your friends about the objects above. Say: what it is, what it is made of, what it is made for.**

## Speaking

**A. Look at the picture. Work in pairs and take turns to describe and identify the people in the picture.**

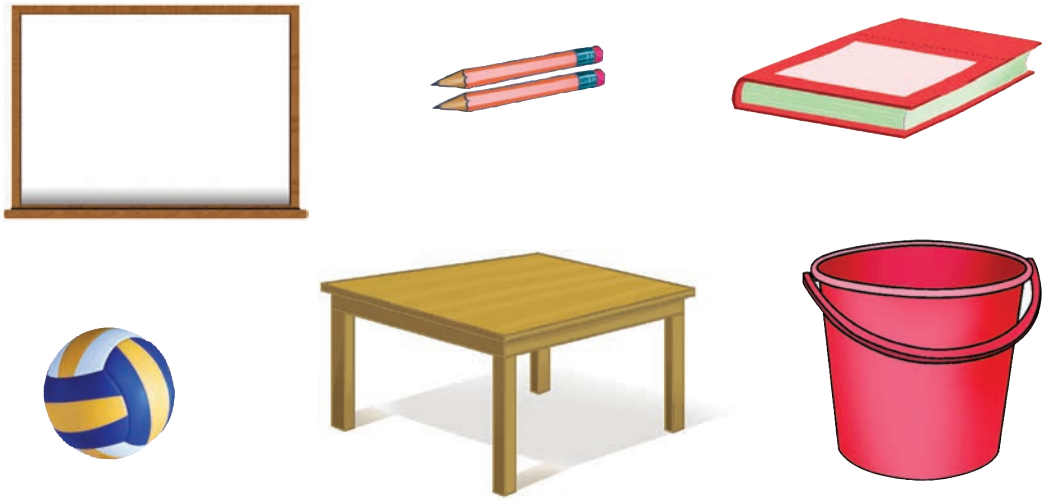
***Example:*** *The woman who is wearing a white coat is a doctor.*

**B. Look at the picture. Describe this place in five sentences.**

**Example:** *This is a beautiful park.*

**C. Look at the objects. Describe them. Talk about: what they are made of, what they are like and what their uses are.**

***Example:*** *The pencil is made of wood. It is long. It is used for drawing.*



## Reading II

**Answer the questions.**

a. Which city is shown in the pictures?

b. Why is it famous?

## Kathmandu

Kathmandu, the capital of Nepal, lies in a hilly region at 4,344 feet (1,324 metres) above sea level. It was founded in 723 by Raja Gunakamadeva. Its early name was Manju-Patan. The present name comes from Kasthamandap which refers to a wooden temple said to have been built from the wood of a single tree by Raja Lachmina Singh in 1596. A building still stands in the central square.

In the 1970s the construction of new roads

and the expansion of air service were centred upon Kathmandu, making it the hub of the national transportation system, which for centuries was limited to footpaths.

Kathmandu's present day streets contrast strongly to the older sectors of narrow streets and brick houses with carved doors and windows. Destruction caused by an earthquake in 1934 resulted in the construction of many modern-style buildings. The city's most notable building is the old palace of the Malla Kings, which includes Taleju temple (1549), built by Raja Mahindra Malla. The palace's main gate is guarded by a figure of the god Hanuman; in a small, adjoining square are several pagoda-style temples.

To the east is Tundikhel, the parade ground, in the centre of which is a stone platform surrounding a tree, from which important government pronouncements were formerly made first to the army. Between it and the city is a tall tower built by Bhimsen Thapa, a former prime minister. On the outskirts of Kathmandu are many palaces built by the Rana family, the most imposing of which is the Singha Durbar, once the official residence of the Rana prime ministers and now housing the government secretariat. About 3 miles (5 km) northeast is the great white dome of Boudhanath, a Buddhist shrine revered by Tibetan Buddhists. The surrounding Kathmandu Valley, noted for its vast historic and cultural importance, was designated a UNESCO World Heritage site in 1979. Vulnerable to urban sprawl, it was placed on the List of World Heritage in Danger in 2003 but was removed from the list in 2007 after conservation efforts from the government.

On April 25, 2015, a magnitude 7.8 earthquake struck central Nepal with its epicentre in about 50 miles (80 km) northwest of Kathmandu. Some 9,000 people were killed and about 16,800 were injured throughout Nepal by the main quake and numerous aftershocks. Kathmandu was severely damaged, especially the buildings in its historic centre, and tens of thousands were made homeless.

## A. Match the words with their meanings.

| | | | |
|---|---|---|---|
| a. | hub | i. | next to or joined to something |
| b. | carved | ii. | the parts of a city that are furthest from the centre |
| c. | adjoining | iii. | a round roof with a circular base |
| d. | pronouncements | iv. | weak or easily hurt |
| e. | outskirts | v. | construction spreading in an ugly way |
| f. | dome | vi. | a central point |
| g. | vulnerable | vii. | formal public statements |
| h. | sprawl | viii. | having the patterns on something made by cutting |

## B. Complete the sentences with the above words.

a. The government made some …….. on changes in its policy.
b. They live on the …….. of Kathmandu.
c. The roof of the stadium looks like a ……..
d. Old people are highly …….. to the flu.
e. The airport has become an international ……..
f. The …….. door of the temple looks nice.
g. They live in …….. rooms.

## C. Answer the following questions.

a. What does Kasthamandap mean?
b. What caused the construction of modern style buildings in Kathmandu?
c. Who built Taleju temple?
d. What is meant by Tundikhel?
e. Where is Boudhanath located?
f. Why did UNESCO enlist various sites of Kathmandu in World Heritage List?

## D. Suppose you are talking to a foreigner who doesn't know anything about your place. Describe it to him/her.

## Grammar II

**A. Study the following sentences.**

| | | |
|---|---|---|
| a. | My name is Ram Karki. | What is your name? |
| b. | I'm from Dhading. | Where are you from? |
| c. | She is sad because she's lost the match. | Why is she sad? |
| d. | She is my sister. | Who's she? |
| e. | Banks open at 10 o'clock. | When do banks open? |

**B. Make questions for these statements so that the answer will be the bold words.**

| | | | |
|---|---|---|---|
| a. | They went to Spain. | b. | He writes novels. |
| c. | The girls watched a movie. | d. | He discovered the truth. |
| e. | I am leaving at 7:00 am. | f. | This is my book. |
| g. | He runs fast. | h. | I like pop music. |
| i. | There are twenty students. | j. | The film was interesting. |

## Writing II

**Describe your village/town. Use the given clues.**

Name-location-area covered-where does the name come from? - special features-your likes and dislikes about your town/village.

## Project work

**Go to the library and look for the information about a famous person from Nepal or abroad. Prepare a chart. Include the information like name, date of birth, place of birth, major contributions, name of the awards he/she has received.**

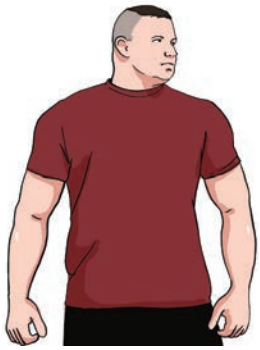
## Extra bit

**Choose correct words from the brackets to complete the sentences.**

a. Mary pronounces every word ..... . (clear/clearly)
b. We like to go sailing in ..... weather. (clear/clearly)
c. The teacher asked us an ..... question. (easy/easily)
d. I answered the teacher's question ..... . (easy/easily)
e. You speak English very ..... (good/well)
f. Your English is very ..... (good/well)
g. This is a ..... car. (slow/slowly)

## Getting started

### A. What are the people in the picture like? Talk to your friends.



### B. Listen and sing.

What does he look like?
Is he short or tall?
What colour are his eyes?
What does she look like?
Does she have long hair?
Are her ears small or big?
Does she wear glasses?
What does he look like?
He has short black har and brown eyes.

Is he tall?
Yes, he is!
He has very long arms and legs.
What does she look like?
She has long, curly hair and green eyes.
Is she tall?
No, she's not.
She is short and has a small nose.

**Answer these questions.**

a. What is the boy like in the song?

b. What is the girl like in the song?

## Reading I

**Answer the questions.**

a. Who is the person in the picture?

b. What is he like? Describe him.

| | |
|---|---|
| Height : in centimeters – 188 cm<br>: in meters – 1.88 m<br>: in feet – 6'2"<br>Weight : in Kilograms – 78 kg<br>: in Pounds – 172 lbs<br>Eye : Brown<br>Hair : Black<br>Face : oval | |

## Differences between People

People differ physically from the moment of conception, but it is only after birth that the difference can be observed. Eye colour, skin colour and the texture of our hair are all different and depend on our inherited genes. A baby born with ginger hair may in a few months' time have fair hair as the birth hair falls out. Hair can be fine, thick, straight or curly, and as we grow older it gets thinner. Some people experience hair loss at quite an early age whilst others have a full head of hair throughout their lives. People with dark hair may find that it turns to grey or white even before they reach their 40's.

European people, in general, have paler skin if their ancestors come from Africa or Asia. Skin can change colour if exposed to sunlight, but the tan does not last unless it is regularly topped up.

The rate at which we develop and grow differs. Boys and girls of the same age show big differences in growth especially when puberty is reached. At the age of 12, girls are much taller than boys of the same age, but at 16 years of age, boys shoot up and overtake the girls in height and body strength.

The way the body develops is not just a result of physical changes, as our mental processes have a large part to play in what we want to achieve. A desire to become a skilful footballer, a long distance runner or a strong swimmer requires stamina and years of practice to try and attain the top level.

The food we eat will, to a certain extent, determine how we grow and gives

us strong bones. A lack of activity and eating too much sweet sugary food can result in people gaining excessive amounts of weight. It seems unfair that one person can eat all sorts of fattening food and not put on weight whilst others just 'looking at a cream cake' can put on pounds or kilos.

**A. Find the words from the text which mean the following.**

a. having qualities similar to those of your parents, grandparents etc.
b. the process of an egg being fertilized inside a woman's body
c. the way something feels
d. a yellow-brown colour
e. physical or mental strength that enable you to do something difficult.

**B. Choose the best answer.**

a. What changes take place a few months after birth?
   i. The noise the baby makes.
   ii. The skin colour.
   iii. The baby's hair.
b. What causes pale skin to become brown or tanned?
   i. Exposure to the sun.
   ii. Staying indoors.
   iii. Covering the body with sun cream lotion.
c. Roughly at what stage in their development do girls start to grow in height?
   i. When they start learning to swim.
   ii. When they eat raw vegetables.
   iii. When they reach puberty at the age of 12 or 13.
d. What do we need to succeed in sport at the top level?
   i. A strong body.
   ii. Lots of practice.
   iii. Lots of work in the gym.
e. What happens to our bodies if we eat too much and do not do enough exercise?
   i. We feel happy.
   ii. We get fat and overweight.
   iii. Our muscles get flabby.

**C. Answer the following questions.**

a. When can an individual be seen different?
b. What does the difference among people depend on?
c. What causes the change in skin colour?
d. Is the development of body just a result of physical change?
e. How do people become fat?

**D. What words are used to describe eye, skin and hair in the above text? Talk to your friends.**

## Pronunciation

**Listen to your teacher saying these words and put them in the correct box.**

**falls, others, turns, differences, girls, results, amounts, bones, changes, boys, girls, processes.**

| /s/ | /z/ | /ɪz/ |
|---|---|---|
| | | |

## Grammar I

**A. Study the following sentences. Notice the use of look and look like. Also notice what words are used after them.**

a. Rajesh Hamal looks tall.
b. He looks handsome.
c. A child looks beautiful.
d. The girl child looks like a doll.
e. He looks like his father.
f. She looks beautiful.

**B. Complete the following sentences with** look(s) **or** look(s) like**.**

a. My little sister always says she …….. a princess.
b. Ann …….. her mother.
c. You …….. stressed. What's the matter?
d. Your trousers are very old. You …….. a tramp!
e. She's old but she …….. beautiful.
f. You …….. so handsome in that dress!

g. That house …….. a palace!
h. You don't …… cheerful. Are you okay?

**C. Match the questions with their answers. Sometimes, answers can repeat or more than one answer can be correct.**

| | |
|---|---|
| a. What's Naresh like? | i. She's very pretty and tall. |
| b. How are you? | ii. She's very shy. |
| c. Who do you look like? | iii. My mother. |
| d. What do you like? | iv. Like her mother, very talkative. |
| e. What does he look like? | v. She's better, she left hospital yesterday. |
| f. What's she like? | vi. He's tall and blue eyed. |
| g. What does Mike look like? | vii. Sports cars and science fictions. |
| h. Who does Mike look like? | viii. Not bad, thanks! |
| i. How's your mother? | ix. He looks like his father. |
| j. Who's Ann like? | x. He's very talkative. |

**D. Choose and write the correct verb:** look(s), be like, look(s) like **or** like.

a. Peter …… worried. Is he ok?
b. What……she …….. ? – She's tall, pretty and very friendly.
c. You …… an actress in this dress! It's really beautiful.
d. Who …… she …….. ? Like her father, very determined.
e. She …… (not) very happy today.
f. They …… dancing but they don't like singing.
g. What does your brother……? – He's tall with blue eyes.
h. What …… they ……? – They're very friendly.
i. They …… angry. What's the matter?

## Listening

**A. Study the following sentences and learn the meanings of bold words.**

a. My brother and I both play sports. He's **like** me.
b. A: What does Sam **look like**? B: He's tall and wears glasses.

**B. Listen to Tom and his father talking about Tom's friends and answer the questions below.**

a. Patrick has short, brown, straight hair.

i. TRUE ii. FALSE

b. Who is a talkative person?

i. Tom's teacher ii. Patrick iii. Marcel

c. Tom says Marcel . . . .

i. is short ii. likes him iii. is tall

d. Who looks like Harry Potter?

i. Marcel ii. Tom iii. Patrick

e. Tom and . . . like to talk about video games at lunch.

i. Dad ii. Patrick iii. Marcel

f. What are Tom and Dad going to do?

i. play a game ii. go shopping iii. go out

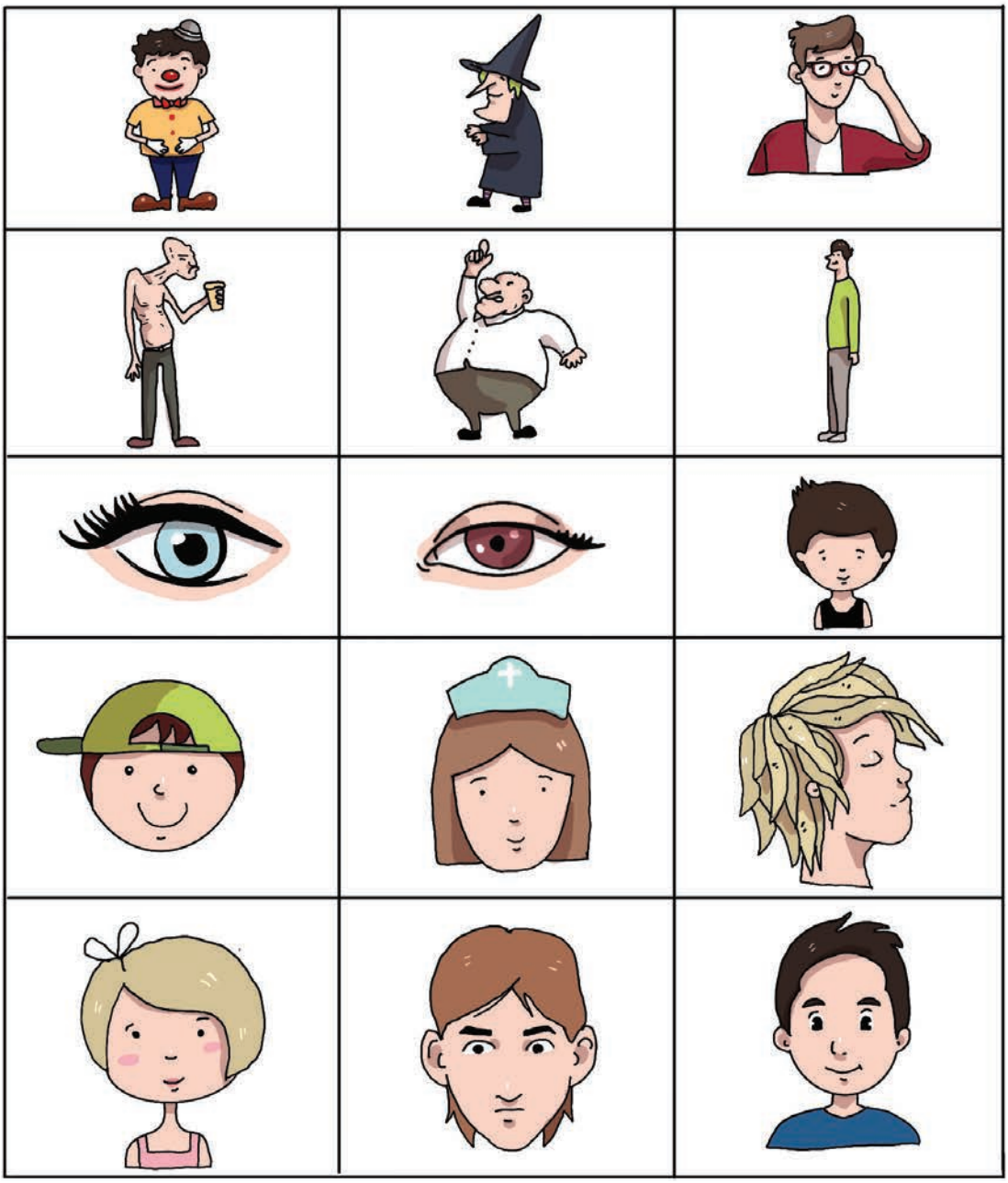
**C. What words did Tom use to describe his friends? Write as many words as you can remember.**

## Speaking

**A. Look at the words to describe people's appearances. Discuss what they mean.**

| | |
|---|---|
| General appearance | beautiful, pretty, funny, cute, handsome, ugly, attractive. |
| Age | young, middle-aged, old |
| Build | plump, thin, fat, slim. |
| Height | short, medium-height, tall. |
| Eyes | blue, brown, small. |
| Face | round, oval, square. |
| Nose | straight, hooked, long, small. |
| Mouth | large, small. |
| Ears | large, small. |

**B. Look at the pictures. Describe them. Talk about their general appearance, age, build, height, eyes, face, nose, mouth or ears. Use the words from the above table.**



**C. Work in pairs. Take turns to describe and identify one of your friends in your class. Talk about his/her height, ears, nose, eyes, face, build etc.**

## Writing I

**Write a paragraph about a friend. Describe that person. Remember to include information such as height, hair (colour; long or short; straight, curly or wavy), age, and facial characteristics. Also describe that person's personality and why you like him or her.**

## Reading II

**Answer the questions.**

a. What do you see in the picture?
b. Why do you think the grass is moving?
c. Have you ever been into a playground when there is wind? How do you feel?

