

English

Open school as Grade 11 -12

Self-learning material



Government of Nepal
Ministry of Education, Science and Technology
Center for Education and Human Recourse Development
Sanothimi Bhktapur

English

(Open School Grade 11 -12)

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Preface

The open school education programme plays an important role in expanding access to education. The main objective of the open education system is to bring children who are unable to complete their formal education due to economic, social, geographical and other reasons and people who have crossed school age to the mainstream of education. Being based on the curriculum of school education, materials of various subjects have been developed and made public. According to the new curriculum of the secondary level, self-study materials for three compulsory subjects have been developed to be equivalent to grades 11 and 12 textbooks.

This self-study material has been developed being based on the curriculum of English, one of the compulsory subjects prescribed for the formal education of grades 11 and 12, for the students of open schools. The contents fulfilling the competence of grades 11 and 12 are included in this material so that the people who have passed grade 10 can participate in grade 11 and 12 examinations after two years of self-study. The self-study material includes simple and practical content and learner-friendly activities as much as possible so that the students can learn on their own. This material is not the replacement of textbook but a supplementary material.

This self-study material has been prepared by Dr. Bamdev Adhikari and Ms. Srijana Dahal. The material development work was coordinated by Mr. Rudra Prasad Adhikari, Deputy Director General of the centre and the coordination and management were done by Ms. Sabita Dangal, Director of the centre and Ms. Bhimadevi Koirala, Section Officer of the centre. The content and language of the book were edited by Mr. Shankar Adhikari and the layout was done by Mr. Jayaram Kuinkel. The Centre for Education and Human Resource Development extends its sincere thanks to all those involved in the development of this material. The centre always welcomes creative suggestions and comments to further refine this material.

Choodamani Paudel
Director General

Centre for Education and Human Resource Development

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Part One:
Grade 11

**Language
Development**

Education First

Ways with the word

A. Find the words from the text which mean the following.

If you practice these exercises, you will be able to increase your vocabulary. Never think about whether these exercises are asked in the examination or not. Learning new words gives you confidence in your studies. These words are the most important words in the passage.

- a. a messenger or representative, especially one on a diplomatic mission (**envoy**)
- b. the state or quality of being worthy of honor or respect (**Dignity**)
- c. harm done to someone in response to harm (**revenge**)
- d. a person who holds extreme views in political or religious matters (**extremist**)
- e. sympathetic pity and concern for the sufferings or misfortunes of others (**compassion**)
- f. a person who is believed to speak for God (**prophet**)
- g. the study of the nature of knowledge, reality and existence (**philosophy**)
- h. the use of physical force so as to injure, abuse, damage or destroy (**violence**)
- i. an unreasonable dislike of a particular group of people or thing (**prejudice**)

B. Match the words on the left with their opposite meanings on the right.

- | | |
|----------------|---------------|
| a. honour | i. kindness |
| b. innocent | ii. literacy |
| c. brutality | iii. guilty |
| d. forgiveness | iv. disgrace |
| e. illiteracy | v. punishment |

Answer: Matching opposite words helps you to increase your word power

- | | |
|----------------|------------|
| a. Honour | disgrace |
| b. Innocent | guilty |
| c. Brutality | kindness |
| d. Forgiveness | punishment |
| e. Illiteracy | literacy |

C. Using Dictionary

Using the dictionary is one of your important educational activities in your further studies. English is not your language and we have to use the dictionary again and again. If you acquire certain skills, you will be able to find meaning precisely. See the following entry.

golf /gɒlf; *NAmE* ɡɑ:lf; ɡɒlf/ *noun* [U] a game played over a large area of the ground using specially shaped sticks to hit a small hard ball (a **golf ball**) into a series of 9 or 18 holes, using as few strokes as possible: *He enjoyed a round of golf on a Sunday morning.*

'golf club *noun* **1** a long metal stick with a piece of metal or wood at one end, used for hitting the ball in golf: *a set of golf clubs* **2** a set of golf clubs **2** an organization whose members play golf; the place where these people meet and play golf: *Pine Ridge Golf Club* ♦ *We are going for lunch at the golf club.*

'golf course *noun* a large area of land that is designed for playing golf on
golfer /'gɒlfə (r)/ *noun* a person who plays golf

golfing /'gɒlfɪŋ/ *adj* [only before noun] playing golf; connected with golf: a golfing holiday
golfing *noun* [U]: *a week's golfing with a friend*

'golf link *noun* (pl. golf links) a golf course, especially by the sea

Points to Remember: Dictionaries follow the same system for all the entries. Remember the following points concerning the above entries.

1. Only the word 'golf' is the root word in the above entries.
2. /gɒlf/ = British English pronunciation.
3. ɡɑ:lf; ɡɒlf = North American English pronunciation
4. [U] = Uncountable
5. First the word, then pronunciation, then part of speech noun [U] and then meaning.
6. : indicates example
7. golf club is a compound word made from the root word golf. The stress (see page) falls on the first word 'golf.'
8. 1 and 2 mean the first and second meanings of the phrase 'golf club'. If a word has many meanings, the dictionary will indicate the meanings by 1 2, 3, 4, etc.
9. Golf course is also a compound word formed from the root word 'golf.'
10. Golfer is a derivative word formed by adding the suffix 'er' in the root word golf.
11. (r) indicates 'r' is optional in speech, you can speak 'r' or not.

12. The word ‘golfing’ is also derivative formed by adding ‘ing’ in the root word golf. This derivative is an adjective and it is used only before the noun and cannot be used predicatively (see Adjective).
13. The word ‘golfing’ can also be used as an uncountable noun.

Common Abbreviations used in Dictionaries

Abbr: abbreviation	T: transitive Verb
Adj: adjective	U: uncountable noun
Adv: adverb	v: Verb
C: countable noun	AustralE: Australian English
Conj: conjunction	BrE: British English
Det: determiner	EafrE: East African English
i : intransitive verb	IndE: Indian English
n. noun	IrishE: Irish English
pl: plural	NAmE: North American English
pp: past participle	NZE: Newzeeland English
sb: somebody	SAfrE: South African English
sth: something	ScotE: Scottish English
symb: symbol	SYN: Synonym

Exercise 1

See the following entry and answer the given questions.

Moor /mɔ (r); məʊ (r); *NAmE* mɔr/ *noun* a member of a race of Muslim people living in NW Africa who entered and took control of part of Spain in the 8th century

Moorish *adj.:* *The Moorish architecture of Cordoba.*

moor / mɔ (r); məʊ (r); *NAmE* mɔr / *noun, verb*

- **Noun** (especially *BrE*) ◇ [C, usually pl.] a high open area of land that is not used for farming, especially an area covered with rough grass and HEATHER: *the North Yoke moors* to go for a walk on the moors. 2 [U]= MOORLAND: moor and rough grassland
- **Verb** [I, T] to attach a boat, ship etc, to a fixed object or to the land with a rope or ANCHOR it SYN **tie up:** *we moored off the north coast of the island* ◇ ~ **sth (to sth)** *a number of fishing boats were moored to the quay.*
mooring / məʊrɪŋ; məʊrɪŋ *NAmE* mɔrɪŋ/ *noun* 1 **moorings** [pl] the ropes, chains, etc. by which a ship or boat is MOORED: ◇ *The boat slipped its moorins and*

drifted out to sea 2 [c]the place where a ship or boat is MOORED: *private moorings* ◇ *to find a mooring* ◇ *mooring ropes*.

moor-land / mə:lənd; məʊ:lənd; *NAmE* mɔrlənd/ (also moor) *noun* [U, C, usually pl.] (*especially BrE*)land that consists of MOORS: *Walking across moorland*.