### The World

Great, wide, beautiful, wonderful World,
With the wonderful water round you curled,
And the wonderful grass upon your breast—
World, you are beautifully dressed.
The wonderful air is over me,
And the wonderful wind is shaking the tree,
It walks on the water, and whirls the mills,
And talks to itself on the tops of the hills.
You friendly Earth, how far do you go,
With the wheat-fields that nod and the rivers that flow,
With cities and gardens, and cliffs, and isles,
And people upon you for thousands of miles?
Ah! you are so great, and I am so small,
I tremble to think of you, World, at all;
And yet, when I said my prayers today,
A whisper inside me seemed to say,
You are more than the Earth, though you are such a dot:
You can love and think, and the Earth cannot!'

*- W.B. Rands*

**A. Find the rhyming words for these words from the poem.**

a. breast b. me c. mills d. go

e. isles f. small g. today

**B. Choose the best answer.**

a. The wind .....the water.

i. moves ii. curls iii. seizes iv. floods

b. The wind in the poem talks to .....

i. passers-by. ii. trees. iii. clouds. iv. itself.

c. The poet calls the earth .....

i. unfriendly. ii. friendly. iii. proud. iv. kind.

d. A.....inside me says 'you are more than the earth.'

i. voice ii. whisper iii. noise iv. yell

**C. Answer the following questions.**

a. How does the world dress?

b. What does the wind do?

c. Who does the wind talk to?

d. Why is the wind so great?

e. Why does the poet tremble to think of the wind?

f. What does the whisper say?

## Grammar II

**A. What does the wind do in the poem?**

It walks on the water.

It whirls the mills.

It talks to itself.

**Now, look at these sentences:**

a. I work at a bank.

b. She lives with her parents.

c. Cows feed on grass.

d. He earns a handsome salary.

e. Momila wants to be a singer.

**B. Complete the sentences with correct forms of verbs from the brackets.**

a. The plane …….. at 6.30 every day. (arrive)

b. I will phone you when he …… . back. (come)

c. Unless we ..... now, we can't be there on time. (start)
d. The sun ..... in the east. (rise)
e. The next term ..... this Monday. (begin)

**C. Make correct questions. Use the given words.**

***Example:*** *Where/you/live?* *Where do you live?*

a. How many children / you / have?
b. How often / you / study English?
c. What time / the film / start?
d. Where / you / play volleyball?
e. When / you / drink tea?
f. Why / he / play football?

## Writing II

**How do you spend a day? Writing a paragraph describing what you do from the morning to the evening. Use present simple tense.**

## Project work

**Work in groups of five. Look for the words to describe the physical appearances of people. Draw pictures to illustrate the appearances and paste them on the wall.**

## Extra bit

**Read the story and find the answers to these questions.**

a. How did the stag look?
b. What was he unhappy about?
c. What lesson do you learn from the story?

### The Stag and its reflection

Once upon a time, there lived a stag in a dense forest. It looked beautiful because of his horns. Once it was thirsty. He went to a pool to quench his thirst. The water was so clear that the stag could see his reflection quite vividly.

On seeing his antler's image in the water the stag felt very proud of its beauty. But suddenly on seeing his fore legs being very slender the stag felt very sad without thinking that they gave him his high speed. After quenching his thirst, the stag raised his head and was shocked to see a lion nearing him. So, he took to his heels and the lion was left far behind.

But unluckily, the stag's antlers were caught in a thick bush. He tried his best to relieve it but he could not. The stag now realized his mistake of praising his horns and condemning his legs. But it was too late. The lion came there, caught him and tore him into pieces.

## Getting started

### A. Look at the pictures. Say what they can/can't do and why.

### B. Listen and sing.

Any man can claim, few can find.
Any girl can blink, few can lie.
Anyone can promise, few can raise.
Anyone can try, but a few can stay.

Any brain can hide, few can stand.
Any kid can fly, few can land.
Any gang can scatter, few can form.
Any kid can chatter, few can inform.

Any soul can sleep, few can die.
Any wimp can weep, few can cry.
Everyone complains, few can state.
Anyone can stop, few can wait.

**What can any man/girl/brain/kid/gang/soul/wimp do? Talk to your friends.**

## Reading I

### Answer these questions.

a. What are the people doing in the first picture?

b. Who are they?

c. What has happened in the second picture?

## A Holiday

Shortly after the war, my brother and I were invited to spend a few days' holiday with an uncle who had just returned from abroad. He had rented a cottage in the country, although he rarely spent much time there. We understood the reason for this after our arrival: the cottage had no comfortable furniture in it, many of the windows were broken and the roof leaked, making the whole house damp.

On our first evening, we sat around the fire after supper listening to the stories which our uncle had to tell of his many adventures in distant countries. I was so tired after the long train journey that I would have preferred to go to bed; but I could not bear to miss any of my uncle's exciting tales.

He was just in the middle of describing a rather terrifying experience he had once had when his small sailing boat was carried out to sea in a storm, when there was a loud crash from the bedroom above, the one where my brother and I were going to sleep.

"It sounds as if the roof has fallen in!" exclaimed my uncle, with a loud laugh.

When we got to the top of the stairs and opened the bedroom door, we could see nothing at first because of the thick clouds of dust which filled the room. When the dust began to clear, a strange sight met our eyes. A large part of the ceiling had collapsed, falling right on to the pillow of my bed. I was glad that I had

stayed up late to listen to my uncle's stories, otherwise I should certainly have been seriously injured, perhaps killed.

That night we all slept on the floor of the sitting-room downstairs, not wishing to risk our lives by sleeping under a roof which might at any moment collapse on our heads. We left for London the very next morning and my uncle gave up his cottage in the country. This was not the kind of adventure we cared for either!

## A. Learn these words and complete the given sentences with them.

**abroad damp adventure terrifying collapsed**

a. The road to Karnali is dangerous. It's an …… to travel through the road.
b. Look! The building has …… . Let's not go nearer.
c. My sister studies …… . She is in Australia.
d. Our grandfather tells us …… stories about witches.
e. The roof of the cottage leaks. It makes the cottage …… throughout the rainy season.

## B. Choose the best answer.

a. The writer did not go to bed immediately after supper because ……..
   i. it was pleasant sitting round the fire.
   ii. his uncle terrified him with his stories.
   iii. he wanted to hear all his uncle's exciting stories.
   iv. his uncle made him listen to his stories.
b. It was quite clear that the ceiling had fallen in ……
   i. when they opened the bedroom door.
   ii. after the dust had begun to clear.
   iii. as soon as they heard the crash.
   iv. when they reached the top of the stairs.
c. The word 'leaked' in the passage means ……..
   i. was beginning to fall down.
   ii. let the rain in.
   iii. needed to be repaired.
   iv. was in bad condition.
d. The word 'injured' means ……

i. killed.
ii. not hurt.
iii. wounded.
iv. trapped.

**C. Answer the following questions.**

a. Had the writer's uncle bought the cottage?
b. Why didn't the writer's uncle spend much time in his cottage?
c. Why did the writer not go to sleep?
d. Was the writer's uncle amused when he heard the loud noise?
e. What could have happened to the writer if he had gone to sleep earlier?
f. Why were they afraid to sleep upstairs that night?
g. Did the writer's uncle continue living in his cottage?

**D. Imagine that you were the writer's uncle. Tell your friends the incident.**

## Writing I

**Rewrite the above story in your own words.**

## Pronunciation

**Listen to your teacher to learn to pronounce these words. Notice the letter 'r'.**

| | | | | | |
|---|---|---|---|---|---|
| war | brother | for | our | were | other |
| train | story | roof | otherwise | very | were |

## Grammar I

**A. Study the following sentences. They are based on the previous story.**

a. The writer couldn't bear to miss any of his uncle's exciting stories.
b. The writer could see nothing because of the thick cloud of dust.
c. They couldn't sleep upstairs because the roof might fall at any time.
d. The writer couldn't stay there the next day because of the fear.

**B. Study these sentences too.**

a. I can touch the ceiling because I'm tall.
b. I could run fast when I was a child.
c. I couldn't speak English when I was in grade one.
d. I can't run because I have a problem with my leg.

e. He can't come to school because of his illness.

## C. Choose the best answer.

a. ……. drive a car?
   i. He can  ii. Can he  ii. Can he to

b. Can the children read yet? Yes, ……. .
   i. they read  ii. you can  iii. they can

c. He ……. when he was a child.
   i. couldn't swim  ii. couldn't to swim  iii. can swim

d. …… draw well when you were a child?
   i. You could  ii. Could you to  iii. Could you

e. She …… two kilometres.
   i. can to swim.  ii. can swim.  iii. can swims.

## D. Complete these sentences with the words from the brackets.

a. We stayed inside …….. the storm. (because/because of)

b. I wanted to stay longer …….. I was really enjoying the party. (since/because of)

c. …… she hated cats, she wasn't happy when her husband bought three. (As/Because of)

d. John didn't go to work ……. his illness. (because of/as)

e. I didn't want to leave ……. I was having a great time. (because of/as)

f. Luca bought the shoes …… they were perfect. (because of/since)

g. …….. it was really cold, I put on my gloves and my hat. (As/Because of)

h. We stopped playing tennis ..... the rain. (because of/because)

i. It was all ..... her that we got into trouble. (because/because of)

j. We had to hurry indoors ..... it was raining. (because of/because)

k. I am late ..... the traffic. (because/because of)

l. We didn't arrive until seven o'clock ..... the traffic was terrible. (because/because of)

# Listening

## A. Make a list of things that you can and can't do. Share it to your friends.

**B. Listen to the recording. Tick (√) the things the girl and the boys can do and cross (X) the things they can't do.**

| | | |
|---|---|---|
| Girl | play basketball | |
| | play baseball | |
| | run pretty fast | |
| | jump high | |
| | play soccer | |
| | sing | |
| | play and instrument | |
| Boy | play an instrument | |
| | cook very well | |
| | cook basic things | |
| | cook an omelette | |
| | bake cookies | |

**C. Can you recall the names of sports and the foods from the recording? Make a list and say who in your class can play/cook those things.**

## Speaking

**A. Study the following sentences.**

a. A: Can you lift this table? B: Yes, I can.

b. A: Can you speak English? B: No, I can't.

c. A: Can you help me? B: Yes, I can.

d. A: Can you play the piano? B: No, I can't.

e. I can speak three languages.

f. He can swim two kilometres because he has practised a lot.

g. I could play football very well when I was a child.

h. I cannot play tennis because I have never played it.

i. I cannot touch the ceiling because I'm too short.

**B. Move around the class. Ask your friends to find out at least one person who can do these things. When you finish, report back to your class.**

*Use the question: Can you …… ?*
*Report like: …… can name ten colours.*

| Activities | Name |
|---|---|
| name ten colours | |
| raise one eyebrow | |
| name three countries in Africa | |
| draw an elephant | |
| make a paper bird | |
| do a handstand | |
| bark like a dog | |
| dance | |
| say the English alphabets from backwards | |
| hold breath for ten seconds | |

## C. What can these people do? Match and tell your partner.

***Example:*** *A farmer can grow vegetables and fruits on his/her farm.*

| | | | |
|---|---|---|---|
| a. | Farmer | i. | I can cook you nice dishes in a restaurant. |
| b. | Painter | ii. | I can play the drum in a band. |
| c. | Cook | iii. | I can serve your food in a restaurant. |
| d. | Musician | iv. | I can grow vegetables and fruits on my farm. |
| e. | Carpenter | v. | I can treat you when you have a toothache. |
| f. | Teacher | vi. | I can catch the thieves and robbers. |
| g. | Magician | vii. | I can paint houses and buildings. |
| h. | Dentist | viii. | I can teach kids new things at school. |
| i. | Waiter | ix. | I can do experiments in my laboratory. |
| j. | Scientist | x. | I can do tricks to make you surprised. |
| k. | Policewoman | xi. | I can make furniture from wood. |

## D. Give reasons why the people in the given sentences can/could or can't/ couldn't do the task.

***Example:*** *She couldn't come to school yesterday. She couldn't come to school yesterday because she was ill.*
*He can win the race. He can win the race because he runs very fast.*

a. He can't jump high.
b. Naren can't help you.
c. Shital can help you with your homework.
d. Namita couldn't call you yesterday.
e. They couldn't attend the prayer.
f. The teacher can help you with this task.
g. She can give you the book.
h. Birendra can attend the show.

## Writing II

**A. Have you heard the story 'The Hare and The Tortoise'? Put these sentences in order to make the story.**

a. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal.
b. The Hare was soon far out of sight.
c. The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping.
d. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.
e. A Hare was making fun of the Tortoise one day for being so slow.
f. The Fox, who had consented to act as judge, marked the distance and started the runners off.
g. The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed.
h. "Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."
i. He lay down beside the course to take a nap until the Tortoise should catch up.
j. "Do you ever get anywhere?" he asked with a mocking laugh.

**B. Have you heard the story of a thirsty crow? Read the hints below and write the story.**

A thirsty crow ..... searches water ..... finds a pitcher ..... can't drink ..... the water is low ..... has an idea ..... picks up pebbles in its beak ..... drops them into the pitcher ..... water level rises ..... can drink.

## Reading II

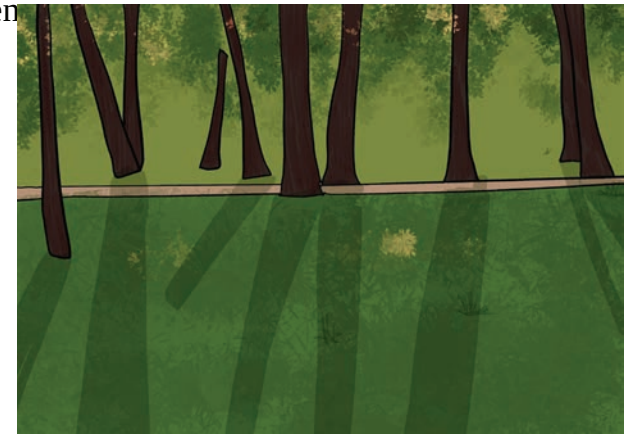
**Answer the questions.**

a. Is the scene in the picture beautiful? Why?

b. Do you like greenery? Why?

### The Echoing Green

The sun does arise,
And make happy the skies.
The merry bells ring
To welcome the Spring.
The sky-lark and thrush,
The birds of the bush,
Sing louder around,
To the bells' cheerful sound.
While our sports shall be seen
On the Echoing Green.



Old John, with white hair
Does laugh away care,
Sitting under the oak,
Among the old folk,
They laugh at our play,
And soon they all say.
'Such, such were the joys.
When we all girls and boys,
In our youth-time were seen,
On the Echoing Green.'
Till the little ones weary
No more can be merry

The sun does descend,
And our sports have an end:
Round the laps of their mothers,
Many sisters and brothers,
Like birds in their nest,
Are ready for rest;
And sport no more seen,
On the darkening Green.

*- William Blake*

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

| Column A | Column B |
|---|---|
| a. oak | i. happy |
| b. merry | ii. to rise |
| c. folk | iv. a kind of tree |
| d. arise | v. to go down |
| e. descend | vi. very tired |
| f. weary | vii. people in general |

**B. Choose the best answer.**

a. The sun makes the sky …….
   i. happy.
   ii. sad.
   iii. excited.

b. The merry bells welcome the ……..
   i. autumn.
   ii. spring.
   iii. winter.

c. Old John has ……

i. brown hair.
ii. black hair.
iii. white hair.

d. The old men are sitting under …….
i. a tree.
ii. a canopy.
iii. an umbrella.

e. In the evening, the children come to the laps of ……..
i. aunt.
ii. mother.
iii. father.

## Writing II

**Write a description of the above poem. Use present simple forms of verbs from the brackets.**

The poem (describe) the joy and happiness after the arrival of the spring. The sun (shine) brightly. The sky (look) beautiful. The sound of bells coming from nearby (be) very pleasant. Birds (sing) cheerfully. The sounds of bells and the songs of the birds (mix) into a beautiful melody worthy of the season of spring. The old people of the village (sit) under the trees in the green and young innocent children (play) their favourite games there.

During the day the green grass (be) filled with the noises of the children playing different games. The children (be) happy and excited. The old people (watch) their children play happily on the green and (think) of the happy days of their childhood. They, too, had played on the same green. They even had the same excitement and joy which only young children can experience. When the sun sets, it (become) dark and lonely. Then, the evening (come). Children (grow) tired. They (return) home to rest in the laps of their sisters and mothers.

## Grammar II

**A. Complete the sentences with** because **or** because of**.**

a. We cancelled the trip …….. the rain.
b. He sat down …….. he was feeling dizzy.

c. It is …….. your mother that we got into this mess.
d. We hurried indoors …….. it was raining.
e. I was late …….. the traffic.
f. We could not reach on time …….. the traffic was terrible.
g. The exam was easy …….. he knew all the answers.
h. He can't walk …….. his illness.
i. He lost his job …….. the strike.
j. …….. the language problem, I couldn't win the argument.

## Project work

**Meet at least five people with different professions. Ask what they can and can't do. Write as in the table below. When you all finish, compare each other's work. Finally, make a chart what they can and can't do.**

| Name | Profession | Can do | Can't do |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## Extra bit

**Read the following piece of news to find the answers to these questions.**

a. What is the headline?
b. When was the news written?
c. Which nation won the match?
d. How many goals did Nepal score?
e. Who scored the goal for Bangladesh? At what time?
f. How much was the prize for the winner?
g. Was it the first time Nepal and Bangladesh played football together?
h. Who organized the game?

### Nepal wins Three Nations Football Tournament

KATHMANDU, Nepal, March 29 (Xinhua) -- Nepal claimed the Three Nations Football Cup, defeating Bangladesh 2-1 at Dasharath Stadium in Kathmandu on Monday, with Kyrgyzstan finishing third.

Sanjog Rai scored the first goal for Nepal in the 18th minute, his first-ever international goal, after making his debut against Bangladesh last Saturday.

Nepal doubled its lead in the 41st minute thanks to a goal by Vishal Rai. Bangladesh pulled a goal back in the second half after Mahbubur Rahman scored in the 83rd minute.

Champions Nepal received prize money of 5,000 U.S dollars, while runners-up Bangladesh pocketed 3,000 U.S. dollars.

This is the third time that Nepal and Bangladesh have met in a final. The two teams previously played in the final at the first South Asian Games (SAG) in 1994 and the eighth SAG in 1999.

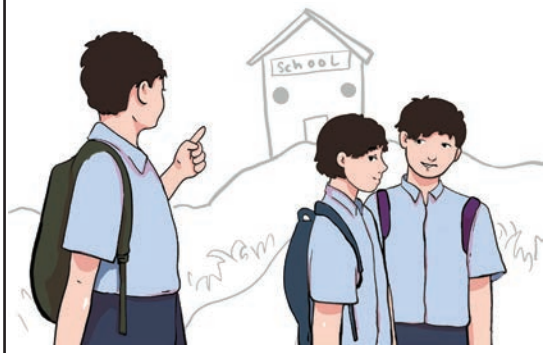
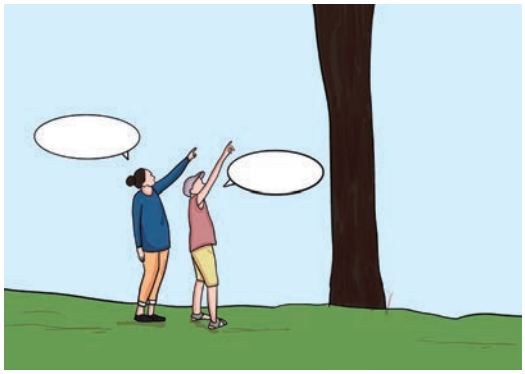
Nepal won the first match and in 1999, Bangladesh defeated Nepal at Dasharath Stadium. 21 years later Nepal defeated Bangladesh at the same stadium.

In the group stage of the Three Nations Cup, Nepal drew 0-0 with both teams, securing a place in the final. Bangladesh defeated Kyrgyzstan 1-0 to reach the final.

Organized by the All Nepal Football Association (ANFA), the Three Nations Football Cup is not recognized by football's world governing body FIFA.

## Getting started

**A. Look at the pictures. Ask and answer the questions. Use the given clues.**

| | |
|---|---|
| How tall? /8848.86 meters | How much? / 5 kg |
| How far/ five kilometers   | How tall? / about 20 metres  |

**B. Listen and sing.**

## Tall Trees

With their feet in the earth
And their heads in the sky
The tall trees watch
The clouds go by.
When the dusk sends quickly
The birds to rest
The tall trees shelter them
Safe in a nest.
And then in the night
With all the trees peeping,
The moon shines down
On a world that's sleeping.

*- Eillen Mathias*

**Do you agree with the following statements? Write 'Yes' if you agree and 'No' if you don't.**

a. The trees watch the clouds go above them.
b. The birds return to the shelter at midday.
c. The birds have made their nests on the rocks.
d. The moon rises when the people are asleep.

## Reading I

**Look at the picture and answer the questions.**

a. Have you ever seen a snow-covered mountain?
b. Do you know the name of any mountains? If yes, tell your friends about it.

## Mt. K2

K2, also called Mount Godwin Austen, called locally Dapsang or Chogori is the world's second highest peak. It is 8,611 meters high. It is the second highest mountain in the world after Mt. Everest (8848.86 meters). K2 is located in the Karakoram Range and lies partly in a Chinese governed part of Kashmir region and partly in the Gilgit-Balistan portion of Kashmir under the rule of Pakistan.

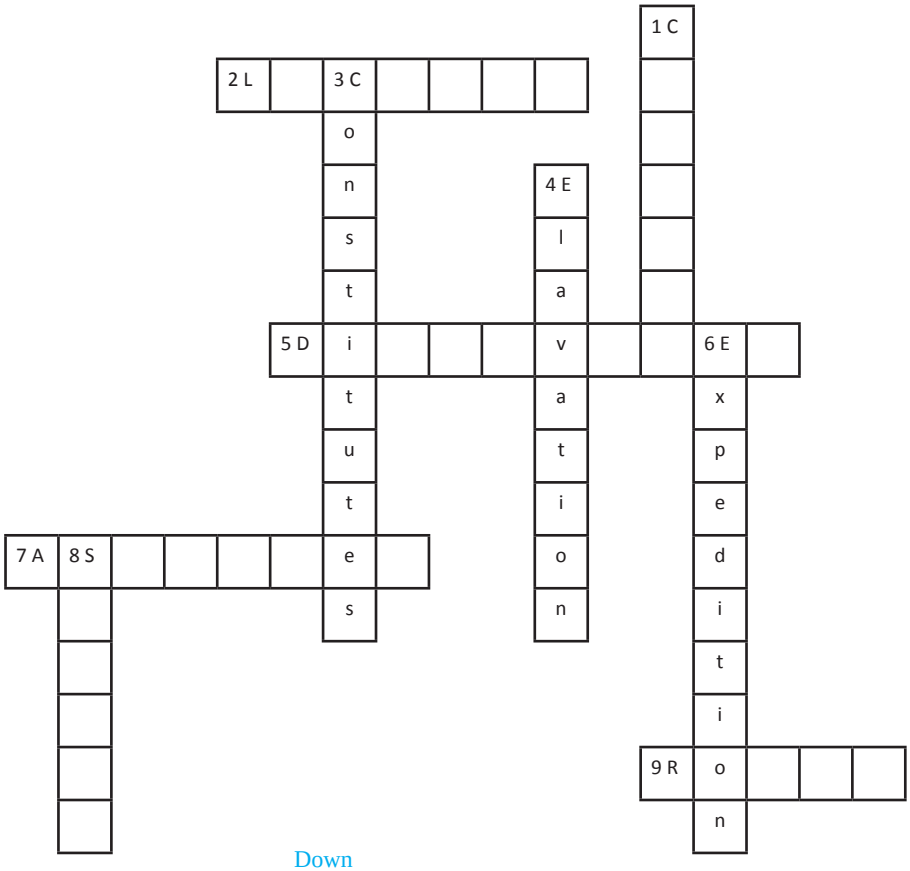
The glacier and snow-covered mountain rises from the base at about 4,570 meters on the Godwin Austen Glacier. The mountain was discovered in 1856 by Col. T. G. Montgomerie of the Survey of India, and it was named K2 because it was the second peak measured in the Karakoram Range. The name Mount Godwin Austen is for the peak's first surveyor, Col. H. H. Godwin Austen, a 19th century English geographer.

The first attempt to reach the summit was made by an Anglo-Swiss expedition in 1902 that ascended to 5,670 meters on the peak's northeastern crest. Other unsuccessful attempts include an Italian expedition in 1909 via the southeastern ridge that reached approximately 6,100 meters. In 1938, an American expedition led by Charles Houston via the Abruzzi Ridge reached about 7,925 meters; in 1939, another American-led expedition following the same route reached about 8,380 meters; and in 1953, another expedition led by Houston reached 7,900 meters on the Abruzzi Ridge. Finally, in 1954, an Italian expedition consisting of five scientists, a doctor, a photographer and 12 others, including a Pakistani managed to conquer the Abruzzi Ridge despite the severe weather conditions. They reached the summit at 6 pm on July 31. In the course of ascent, Mario Puchoz, one of the guides, died of pneumonia.

Because K2 is prone to frequent and severe storms that make the already dangerous climbing conditions on its slopes even more challenging - and humans find functioning at such high elevations difficult - it is

one of the world's most difficult mountains to climb. The number of people to have reached to top constitutes only a small fraction compared with the number of people who have successfully climbed Mt. Everest. In addition, although there have been fewer deaths on K2 compared with those on Mt. Everest, the proportion of those killed to the number of people who have attempted climbing K2 is significantly higher.

## A. Solve the puzzle.




**Across**

2. situated
5. found out
7. climbed/went up
9. way

**Down**

1. to defeat
3. forms or makes
4. height of a place from the sea level
6. an organized journey for a particular purpose
8. the highest point of a mountain

## B. Answer these questions.

a. What is the local name of K2?

b. When was the mountain discovered?

c. Who is Godwin?

d. When did people start to climb the mountain?
e. When did people successfully reach the top of K2?
f. What makes the climbing of K2 more difficult?

**C. Are these sentences true or false? Write True or False against the following statements.**

a. K2 is the highest mountain in the world.
b. K2 rises from a glacier.
c. The mountain was unknown until the 1900s.
d. A team of Americans first attempted to climb K2.
e. The first successful expedition was a complete success without any death.
f. Mt. Everest is easier to climb than K2.

**D. There are many mountains in the northern part of Nepal. Make a list of the mountains and talk about one of them.**

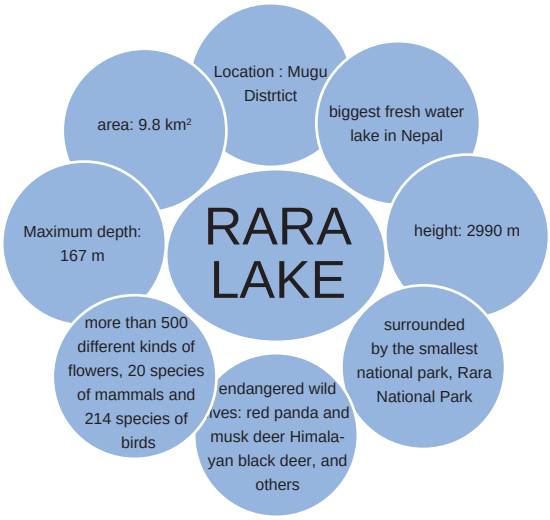
## Pronunciation

**Listen to your teacher and repeat after him/her. Notice the mark '.**

| | | | | |
|---|---|---|---|---|
| 'portion | 'glacier | 'summit | expe'dition | a'pproximately |
| 'conquer | ele'vation | 'fraction | pro'portion | suc'cessfully |

## Writing I

**A. Observe the idea map carefully.**




**B. Now, write a short description of Rara Lake.**

## Grammar I

**A. Study the sentences. Notice the subjects and the verb forms.**

a. One of my friends is very rich. He offers us parties on special days.
b. My friends are busy doing their class work.
c. Twenty dollars is not a small amount.
d. Someone bangs on the door every night.
e. Either you or Hari is the topper of the class.
f. Look! The goats are grazing there.
g. These furniture cost a lot these days.

**B. Choose one verb from the brackets to complete the sentences.**

a. Every generation …….. its own characteristics. (has/have)
b. A generation gap …….. of differences in different aspects. (consists / consist)
c. A lot of changes …… occurred in the village since I left it. (have/has)
d. The beautiful scenery of the place ….. more tourists. (attract/attracts)
e. Ten kilos of sugar……. sufficient for us now. (are/is)
f. Police …….. investigating the case sincerely. (were/was)
g. One of the students …… been selected for the school award. (has/have)
h. The man with roses in his hands ……. like your brother. (look/looks)

## Listening

**A. Look at the picture and answer the questions.**

a. What do you see in the picture?
b. Have you seen this in your locality? Where?
c. What is it used for?

**B. Now, listen to the recording and complete the sentences. Use one word only.**

a. The Panama Canal connects the pacific and the ……ocean.
b. The …… began to construct the canal in 1881.
c. Almost ……. people died while building the canal.
d. The USA handed the canal to Panama in ……
e. Every year, almost 40,000 ……. ships come through the canal.

**C. Surf the Internet or visit the library and find out more about the Panama Canal and share it to your friends.**

## Reading II

**Look at the text and answer these questions.**

a. Have you ever seen such a document? Where?

b. What is it called?

c. Does your school have it?

### Saraswati Secondary School

**Ilam**

Prospectus

| Introduction | Vision | Salient Features |
|---|---|---|
| Saraswati Secondary School was established in 2018 BS. It has been running classes of +2 since 2070 BS. The school is completely devoted to maintaining quality education and aims to produce highly skilled human resource, academically excellent, | Our motto is to develop our academic institution as a centre for academic excellence, professional advancement and accessible to guardians and students of different communities. | ● Highly qualified and trained teacher staff.<br>● Regular meetings with students and guardians.<br>● Heavy choices on subjects.<br>● Weekly test for the progress of the students and remedial classes for the needy ones.<br>● Practical classes. |

| | | |
|---|---|---|
| well-motivated and creative individuals in the national and global context. In order to maintain such excellence, the school has a very dynamic team consisting of highly acclaimed staff from various sectors to ensure the proper functioning of academic activities in the school. This school is located at the heart of Ilam Municipality.<br>**Programmes**<br>Montessori based pre-primary classes<br>Basic level classes (1-8)<br>Secondary level classes (9-12) | **Mission**<br>● To provide an opportunity of quality education for the students of underprivileged and marginalized communities.<br>● To create an excellent academic environment. | ● Well-equipped computer lab, library and science lab.<br>● Free WiFi.<br>● Additional classes, if required.<br>● Audio-visual classes.<br>● Well-managed cafeteria.<br>Apart from the regular classroom activities, the school organizes various co-curricular and extra-curricular activities.<br>**Scholarships**<br>Despite various obstructions, the school offers various types of scholarships to the deserving students and the students from poor and marginalized groups. |

| | |
|---|---|
| **Admission Process**<br>Any student fulfilling the basic criteria set by the school can apply for the entrance test to grade 6, 9 and 11.<br>**Uniform**<br>Students have to wear uniform as specified by the school administration. | **Fee Structure (for grade 11 & 12)**<br>Considering the financial condition of the people of our community, we charge nominal fees. We are committed to provide quality education to all so that they can be able to get opportunity of higher education. We hope that no one should be deprived of education. |

Saraswati Secondary School
Ilam Municipality -9, Ilam
Email: ssschool2018@gmail.com

## A. Choose the words from the box to complete the sentences.

| | | | |
|---|---|---|---|
| nominal | underprivileged | devoted | human resource |
| remedial | cafeteria | ensure | deprived of |

a. The baby is still not normal. He was ……. oxygen during the birth.
b. She takes a bath regularly. She wants to …… personal hygiene.
c. These children are from ……. community. We've provided them with necessary things at school.
d. Thirty percent of the students need ……. classes in Mathematics.
e. Nepal needs skilled …….. to utilize the available natural resources.
f. Our school canteen is cheap. It provides its services at …….. prices.
g. No one brings the homemade food. Everyone eats at the …….
h. After getting higher education, Ms. Tharu ……. herself to social work.

## B. Answer the questions.

a. When was the school established?
b. Make a list of the programmes offered by the school.
c. Is the school suitable for the poor students? How do you know?
d. Has the school got IT facilities? If yes, what are they?
e. How can one contact the school?

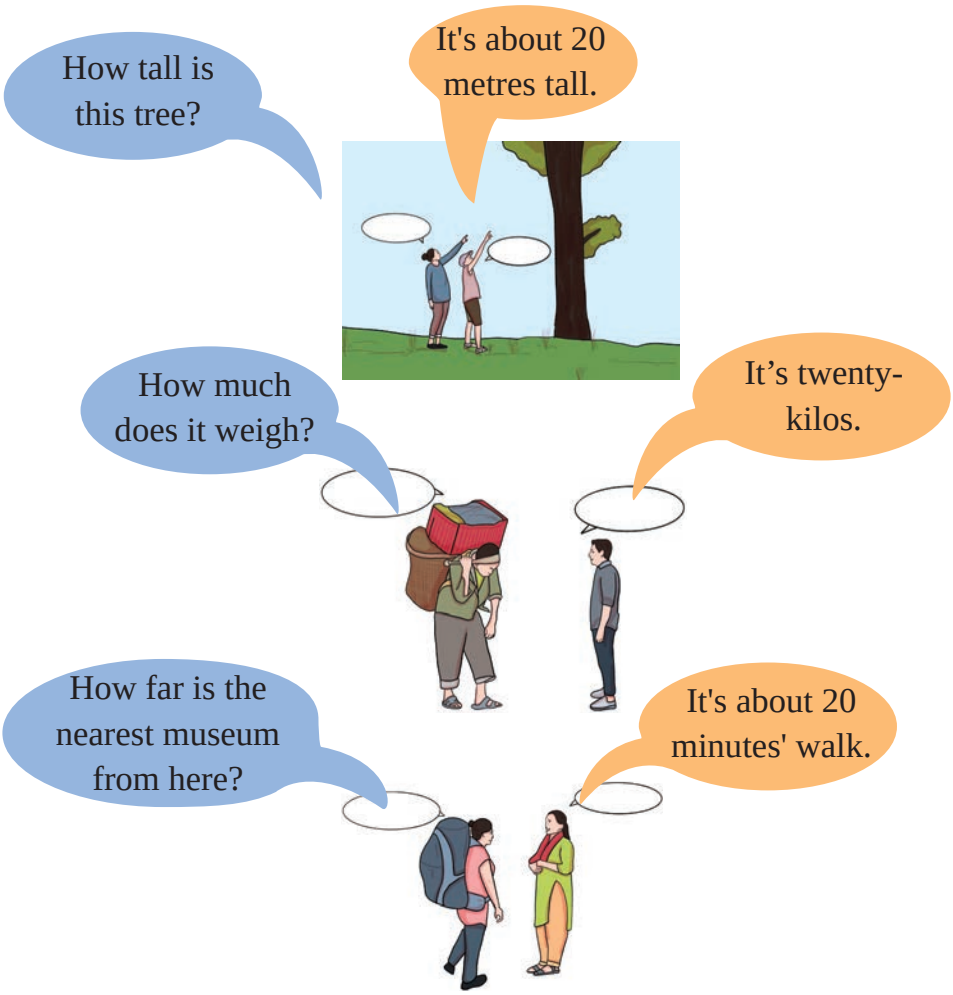
## C. Write True or False against the following statements.

a. The school has a long history.
b. The school is located in a remote village.
c. Students and guardians get a chance to interact with the school family.
d. The students should bring homemade food.
e. The school is one of the expensive schools in the area.

## D. Visit different sections of your school and enlist the facilities available there.

## Speaking

**A. Act out the following conversations.**




**B. Work in pairs. Take turns to ask and answer questions based on these clues.**

a. time to get to your school/20 minutes
b. kerosene you need/5 litres
c. your school from the bus park/3 km
d. your father/5 feet
e. your weight/35 kg
f. your classroom window/3 feet
g. how long/Koshi River/720 km

**C. Work in groups. Take turns to ask and answer with each other. Talk about height, weight and distance. Be true to yourself.**

## Writing II

**Read the *Reading II* once again. And, design a similar prospectus of your school with the help of the given outlines. Get help from your teacher. Paste a photo if possible.**

- **Introduction**: the name, when it was established
- **Vision**: to develop school as a centre of excellence
- **Mission**: to provide quality education to all
- Major programmes
- Main features (science lab/library/canteen/classroom equipment, etc.)
- Admission procedures
- Fee structure
- Scholarships

## Grammar II

**A. Match the questions in column A with their possible answers in Column B.**

| Column A | Column B |
|---|---|
| a. How tall is your house? | i. It's about 2.5 kilograms. |
| b. How long is the East West highway? | ii. He's 3 feet five inches. |
| c. How much water do you drink a day? | iv. It's 1027.67 kilometers. |
| d. How far is Kathmandu from Pokhara? | v. It's about 20 feet. |
| e. How tall is your younger brother? | vi. It's about 200 kilometers. |
| f. How much does your laptop weigh? | vii. I drink 2 litres of water every day. |

**B. Rearrange the words to make sensible questions.**

a. Shiva/How much/carry/can?
b. has/How far/reached/the pilot?
c. the Karnali Bridge/long/is/How?
d. tall/giraffe/is/How?
e. How/can/high/you/reach?
f. long/is/your ruler/ How?

## Project work

**Visit different schools, colleges and other institutions of your locality and collect as many prospectuses as you can. Present them to your class.**

## Extra bit

**Some and any.**

a. Do you have any children?
b. Did you see any children?
c. I didn't see any children.
d. We saw some tigers at the zoo, but we didn't see any elephants.
e. I haven't got any money.
f. He's very hungry. Give him some food.
g. Would you like to have some tea?