- a. What are two meanings of the noun ‘moor’?
- b. Collect the abbreviations used in the above entries.
- c. How many pronunciations does the word ‘moor’ have?
- d. Write down derivative and compound of the word moor in the above entries.
- e. Why are some sentence or words italicized in the above entry?
- f. Why are some words written in UPPER CASES in the above entry?
- g. What does the symbol ◇ indicate in the above entry?
- h. What is written after the (:) symbol above?
- i. What is the synonym of the verb ‘moor’?
- j. What is the meaning of the word ‘anchor’?

Comprehension

This section contains 20 different thematic texts. You have to read these texts to increase your vocabulary and to gain confidence in the language. The passages from these twenty units will not be asked in the examinations. In this section, we will learn how to give an answer by reading a passage. These questions are called comprehension questions. In some exams, you have to read the passage and answer the questions within a few minutes. If you pay attention in some minute details, you can give the answer of such questions easily. See the following tips.

1. Read the passage carefully.
2. Read the questions after you have read the passage once.
3. Try to find the key words of the question in the passage.
4. In many questions, you can find the words or subjects in the same question.
5. Give the answer in the same tense in which the question is asked.
6. Generally wh-questions are used in comprehension questions. Each Wh- the question needs a specific answer. See the following table to know which wh-question needs which specific answer.

If the question is asked with ‘Who’----- person as a subject in the answer.

If the question is asked with ‘Whom’-----person as an object in the answer.

If the question is asked with ‘Whose’ -----person as possessive (Ram’s, Gita’s, etc)

If the question is asked with ‘Where’----- place in the answer.

If the question is asked with ‘When’ -----time in the answer

If the question is asked with ‘Why’----- reason, purpose. If the question needs reason you have to give the reason using because, as, and because of. If it needs a purpose, you can give the answer by using to, in order to and so that.

If the question is asked with ‘How’ way, manner. Sometimes, it is easy to answer how question by adding -ing in the verb.

If the question is asked with ‘What’ action /things in the answer.

If the question is asked with ‘Which’One among many in the answer.

If there is ‘do’ in the question..... Use another verb in place of do.

The following passage is from the first lesson ‘Education First.’ Let’s read the passage and try to answer the questions.

Today is it an honor for me to be speaking again after a long time. Being here with such honorable people is a great moment in my life and it is an honor for me that today I am wearing a shawl of the late Benazir Bhutto Shaheed. I don’t know where to begin my speech. I don’t know what people would be expecting me to say, but first of all thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life. I cannot believe how much love people have shown me. I have received thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me. I would like to thank my nurses, doctors and the staff of the hospitals in Pakistan and the UK and the UAE government who have helped me to get better and recover my strength.

1. Whose shawl is the speaker wearing?

Whose question demands a person as the answer in the possessive case. First, write the question in the assertive form, “The speaker is wearing.....” Then find the answer with the key words in the passage. You will find ‘Benejir Bhutto Shaheed.’ Now use this name in the possessive case. Your full answer now is, “The speaker is wearing Benejir Bhutto’s Shaheed’s shawl.”

2. Whom does the speaker thank first of all?

The answer of this question comes in the object. First, write the sentence in assertive form, “First, the speaker thanks.....” Then find the answer in the passage. You will find ‘God.’ Now the full answer is “First the speaker thanks God.”

3. According to the speaker, to whom are we all equal?

The answer to this question also comes in the object (object of for). First, write the sentence in assertive. “According to the speaker, we all are equal.....” Then find an answer in the passage. You will again find ‘God.’ Now your full answer is “According to the speaker, we are all equal for God.”

4. According to the speaker, who has prayed for her fast recovery?

The answer of this question comes in the subject. First write the question in assertive for, “According to the speaker,has prayed for her fast recovery.” Now find the answer in the passage. You will find “Every person” . Now your full answer is “According to the speaker, every person has prayed for her fast recovery.”

5. What has the speaker received?

The answer of this question comes in object. First, write the question in assertive form. “The speaker has received.....” Then find the answer of this question in the passage. You will find “thousands of good wish cards and gifts.” Now your full answer is “The speaker has received thousands of good wish cards and gifts.”

6. From where has the speaker received cards and gifts?

The answer to this question is place. First, write the sentence in assertive. “The speaker has received cards and gifts.....” Now find the answer in the passage. You will find “from all over the world.” Now your final answer is “The speaker has received cards and gifts from all over the world.”

7. Which three countries, does the speaker name in the passage?

First, make the question assertive. “The speaker names.....in the passage. Then, find an answer in the passage. You will find, “Pakistan, the UK and the UAE.” Now your full answer is “The speaker names Pakistan, the UK and the UAE in the passage.”

Exercise 2

Now it’s your turn to give the answer of the questions. Read the following passage from the same lesson and respond the questions.

There are hundreds of human rights activists and social workers who are not only speaking for their rights but who are struggling to achieve their goal of peace, education and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand. So here I stand, one girl, among many. I speak not for myself, but so those without a voice can be

heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated. Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us, but they failed. And out of that silence came thousands of voices. The terrorists thought they would change my aims and stop my ambitions. But nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage was born.

1. Who are speaking for the rights?
2. What are the three goals the human rights activists and social workers are struggling for?
3. How many people have been killed by the terrorists?
4. The speaker talks about four rights. What are these rights?
5. When was the speaker shot?
6. Where was the speaker shot?
7. Why did the terrorists shoot them?
8. What three things were born in the speaker?

Critical Thinking

Now you are in mature age. You should not believe others whatever they say. You have to use your mental faculty objectively and creatively whether something is true or not or what can be done or not. Read the questions and think and give your judgement.

- a. **All children have the right to quality education. How can we ensure this right to every child? Discuss the role of the government and the parents to make sure that every child can attend school.**

While giving answer to this question, think about the children in poor families. Their parents do not send them to school after class four or five. Instead, they are told to cut grass, bring firewood and do other work. The government should provide scholarships to very poor children so that they can get an education.

- b. **Do you think that there is still discrimination between sons and daughters in terms of providing education in our country? What strategies do you suggest to overcome such discrimination against girls?**

First, find a few families who have sent their sons to schools and their daughters have to do household tasks. Most of illiterate people think that their daughters will go to their husband's houses and so they do not send their

daughters to school. First, the parents should be made conscious of the equal rights of both boys and girls. Then the government should provide the girls with some facilities.

- c. **A Chinese philosopher Confucius said, “If your plan is for one year, plant rice; if your plan is for ten years, plant trees; if your plan is for one hundred years, educate children.” What is the meaning of this saying? Elaborate this with examples.**

The quotation is related to the importance of time. Think about the people who lose races by seconds. We have to plan our work in accordance with time.

Writing

- a. **Recall your school days. Write in three paragraphs of an event that you always remember.**

Writing is one of the important factors in your studies and career. First, think about an event, let’s say Sports Day Celebration. First, you have to brainstorm what you are writing. You are writing three paragraphs. Make some points for each paragraph.

First Paragraph: Time, date, competitors, outdoor games, indoor games, preparations.

Indoor games: chess, carom, scrabble, etc. number of participants, winners.

Outdoor games: badminton, volleyball, race, high jump, long jump, number of participants, the winners

Once you have made notes, you can write three paragraphs in short sentences

- b. **"Education empowers a person". Elaborate on this statement giving examples of your personal experience.**

Talk about your grandparents, your parents and your generation. Talk about the differences of seeing the world between the three generations of your family. Talk about how IT helps you to know the world better. Talk about how educated people get a better job and reach the positions of power.