**Many, several, (a) few, a little, much, a bit of.**

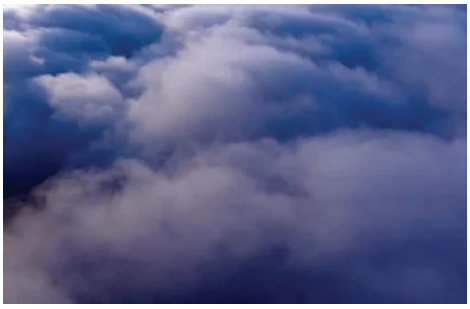
a. I have many friends.
b. She has several books.
c. I have a few pages left.
d. Few people came to the meeting.
e. Would you like a little water?
f. I don't have much money.
g. Could I have a bit of sugar please?

## Getting started

**A. Look at the pictures. Say what may/might or must happen.**

fall

fight



rain

win the race

**B. Listen and sing.**

Of all the children in my school,
I may not be the tallest.
Of all the voices in the world,
Mine may be the smallest.
But I can almost touch the stars,
If I stand on my toes.
And soon my words might change the world,
So, you'd better listen close.

**Answer the questions.**

a. Is the speaker a student?
b. When can the speaker touch the stars?
c. What can change the world?

## Reading I

**Look at the picture and answer these questions.**

a. What is happening in the picture?
b. Is it good or bad for us? Why?
c. What may happen if the jungle is destroyed?

# Climate Change

Climate change refers to the change in the average conditions - such as temperature and rainfall - in a region over a long period of time. For example, there were a lot of glaciers in the past in the Himalayan ranges of Nepal. But today, we have a warmer climate and fewer glaciers; the remaining ones are seriously challenged.

Global climate change refers to the average long-term changes throughout the earth. These include warming temperatures and changes in rainfall, as well as the effects of the earth's warming, such as rising sea levels, decreasing mountain glaciers, ice melting at a faster rate than usual in Himalayan regions, and changes in flower and plant blooming times, etc.

The earth's climate has been changing continuously - even long before humans came into the picture. However, scientists have observed unusual changes recently. For example, the earth's temperature has been increasing much more quickly than they would expect over the past 150 years.

Some parts of the earth are warming faster than others. But on average, global air temperatures near earth's surface have gone up about 2 degrees Fahrenheit in the past 100 years. In fact, the past five years have been the warmest five years in centuries.

Many people, including scientists, are concerned about this warming. As the earth's climate continues to warm, the intensity and amount of rainfall during storms such as hurricanes are expected to increase. Shortage of water for a long

period of time and heat waves are also expected to become more intense as the climate warms.

When the whole the earth's temperature changes by one or two degrees, the change can have big impacts on the health of the earth's plants and animals, too.

There are lots of factors that contribute to the earth's climate. However, scientists agree that the earth has been getting warmer in the past 50-100 years because of human activities.

Certain gases in the earth's atmosphere block heat from going out. This is called the greenhouse effect. These gases keep the earth warm like the glass in a greenhouse keeps plants warm.

Human activities - such as burning fuel in the factories, cars and buses - are changing the natural greenhouse. These changes cause the atmosphere to trap more heat than it used to, leading to warmer earth.

When human activities create greenhouse gases, the earth warms. This matters because oceans, land, air, plants, animals and energy from the sun all have an effect on one another. The combined effects of all these things give us our global climate. In other words, the earth's climate functions like one big, connected system.

Thinking about things as systems means looking for how every part relates to others. NASA's earth observing satellites collect information about how our planet's atmosphere, water and land are changing.

By looking at this information, scientists can observe how the earth's system works together. This will help us understand how small changes in one place can contribute to bigger changes in the earth's global climate.

**A. Write the words from the text for these meanings. The first letter has been given.**

| | | |
|---|---|---|
| a. | a slow-moving mass or river of ice, formed from snow on mountains | G…… |
| b. | all the time; repeatedly | C …… |
| c. | a scale of measuring temperature | F …… |
| d. | a period of hundred years | C…… |

e. the quality of being very great; very strong — I .....

f. a violent storm with very strong winds — H .....

g. the mixture of gases that surrounds the earth — A .....

h. a structure made of glass which is used to grow plants — G .....

i. an electronic device sent into space to gather information — S .....

**B. Decide whether the following statements are True or False.**

a. Glaciers are found high in the Himalayas.
b. Climate change is a global issue.
c. The effect of climate change is not seen in the seas.
d. Climate change indirectly affects human being.
e. Human activities are likely to increase more change in the climate.
f. Production of carbon dioxide in the USA may cause the melting of snow in our Himalayas.

**C. Answer these questions.**

a. Why have the glaciers been challenged?
b. Enlist the negative effects of global climate change.
c. When did the change in the climatic condition start?
d. Does the greenhouse effect bring change in the world temperature? How?
e. What are the components of global climate?
f. Which organization is conducting research about climate change and its effects?

**D. Has Nepal been affected by the global climate change? How? Discuss in groups and share your ideas to the class.**

## Pronunciation

**Match the words with their pronunciation. Practise saying them with the help of your teacher.**

| | |
|---|---|
| intensity | /ˈtemprətʃə(r)/ |
| global | /ˈætməsfɪə(r)/ |
| glacier | /ˈhʌrɪkən/ |

| | |
|---|---|
| temperature | /ɪnˈtensəti/ |
| atmosphere | /ˈgləʊbl/ |
| hurricane | /ˈglæsiə(r)/ |

## Grammar I

### A. Look at the following set of sentences.

| | |
|---|---|
| Prerana will come here tomorrow. | Prerana will have come here by 4 pm tomorrow. |
| We shall buy a house next year. | By next year, we will have moved to our new house. |
| Jonathan will complete his studies in 2025. | Jonathan will have got a job by 2026. |
| Fukipa will climb Mt. Everest next week. | By the end of next week, Fukipa will have climbed Mt. Everest. |

### B. Choose the correct alternatives from the brackets to complete the sentences.

a. I think our team …… the match this year. (will win / will have won)
b. By 11 pm tonight, she …… writing the report. (will have finished / will finish)
c. If I finish this task early, I …… TV. (will have watched / will watch)
d. They say it …… heavily tomorrow. (will rain / will have rained)
e. …… fine tomorrow? (Will the weather have been / Will the weather be)
f. They …… here by 10 tomorrow. (will arrive / will have arrived)
g. I …… Paris by the end of July next year. (will have visited / will visit)
h. I'm sorry. I …… you this time. I'm busy. (will not have helped / won't help)

### C. Make two sentences using the clues given below.

***Example:*** *complete home work*
*I will complete my homework soon.*
*I will have completed my homework by 8 pm.*

a. take bath
b. watch TV

c. go shopping
d. call my parents
e. wash clothes
f. prepare food
g. feed animals
h. take final exams

**D. Imagine your life 20 years from now. Write some sentences about what changes you will have experienced by then. You can talk about your studies, visits, jobs, etc.**

## Writing I

**Work in groups of five. Look at the picture below. What are the people doing? What may happen in the future there? What must be the results? Make notes of the conclusions of your group. Based on your discussion, write a paragraph.**

## Listening

**A. Say the weather words for these pictures.**

**B. Listen to the recording and complete the table below.**

| Direction | Temperatures |
|---|---|
| North | |
| | around $13^0$ |
| West | |
| | $15^0$ |

**C. Listen to the recording again and write True or False.**

a. It will rain for the whole day in the north.
b. There may be thunderstorms in the east.
c. The west will have quite windy weather.
d. The best weather will be found in the south.

**C. What is the weather like in your locality now? Talk to your partner about it.**

## Reading II

**Look at the picture and talk to your friends about the answers to these questions.**

a. What are these people doing?
b. Do you feel grateful because you are one of the best creations on the earth? Why?

### Gratefulness

I am grateful for the eyes that I can see
the activities that can be done by me.
I am grateful for the ears that I may hear
the sobbing of those who need me near.
I am grateful for the lips that I might speak
words of comfort and peace to all who seek.
I am grateful for a mind that I might know
how to aid those who need me so.

I am grateful for the hands that I might do
some arduous or simple tasks for you.
I am grateful for the ability to always pray
to give me strength and guidance every day.
I am grateful for one thing, all else above
that I was given a heart, that I may love.

*- Joseph T. Renaldi*

**A. Match the organs with their related use as given in the poem.**

| | |
|---|---|
| a. mind | i. do difficult and easy tasks |
| b. eyes | ii. help the needy ones |
| c. ears | iii. perceive the activities done by the speaker |
| d. hands | iv. help people establish peace / comfort |
| e. lips | v. pay attention to the sorrows of the near and dear ones |

**B. State whether the statements are True or False.**

a. The speaker finds himself grateful.
b. He only performs difficult tasks.
c. The ability to pray gives him strengths and guidance rarely.
d. Having the heart is the most significant thing for the speaker.

## Speaking

**A. Act out the following pieces of conversation.**

**B. Work in pairs. Take turns to ask and answer as given in the example.**

***For example:*** *tomorrow morning*

*A: What will you do tomorrow morning?*

*B: I will cook food.*

*A: Will you have prepared food by 9 am?*

*B: Yes.*

a. tonight

b. on Saturday

c. after your exams are over

d. after your school today

e. during your winter vacation

f. in the Dashain vacation

g. next week

**C. Go round the class. Ask your friends to say at least two things. Complete the given table.**

| Name of your friend | What they will do in future | What they will have done by certain time in future |
|---|---|---|
| 1. Lakpa Tamang | ride a horse / tomorrow | learn Nepali typing on computer / by next month |
| 2. | | |
| 3. | | |
| 4. | | |

**Now, write about your friends as given in the example.**

My friend Lakpa Tamang will ride a horse tomorrow. He will have learnt Nepali typing on computer by next month. .....

## Writing II

**Work in pairs and discuss. How will the earth be after 20 years? Focus your attention on the issues of:**

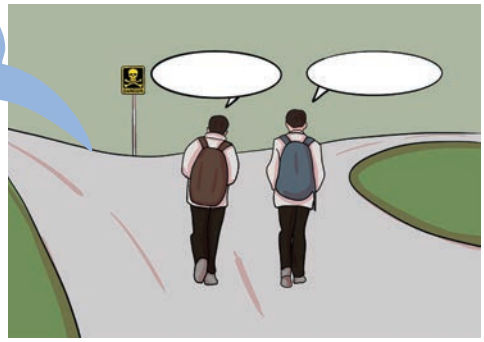
- rapid population growth
- cutting down of trees/deforestation
- increased pollution
- decreasing rate of fuels, etc.

**Now, based on the ideas you have collected, write a paragraph on 'The Future of the Earth'.**

## Grammar II

**Observe the pictures and read what each of these people are saying.**

Don't go there. There must be danger



Get up darling! You may be late for school.

Look! I've prepared many things.

You might have worked a lot.

You haven't eaten all day. You must be hungry

We might meet one day.

**B. Fill in the blanks with may/might or must and one of the suitable verbs from the box. Some of them may be used more than once.**

| forget | help | be | buy | go | find | visit | lose |
|---|---|---|---|---|---|---|---|

a. He is at home now. He …… you if you need.

b. I couldn't solve these problems. They are not as easy as you ……. thinking.

c. It's 9 pm. The children …… sleeping.

d. How did the robbers get in? - We don't know yet. The old woman …… to lock the door.

e. I called her twice but there was no answer. I …… and find whether everything is fine or not.

f. Rohan's father is serious. He ……. his father this evening.

g. A: Papa, when do we buy a new car?
B: Umm… I'm not sure. We ……..…….. it next year.

h. Scientists are doing a lot of hard work. One day, they …….. lives on other planets, too.

i. They have not arrived yet. They ……. their way.

**C. Make at least two sentences in the given situations. Use may/might and must.**

*For example: Romeo is at the riverside.*
*He must be going to swim.*
*He might catch some fish.*

a. She speaks Japanese.

b. They have books in their hands.

c. She bought a new car.

d. It's raining.

e. He works in a bank.

f. Bhagawati studies very hard.

## Project work

**Visit different places of your village/town and meet different elderly people. Ask them about the changes they have seen in their life and the negative or positive results of those changes. What are the causes of those changes? Make a list of them and suggest what might or must the people do to control the negative changes.**

## Extra bit

**Learn how may, might, could, will, should, must and can't are used in the following sentences.**

a. She might come soon.
b. She could be lost.
c. She may be in the wrong room.
d. She'll be at work now.
e. They should be there by now.
f. It shouldn't take long to drive here.
g. Prices can be high in Kathmandu.
h. She must be in the office. It's already 10 and she goes to office at 9.
i. He can't be in the park. He doesn't go to the park at this time.

## Getting started

**A. The following pictures tell a story. Put them in order and narrate the story.**

**B. Listen and sing.**

My teacher took my iPod,
She said they had a rule,
I couldn't bring it into class,
or even to the school.
    She said she would return it;
    I'd have it back that day.
    But then she tried my headphones on
    and gave a click on Play.
She looked a little startled,
but after just a while,
she made sure we were occupied
and cracked a wicked smile.
    Her body started swaying.
    Her toes began to tap.
    She started grooving in her seat,
    and rocking to the rap.

My teacher said she changed her mind.
She thinks it's now okay
to bring my iPod into class.
She takes it every day.

**What happened in the song? Discuss and put the following sentences in the correct order.**

a. The teacher allowed the student to bring the iPod to the class.
b. She gave a smile.
c. She started using the iPod every day.
d. She tapped on the floor.
e. The teacher took the iPod.
f. She played the music.

## Reading I

**Look at the picture and answer these questions.**

a. Where are these people?
b. What is the boy doing?

## A Lesson from a Son

Velan was a carpenter who lived in a village. His mother had died a long time back. His aged father, Kuppan, lived with him. Kuppan was very weak. He was so weak because neither Velan gave him enough food nor was the food nutritious. Thus, he had no energy even to walk well.

Velan had given his father a small earthen plate. Even a small quantity of rice in the plate appeared to be much. He did not have a good social reputation. He was a drunkard too. After being drunk, he always treated his father badly.

Velan had a son named Mithu who was just ten years old. He was a very good boy. He was very intelligent and had great respect for his grandfather. He did not like his father's attitude and character because his father was not treating his grandfather well.

One day, Kuppan was eating his food out of the earthen plate that his son had given to him. It fell down and broke into pieces. The food also fell on the floor. Velan was working at the other end of the room. He saw the broken plate. He was very angry with his father and used very harsh words to abuse him. The old man felt bad about what happened. He was sorry for his mistake. However, Velan's words wounded him very deeply.

Velan's son, Mithu, saw this. He did not like his father. His father was ill-treating his grandfather. Although he had pity about his grandfather, he was afraid to speak against his father. Thus, he could do nothing in support of his grandfather.

The next day Mithu took some of his father's carpentry tools and a piece of wood. He worked with the tools to make a wooden plate. His father saw him working.

"What are you making, Mithu?" he asked.

"I am making a wooden plate!" replied Mithu.

"A wooden plate? What for?" asked his father.

"I am making it for you, father. When you grow old, like my grandfather, you will need a plate for food. A plate made from earth may break very easily. Then I may scold you severely. So, I want to give you a wooden plate. It may not break so easily.

The carpenter was shocked to hear this. Only then, he realized his mistake.

When Velan was a small kid, Kuppan had reared him with much care and attention. With time, he grew old. Velan remembered his joyous past and was now very sad about his own behaviour. He, then became a different person.

From that day, Velan treated his father with great respect. He gave up drinking too. Velan learnt a lesson from his own son.

**A. Find the words from the above story that have the following meanings.**

a. a person who makes and repairs wooden objects: C……

b. social recognition by other people: R……

c. clever, bright, brilliant: I……

d. strictly, harshly: S……

e. bring up and care for a child: R……

f. full of happiness and joy: J……

**B. Put the given sentences in the correct order.**

a. Velan did not have a good relation with other people because he was a drunkard.

b. There lived a carpenter with his old father and a son.

c. Velan realized his mistake and treated his father well.

d. Velan gave a broken plate to his father.

e. While eating, Kuppan dropped his plate and his son scolded him badly.

f. The boy made a wooden plate for his father.

**C. Answer these questions.**

a. How many members were there in Velan's family?

b. Why was the grandfather so weak?

c. Describe the character of Mithu.

d. Why was Mithu making a wooden plate?

e. How were Velan's childhood days?

f. Did Velan correct his mistakes in the end?

**D. Do you have a grandfather or a grandmother at home? How does your family treat him/her? Why should they be treated well? Discuss and write a paragraph about how we should care elderly people.**

## Pronunciation

**The pronunciation of some of the words from the story is given below. With the help of your teacher or other sources like (online) dictionary, write the words in the blank spaces.**

a. /ˈvɪlɪdʒ/ : ……...

b. /ˈenə(r)dʒi/ : ……..….

c. /triːtɪd/ : ……...…

d. /ˈbrəʊkən/ : ……...

e. /ˈwʊdn/ : ……...…

f. /rɪˈspekt/ : ……..…

## Writing I

**A. We use the past forms of verbs when we tell a story. Write all the verbs from the story which are in past forms.**

**B. Put these sentences in the correct order to make a story.**

a. Both of them sped off into the jungle.
b. Though the lion laughed at the mouse's confidence, he let the mouse go.
c. "I promise you; I will be of great help to you someday if you save me."
d. This disturbed the lion's sleep, and he woke up quite angry.
e. A lion was once sleeping in the jungle when a mouse started running up and down his body just for fun.
f. The lion was struggling to get out and started to whimper.
g. They tied him up against a tree.
h. The lion was about to eat the mouse when the mouse desperately requested the lion to set him free.
i. Soon, the mouse walked past and noticed the lion in trouble.
j. The mouse quickly ran to set the lion free.
k. One day, a few hunters came to the forest and took the lion with them.

**C. Now, develop a story with the help of the clues given below. Give a suitable title too.**

A farmer with several sons ……. sons always quarrel …….. the farmer sad ….. falls ill and is taken to hospital ……. dying ……. calls all his sons ……. gives a bundle of sticks to break …….. all tried one by one …….. cannot break …..… the father gives the sticks separately…….. they break the sticks easily …….. moral

## Grammar I

**A. Study the following sentences.**

a. My friends were cooking food last night.
b. Indu was reading a novel when Joan came.
c. Were the children laughing?

d. They were drawing pictures some time ago.

e. It was raining yesterday evening.

**B. Make at least 10 sentences from the given table.**

| | | |
|---|---|---|
| They | | drinking tea when I arrived. |
| Pasang | | watching TV at night. |
| Yousuf | was | having lunch when the teacher turned up. |
| The students | | going to the cinema at this time yesterday. |
| A cat | were | studying algebra the whole day yesterday. |
| Smith | | chasing a mouse yesterday. |

**C. Put the verb in the bracket in its correct form. Use either was or were and v-ing.**

*Example: A picture …….. (hang) on the wall.*
*A picture **was hanging** on the wall.*

a. John …….. (not play) cricket with his children. He was writing a poem.

b. When I entered the room, my parents …….. (paint) the wall.

c. Kites …….. (not fly) in the sky a few minutes ago.

d. The leader …….. (giving) speech at this time yesterday.

e. My mother …….. (cook) food in the morning but I was dancing.

f. Children …….. (not do) their homework. They were watching a movie.

g. She …….. (swim) in the pool when I saw her.

**D. Write at least 10 sentences about what was going on when you arrived at your school today morning.**

## Listening

**A. Look at the picture and guess the answers to these questions.**

a. Where are these people?

b. What are they doing?

c. What games do you play at school?

**B. Listen to the recording and tick the best answers.**

a. Besides paper books, the little girl also made …… at school.
i. a person ii. a building iii. an animal

b. The girl used crayons, paper and ……..
i. pencil ii. glue iii. tape

c. In addition to playing games, she ……
i. watched television ii. rode her bicycle iii. went to the store

d. The girl played with her ……. at the school.
i. teacher ii. father iii. cousin

e. The conversation most probably took place at …….
i. a house ii. school iv. a park

**C. Make a list of the activities that you did at school and after school yesterday.**

| At school | After school |
|---|---|
| | |

## Reading II

**Answer the questions.**

a. Do you celebrate your birthday?

b. What did you do on your last birthday?

## A Birthday Party

It was my birthday last Thursday and I decided to celebrate it by inviting a few friends out to supper. I chose a restaurant in a quiet part of town. It is one of my favourite restaurants because the food is good and the waiters are friendly. It is hardly ever crowded, however, because few people know about it, so it is not

usually necessary to book a table. In any case, Thursday is not a busy evening as a rule.

When we entered the restaurant, I was surprised to find it completely full. I looked around – but not a single table was free. One of the waiters recognized me. He came across and explained the situation. "A party of tourists came in about half an hour ago," he said. "It was like an invasion! Suddenly the place was full! We can hardly manage!"

The waiter then pointed to a table in the corner. "The people there are just about to leave," he said. "Just hold on and you'll find a place there." He was right. Fifteen minutes later, the people at the corner table paid their bill, got up and left. I led my friends across and we all sat down.

Unfortunately, our table was almost out of sight. We tried to attract the attention of the waiter who sent us there but he, like all the other waiters, was busy with the party of tourists. They ordered enormous quantities of food. But at last, nearly an hour later, the tourists were finishing their meal and looking very pleased with life. The waiter, now very tired, appeared at our table. I advised my friends about the best dishes and finally the waiter went off with our order.

A few moments later he came back to our table. We could understand from his face that he had bad news for us. Full of apologies, he informed us that there was no meat or fish left. "All we can offer you," he said, "is an omelette!"

**A. Write the words from the text which mean the following.**

a. make it happy occasion
b. generally
c. knew
d. wait
e. going to
f. amounts

**B. Answer the following questions.**

a. Where was the restaurant?
b. Why did the writer like the restaurant?
c. Why did he not book a table beforehand?
d. Were the tourists already in the restaurant when they arrived?

e. What food did they order? Did they get that food?
f. Did the speaker and his friends want to eat an omelette?

**C. Say why:**

a. The writer invited some friends out to supper.
b. He chose that restaurant.
c. The restaurant was full that evening.
d. The writer and his friends were able to get a table after fifteen minutes.
e. The waiter didn't come to their table for nearly an hour.
f. The writer was able to advise his friends about the food.
g. The waiter who took their order came back and apologized.

## Speaking

**A. Act out the following dialogues with your friends.**

What were you doing at this time yesterday?

I was typing a letter.

I was painting a beautiful picture a few minutes ago.

Oh really? I was also doing the same.

When I took this photograph, my father was ploughing the field.

It rained heavily while we were playing football.

**B. Look at the clues below. Say what they were doing at the given times.**

a. Rupal / play chess / last night.
b. Bunu / cut grass / an hour ago.
c. Sukrit / drive a bicycle / when I see him.
d. Mingma / wash dishes / at nine in the morning.
e. Funurbu and his friend / talk on the phone / Saturday evening.
f. They / paint the wall / yesterday.
g. Last month / Paru / visit different places.
h. Gunjana and her family / watch TV / in the evening.

**C. Work in groups. Discuss and put the sentences from the box in the order to make a story.**

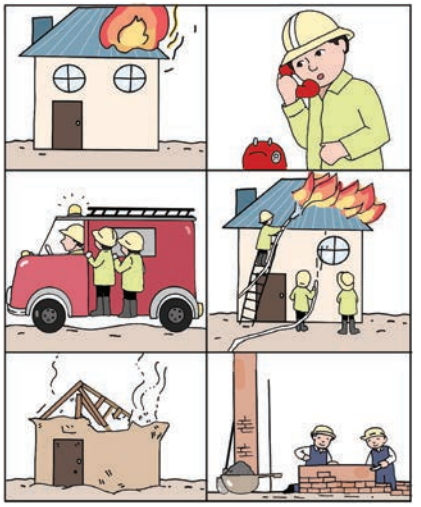
| | | | |
|---|---|---|---|
| It was raining outside when Sanat got out of bed and looked out of the window. | Nimesh said he wanted to play football anyway and he didn't care about the rain. | While they were playing football, it stopped raining and Sanat was really happy he hadn't gone to the cinema. | He was walking home thinking about the goals he had scored that day, when he saw his mum drive past. |
| He picked up his phone and sent a text to his friend Nimesh: "No football today. How about going to the cinema?" | Sanat changed his mind and decided to play too and left the house to join Nimesh in the park. | After the game, Sanat went home. On the way, he stopped at a shop to buy something for his lunch. | She saw him and stopped the car to give him a ride home. She had been working all morning but she was in a good mood. |

| | | | |
|---|---|---|---|
| While he was waiting for a reply, Sanat brushed his teeth, had a shower and got dressed. | While he was walking to the park, Sanat met two of his other friends and invited them along. | He was about to pay when he realized he had forgotten to take his wallet when he had left the house. | Sanat sat back in his seat and looked forward to having his lunch. He was having a great day. |
| After he finished getting ready, he checked his phone and saw that Nimesh had replied. | When they all arrived, they saw that James had found some other kids to play with and they had enough people for a full match. | He apologized and left the shop. Sam was feeling hungry but he knew that he had plenty of food at home. | When they arrived, Sam cooked lunch for the whole family. |

## Writing II

**A. Write the sentences from the above task in the order so that you can make a readable story.**

**B. Your friend Anjali was going to school yesterday. On the way she saw an event. Number these events a - f so that they make sense.**



**Now, write a story based on the pictures above. You may start like this:**

Yesterday my friend Anjali was going to school. On the way she saw……..…

## Grammar II

**A. Read the following passage carefully. Notice the highlighted words.**

Last weekend, Madhavi and her friends had been to a newly opened mall. They had finished their work before they went. They had never been to this mall before. Each time they had planned, some other work came up. They had to cancel their plans. They had never imagined that a get-together and outing of this kind would be so much fun. Madhavi and Rupali had already selected a beautiful dress to buy. Amit and Binit had agreed to buy Momo for all of them. By the time they left the mall, they had seen amazing displays in each of the shops. They were exhausted as they walked to almost every shop in the mall. They felt lucky that nobody they knew had been there before!

**B. Fill in the blanks with the suitable form of the verbs given in the brackets. Use simple past or past perfect tenses.**

a. After Fred …….. (spend) his holiday in Italy, he wanted to learn Italian.

b. Jill had phoned her dad before she …… (leave) her office.

c. Susan turned on the radio before she …….. (wash) all the dishes.

d. When she …… (arrive), the match had already started.

e. Before she sang the song, she …….. (play) the guitar.

f. They watched a video after all the children …….. (go) to bed.

g. After Eric …….. (prepare) delicious meal, he called his friends.

h. I ……. (be) very tired as I had studied too much.

i. They …… (colour) their house before they moved in.

j. After the man had come home, he …….. (feed) the cat.

## Project work

**Work in groups. Find a short story with the help of your teacher. Draw a set of pictures that tells the story. Paste the pictures in order on a chart paper and display it on the classroom wall.**

## Extra bit

**Put the pictures in order and tell the story to your friends.**

## Getting started

### A. Look at the girl's expressions. Practise saying them.

### B. Listen and sing.

In England once there lived a big,
And wonderfully clever pig.
To everybody it was plain
That Piggy had a massive brain.
He worked out sums inside his head.
There was no book he hadn't read.
He knew what made an airplane fly,
He knew how engines worked and why.
He knew all this, but in the end,
One question drove him round the bend:
He simply couldn't puzzle out
What LIFE was really all about.
What was the reason for his birth?
Why was he placed upon this earth?
His giant brain went round and round.
Alas, no answer could be found.

*- Rolad Dahl*

**Answer these questions.**

a. Where did the clever pig use to be?
b. Could the pig read? How do you know?
c. What puzzled the pig much?

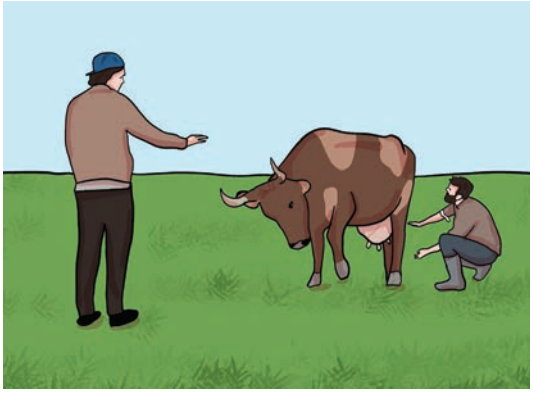
## Reading I

**Look at the picture below and answer these questions.**

a. What are the men doing in the picture?

b. Is the cow happy? Why?

# Fair Shares



Ali and Abraham were brothers. Their mother died when they were very young. Soon after, their father also died. He left for his sons a cow and a date-tree.

Ali was cunning and was greedy too. But Abraham was kind and honest. He trusted his elder brother. They wanted to divide their father's property. Ali said, "I will be very fair with you, Abraham. You take the front portion of the cow as your share. I will take the hind side of the cow. Each one gets his profit only from his share." "It's a wonderful idea," Abraham thought and agreed with his brother.

The tree was also divided. The upper part of the tree went to Ali and the lower part went to Abraham.

Abraham fed the cow very well. As a result, the cow became healthy. It gave a lot of milk. Ali got the milk. He sold the milk and got a lot of money. But he did not share the money with Abraham. Abraham asked his brother about his share of money. Ali replied, "I got the milk from my portion of our cow. Hind part is mine as per the agreement. Each of us gets the benefits only from his part." "Oh, no! I've never expected to see this", Abraham said to himself. But he said nothing to his brother.

One of the villagers had given an idea to Abraham. The next day, while Ali was milking the cow, Abraham beat the cow. The cow started kicking. Ali shouted at Abraham. "You fool! Why do you beat the cow? Don't you see me milking the cow?"

"The front portion of the cow is mine. I can do anything. That is our agreement," replied the younger brother.

Ali could hardly utter a single word and instantly agreed to share the money. Abraham said, “Not just money. You must also share the work of feeding and taking care of the cow too." Ali agreed.

The case of the cow was resolved. But the issue of the tree was intact. Ali made holes on the upper part of the tree. A kind of sweet-smelling juice came out of those holes. Small pots were attached with the holes where the juice could seep. Ali sold the juice for and earned a huge sum of money. "How cunning I am! I can still earn so much money though I have to share the cow" he was pleased with his cleverness.

One of his friends advised Abraham. The next day, Ali was on the top of the tree trying to fix the pots near the holes. At that time Abraham started chopping the tree. Ali shouted at Abraham but Abraham reminded Ali about the agreement. He said, “I can do anything with my part; you cannot interfere."

Ali now realized his mistakes. “How fool I have been!" he said, "Abraham, I have been a bad brother to you. I feel ashamed of my selfishness. Please pardon me. I promise not to hurt you hereafter."

And, so he did. Both the brothers shared the profit and lived happily.

**A. Find the words from the story above which have these meanings.**

a. smart, tricky
b. a part of a whole
c. great, massive
d. cutting
e. hinder, obstruct
f. yelled, screamed

**B. Write True or False against the following statements.**

a. Nothing was left for the brothers when their parents had died.
b. The elder brother was not as clever as the younger one.
c. Ali milked the cow, sold it and earned a lot of money.
d. Abraham never beat the loving cow.
e. The tree was given to the younger brother.
f. When Ali was up in the tree, his brother started cutting it.
g. Finally, both the brothers lived happily.

**C. Answer these questions.**

a. Which part of the cow was given to the younger brother?

b. How many things did the brother divide between them?

c. When did Ali agree to share the money, they would earn from the cow?

d. Why were small holes made on the tree?

e. How did the villagers suggest Abraham?

f. How did Ali react when his brother started cutting the tree while he was fixing the pots?

g. How was the brother's relation in the end?

**D. What was the surprising event for you in the story? Share it with your friends.**

## Pronunciation

**Learn the pronunciation of the phrases with the help of your teacher.**

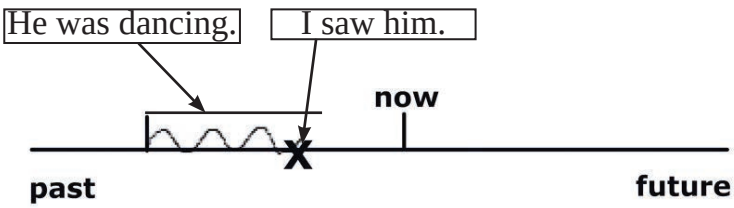
| | | |
|---|---|---|
| Oh, really? | Are you serious? | No way! |
| What a nice song you wrote! | How amazing you are! | My goodness! |
| Oh, my god! | That's amazing! | |

## Grammar I

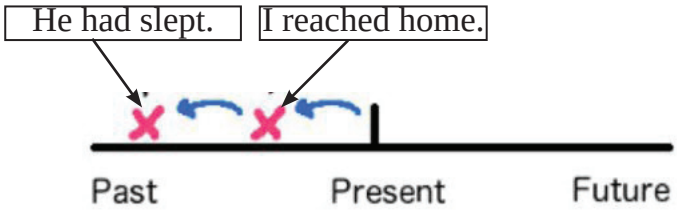
**A. Write all the past forms of verbs from the story above. Make sentences of your own.**

*Example: died – He died of cancer last year.*

**B. Study the following diagram. What do they mean?**




When I saw him, he was dancing.




He had slept before I reached home.

**B. Choose the correct answer.**

a. He was hit by a car when he ……. to school.

i. cycled ii. was cycling

b. The plane ……. off at 10 pm. It was right on time!

i. was taking ii. took

c. Yesterday, she …… to the post office.

i. went ii. was going

d. He …… the party because he ……. a good time

i. was leaving/didn't have ii. left/wasn't having

e. France ……. the football World Cup in 2012.

i. won ii. had won

**C. Complete the sentences with correct forms of verbs in the brackets.**

a. Peter was Sally's best friend. She…….(know) him all her life.

b. We were very hungry because we……..(not / eat) anything.

c. I was delighted when I found my keys. I……(lose) them for two days.

d. She was exhausted because she……..(work) hard.

e. Everything was white because it……(snow).

f. The passengers were angry because the airline……(lose) everyone's bags.

g. I……(not / see) Jacob for several years, but I recognised him immediately.

h. When I saw her, she ……. (sing).

i. The phone rang while I was …….. (wash) dishes.

## Listening

**A. Answer these questions.**

a. What do these words (competition, weekend, wedding) mean?
b. Have you ever won a prize? When?
c. How do people feel when they win a prize?

**B. Listen to the recording and complete the table.**

| | |
|---|---|
| Prize won | |
| Prize includes | |
| Prize has to be used | ……., 20th |
| They have to go to | John and Charlotte's …… |
| They don't know who could use the | |

**C. If you were the winner of the prize, what would you do during the weekend? Talk to your friends.**

## Reading II

**Answer these questions.**

a. Have you ever spent a night in a hotel?
b. Who did you go with?
c. Who arranged the hotel?

### At the Hotel

Guest : Good morning. Have you any room vacant?

Receptionist : Yes, sir. Double or single?

Guest : I want one double.

Receptionist : I have a double room on the second floor.

Guest : That's great! But I want to have one on the ground floor, or the first floor.

Receptionist : Let me see if I can…. I'm sorry. There's no double room vacant at the moment either on the ground or on the first floor. But I wonder if you could wait till the check-out time. I'll have

two vacancies then. Could I book one of the rooms for you in advance, sir?

Guest : Oh, no! I don't mind waiting for an hour or so. What's your check-out time?

Receptionist : It's 12 noon, and it's already a quarter past eleven. So, you will have to wait for less than an hour, sir.

Guest : How come? My watch shows ten minutes to eleven! That means there's more than an hour to go. I'm not going to wait …..

Receptionist : I'm afraid your watch is a little too slow, sir. My watch makes 11:20 now. I set the time only a few minutes before you came.

Guest : Oh, dear! There's something wrong with my watch. You're right. I'll wait for some time.

Receptionist : Thank you, sir. Would you take a seat, on the sofa over there?

Guest : Oh, but I don't know anything about the facilities you provide here.

Receptionist : Don't worry about that, sir. Here's a brochure giving all information about the hotel. On page ten, you'll find everything about the rooms and the facilities.

Guest : (*After some time*) Oh, no! The rooms are really expensive.

Receptionist : Our hotel is not expensive in comparison to other hotels around here. And, what's more, we provide best quality services. You will really be satisfied with our services, I claim.

Guest : Umm… Thank you, young lady.

**A. Fill in the blanks with appropriate information from the conversation above.**

a. The tourist needs ……. room.

b. The tourist wants to have a room on the ……

c. The check-out time is ……

d. According to the receptionist, the time was exactly …… when they were talking.

e. The information about the hotel can be found in the……

**B. Answer these questions.**

a. Where has the conversation taken place?

b. According to the receptionist, how many vacancies might be there that day?

c. What has happened with the tourist's watch?

d. Where does the receptionist want the tourist to wait?

e. How did the tourist feel about the price of the hotel rooms?

**C. What phrases/sentences in the above conversation express surprise?**

## Speaking

**A. Act out the following conversation.**

A: Jina's got a new room partner.

B: A new room partner? Good for her!

A: Apparently, she is from Solukhumbu.

B: Is she? How amazing!

A: Yes. She met her in the market while shopping.

B: In the market? That's interesting!

A: Unfortunately, she can't speak much Nepali.

B: Can't she? She will learn soon.

**B. Underline the phrases in the above conversation which express surprise. When do you say the following expressions? Discuss.**

a. Really?

b. That’s very surprising!

c. Wow!

d. Oh no!

e. What a surprise!

f. Oh my god!

g. I find that very surprising.

h. You must be kidding.

**C. How do you feel in the following situations? Work in pairs and take turns to talk as in the example. Use any appropriate expressions to respond.**

*Example:* *A: I've seen that movie five times already.*
*B: Really?*

a. You don't understand the assignment.
b. Your friend Janak is sick and has been hospitalized.
c. You met with an accident when you rode a bicycle yesterday.
d. Gita had a nice vacation.
e. The party was terrible.