Grammar

A: Word Class

There are four main content words in English and other languages. They are nouns, verbs, adjectives and adverbs. See the following table

Noun (the spelling combination): age, ance, ence, dom, hood, ice, ion, ism,	Verb (The spelling combination):	adjective (Spelling Combintion): ant, ent, ar, en, ful, ible,	Adverb (spelling combination)
---	----------------------------------	---	-------------------------------

ment, ness, ship, tude, ure, y	ate, en, fy, ise, ize	able, less, ish, ly, ous, some, ward	ly in adjectives
luggage, disturbance, significance, freedom, livelihood, cowardice, education, socialism, movement, happiness, gratitude, erasure, cruelty,	negotiate, soften, classify, modernize, civilize,	significant, obedient, circular, familiar, golden, beautiful, visible, capable, fearless, greenish, muddy, lovely, dangerous, tiresome, backward	clearly, carefully, beautifully, fearfully

Note: Some adverbs: are formed without 'ly'. Examples: well, hard, far, never, ever, already, very, always, sometimes, etc.

There are six main grammatical words in English. They are: preposition, conjunctions, auxiliary, interjections, pronouns and articles.

Prepositions: in, at, on, to, for, with, etc

Conjunctions: and, but, because, that, as, since, although, etc.

Auxiliary: do, does, did, will, has, is, am, are, etc.

Interjections: oh!, Hi! Etc.

Pronouns: he, she, they, it, who, where, etc.

Articles: a, an, the

B: Classify the underlined words into different word classes.

- The man who is wearing glasses is my uncle's friend.
- I bought a round table in the supermarket.
- Alas, she is dead.
- Hari works very hard all the time but his wife is very lazy.
- I have never been to Japan

Answer

- Pronoun, verb, pronoun
- Adjective, article
- Interjection, auxiliary verb

- d. Adjective, conjunction, noun, adverb
- e. Adverb, preposition

Speaking:

A. Practice the dialogue in the box page number 11 of your book with your friend.

<p>Anli: Hello Anju, are you coming to Rita's house tonight?</p> <p>Anju: No, I'm afraid. I can't.</p> <p>Ali: Why? Don't you want to join us at the birthday party?</p> <p>Anju: Of course, I would love to. But I have a speech contest tomorrow. I have to prepare for that.</p> <p>Ali: Ok, I understand! I wish you all the best.</p> <p>Anju: Thanks.</p> <p>Ali: You're welcome, Anju</p>	<p>Pasang: Hello Lhakpa, I didn't see you in school yesterday.</p> <p>Lhakpa: That's because I didn't come.</p> <p>Pasang: Really? Why?</p> <p>Lhakpa: I was sick. I had a fever and my father took me to hospital to check whether I had dengue fever or not.</p> <p>Pasang: I am sorry to hear that. And then? It's negative, isn't it?</p> <p>Lhakpa: Yes, but I still have cough.</p> <p>Pasang: I wish you a quick recovery. Get well soon.</p> <p>Lhakpa: Thank you. I hope so</p>
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Task may be: <https://www.naturalreaders.com/online/>

B. Work in pairs. Write how you would express good wished in the following situations.

- a. IELTS (International English Language Testing System) is an examination in which they test the level of your English language. You have to score good points in order to go to England, Australia, Canada and other English-speaking countries. You can make a simple dialogue between you and your sister. You can include, the date, test center, your confidence, etc.
- b. include information about the position of the job, place, preparation, confidence, patience, nervousness, etc.

C. Contracted Form: In contracted forms, some spellings are hidden and the word is made shorter than the original. See the following table.

Full form	Contracted form	Full form	Contract form
do not	don't	does not	doesn't
is not	isn't	are not	aren't

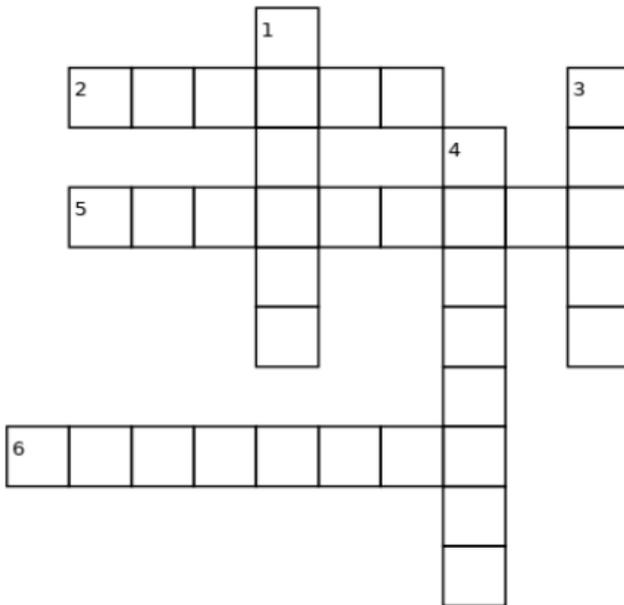
am not	No contracted form	did not	didn't
have not	haven't	has not	hasn't
was not	wasn't	were not	weren't
will not	won't	shall not	shan't
cannot	can't	could not	couldn't
would not	wouldn't	should not	shouldn't
may not	mayn't	might not	mightn't
need not	needn't	dare not	daren't
I shall/ will	I'll	we shall/will	We'll
He will	He'll	She will	She'll
They will	They'll	I would	I'd
We would	We'd	They would	They'd
I am	I'm	We are	We're
They are	They're	You are	You're
I have	I've	We have	We've
They have	They've	She has	She's
He has	He's	I had	I'd
I had better not	I'd better not.	You had better not	You'd better not

Project Work: This kind of project work is based on interviews. First, you find a person in your locality, the mayor, deputy mayor, social worker, government official, teacher, professor, athlete, businessman and many others. Then you have to ask her/him questions. Remember your questions should be prepared in advance.

Free Writing

Ways with the Words

A. This is a puzzle, you can solve it very easily. We have given the first letter each word for your convenience.



Down:

- 1. to be preoccupied with a single topic or emotion
- 3. to move slowly and quietly in a particular direction
- 4. orderly, logical and consistent

Across:

- 2. to utter rapidly or unintelligibly
- 5. to insert something between other things
- 6. an unreadable handwriting

Down

- 1. obsessed
- 3. creep
- 4. coherent

Across

- 2. babble
- 5. interpose
- 6. squiggle

- B. Using words in sentence needs a lot of practice. First see the meaning of the word in a dictionary or your mobile dictionary and see how the word is used in the sentence. Do not copy the same sentence and make similar type of sentence.**

word	sentence
massive	There was massive landslide in Sindhupalchok last year
consciousness	He lost consciousness while he was being given an injection.
catch-as-catch-can	Catch-as-as-catch-can is used in wrestling
give up	He gave up smoking after the doctor warned him.
abandoned	The police an abandoned child yesterday.
louse	This sentence is lousy. Please rewrite it.
edition	Editing and proof reading is done after completing the essay.

C. Word formation: Adjectives and Adverbs

- a. As you read in Unit one, we can form an adjective by putting ‘y’ in an adjective and we form adverbs by putting ‘ly’ in adjectives. See more examples.

Noun	Adjective	Adjective	Adverb
fog	foggy	regular	regularly
sun	sunny	careful	carefully
mud	muddy	heavy	heavily
noise	noisy	noisy	noisily

- b. See the answer in the following box.

noun	adjective	adjective	adverb
rain	rainy	perfect	perfectly
bush	bushy	automatic	automatically
spice	spicy	certain	certainly
snow	snowy	fair	fairly
blood	bloody	general	generally

noun	adjective	adjective	adverb
cloud	cloudy	heavy	heavily
bag	baggy	proud	proudly
mood	moody	rapid	rapidly
noise	noisy	proper	properly
air	airy	final	finally
snow	snowy	common	commonly
cream	creamy	beautiful	beautifully
dusty	dusty	frequent	frequently
ease	easily	hungry	hungrily
ice	icy		
oil	oily		
fun	funny		
hand	handy		
greed	greedy		
health	healthy		
hill	hilly		

c. Fill in the gaps with the appropriate adjective or adverb.