## Grammar II

**A. Rewrite the story given below. Use past simple or past continuous tense.**

One afternoon, a big wolf ……..(wait) in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally, a little girl did come along and she …….. (carry) a basket of food. 'Are you carrying that basket to your grandmother?' asked the wolf. The little girl said that she …….. (be). So the wolf …….. (ask) her where her grandmother lived and the little girl …….. (tell) him and he …….. (disappear) into the wood. When the little girl …….. (open) the door of her grandmother's house, she …….. (see) that there was somebody in bed with a nightcap and nightgown on. She …….. (approach) no nearer than twenty-five feet from the bed when she …….. (see) that it was not her grandmother. So, the little girl …….. (take) an automatic pistol out of her basket and …….. (shoot) the wolf dead.

## Writing

**A. The following extract contains some mistakes. Rewrite the text correcting the mistakes.**

the case of the cow was resolved but the issue of the tree was intact Ali made holes on the upper part of the tree a kind of sweet-smelling juice came out of those holes small pots were attached with the holes where the juice could seep Ali sold the juice and earned a huge sum of money

**B. Complete the following conversation with correct expressions of your own.**

Joe : What did you do yesterday?
May : Not much, I read a book. …….. ?
Joe : I watched TV for a couple of hours and went to bed early. I've been really tired lately.
May : ……. What from?
Joe : Nothing in particular, I think I'm just bored.

**C. You and your friend are planning for a picnic next week. Compose a dialogue that takes place between you and your friend.**

## Project work

**Watch a movie. Watch and listen how the characters express surprise. Write as many expressions you hear as you can and present them to the whole class.**

## Extra bit

**Expressions for surprise.**

| | |
|---|---|
| Really | We use really as a short response show interest or surprise.<br>I don't like chocolate. – Really? |
| Are you for real? | We use it to express surprise and disbelief in English.<br>I got an A+ on my Math exam! – Dude, are you for real? |
| No way! | We use it to refuse to believe what we hear because it's so incredible.<br>Can I borrow your car? – No way! |
| What a …… ! | What a wonderful day! |
| How …….. ! | How amazing you are! |
| Wow! | We use it when the surprise seems unreal.<br>Wow! You are great. |

## Getting started

**A. Work with your partner. Take turns to ask and answer. Give true answers.**

| | |
|---|---|
| | |
| Elephants are not the tallest animals, are they? | The mountain is tall, isn't it? |
| | |
| They are nurses, aren't they? | This is not a helicopter, is it? |

**B. Listen and sing.**

When dawn comes to promise a new day,
When the darkest of shadows are swept away,
Will you watch over me until I wake?
Will you hold me close if I break?
Will you be there to catch my fall?
Will you be next to me, standing tall?
Will you be there to soothe my pain?
And tell me it's okay when there is only rain.
When darkness comes back to crawl and creep,
Will you be there to guard my sleep?
Will you love me whole and true?
And keep me going when I'm blue?

**Answer the questions.**

a. What comes to promise a new day?
b. Why does darkness come back?

## Reading I

**Answer the questions.**

a. Have you ever gone to a restaurant?

b. Where do you go? Share your experiences with your friends.

c. Have you seen the following type of text? What is it called? Where do you find it?

### A Hotel Menu

**THE BOAT RESTAURANT**

London, England

Ph. - 044-2345678

It's the place where people want to come time and again.

**STARTERS**

| | |
|---|---|
| Tomato Soup | £2.00 |
| French Onion Soup | £2.50 |
| Tomato Salad | £2.90 |
| Chicken Salad | £3.30 |

All starters are served with bread and butter.

**SNACKS**

*Lunchtime only*

| | |
|---|---|
| Cheese Burger | £3.20 |
| Vegetable omelette | £3.25 |
| Chocolate cake | £2.25 |
| Cheese & tomato sandwich | £3.25 |
| Burger | £2.90 |
| Chickent sandwich | £3.50 |
| Cheese omlette | £3.50 |

All snacks are served with salad and chips.

**MAIN COURSES**

| | |
|---|---|
| German sausage and chips | £6.50 |
| Grilled fish and potatoes | £6.25 |
| Italian Cheese & tomato pizza | £4.85 |
| Thai chicken and rice | £5.95 |
| Vegetable pasta | £4.85 |
| Boast chickent and potatoes | £5.95 |

Special discount on Saturdays

**DRINKS**

| | |
|---|---|
| Mineral water | £1.00 |
| Fresh orange juice | £1.25 |
| Soft drinks | £1.30 |
| English tea | £0.90 |
| Irish cream coffee | £0.90 |

**DESSERTS**

| | |
|---|---|
| Fruit salad and cream | £2.25 |
| Ice-cream (choose from chocolate, coffee or lemon) | £2.00 |
| Lemon cake | £2.25 |
| Chocolate cake | £2.25 |
| Cheese and biscuits | £2.50 |

Lunch served 12:30 - 2:30 pm/ Dinner served 6:00 - 9:00 pm

**A. Write whether these statements are True or False.**

a. Five major categories of food are available in the restaurant.
b. Chocolate cake is the cheapest dessert available.
c. If you order Tomato Soup, you will get bread and butter too.
d. Ice cream is available in only one flavour.
e. The restaurant remains open for dinner from 6 to 9 in the evening.

**B. Answer these questions.**

a. Where is the restaurant located?
b. Which is the most expensive item?
c. What is the cheapest item available in the restaurant?
d. Why can't you enjoy cheese burger anytime you like?
e. If you want to enjoy vegetable pasta, how much do you have to pay?
f. What are the snacks served with?

**C. Have you ever seen a hotel/restaurant menu? Was that similar to or different from this? Share your experiences.**

## Writing I

**Suppose your parents are going to start a new restaurant. Prepare a similar menu for the restaurant. Take help from the clues in the box.**

| |
|---|
| Name of the restaurant …… contact details ……. hot drinks …… cold drinks ……. main course …….. snacks ……. desserts …….. special thing, etc. |

## Grammar I

**A. Study what the teacher says to his students.**

a. We are going to learn English now, aren't we?
b. We will finish everything in time, won't we?
c. You don't have any problem, do you?
d. You can't make noise in the class, can you?
e. At this time yesterday, we were writing a menu, weren't we?

**B. Match the sentences with the question tags.**

| | Column A | | Column B |
|---|---|---|---|
| a. | Monika is drawing pictures, | i. | shouldn't we? |
| b. | I have a computer, | ii. | do they? |
| c. | She isn't my good friend, | iii. | is she? |
| d. | We should labour hard, | iv. | don't I? |
| e. | We must go now, | v. | aren't they? |
| f. | We have never seen a tiger, | vi. | isn't she? |
| g. | They don't like coffee, | vii. | mustn't we? |
| h. | Pujan and Sabu are singing, | viii. | have we? |

**C. Complete these statements with correct question tags.**

a. I don't need to finish this today, ……?
b. James is working on that, ……..?
c. Your parents have retired, ……..?
d. The phone didn't ring, ……..?
e. It was raining heavily, ……..?
f. Your mom hadn't met him before, ……..?
g. The bus stop is near here, ……..?
h. Hamid will dance in the cultural programme, ……..?
i. He doesn't understand Urdu, ……..?
j. She is living in a hamlet now, ……..?

## Listening

**A. Look at the picture and answer these questions.**

a. Who are these people?
b. Where are they?
c. What might they be talking about?

**B. Listen to the audio and tick the best answer.**

a. Who does Hana cook with?
i. her roommate ii. her mother iii. her sister

b. How does Daniel get food during the week?
   i. he cooks himself.
   ii. he buys from the shop.
   iii. his mother provides him.

c. How often does Daniel eat out?
   i. sometimes ii. never iii. occasionally

d. How often does Hana normally go and eat out?
   i. never ii. sometimes iii. during the weekend

e. Who seems to be busier?
   i. Hana ii. Daniel iii. both of them

**C. How often do you cook at your home? What do you cook? Talk to your friends.**

## Reading II

**Look at the pictures and answer these questions.**

a. What place is it?
b. What are these people doing?
c. Have you ever been to such places? Who do you go with?

## A Visit to a Market

Hi, everyone! Today I'd like to share my experiences of visiting a market place.

Last Saturday, my mother and I went to the central market to buy some groceries which we needed for the coming New Year.

When we reached the market, we could not find a place to park the car. So, we requested our family driver to find a suitable space for the car.

Going to the market just before a festive season was not a pleasant experience. The whole town seemed to be there. Everyone had things to buy. So, the prices of things shot up. Worst of all, we had to struggle to get the stuffs we needed.

So, we made our way carefully through the various sections buying vegetables,

meat, fish, other food stuffs and spices. We had wanted to buy some prawns but they were all sold out, despite their high prices.

The shopping bags got heavier and heavier. The crowd got thicker and thicker. The noise and the heat were almost unbearable. As we had nearly done all the shopping, I told my mother that I would wait for her in the car. I could not stand being among the hundreds and thousands of people roaming here and there. I carried the bag wearily to the car where our driver was waiting. I breathed a sigh of relief and sat in the car listening to beautiful songs being played there. The air smelled sweet and fresh; and I was glad to be outside.

Almost half an hour later, my mother emerged in front of the car. She looked exhausted. We put the groceries in the boot and returned home. That day, I decided I would never go to the market during festive seasons.

**A. Rewrite the given sentences replacing the underlined words with one of the words and expressions given in the box.**

breathed a sigh of relief, emerged, stuff, unbearable, pleasant

a. We spent our holiday in a nice resort.
b. Could you move all these things from the table?
c. The atmosphere at work at present is unpleasant for us to experience.
d. I felt very exhausted throughout the day. I felt relieved as soon as I reached home.
e. New business techniques appeared with the development in science and technology.

**B. Answer these questions.**

a. When did the speaker go to the market?
b. Why was going to the market during a festive season not pleasant for the speaker?
c. Why did the speaker return back to the car before his mother?
d. What made the speaker feel relieved as soon as he returned to the car?
e. How did the mother look as she returned back?

**C. Have you ever been to a market during festival season? How did you feel being there? Share your experiences with your friends.**

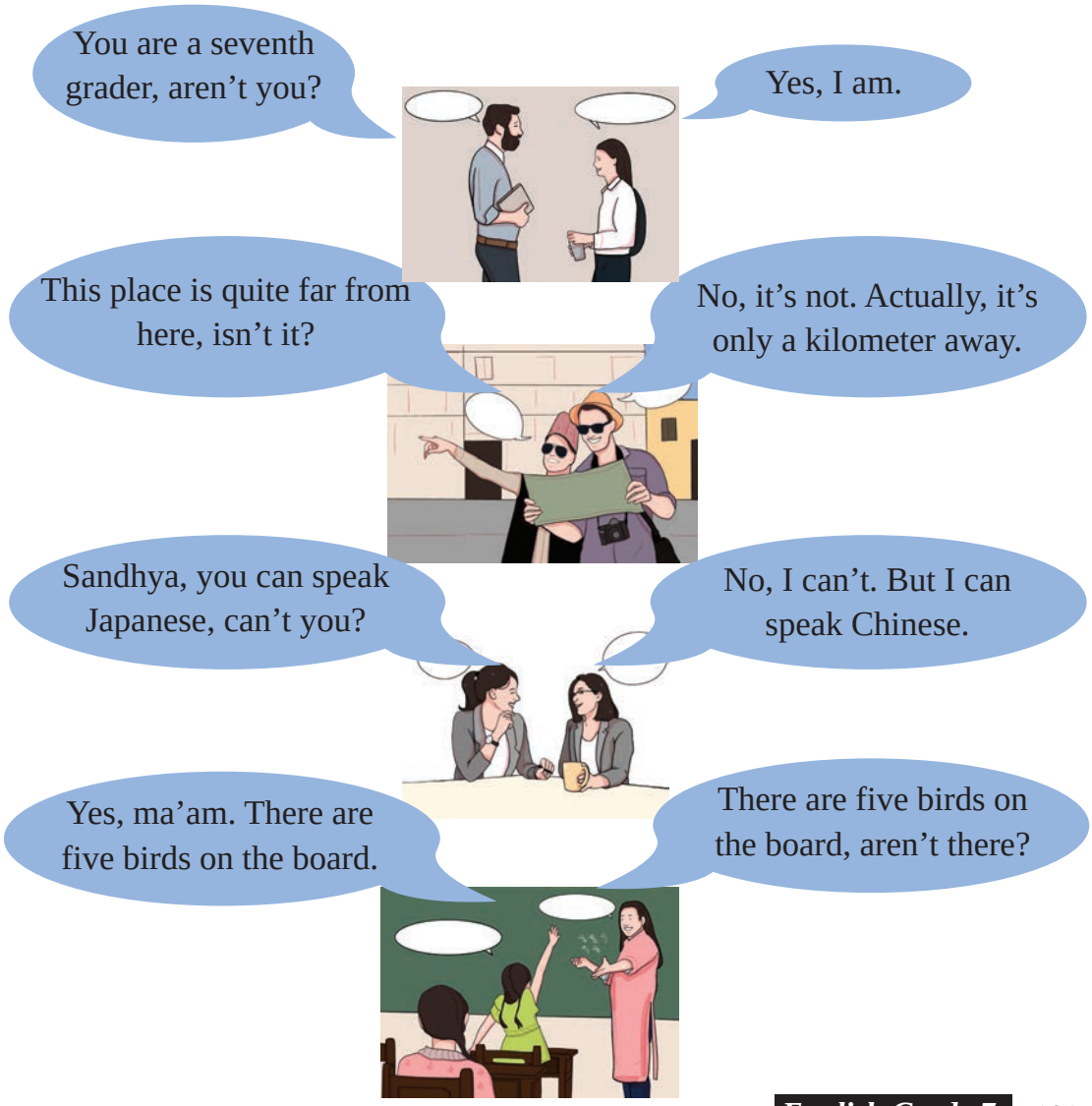
## Speaking

**A. Study these short dialogues carefully. Then, act out them with your peers.**

**B. Work in pairs. Take turns to ask and answer. Use the clues.**

***Example:*** *my books / no / Rajani's*

*A: These are my books, aren't they?*



*B: No, they aren't. They are Rajani's.*

a. father / doctor / no / engineer.

b. speak Canadian / no / Korean.

c. type Nepali / yes / faster.

d. your computer / no / my brother's.

e. go swimming yesterday / yes / with my little brother.

f. called your parents / no / call now.

g. obey rules in the school area / yes / you must.

h. must do exercises / yes / to be healthy.

**C. Work in pairs. Take turns to say a statement and supply the correct tag.**

## Writing II

**Suppose you went to a nearest market last week. Write an e-mail/a letter to your friend describing your experiences. Use the guidelines given.**

who you went with ……. describe the market place …….. things you saw…….. things you bought …….. your feeling about the market

## Grammar II

**A. Read the following sentences and underline the question tags.**

a. He is not your uncle, is he?

b. Rajaram works at an office, doesn't he?

c. One should obey the rules, shouldn't one?

d. Umar, type all these letters, will you?

e. They have a beautiful house in London, don't they?

f. She never works hard, does she?

g. You should obey your teachers, shouldn't you?

h. Let me see it, will you?

**B. Complete the following dialogue with appropriate tags. Then, act it out with your friend.**

Nira : Hello, you are new, ……?

Niraj : Yes, I am.

Nira : You've just moved here from Edinburgh, ……?

Niraj : That's right. It's nice here, ……?

Nira : Yes, it's great. Have you got any brother or sister?

Niraj : No I haven't. But, you've a sister, ……..?

Nira : Yes, I do. How do you know that?

Niraj : She's in my class. Her name is Laura, ……?

Nira : Yes, that's right.

Niraj : She has the same eyes and blond hair as you, ……?

Nira : Yes, we both look like our Mom.

## Project work

**Work in groups. Visit nearby restaurants or hotels and find their menus. Compare them and list out the similarities and differences among them.**

## Extra bit

**Write the name of a classmate in each sentence that you think best matches the statements.**

a. …….. spends a lot of money on clothes.

b. …….. isn't afraid of spiders.

c. …….. went to bed late last night.

d. …….. has a haircut recently.

e. …….. studies English every day.

f. …….. doesn’t have a pet.

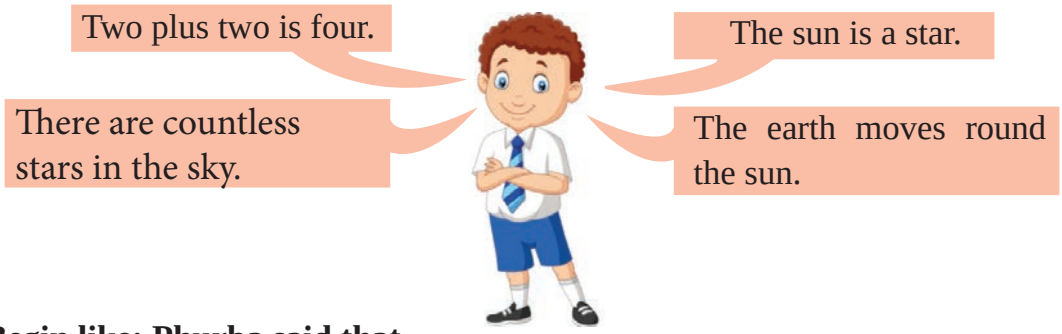
g. …….. doesn't like cats.

h. …….. has been to the cinema this week.

**Ask your classmates tag questions to see if your statements are right or wrong. Award yourself one point for each correct answer.**

## Getting started

**A. Observe the sentences Phurba is saying. Tell your friends what he has said.**




**Begin like: Phurba said that ……..**

**B. Listen and sing.**

The turning earth spoke in a somber voice.
"Four seasons I give you," its deep voice said.
"I give you spring when the lilacs bloom,
I give you autumn when the maple is red.

Summer I give you all crowned with sunshine,
And winter of snow and icicle spears.
Four seasons I give you with all their joys!
And all their pleasures and all their fears!

"Take my four gifts and use each one,
Use each wisely, kindly and well,
So that upon the year's last hour
A worthy record you date to tell."

The turning earth spoke but once again.
"Four seasons I give you," its voice was low.
The gifts are yours and yours is the task
To use my gifts as best you know."

**The poet has discussed about four seasons in English. How many seasons**

**do we have in Nepal? Discuss what happens in each season.**

## Reading I

**Guess the answers to these questions.**

a. What are the large animals?

b. What do you think is the largest land animal on Earth?

## Elephants

Elephants are the largest land mammals on the earth, and they are one of the most unique-looking animals too. With their characteristic long noses, or trunks; large floppy ears; and wide, thick legs, there is no other animal with a similar physical structure.

There are two species of elephants: the Asian elephant and the African ones. They live in separate continents and have many unique features too.

African elephants live in sub-Saharan Africa, the rainforest of Central and West Africa. Asian elephants live in Nepal, India and Southeast Asia in scrub forest and rainforests.

Among these two, African elephants are larger which grow high about 13 feet and weigh about 6,350 kilograms. Asian elephants are just a little smaller that grow up to 8.9 feet height and weigh about 4,990 kilograms. The African elephants live up to 70 years while Asian ones live up to 60 years.

Both male and female of African elephants have large tusks and two fingers on the end of their trunks to help them pick items. Asian elephants have a single finger on the end of their trunks. Typically, only male Asian elephants will grow large tusks while the female and few males have much smaller tusks called tushes that do not always grow outside the mouth.

Tusks are large, deeply rooted teeth that evolved to assist the elephant in digging, lifting, gathering food and defense while also protecting trunks. In the same way that human beings are left and right-handed, elephants are also right-tusked and left-tusked. Their dominant tusk is easy to identify because it will be more worn

down than the less dominant one.

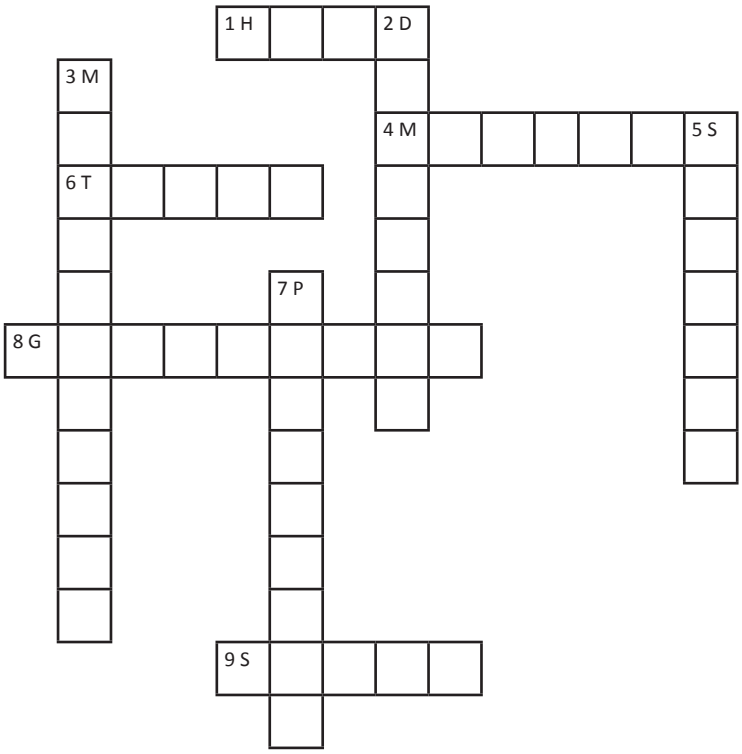
Both the species eat all types of vegetation, including a variety of grasses, fruits, leaves, bark and roots. They spend about 18 hours eating, consuming about 75 to 150 kilograms per day.

Groups of elephants follow matriarchal structure with the eldest female in-charge. The matriarch also teaches young members how to socialize with other elephants. They pay close attention to the well-being of all the members of their herd and will take care of the weak and injured ones.

Herds of elephants are composed of primarily female family members and young calves. When the family gets too large, herds often split into smaller groups.

Usually a single calf is born following a 22 month pregnancy. Male and female elephants become sexually mature by 8 to 13 years of age. At this age, the males quit their herd and live by themselves; or they make small bachelor herds.

**A. Solve the crossword puzzle below. The first letter of the words is given in the brackets.**




**Across**

1. a large group of animals that lives and feeds together
4. the animals that give birth to a baby and feeds its milk
6. long pointed teeth of an elephant

8. collecting
9. areas with short trees

**Down**

2. more important
3. ruled or controlled by females
5. types, sorts of an animal or bird
7. a period when baby grows in the womb

**B. Write whether the following statements are True or False.**

a. There are some land animals larger than elephants.
b. The Asian and the African are the two major species of elephants found in the world.
c. The African elephants weigh more than the Asian ones.
d. Tusks are of no use for elephants.
e. Elephants spend two third of their time eating.
f. The herd of the elephants is ruled by a male elephant.

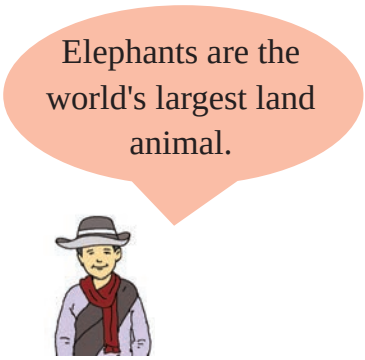
**C. Answer these questions.**

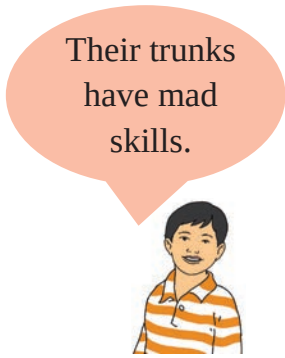
a. What makes an elephant different from all other creatures?
b. Where do African elephants live?
c. What is the average age of the elephants?
d. What common things do elephants and human beings have?
e. How do elephants care weak and injured members?
f. When do the male elephants quit their herd?

**D. Have you ever seen an elephant? Where did you see it? How did you feel about it? Share your experiences with your friends.**

## Pronunciation

**Use an English dictionary and find the pronunciation the following words.**





| | | | | |
|---|---|---|---|---|
| mammals | scrub | tusks | gathering | dominant |
| species | matriarchal | herd | pregnancy | |

## Speaking

China has the largest population in the world.

Nepal lies between India and China.

There are twelve months in a year.

English is an international language.

Water boils at 100° centigrade.

Rainbow has seven different colours.

The snow is white.

The earth moves round the sun.

**A. Read what people are saying about the elephants.**

**B. Work in pairs. Tell your partner what they said about the elephants as in the example.**

***Example:*** *The teacher said that elephants are the world's largest land animal.*

**C. What is the boy in the picture saying? Report them to your friend.**

## Grammar I

**A. Now, report the following statements as in the example. The beginning of each sentence has been given.**

***Example:*** *Human blood is red.*

*Mr. Sen said that human blood is red.*

a. The color of day-sky is blue.
Nita said that …….

b. The earth rotates on its orbit.
Sabin told me that ……

c. There are seven days in a week.
Nabina said that …….

d. Diamond is the hardest element.
The science teacher said that …….

e. Sentences in English are separated by a full stop.
Our English teacher said that …….

f. Dark clouds are the signs of rain.
My mother said that …….

g. It's very cold in the North and South Poles.
Our geography teacher told us that …….

**B. Match the statements in column A with their reported speech in column B.**

| | |
|---|---|
| a. Knowledge is power. | i. Mr. Sen said that truth always wins. |
| b. The sun sets in the west. | ii. Chitra said that man is mortal. |
| c. The earth is round. | iii. She said that honesty is the best policy. |
| d. All humans are born equal. | iv. He said that knowledge is power. |
| e. Man is mortal. | v. The teacher told us that the sun sets in the west. |
| f. Honesty is the best policy. | vi. My father said that the earth is round. |
| g. Truth always wins. | vii. She said that all humans are born equal. |

## Listening

**A. Discuss the answer to these questions.**

a. What is a voice message?

b. When do you leave a voice message?

**B. Listen to the recording and answer these questions. Write not more than two words.**

a. Who is the speaker?

b. When are they moving into the new house?
c. What function are they going to have for celebration?
d. What day is the party?
e. What time is the party?
f. What is the name of the house?
g. What does the speaker want Nadia to bring?

**C. Listen to the recording and write everything you hear. Your teacher will pause the audio for you to write.**

## Writing I

**A. Look at the text you wrote in 'C' above in the listening section. Read it and answer these questions.**

a. What is the text?
b. Who has left it?
c. What is it about?

**B. Now, look at other similar texts.**

| |
|---|
| Dear Urgen, Many many happy returns of the day. Happy birthday.<br>Kanchan |
| Dear Manoj, May the New Year bring you peace, progress and prosperity.<br>Pooja |
| Dear Karina,<br>I am pleased to hear that you passed grade 7 with good grades. Please accept my heartiest congratulations.<br>Mona |
| Hi! Nitu,<br>I think I left my coat in your house after the party. Have you seen it? Please let me know. Otherwise, I'll have to buy a new one.<br>Sara |
| Nimesh,<br>You know I said that the football practice will be on Monday. Well, it isn't – it's on Friday. Sorry! See you there.<br>Manoj |

**C. Now, write similar messages to your friend in the following situations.**

a. Wishing on the special occasion of Dashain / Eid / Christmas.

b. Your school starts at 9:00 am tomorrow.

c. Cricket match for tomorrow has been postponed for the day after tomorrow.

## Reading II

**Look at the picture and answer these questions.**

a. What do you see in the picture?

b. Can you name any of them?

c. Do you have any of these tools? If yes, what do you use it/ them for?

### Use of a Personal Computer

Hi, I'm Isabella,

Today I'm going to talk about how to use a personal computer.

Computer is one of the most used electronic devices in this era. Here is the general process how you can use your computer.

Press the POWER button to turn on the computer. The power button may be in different places in different models of computer. It usually has a circle with a red down the middle.

When you turn on the computer, the computer screen lights up. The computer screen is like a television screen. The screen of a computer is also known as monitor or display.

Another important part of a computer is the keyboard. There are different keys with special functions. Through these keys, we can type documents. There are functional keys on the top row, and can be numerical keys on the right-hand side. The function keys are numbered as F1 to F12 with specific tasks. Usually, the F1 key will help you to open the help screen.

There are also some other keys you have to learn. When you are typing a document, you can press the *'Home'* button to the beginning of the document. Similarly, the *'End'* button leads to the end of the document. The *'Delete'* button is used to delete the documents while the *'Backspace'* can erase the document to the left. Moreover, you can use different letters with the 'Ctrl' button for the smooth function of the word and other programmes; for example, Ctrl + V helps you to paste something you've copied.

You can also use a mouse. It is a hand-held device which helps to move the cursor on the screen. The cursor is the arrow that shows where you are. The mouse has two different clicking options: right and left where you can click based on your purpose.

If you are using a laptop or a notebook computer, there is usually a mouse pad instead of a mouse. But the mouse and the keyboard can be used externally too.

When you have finished using a computer, you should turn it off properly. Here's the way how you can turn your computer off.

- Move the mouse to the START button. It may vary based on the programme you are using.
- Click on the START button and click on the SHUT DOWN button.
- Remove the power cables; if there are any.

**A. What do the words/phrases on the left refer to? Match.**

| | |
|---|---|
| a. Power button | i. leads to the beginning of the document. |
| b. Monitor | ii. helps to switch on the computer. |
| c. Keyboard | iii. erases document from right to left. |
| d. Home button | iv. is available in a laptop computer. |
| e. Backspace | v. helps us type documents. |
| f. Mouse pad | vi. is the computer screen. |

**B. Write True or False against the following statements.**

a. The 'Power' button varies based on the type of computer.
b. Keyboard is not an input device.
c. The F1 key helps to shut down the computer.
d. The 'Delete' button erases the things to the left.
e. A mouse has more than two clicking points.

f. One should remove the electric cables after shutting down the computer.

**C. Answer these questions.**

a. What type of device is a computer?
b. What should a user do first to start a computer?
c. How does the computer screen look like?
d. How many function keys are there in a keyboard?
e. Write any one feature of the mouse.
f. What should a user do after s/he uses a computer?

**D. Do you have a computer at your school or at home? What do you use it for? Discuss its advantages in students' life.**

## Grammar II

**A. Study the following sentences.**

a. If you heat water, it changes into vapour.
b. If people eat too much, they get fat.
c. You get burned if you touch a fire.
d. You get water if you mix hydrogen and oxygen.
e. If you heat ice, it melts.
f. If you want to pass the exam, study hard.

**B. Rearrange the given words to make meaningful sentences.**

a. a baby / if / pull his ear / weeps / you.
b. don't waste / you want to be / your time / successful / if.
c. everywhere / pollution increases / if / throw wastes/ people.
d. do regular exercises / our muscles / if / become strong / we.
e. if / balanced diet / we don't eat /become weak / we.
f. we plant trees / give off / they / if / oxygen.

**C. Use the correct forms of verbs from brackets to complete the sentences.**

a. If you freeze water, it …… (become) solid.
b. If you ……. (mix) red and blue, you get purple.
c. Does ice melt if you ……. (heat) it?
d. The metal …….. (expand) if you heat it.

e. Go to bed early if you …….. (be) tired.

f. If you press this button, the TV …….. (switch) on.

1. Wet the hands with
Warm or cold running water.

2. Lather with soap between
The palms, rubbing them together.

3. Lather and rub
the back of the hands.

4. Rub between
the fingers.

5. Clean under the nails,
Ideally using a nail brush.

6. Rinse the hands under
Running water.

7. Dry thoroughly with
a clean towel.

g. If they work too much, they …… (get) tired.
h. The baby …….. (wake up) if you make too much noise.
i. Does oil float if you …….. (pour) it onto water?

## Writing II

**A. Read the instructions for washing hands properly.**

**Now, write a set of instructions for brushing your teeth. Use the given clues.**

| |
|---|
| soak the brush …….… put toothpaste ……brush teeth gently …….... spit the paste ……. rinse mouth with water |

## Project work

**Work in groups. Visit an electronic shop. Find operation manuals of different electronic gadgets. Choose one operational manual. Draw pictures for the instructions. Present it to the class and paste it on the classroom wall.**

## Extra bit

**Read some interesting facts about our bodies.**

a. Your mouth produces about one litre of saliva each day.
b. Your brain is sometimes more active when you're asleep than you're awake.
c. Bodies give off a tiny amount of light that's too weak for the eye to see.
d. The average person has 67 different species of bacteria in their belly button.
e. You lose about 4kg of skin cells every year!
f. Babies don't shed tears until they're at least one month old.
g. The human heart beats more than three billion times in an average lifespan.
h. Your left lung is about 10 percent smaller than your right.
i. Human teeth are just as strong as shark teeth.
j. Scientists estimate that the nose can recognize a trillion different scents!
k. Humans are the only species known to blush.
l. Your blood makes up about eight percent of your body weight.

# GLOSSARY

Abode /ə'bəʊd/ (n.): the place where somebody lives.

Abroad /ə'brɔːd/ (n.): in or to a foreign country.

Absorb /əb'zɔːb/ (v.): to take in a liquid, gas or other substance.

Accessible /ək'sesəbl/ (adj.): that can be reached/available.

Acclaimed /ə'kleɪmd/ (adj.): publicly praised/ celebrated.

Accommodation /əˌkɒmə'deɪʃn/ (n.): a place to live, work or stay in.

Accompany /ə'kʌmpəni/ (v.): to travel or go somewhere with somebody/something.

Achievement /ə'tʃiːvmənt/ (n.): a thing that somebody has done successfully, especially using their own effort and skill.

Adjoining /ə'dʒɔɪnɪŋ/ (adj.): next to or joined to something.

Adopt /ə'dɒpt/ (v.): to start to use.

Adventures /əd'ventʃə(r)/ (n.): an unusual, exciting or dangerous experience, journey or series of events.

Affordable /ə'fɔːdəbl/ (adj.): cheap enough that people can afford to pay it or buy it.

Aid /eɪd/ (n.): help needed to do something.

Amazing /ə'meɪzɪŋ/ (adj.): very surprising, especially in a way that you like.

Appear /ə'pɪə(r)/ (v.): to start to be seen.

Applicant /'æplɪkənt/ (n.): a person who makes a formal request for something.

Apprehend /ˌæprɪ'hend/ (v.): (of the police) to catch somebody and arrest them.

Approximately /ə'prɒksɪmətli/ (adv.): about, roughly, more or less.

Arduous /'ɑːdʒuəs/ (adj.): needing a lot of effort and energy.

Arise /ə'raɪz/ (v.): to start to exist.

Ashamed of /ə'ʃeɪmd əv/ (v.): to feel upset.

Atmosphere /'ætməsfɪə(r)/ (n.): the mixture of gases that surrounds the earth.

Attitude /'ætɪtjuːd/ (n.): way of thinking or feeling something.

Bachelor /'bætʃələ(r)/ (n.): unmarried.

Bathhouse /'bɑːθhaʊs/ (n.): a public building in which there are baths, steam rooms, etc.

Beating /'biːtɪŋ/ (n.): a series of regular hits to something such as your heart.

Blooming /'bluːmɪŋ/ (adj.): flowering.

Bush /bʊʃ/ (n.): a plant that grows thickly with several hard stems coming up from the root.

Cafeteria /kæfə'tɪəriə/ (n.): a place where you collect and pay or your food before you eat.

Captive /'kæptɪv/ (adj.): kept as a prisoner or in a space that you cannot get out of.

Carpenter /'kɑːpəntə(r)/ (n.): a person who prepares objects of wood.

Carve /kɑːv/ (v.): to make objects, patterns, etc. by cutting away material from a piece of wood or stone, or another hard material.

Cautious /ˈkɔːʃəs/ (adj.): being careful about what you say or do, especially to avoid danger or mistakes.

Celebrate /ˈselɪbreɪt/ (v.): to observe a day/event.

Check-out /tʃekaʊt/ (v.): to pay bill and leave a hotel.

Cheerful /ˈtʃɪəfl/ (adj.): happy, and showing it by the way that you behave.

Chopping /ˈtʃɒpɪŋ/ (v.): cutting.

Chorus /ˈkɔːrəs/ (n.): a group of people who sing and dance in a musical show.

Cliff /klɪf/ (n.): a high area of rock with a very steep side, often at the edge of the sea or ocean

Combination /ˌkɒmbɪˈneɪʃn/ (n.): two or more things joined or mixed together to form a single unit.

Commemorate /kəˈmeməreɪt/ (v.): to remind people of an important event or person from the past.

Commercial /kəˈmɜːʃl/ (adj.): connected with the buying and selling of goods and services.

Compassion /kəmˈpæʃn/ (n.): a strong feeling of sympathy for people or animals who are suffering and a desire to help them.

Concentration /ˌkɒnsnˈtreɪʃn/ (n.): the ability to direct all your effort and attention on one thing.

Conception /kənˈsepʃn/ (n.): the process of an egg being fertilized inside a woman's body so that she becomes pregnant.

Conquer /ˈkɒŋkə(r)/ (v.): to climb (a mountain) successfully.

Console /kənˈsəʊl/ (v.): to give comfort to somebody who is unhappy.

Consuming /kənˈsjuːmɪŋ/ (v.): eating or drinking a lot of things.

Continent /ˈkɒntɪnənt/ (n.): one of the seven large land mass on the earth such as Asia.

Contract /ˈkɒntrækt/ (v.): to become less or smaller.

Contrast /ˈkɒntrɑːst/ (n.): a difference between two or more people or things that you can see clearly when they are compared or put close together.

Convenient /kənˈviːniənt/ (adj.): useful, easy or quick to do; not causing problems.

Corrupt /kəˈrʌpt/ (adj.): willing to use their power to be dishonest or illegal things in return for money.

Crest /krest/ (n.): the top part of a hill / mountain.