- i. Pramila is playing (quiet/quietly).
- ii. Hari speaks very (loud/loudly).
- iii. Mukesh is a (careful/carefully) driver.
- iv. The test was (easy/easily) and we finished in time.
- v. He is fitting the (automatic/automatically) door in my house.
- vi. My uncle speaks (perfect/perfectly) Chinese.
- vii. It was raining very (heavy/heavily).
- viii. She looked very (calm/calmly), but I am sure she was feeling very nervous

Answer *i. quietly* *ii. loudly* *iii. careful* *iv. easy*
v. automatic *vi. perfect* *vii. heavily* *viii. calm*

Comprehension

Read the following passage and answer the questions given below.

The most effective way I know to improve your writing is to do freewriting exercises regularly. At least three times a week. They are sometimes called “automatic writing,” “babbling,” or “jabbering” exercises. The idea is simply to write for ten minutes (later on, perhaps fifteen or twenty). Don’t stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing. If you can’t think of a word or a spelling, just use a squiggle or else write, “I can’t think of it.” Just put down something. The easiest thing is just to put down whatever is in your mind. If you get stuck it’s fine to write “I can’t think what to say, I can’t think what to say”

1. How can a person improve his/her writing?

Look at unit one. The answer to how question needs a way or manner. The way or manner can be expressed by verb+ing. First, make your question assertive. “A person can improve his her writing...” Find the key words in the passage. You will find “do free writing exercises regularly.” Your full answer is, “A person can improve his/her writing by doing freewriting exercises regularly.”

2. How often should a person do freewriting?

This question needs frequency in answer, ‘how many times.’ First, make the question assertive. “A person should do freewriting...” Then find key words in the passage. You will find “at least three times a week.” Now your full answer is, “A person should do freewriting at least three times a week.”

3. How long one should do freewriting in the earlier days?

This question needs period of time in answer. First, make your question assertive. “One should do freewritingearlier days.” Then find the key words in the passage. You will find “ten minutes.” Now your full answer is, “One should do freewriting for ten minutes in the earlier days.”

4. Should a person stop for anything while doing freewriting?

This is yes/no question and it’s answer comes in ‘yes’ or ‘no.’ If the answer comes in negative start the answer with ‘no’ and if it comes in positive, start the answer with ‘yes.’ The answer to this question starts with ‘No.’ Now, your full answer is “No, a person should not stop for anything.”

5. What should a person write, if he/she does not know the meaning of the spelling of a word?

The answer to this question comes in the object. First, make the question assertive. If a person does not know the meaning or spelling of a word, he/she should write...” Then find the key words in the passage. You fill find “I can’t

think of it.” Now your full answer is, “If a person does not know the meaning or spelling of a word, he/should write “I can’t think of it.”

Exercise 3

Now read the following passage and try to give short answers.

Freewriting exercise is important. It must be a piece of writing which, even if someone reads it, doesn’t send any ripples back to you. It is like writing something and putting it in a bottle in the sea. The teacher of your class helps your writing by providing maximum feedback. Freewriting helps you by providing no feedback at all. When I assign one,

I invite the writer to let me read it. But also tell him to keep it if he prefers. I read it quickly and make no comments at all and I do not speak with him about it. The main thing is that a freewriting must never be evaluated in any way; in fact, there must be no discussion or comment at all.

- a. What reaction does someone give if he/she reads it?
- b. What does the writer compare the free writing with?
- c. How does the teacher of your class help your writing?
- d. How does freewriting help you?
- e. Should there be comments and discussions on freewriting?

Critical Thinking

- a. Freewriting starts from free thinking. First, write what comes to your mind and then edit it to suit your topic.
- b. Yes, free writing is like that. It is like expressing your thought on the pages of a paper.
- c. Writing cannot be learned within a few days. It takes a long process to be competent in writing.

Writing

- A. As you have read in the text, free writing is like writing something you know without stopping. You will be given a topic and you start writing about the topic. You know whatever you know. Later you can select what you need and what you needn’t.

- B. A paragraph is designed in a sandwich structure (bread + meat+ bread) as a topic sentence +supporting details +concluding sentence. A topic sentence introduces the idea of what you are writing in that paragraph. Supporting details give evidence, examples, comparisons, etc in the supporting details and you end the paragraph with a concluding sentence. In the concluding sentence, you reaffirm the topic sentence in different words. See the following paragraph.

Topic Sentence

Once upon a time a noble man wanted to find a contented man. He built a grand house. On the front of the gate, he wrote “This house is to be given to the first man who can prove that he is contented.” One day a gentleman knocked at the gate and desired to speak to the nobleman. “I am come,” said he, “to take possession of this house because I can prove that I am contented.” The noble man said in reply, “But there is certainly no trace of that quality in you. If you were contented you would not wish to get possession of my house.” Saying this, he turned the gentleman out. The noble man realized it’s very difficult to find a contented man.

Conclusion

C. Write a paragraph on any one of the following topics.

- a. My School Library
- First write a topic sentence about your school library.
 - In supporting details, include information about the kinds of books, magazines, newspapers available in your school library. You can write about the opening hours of the library and how many students visit it every day.
 - In the concluding sentence, you can write what role the library has played in your studies.
- b. Moral Values I Like Most:
- First, write the topic sentence about the moral value you like most. These values are truthfulness, honesty, love, kindness, unselfishness, etc. Choose one topic, for example, honesty. Write what role honesty plays most in your life in the topic sentence.
 - in the supporting details, you can give examples of honest men and women.
 - in the concluding sentence, you can reaffirm saying honesty will be your lifelong policy.

Grammar

Adverbs:

A. There are different kinds of adverbs. See the following examples.

Manner Adverbs: neatly, clearly, slowly, badly, well, loudly, etc.

Time Adverbs: now, already, never, always, still, etc.

Place Adverbs: Here, there, up, down, below, somewhere, everywhere, etc.

Degree Adverbs: nearly, almost, fast, extremely, etc.

Frequency Adverbs: daily, frequently, occasionally, from time to time etc.

These adverbs are written in different parts of the sentences. See the following examples.

Generally/ usually/sometimes/occasionally/now and again/from time to time, we go to school by bus.

We sometimes/seldom/always/often/usually/never/hardly/occasionally/frequently go to school by bus.

We go to school by bus now and again/from time to time.

B. Re-write the following sentences with the adverbs in the appropriate place.

- a. I watch television. (often)
- b. Have you been to Janakpur? (ever)
- c. They play football on Saturdays. (sometimes)
- d. The weather is bad in November. (always)
- e. We have fish for dinner. (seldom)
- f. Pritam doesn't get up before seven. (usually)
- g. I was very tired and I was hungry. (also)
- h. Did you enjoy the flight? (both)

Answer

- a. I often watch.....
- b. Have you ever been to....?
- c. Sometimes they play...../ They sometimes play....
- d. The weather is always bad.
- e. We seldom have.....
- f. Usually Preetam/Preetam does not usually
- g. I was also very tired and I was also hungry.
- h. Did you both enjoy the flight?

C. Re-write the following words placing the underlined words in the right position.

- a. I never have understood her.
- b. We are often invited to the parties.
- c. We all were tired, so we all fell asleep.
- d. Rajan drives always to work.
- e. Pradip hardly ever watches television, but he reads newspapers a lot.
- f. We enjoyed very much the party.
- g. My brother speaks fl uently English.

Answer

- a. I have never.....
- b. It's correct.
- c. It's correct.
- d. Rajan always drives..
- e. It's correct
- f. We enjoyed the party very much.
- g. My brother speaks English fluently.

Exercise 4

Re-write the following sentence using the adverbs, one adverb at a time.

Adverbs: always, often, usually, generally, now and again, from time to time, hardly, seldom, frequently and nowadays.

Sentence: We go to movie after school.

Speaking

A. Study the expressions of agreement and disagreement in the following table.

Agreeing	Partly agreeing	Disagreeing
You're right. Exactly. I agree. Of course	That's partly true, but ... That may be true, but...	That's not right! I totally disagree! I don't agree! I don't agree with you.

Undoubtedly I completely agree. You're absolutely right. I totally agree with you. Absolutely! I see exactly what you mean! That's exactly what I think. There is no doubt about it.	I see your point, but ... I guess so, but... I'm not so sure about that. I agree up to a point, but ...	I'm sorry, but I disagree. Absolutely not! A complete 'No' I'm afraid I can't agree with you. That's not always true. I don't think so. No, that's not true. No way!
---	--	---

The expression in the above table are used to give our short reaction on agreement and disagreement. Sometimes we totally agree and we use the expressions in the first column. Sometimes we have certain reservations on the agreement and we use the expressions in the middle column and sometimes we totally disagree and we use the expressions in the third column. Practice these expressions with your friend.

B. Here are some statements that you can agree or disagree with. Talk to each other using expressions of agreement and disagreement.

- Rama: Winter is the best of the season.
 Sushma: You are right.
 Laxmi: That is true in the Terai but not in the hills.
 Bindra: That's not always true.
- Bijay: Travelling to a remote place is important because it is adventurous.
 Sujan: You are absolutely right.
 Aman: That may be true to those who have no problems with money.
 Hitesh: I don't agree with you.
- Sharmila: It's easy to learn English.
 Uma: Undoubtedly.
 Simran: It's true for the English medium students but I am from government school.
 Mina: I'm afraid I can't agree with you.

You can make similar expressions of the remaining two questions.

Unit 3 Social Media

Social Media: Its Influence and Control over People's Lives

Ways with Words

A. Finds the words from the text that have the following meanings.

- a personal or corporate website
- a job requiring expertise in a particular field
- a feeling of sadness
- put under custody
- found guilty
- breaking or disregarding rules or system
- advantages and disadvantages
- a non-statutory monetary penalty

Answer

- forum
- profession
- disappointment
- detained
- convicted
- violating
- pros and cons
- amercement

B. Use the following prepositional verbs in sentence

Prepositional verb	meaning	Sentence
apologize to	say sorry	You must apologize to your teacher for your misbehavior.
admire for	regard with respect	We admired him for his courage.
aim at	hope	She is aiming at winning the election.

grow up	develop into adult	I was born and grown up in Kathmandu.
separate from	to take apart	It is very difficult to separate the millet from mustard.
acquaint with	be familiar	I am not acquainted with the new teacher.
believe in	have faith	I don't believe in democracy.
adapt to	modify	I was adapted to the climate of Nepalgunj after three years.
apply for	make a formal request	I have applied for the job of teacher.
arrive at	reach	She arrived home at ten o'clock.
comment on	give opinion	The administration has not commented on the new scandal.
escape from	break free from control	The prisoners dug a tunnel and escaped from confinement.
worry about	be anxious	He worried about his son, who delayed to return home.
agree with	give approval	He does not agree with my proposal.
involve in	include sth/sb	He works in administration. He is not involved in teaching.
devote to	give most of time	The examination is coming. I devote all my time to my studies..
pray for	address a prayer	The whole country prayed for the recovery of the president.
glance at	take a quick look	The students glanced at the principal and stopped making noise.
recover from	get better from illness	He recovered from dengue after one month.
argue about	to discuss on sth.	They are arguing about republics vs monarchies.

charge with	impose a fine	The traffic police charged him with 500 rupees.
succeed in	be successful	He succeeded in winning the gold medal in the Asian games.
refer to	mention	The principal referred to me as a hard-working student.
scold for	to shout sb angrily	The principal scolded me for being late.
look at	See	Don't look at anybody without reason.
rely on	need sb for help	We rely on my mother's pension for living.
resign from	leave job	He resigned from his job and went abroad.
boast about	talk with pride	He always boasts about his daughter's beauty.
trust with	believe, have faith	My father trusted me with his bike.
specialize in	concentrate on a subject and become expert	He has specialized in internal medicine.
reply to	give response	She has not replied to my mail.
vote for	to give vote to sb	The candidate has asked vote for him.
bring up	to rear	I was brought up in a joint family
count on	rely on sb	Please count on me in your next project.
suffer from	to be ill with	I am suffering from dengue.
dream about	take ambition	He is dreaming about being a section officer.
Confuse with	to mix up somebody with somebody	I am always confused with Indian actresses.
absorb in	to take attention	She has absorbed herself in her book.

Comprehension

A. Read the following passage and write true or false after each sentence.

Nowadays, social media seems like a big part of our life. When you have no reply to your text from your friend, you can greet them on Facebook. When you want to listen to music or watch a music video from your favourite singer you can go to YouTube. When you just wake up and open your eyes, you don't have to walk outside to get the newspaper, just take your phone and scroll your Twitter timeline then you'll get the information. Blogs and forums are also types of social media because they allow you to share "what you think" about articles, pictures, videos and so on. Social media not only allows the users to share about their profession, major of study, works and company, addresses, political views and religion but also allows them to find a job and to find the employees required. In fact, everything looks and feels easier to do with social media.

- a. Social media is not important in our life today.
(To know whether this sentence is true or false, read the first sentence of the passage and compare. You will easily know this statement is **False**.)
- b. You can listen to your favorite singer on You Tube.
(Read the third sentence and you will find the sentence matching it. So this sentence is **True**.)
- c. You cannot read the news on your cell phone.
(Read the sentence in which the word 'newspaper' is given and match it with this sentence. The sentences do no match. So this sentence is **False**.)
- d. You can share your feelings in Blog and Forum. Read the sentence with the key words 'blog' and 'forum'. The sentence match with this sentence so it is **True**.
- e. You can try to find a job in social media.
(read the sentence with the key word job and you will find the sentences matching. So this sentence is **True**.)
- f. Life has been more difficult because of social media.
(Read the last sentence and you will find the sentence not matching with each other, so this sentence is **False**.)

Exercise 5

Read the following passage and write True or False in the sentences below

In August 2008, there was a woman who was known by Indonesian people as Prita Mulyasari. Her case began when she wrote about her disappointment with the services of a Hospital in Jakarta. She wrote everything about the hospital and the bad services that she got from the doctors, nurses and administration staff. Then she sent a message to her friends on the mailing list. Actually, she just tried to remind her friends to be more selective in choosing the hospital and to be more careful in accepting many kinds of services. But, her message became a big problem after her friend shared it on a website (The People's Forum) which so many read and commented about the issue.

- a. Prita Mulyasari was from Indonesia.
- b. She wrote about her dissatisfaction with medical services.
- c. She was impressed by the services of the medical professionals.
- d. The woman shared her feelings about the hospitals on social media.
- e. She told her friends to be careful while choosing hospitals and their services.
- f. The woman shared the information in The People's Forum

Critical Thinking

- a. Does social media have a positive impact in society? Discuss.**

You may have been using social Media like Facebook, YouTube, etc. social media has brought some positive impact undoubtedly but you have to stop and think about the negative impacts too. How many people have spoiled their life by getting married to a Facebook friend? Think how people have used social media to cheat others.