Crumb /krʌm/ (n.): a very small piece of food, especially of bread or cake, that has fallen off a larger piece.

Cunning /ˈkʌnɪŋ/ (adj.): clever and skillful.

Curl /kɜːl/ (v.): to form or make something form into a curved shape.

Cursor /ˈkɜːsə(r)/ (n.): a line on a computer screen that moves to show where work is being done.

Damp /dæmp/ (adj.): slightly wet, often in a way that is unpleasant.

Darken /'dɑːkən/ (v.): to become dark.

Deceased /dɪ'siːst/ (adj.): dead.

Decorate /'dekəreɪt/ (v.): to make something look more attractive by putting things on it.

Degree /dɪ'griː/ (n.): the qualification obtained by students who successfully complete a university or college course.

Delight /dɪ'laɪt/ (n.): a feeling of great pleasure.

Deprive /dɪ'praɪv/ (v.): to prevent someone from something necessary.

Descend /dɪ'send/ (v.): to come or go down from a higher to a lower level.

Deserving /dɪ'zɜːvɪŋ/ (adj.): something that is qualified of reward or praise.

Dessert /dɪ'zɜːt/ (n.): sweet food eaten at the end of a meal.

Determination /dɪˌtɜːmɪ'neɪʃn/ (n.): the quality that makes you continue trying to do something even when this is difficult.

Devices /dɪ'vaɪsɪz/ (n.): an object / machine that has some purpose.

Devoted /dɪ'vəʊtɪd/ (adj.): loyal or faithful to something.

Diabetes /ˌdaɪə'biːtiːz/ (n.): a medical condition in which the body cannot produce enough insulin to control the amount of sugar in blood.

Digestion /daɪ'dʒestʃən/, /dɪ'dʒestʃən/ (n.): the process of digesting food.

Dishonest /dɪs'ɒnɪst/ (adj.): not honest; intending to trick people.

Distant /'dɪstənt/ (adj.): far away in space or time.

Dome /dəʊm/ (n.): a round roof with a circular base.

Dominant /'dɒmɪnənt/ (adj.): more important, stronger than anything of the same type.

Doom /duːm/ (n.): death or destruction; any terrible event that you cannot avoid.

Drastic /'dræstɪk/ (adj.): extreme in a way that has a sudden, serious or violent effect on something.

Drunkard /'drʌŋkəd/ (n.): a person who drinks very often.

Earthen /'ɜːθn/ (adj.): made of earth / clay.

Echoing /'ɛkəʊɪŋ/ (adj.) sending back and repeat a sound.

Elevation /elɪ'veɪʃn/ (n.): the height of a place from the sea level.

Emerge /ɪ'mɜːdʒ/ (v.): to appear/come.

Emitted /i'mɪtɪd/ (adj.): sent out something such as light, heat, sound, gas, etc.

Empire /'empaɪə(r)/ (n.): a group of countries or states that are controlled by one leader or government.

Employee /ɪm'plɔɪiː/ (n.): a person who is paid to work for somebody.

Empowerment /ɪm'paʊəmənt/ (n.): the act of giving somebody more control over their own life or the situation they are in.

Enclosure /ɪn'kləʊʒə(r)/ (n.) a piece of land that is surrounded by a fence or wall and is used

for a particular purpose.

Endure /ɪn'djʊə(r)/ (v): to experience and deal with something that is painful or unpleasant without giving up.

Enormous /ɪ'nɔːməs/ (adj.): extremely large.

Enslave /ɪn'sleɪv/ (v.): to make somebody a slave.

Entry-level /'entri levl/ (adj.): at the lowest level in a company.

Esteemed /ɪ'stiːmd/ (adj.): popular and reputed.

Evolve /ɪ'vɒlv/ (v.): to develop slowly / gradually.

Examination /ɪgˌzæmɪ'neɪʃn/ (n.): the act of looking at or considering something very carefully.

Excellent /'eksələnt/ (adj.): very good.

Exchange /ɪks'tʃeɪndʒ/ (v.): to give something to somebody and at the same time receive the something from them.

Exemplary /ɪg'zempləri/ (adj.): providing a good example for people to copy.

Exhausted /ɪg'zɔːstɪd/ (adj.): very tired.

Expedition /'ekspə'dɪʃn/ (n.): a journey to find out something not well known.

Experience /ɪk'spɪəriəns/ (n.): the knowledge and skill that you have gained through doing something for a period of time, the process of gaining this.

Externally /ɪk'stɜːnəli/ (adv.): on the outside of something.

Fahrenheit /'færənhaɪt/ (n.): a temperature scale / measurement unit.

Fraction /'frækʃn/ (n.): a small part or amount of something.

Funeral /'fjuːnərəl/ (n.): a religious ceremony for burying or burning a dead person.

Further /'fɜːðə(r)/ (adj.): more; additional.

Gardening /'gɑːdnɪŋ/ (n.): the activity of working in a garden, especially for pleasure.

Gentle /'dʒentl/ (adj.): calm and kind; doing things in a quiet and careful way.

Glacier /'glæsiə(r)/ (n.): a slow moving mass / river of ice.

Glance /glɑːns/ (v.): to look quickly at something/somebody.

Global /'gləʊbl/ (adj.): covering or affecting the whole world.

Graveyard /'greɪvjɑːd/ (n.): an area of land where people are buried.

Greenhouse /'griːnhaʊs/ (n.): a building with glass sides and roof for growing plants.

Guidance /'gaɪdns/ (n.): help or advice given to someone.

Hand over /hænd 'əʊvə(r)/ (phrasal verb): to give somebody else something.

Handheld /'hændheld/ (n.): something that we can hold with our hands.

Handle /'hændl/ (v.): to deal with a situation, a person, an area of work or a strong emotion.

Harsh /hɑːʃ/ (adj.): cruel or unkind.

Hazard /'hæzəd/ (n.): something that can be dangerous or cause damage.

Humanity /hjuː'mænəti/ (n.): people in general.

Hurricane /ˈhʌrɪkən/ (n): a very strong and violent wind.

Hurry /ˈhʌri/ (v.): to move or act quickly because there is not much time.

Illustrates /ˈɪləstreɪt/ (v.): to make the meaning of something clearer by using examples, pictures, diagrams etc.

Impose /ɪmˈpəʊz/ (v.): to introduce a new law, rule etc.

Impossible /ɪmˈpɒsəbl/ (adj.): that cannot exist or be done; not possible.

Inevitable /ɪnˈevɪtəbl/ (adj.): that you cannot avoid or prevent.

Inherit /ɪnˈherɪt/ (v.): to have qualities, physical features, etc. that are similar to those of your parents, grandparents, etc.

Injustice /ɪnˈdʒʌstɪs/ (n.): the fact of a situation being unfair and of people not being treated equally.

Inspiration /ˌɪnspəˈreɪʃn/ (n.): a person or thing that is the reason why somebody creates or does something.

Intact /ɪnˈtækt/ (adj.): complete and in the original state.

Intensity /ɪnˈtensəti/ (n.): the state or quality of being intense.

Interfere /ɪntəˈfɪə(r)/ (v.): to involve in other's matters unnecessarily.

Introduce /ˌɪntrəˈdjuːs/ (v.): to tell somebody what your name is.

Isle /aɪl/ (n.): an island or peninsula, especially a small one.

Joyous /ˈdʒɔɪəs/ (adj.): very happy, making someone be happy.

Leadership /ˈliːdəʃɪp/ (n.): the state or position of being a leader.

Lonely /ˈləʊnli/ (adj.): unhappy because you have no friends or people to talk to.

Mammal /ˈmæml/ (n.): any animal that feeds its babies on milk.

Manpower /ˈmænpaʊə(r)/ (n.): the number of workers needed to do something.

Marginalized /ˈmɑːdʒɪnəlaɪzd/ (adj.): to make somebody feel as if they are less important.

Matriarchal /meɪtriˈɑːkl/ (adj.): a society controlled by female.

Meditate /ˈmedɪteɪt/ (v.): to focus your mind, usually in silence in order to make your mind calm.

Memorable /ˈmemərəbl/ (adj.): worth remembering or easy to remember.

Merchant /ˈmɜːtʃənt/ (n.): a person who buys and sells goods in large quantities.

Might /maɪt/ (n.): great strength, energy or power.

Mission /ˈmɪʃn/ (n.): particular work that you feel it is your duty to do.

Monitor /ˈmɒnɪtə(r)/ (n.): a screen that shows information from a computer.

Monk /mʌŋk/ (n.): a member of a religious group of men who often live apart from other people in a monastery and who do not marry or have personal possessions.

Nominal /ˈnɒmɪnl/ (adj.): very less than the normal charge / price.

Numerical /njuːˈmerɪkl/ (adj.): relating to numbers.

Nutrition /njuˈtrɪʃn/ (n.): the process by which living things receive the food necessary for

them to grow and be healthy.

Oak /əʊk/ (n.): a large tree that produces small nuts called acorns.

Obesity /əʊˈbiːsəti/ (n.): the quality or fact of being very fat, in a way that is not healthy.

Observe /əbˈzɜːv/ (v.): to celebrate festivals, birthdays, etc.

Obstructions /əbˈstrʌkʃnz/ (n.): the factors that block the progress.

Obviously /ˈɒbviəsli/ (n.) used to say that a particular situation or fact is easy to see or understand.

Occasion /əˈkeɪʒn/ (n.): a particular time when something happens.

Ophthalmologist /ˌɒfθælˈmɒlədʒɪst/ (n.): a doctor who studies and treats the diseases of the eye.

Original /əˈrɪdʒənl/ (adj.): the first one rather than copied.

Outskirts /ˈaʊtskɜːts/ (n.): the parts of a town or city that are furthest from the centre

Outweigh /ˌaʊtˈweɪ/ (v.): to be greater or more important than something.

Overhead /ˌəʊvəˈhed/ (adv.): above your head.

Ownership /ˈəʊnəʃɪp/ (n.): the fact of owning something.

Pardon /ˈpɑːdn/ (v.): to forgive.

Penalize /ˈpiːnəlaɪz/ (v.): to punish somebody for breaking a rule of law.

Pleasant /ˈpleznt/ (adj.): enjoyable, attractive or friendly.

Plunge /plʌndʒ/ (v.): to move or make somebody/something move suddenly forwards and/or downwards

Portion /ˈpɔːʃn/ (n.): a part of something that is shared.

Position /pəˈzɪʃn/ (n.): the place where somebody/something is located.

Preserve /prɪˈzɜːv/ (v.): to keep a particular quality, feature, etc.; to make sure that something is kept.

Prestigious /preˈstɪdʒəs/ (adj.): respected and admired as very important or of very high quality.

Priority /praɪˈɒrəti/ (n.): something that you think is more important than other things and should be dealt with first.

Procession /prəˈseʃn/ (n.): a line of people moving slowly as part of a ceremony.

Productive /prəˈdʌktɪv/ (adj.): making goods or growing something; fruitful.

Prohibited /prəˈhɪbɪtɪd/ (v.): not allowed; banned.

Promise /ˈprɒmɪs/ (v.): to tell somebody that you will definitely do or not do something.

Pronouncement /prəˈnaʊnsmənt/ (n.): a formal public statement.

Proof /pruːf/ (n.): information, documents, etc. that show that something is true.

Proportion /prəˈpɔːʃn/ (n.): a part of a whole.

Puberty /ˈpjuːbəti/ (n.): the period of a person's life during which their sexual organs develop and they become capable of having children.

Qualification /ˌkwɒlɪfɪˈkeɪʃn/ (n.): an exam that you have passed or a course of study that you have successfully completed.

Rainforest /ˈreɪnfɒrɪst/ (n.): a thick forest in some parts of the world that have a lot of rain.

Rare /reə(r)/ (adj.): not done, seen, happening, etc. very often.

Raw /rɔː/ (adj.): not cooked.

Rear /rɪə(r)/ (v.): to bring up or raise.

Recognize /ˈrekəgnaɪz/ (v.): to know someone or something.

Registration /ˌredʒɪˈstreɪʃn/ (n.): the act of making an official record of something/somebody.

Remarkable /rɪˈmɑːkəbl/ (adj.): unusual or surprising in a way that causes people to take notice.

Remedy /ˈremədi/ (n.): a way of dealing with or improving an unpleasant or difficult situation.

Represent /ˌreprɪˈzent/ (v.): to act or speak officially for somebody and defend their interests.

Reputation /repjuˈteɪʃn/ (n.): good name.

Resistance /rɪˈzɪstəns/ (n.): dislike of or opposition to a plan, an idea, etc.

Resolve /rɪˈzɒlv/ (v.): to solve / end a problem.

Respectively /rɪˈspektɪvli/ (adv.): in the same order as the people or things already mentioned.

Restore /rɪˈstɔː(r)/ (v.): to bring back a situation or feeling that existed before.

Roam /rəʊm/ (v.): to walk or travel around an area without any definite aim or direction.

Room /ruːm/ (n.): empty space that can be used for a particular purpose.

Route /ruːt/ (n.): a way.

Run out /rʌn aʊt/ (phrasal verb): to use up or finish a supply of something.

Sack /sæk/ (n.): a large bag with no handles.

Saliva /səˈlaɪvə/ (n.): the liquid that is produced in your mouth that helps you to swallow food.

Satellite /ˈsætəlaɪt/ (n.): an electronic device sent to space for research / study.

Scratch /skrætʃ/ (v.): to rub your skin with your nails, usually because it is itching.

Scrub /skrʌb/ (n.): a land of low quality covered with short trees and bushes.

Seam /siːm/ (n.): a thin layer of coal or other material, between layers of rock under the ground

Seep /siːp/ (v.): to flow slowly through something.

Seriously /ˈsɪəriəsli/ (adv.): in a serious way.

Set off /set ɔːf/ (phrasal verb): to begin a journey.Severely /sɪˈvɪəli/ (adv.): very badly or seriously.

Shake /ʃeɪk/ (v.): to move or make somebody/something move with short quick movements from side to side or up and down.

Shocked /ʃɒkt/ (adj.): surprised and upset.

Shot up /ʃɒt ʌp/ (v.): increased in price.

Shout at /ʃaʊt æt/ (v.): speak loudly to somebody because somebody is angry.

Significant /sɪɡˈnɪfɪkənt/ (adj.): large or important enough to have an effect or to be noticed.

Sobbing /sɒbnɪŋ/ (n.): noisy cry.

Spirit /ˈspɪrɪt/ (n.): the part of a person that includes their mind, feelings and characters.

Splutter /ˈsplʌtə(r)/ (v.): to speak quickly and with difficulty.

Sprawl /sprɔːl/ (v.): to spread in an untidy way.

Stamina /ˈstæmɪnə/ (n.): the physical or mental strength that enables you to do something difficult for long periods of time.

Stare /steə(r)/ (v.): to look at somebody or something for a long time.

Starter /ˈstɑːtə(r)/ (n.): a small dish that is served before the main meal.

Starve /stɑːv/ (v.): to suffer or die because you do not have enough food to eat.

Steadily /stedəli/ (adv.): gradually and in an even and regular way.

Stir /stɜː(r)/ (v.): to move, or to make something move, slightly.

Struggle /ˈstrʌɡl/ (v.): to try very hard to do something when it is difficult or when there are a lot of problems.

Stuff /stʌf/ (n.): a thing or material.

Suffering /ˈsʌfərɪŋ/ (n): physical or mental pain.

Suffocation /ˌsʌfəˈkeɪʃn/ (n.): the process of dying because there is no air to breathe.

Summit /ˈsʌmɪt/ (n): the highest point of a mountain.

Supremacy /suˈpreməsi/ (n.): a position in which you have more power, authority or status than anyone else.

Surgeon /ˈsɜːdʒən/ (n.): a doctor who is trained to perform surgery (medical operations that involve cutting open a person's body).

Surprise /səˈpraɪz/ (n.): an event, a piece of news, etc. that is unexpected or that happens suddenly.

Tan /tæn/ (v.): become brown as a result of spending time in the sun.

Taunt /tɔːnt/ (v.): to try to make somebody angry or upset.

Technology /tekˈnɒlədʒi/ (n.): scientific knowledge used in practical ways in industry, for example in designing new machines.

Terrifying /ˈterɪfaɪɪŋ/ (adj.): making somebody feel extremely frightened.

Texture /ˈtekstʃə(r)/ (n.): the way a surface, substance feels when you touch it, for example how rough, smooth, hard or soft it is.

Traffic /ˈtræfɪk/ (v.): to move people illegally, especially in order to make them work in bad conditions without proper payment.

Train /treɪn/ (v.): to teach a person or an animal the skills for a particular job or activity.

Tramp /træmp/ (v.): to walk with heavy or noisy steps, especially for a long time.

Transit /ˈtrænzɪt/ (n.): the act of going through a place on the way to somewhere else.

Treatable /ˈtriːtəbl/ (adj.): (of an illness or injury) that can be made better with medical care.

Tremble /ˈtrembl/ (v.): to shake in a way that you cannot control, especially because you are very nervous, excited, frightened, etc.

Tribute /ˈtrɪbjuːt/ (n.): an act, a statement or a gift that is intended to show your love or respect.

Trick /trɪk/ (n.): something that you do to make somebody believe something is not true.

Trouble /ˈtrʌbl/ (n.): a problem, worry, difficulty, etc. or a situation causing this.

Unbearable /ʌnˈbeərəbl/ (adj.): too painful to accept / bear.

Uncomfortable /ʌnˈkʌmftəbl/ (adj.): not feeling physically relaxed, warm.

Underprivileged /ʌndəˈprɪvəlɪdʒd/ (anj.): having less money and fewer opportunities than others.

Unroll /ʌnˈrəʊl/ (v.): to open to make flat.

Utter /ˈʌtə(r)/ (v.): to say something.

Veterinarian /ˌvetərɪˈneəriən/ (n.): a person who has been trained in the science of animal medicine, whose job is to treat animals who are sick or injured.

Violate /ˈvaɪəleɪt/ (v.): to go against or refuse to obey a law, an agreement, etc.

Violence /ˈvaɪələns/ (n.) violent behaviour that is intended to hurt or kill somebody.

Vulnerable /ˈvʌlnərəbl/ (adj.): weak and easily hurt physically or emotionally.

Warden /ˈwɔːdn/ (n.): a person who is responsible for taking care of a particular place.

Weary /ˈwɪəri/ (adj.): very tired, especially after you have been working hard or doing something for a long time.

Welfare /ˈwelfeə(r)/ (n.): the general health, happiness and safety of a person, an animal or a group.

Whirl /wɜːl/ (v.): to move, or make somebody/something move, around quickly in a circle or in a particular direction.

Whisper /ˈwɪspə(r)/ (v.) to speak very quietly to somebody so that other people cannot hear what you are saying.

Winding /ˈwaɪndɪŋ/ (adj.): having a curving and twisting shape.

Wonderful /ˈwʌndəfl/ (adj.): very good, pleasant or a lot of fun.

Wounded /ˈwuːndɪd/ (adj.): became upset / sad by what someone has said/done.

Yell /jel/ (v.): to shout loudly.