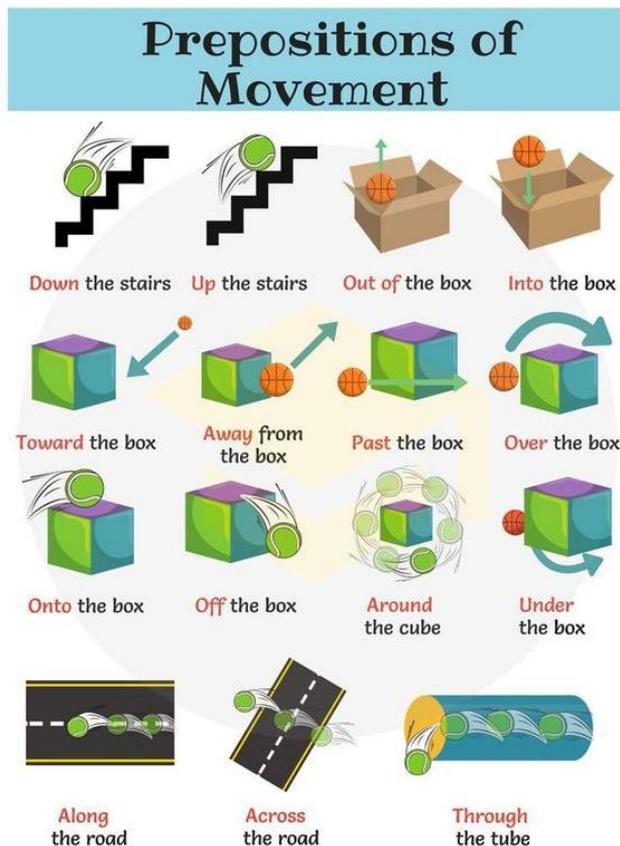
- b. How do you compare virtual communication and face-to-face communication?**

Virtual communication has now been possible without paying money. There are live meeting in different apps like Zoom, Messenger, WhatsApp, WeChat and many others. We have been able to meet people virtually from different parts of the world but we cannot touch them. You cannot sit together to have a cup of coffee. You cannot go together for a short walk. Virtual communication cannot never be equal to face to face communication.

Writing

- a. This is very easy topic of writing. First talk about different people different views. There cannot be single view on any topic. Talk how people are divided about the impacts of social media. One group sees its benefits only and the other sees its negative effects only. It will be easier to write if you take the middle point and talk about both good and bad effects of social media. Give examples from your family, your peer group and society to make your writing effective.
- b. First of all talk about this concept. It is a new concept. Thirty or forty years earlier, the world 'cyber bullying' was not even invented. Cyber bullying is the practice of criticizing and abusing others by using social media and even telephone. Some people send vulgar messages, some people other's naked photos or videos. Give some examples from your experience. Talk about the laws that cyber bullying is a crime and the criminal can be arrested and punished.

Grammar: Prepositions of Directions



These prepositions shown in the picture above are related to movement. You have to understand these prepositions from this point of view.

B. Complete the following sentence using the correct prepositions of directions: to, towards, onto, or into

- a. Prem drove Milan the airport.
- b. The plane landed the runway.
- c. The kids climbed the monkey bars.
- d. Manish and Richa moved the table the dining room.
- e. Ganesh almost fell the river.
- f. Lalit and Sarita took the bus that was heading the university

Answer

- a. to b. onto c. onto d. into e. into f. towards

C. Complete the sentences with the correct preposition from the bracket.

- a. While we were hiking the forest, we saw a mountain lion. (across/through/along/under)
- b. The leopards walked in a circle the baby giraffe before they attacked. (into/towards/round/through)
- c. Go the building and turn left. (into/up/off/out of)
- d. She ran home when she was eighteen. (towards/away from/down/across)
- e. Raindrops ran the windscreen making it difficult to see the road. (into/up/down/over)
- f. Hemanta put the plate the table and began to eat his dinner. (onto/into/up/off)
- g. The frightened deer disappeared the forest. (up/onto/into/toward)
- h. We were driving the City Centre when we had an accident. (up/into/towards/along)
- i. The smoke from the fire went into the sky. (into/up/to/onto)

Answer

- a. through b. round c. out of d. away from
e. down f. onto g. into h. towards i. into

Speaking

Giving directions

A. Study the following expressions about asking for and giving directions.

Asking for Directions	Giving Directions
How can I get to the office?	You are going the wrong way.
How do I get to the health post?	I'm sorry I can't help you as I'm not from
What's the best way to get to your house?	around here.
Can you please tell me how I can get to Pushpalal Chowk?	Yes, there is one right across the street
Excuse me, could you tell me how to get to the bus station?	next to the Library.
Go straight on till you see the hospital then turn left.	Take the second road on the left and you
Go along here/Go along Green Street.	will see the hospital straight ahead.
Go as far as the bus stop.	You have to go straight along this road for
Turn left/right.	about 200 metres. Turn right when you
Take the first/second/third turning on the left/right.	see Bhrikuti Street. Go on straight ahead
Excuse me, do you know where the post office is?	till you see the Trinity supermarket. The
Excuse me, how do I get to the bus station?	mall is opposite to the supermarket.
Is this the way to Durbar Square?	It's this way\It's that way.
Is there a bank around/near here?	
How do I get to the mall?	
Do you know the way to the Nepal Academy?	

The above sentences are about asking for and giving directions. There are limited words like right, left, across, straight, down, up, opposite, along, as far as, etc. The same words and phrases are used repeatedly to give directions. If you practice a few examples, you can give directions easily.

Project Work

This project work does not need anything except a mobile phone in network. You can observe, collect data and write the information.

Qin Dynasty

Ways with the Words

A. Match the words with their meanings.

a	brevity	Lasting only for a short time
b	conquest	Victory over a place or people by use of military force
c	resemblance	the state of being alike
d	barbarian	a member of an uncivilized group of people or culture
e	ally	one state united to another by a treaty or a league for military purpose
f	nobility	state of being noble in character, quality or rank
g	ruthlessness	character of having no pity or compassion
h	decimation	the killing or destruction of a large number of people
i	harsh	cruel
j	elixir	liquid that is believed to cure all disease

B. Find the following words in the text and use them in sentences of your own.

Word	meaning	sentence
invasion	attack	Prithvi Narayan Sha is said to have made three invasions in Kathmandu before winning it.
disregard	pay no attention to	A leader is disregarded after he/she loses election.
paramount	more important than anything else	The education of their children is of paramount importance for the parents.
populace	People living in a particular area	Originally, the populace of Kathmandu was of the Newar community.

revolt	rebel	If a leader becomes a dictator, people have the right to revolt.
assassination	an act of attacking someone	Indian Prime minister was killed in an assassination.
serfdom	a system where the majority of people worked and lived only for food	Most of the European people freed themselves from serfdom in the 18 th century.

- C. There are some two-syllable words which can be used both as a noun and verbs. If the word is used as a noun it is stressed on the first syllable and if it is used as a verb, the word is stressed on the second syllable. See the following examples with stress signs.**

Noun	Verb
'address	ad'dress
'decrease	de'crease
'present	pre'sent
'protest	pro'test
'contest	con'test
'record	re'cord

Note: In English pronunciation, the stressed syllable is spoken with extra force.

- D. Consult a dictionary and collect ten homographs. You can easily collect such words but it will consume more time. Here are ten words.**

absent
transport
accent
convert
contract
increase
permit
progress
overhead
inland

- E. You can practice reading the limerick. A limerick is a humorous five line pome with special rhyme
- F. You can practice reading it yourself.

Comprehension

Read the following passage and answer the questions given below.

This form of government consisted of a collectivization programme and the decimation of aristocratic power. Farmers were freed from serfdom and Shi Huangdi reduced the power of the aristocracy. The people throughout the empire were now supposed to bear collective responsibility for each other. If a person did not behave according to the rules, then others were required to report to him. If they did not do this, they were quartered or beheaded. Fear and control were the key features of this political system. In addition, one's personal importance to the empire was also a key element. If you, as a person, meant nothing to the state, you actually meant nothing objectively; your life was meaningless. Those who contributed the most to the state were highly rewarded while those whose lives were considered of no consequence were sent to work as slaves on Shi Huangdi's building projects such as the Great Wall of China, the Grand Canal, and the roads which increased ease of trade and travel

a. How did Shi Huangdi improve governance?

This is how a question and needs a way or manner in answer. First, make the question assertive. "Shi Huangdi improved the governance ...". The answer to how the question can be given by adding in the verb. Now the full answer is "Shi Huangdi improved the governance by reducing the power of the aristocracy."

b. How were the farmers given facilities?

The answer of this question can also be given in the same way as in 'a'. First, make the sentence assertive. "The farmers were given facilities.....". Then see the keywords in the passage. You will find "freed from serfdom." Now, your full answer is "The farmers were given facilities by freeing them from serfdom." The word them is used as the pronoun for farmers.

c. What were the people throughout the empire were expected to do?

The answer of this question needs another verb in place of 'do.' First, make the question assertive. "The people throughout the empire were expected..." Go for the keywords in the passage and you will find "to bear collective responsibility for each other." Now your full answer is "The people throughout the empire were expected to bear collective responsibility for each other."

d. What were the people expected to do if someone did not follow the rules?

The answer to this question is the same as ‘c’ above. See the full answer. If someone did follow the rules, other people were expected to report to him.

e. What was done to the people if they did not follow the rules?

The answer to this question is also the same like ‘c’ and ‘d’ above. The full answer is “If people did not follow the rules, they were quartered or beheaded.

f. What was the key feature of this political system?

The answer to this question comes in the object. First, make the question assertive. The key feature of this political system was.....” Then find the keywords in the passage. You will find ‘fear and control. Now your full answer is “The key feature of this political system were fear and control.”

g. What kind of people were rewarded?

The answer to this question comes from the subject. First, find the keywords in the passage. You will find, “Those who contributed most to the state...” Now, your full answer is “Those who contribute most to the state were rewarded.”

h. Which are two great projects mentioned in the passage.

The answer to this question also comes in the subject. First, find the keywords. You will find the Great Wall and the Grand Canal. Now, your full answer is “The Great Wall and the Grand Canal are the projects mentioned in the passage.

Exercise 5

Now read the following passage and answer the questions given below.

In the year 210 BCE emperor Shi Huangdi died on a journey through the realm. The people were told that these trips were designed for the inspection of the empire but later evidence suggests that the emperor was looking for an elixir of immortality. In his later years, Shi Huangdi became obsessed with death and the hope of eternal life. In constant fear of assassination, it is said, he never slept in the same room of his palace two nights consecutively and he ordered the construction of his elaborate tomb (including his Terracotta Army of 8,000 warriors) early on in his reign. The cause of his death is still unknown.

- a. When did Shi Huangdi die?
- b. How did Shi Huangdi die?
- c. What was the emperor looking for in his trips?
- d. What was Shi obsessed with in his later life?
- e. Why did Shi not sleep in the same room of his palace two nights consecutively?

- f. What did Shi order to construct?
- g. Was the cause of his death known?

Critical Thinking

- a. **The Great Wall and the Taj Mahal are the creation of the autocratic rulers. Present your view for or against this statement.**

You may have heard about the wonders of the world in different times. The great wall is one of the seven wonders of ancient period and the Taj Mahal was one of the wonders of medieval period. These structures were very difficult to construct and they took years to construct. Hundreds of thousands of people worked to make these wonderful projects. Many of them died in the construction. The great wall is known as the great tomb too. Thousands of people were buried around the Great Wall. These structures were built by the slaves who were forced to work by the autocratic rulers. The people preferred to work to die premature death.

- b. **How do you describe the pros and cons of feudalism?**

Feudalism is a system in which one landlord kept hundreds and even thousands of serfs with him. These serfs worked for the landlord only for food. They were not given any salary or payment. They worked there and died there. I don't think this system had any advantages, only disadvantages.

Writing

E-mail writing.

If you were educated in the 20th century, you would not even know about email. Writing an email is a new technological gift to humanity. Your email reaches the receiver within a few seconds. In the past, it would take months for a letter to reach its destination. Since the development of email writing, people have almost forgotten to write letters today. Writing an email is not as formal as writing letters but you have to maintain some manners while writing them.

1. Begin with a greeting, like Dear Sir, Dear Madam, etc. If the person is a familiar friend, write his/her first name, like Dear Madhu, Dear Saru, etc. If you are writing to a man of position, write Dear Manager, Dear Managing Director, etc. If you are writing to a person for the first time, write his surname like Mr. Thapa, Dear Ms. / Mrs. Gautam, etc. If the addressee is your close friend, you can just write Hi Keshav, Hi Bina, etc.
2. When you give reply to an email, please begin thanking the person who wrote you an e-mail. Thank you for your email.....
3. If you represent an organization or a business firm, please write your name and position in the introduction section of the email. I am Salim Ansari Managing Director of Gadhimai Books and Distributors.

4. If you write a second email after getting the reply, you can acknowledge him or her by saying “Thank you for your quick/fast/prompt reply.”
 5. If you delay giving reply to the email, please write, “Sorry for my belated reply.....”, “Forgive me for my belated response....”
 6. State your purpose saying “I am writing this email to make an inquiry, etc.”
 7. Conclude your email saying “I’m looking forward to getting your response..... I hope I will hear from you soon, etc.
- b. Study the table yourself.**

Grammar: Regular and Irregular Verbs.

A. See the following tables.

Infinitive	Past	Past Participle
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
knit	knit, knitted	knit , knitted
know	knew	knew
lay	laid	laid
lie	lay	lain
lie	lied	lied
Lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
rise	rose	risen
run	ran	run
saw	sawed	sawn
say	said	said
see	saw	seen
seek	sought	sought

Present	Past	Past Participle
like	liked	liked

stop	stopped	stopped
work	worked	worked
smile	smiled	smiled
play	played	played
cry	cried	cried

You must have noticed the differences between the two kinds of verbs. The verbs in the first set are called irregular verbs and the verbs in the second set are called regular verbs. Regular verbs need 'ed' in the past and past and past participle form whereas you have to learn the three forms of irregular verbs by heart.

a. Complete the texts below using the correct past forms of the verbs from the bracket.

- a. The Maya established a very advanced civilization in the jungles of the Yucatan. However, their culture..... (disappear) by the time Europeans first (arrive) in the New World.
- b. When I(turn) on the radio yesterday, I(hear) a song that was popular when I(be) at the basic level of my study. It (take) me back to some old memories.
- c. I was looking for a job. I.....(apply) for a job last week. Fortunately, I..... (get) it and now I am a job holder.

Answer

- a. Disappeared, arrived
- b. Turned, heard, was, took
- c. Applied, got

B. Choose the correct words from the list and complete the sentences with the correct verb form.

teach	write	see	get up	throw	cost
-------	-------	-----	--------	-------	------

- a. Newton.....an apple falling from the tree.
- b. Ramesh Bikal.....many popular stories.
- c. My jacket is expensive. It.....me Rs 5000.
- d. She.....early in the morning yesterday.
- e. When I was small, my father.....me at home.

f. Why did you.....the cap away?

Answer

- a. saw
- b. wrote
- c. cost
- d. got up
- e. taught
- f. throw

Speaking

A. Read the following text loudly.

I'm Anupama. I travelled from Jumla to Surkhet by flight on June 5, 2019. It was my first flight experience. I reached the airport at 9:30 am. After some formal chit-chat, I went for the security check. The flight was scheduled to leave at 10:00 am. The flight was on time and I had the window seat. I was waiting for the take-off. Before the takeoff, the pilot made an announcement. The air hostess informed us about safety rules. Now time came... Firstly the plane moved on the runway till the opposite end. But finally, it took an about-turn and the speed increased. Within a few seconds, I was in the sky. The view was breath-taking. The roads and buildings seemed like lines and toys. My ears were humming initially when the plane increased the height, but later on everything was fine. Finally, I reached Surkhet at 10:30 am. It was one of the most memorable experiences of my life!

The whole paragraph is written in past tense. Something you already completed is written in the past tense.

B. This exercise is like the paragraph above. Think about an event like a picnic, hiking, trekking, tour, visit to a zoo, etc and write everything in the past tense.

Project Work

This project is based on the internet surfing. Find about the Ranas in the internet. After you have found it make a table with two columns. On the left column write about Qin dynasty and on the right column, write about the Rana Dynasty. You can include time period they ruled, the important prime ministers or emperors, the important events and the important works done in their period.

The Looking Glass

Ways with the Words

A. Match the words with their meaning.

Match the words with their meanings.

- | | |
|---------------|------------------------|
| a. exhausted | i. vision |
| b. apparent | ii. wavy |
| c. vista | iii. predetermined |
| d. undulating | iv. prevent, hinder |
| e. destined | v suffocating, airless |
| f. stuffy | vi. tired |
| g. restrain | vii. clear |

Answer

- | | |
|---------------|----------------------|
| a. exhausted | tired |
| b. apparent | clear |
| c. vista | vision |
| d. undulating | wavy |
| e. destined | predetermined |
| f. stuffy | suffocating, airless |
| g. restrain | prevent |

B. Write the meaning and word class of the following words. Then use them in sentences of your own.

Word	meaning	sentence
implore	request	He implored me to lend him five thousand rupee.
despair	hopeless	She is in despair because she lost her tennis match.
beseech	request	He beseeched me for going to the market.
eloquent	fluent	Some Nepal political leaders are eloquent speakers too.

Word	meaning	sentence
whirl	move or cause to move rapidly	He lost his cap in a whirlpool while coming to college yesterday.
egoism	self-interest	Nepali leaders split parties because of their egoism.
agony	mental or physical pain	She is in extreme agony after her mother's pre-matured death.
delirious	disturbed condition because of illness	She became delirious yesterday because she had 105 degree fever.
delusive	giving false impression	Many political leaders give delusive promises in the time of election.
compensate	to get something for the loss of something	People say promotion compensates growing age.
mortgage	to deposit property for loan	He borrowed one million rupees by mortgaging his house.
brood	think deeply	She is brooding over her laptop to find a new topic for writing.
prelude	something that comes earlier than the main product	The poets include preludes in their epic poems.

- C. Some verbs can form adjectives when we put 'ing' and 'ed' in them. The adjective with 'ing' tells qualities or characters of a person, place or situation but the adjective with 'ed' tells about feeling or emotion of a person. See the following example.

Adjective	Example	Adjective	Example
boring	The film was boring.	bored	I was bored while watching the film.

interesting	I found the class interesting.	interested	I am not interested in politics.
tiring	The job is tiring.	tired	I am tired of my job.
satisfying	The food was satisfying.	satisfied	We all were satisfied with the food served.
pleasing	The story was pleasing.	pleased	The students were pleased with the story.

D. Choose the correct word.

- a. Sarita was *shocking/shocked* to hear about earthquake.
- b. I think that rainy days in winter are *depressing/depressed*.
- c. The football match was very *exciting/excited*. I enjoyed it.
- d. The meals at Delight Café are *satisfying/satisfied*.
- e. I've got nothing to do. I'm *boring/bored*.
- f. Tanka is very good at telling funny stories. He can be very *amusing/amused*.
- g. The teacher's explanation was *confusing/confused*. Most of the students didn't understand it.
- h. He is such a *boring/bored* person. He never wants to go out.
- i. I will be *surprising/surprised* if she does well in her test.
- j. Are you *interesting/interested* in politics

Answer

- a.
- b. shocked
- c. depressing
- d. exciting
- e. satisfying
- f. bored
- g. amusing
- h. confusing
- i. boring
- j. surprised
- k. interested

E. Write correct form of the adjective in the blanks as in the example.

Example - Grammar rules frustrate me. They're not logical. They are so frustrating.

- a. They frustrate me but they don't bore me. I never get when I study grammar.
- b. If teachers want to interest the students, they must use materials.
- c. Certain stories interest almost everybody. For example, most students are in fairy tales.
- d. Certain things frighten me, but I never get when I speak English.
- e. If I get a good grade, that excites me. And if I get more than ninety percent, I am really

Answer

- a. frustrated
- b. interesting
- c. interested
- d. frightened
- e. excited

Comprehension

Read the following passage and answer the questions given below.

Picture followed the picture against the grey background. Now Nellie saw herself one winter night knocking at the door of Stephan Lukitch, the district doctor. The old dog hoarsely and lazily barked behind the gate. The doctor's windows were in darkness. All was silence. "For God's sake, for God's sake!" whispered Nellie. But at last, the garden gate creaked and Nellie saw the doctor's cook. "Is the doctor at home?" "His honour's asleep," whispered the cook into her sleeve, as though afraid of waking her master. "He's only just got home from his fever patients, and gave orders he was not to be woken." But Nellie scarcely heard the cook. Thrusting her aside, she rushed headlong into the doctor's house. Running through some dark and stuffy rooms, upsetting two or three chairs, she, at last, reached the doctor's bedroom. Stephan Lukitch was lying on his bed, dressed, but without his coat, and with pouting lips was breathing into his open hand. A little night-light glimmered faintly beside him. Without uttering a word Nellie sat down and began to cry. She wept bitterly, shaking all over

a. Where and when does Nellie find her mental journey?

This question needs time and place in the answer. First, make the question assertive, "Nellie found herself in her mental journey..." Read the passage for

the keywords. You will find “one winter night knocking at the door of Stephan Lukith, the district doctor.” Your full answer is, “Nellie found in her mental journey one winter night knocking at the door of Stephan Lukith, the district doctor.”

b. Where was the dog barking?

This question needs a place in the answer. First, make the question assertive, “The dog was barking..” Then go for the keywords and you will find “behind the gate.” Now your full answer is “The dog was barking behind the gate.”

c. According to the cook, what was the doctor doing?

This question needs a verb in place of ‘doing’. Make the question assertive, “According to the cook, the doctor was.....” Now see the keyword and you will find ‘asleep’. Now as per the question, you have to change the noun ‘asleep’ into a verb. Your full answer is, “According to the doctor, the doctor was sleeping.”

d. What did the doctor order the cook to do?

In this question too, you have to use another verb in place of ‘do’. First, make the question assertive, “The doctor ordered the cook ...” Then find the keywords and you will find ‘not to be woken.’ Now your full answer is “The doctor ordered the cook not to be woken.”

e. How did Nellie go inside the doctor’s bedroom?

This question needs ways or manners of doing something. First, make the question assertive, “Nellie went inside the doctor’s bedroom...” Then find keywords in the passage. You will find “running through dark and stuffy rooms.” Now the full answer is “Nellie went inside the doctor’s bedroom running through dark and stuffy rooms.”

f. How was Stephan Lukitch lying on the bed?

This question also needs a way or manner. First, make the question assertive. “Stephan “Lukitch was lying on bed...” Then find the keywords in the passage. You will find “dressed but without his coat.” Now your full answer is “Stephan Lukitch was lying on bed dressed but without coat.” Or “Stephan Lukitch was lying on bed wearing his dress but without coat.”

g. What did Nellie do inside the doctor’s room?

This question also needs different verb in place of ‘do’. Find the key words. You will find “Nellie sat down and began to cry. She wept bitterly, shaking all over.” Now your full answer is “Nelly sat down bitterly crying and shaking all over.”

Critical Thinking

- a. **“The looking glass (mirror)” is used as a symbol in the story. What does it symbolise?**

First, you should understand what a symbol is. If a concrete object is shown and some abstraction is suggested, it is called symbolism. Suppose you are riding along a road, and you see the display of a red flag. The red flag symbolizes ‘danger.’ In old Indian films, they showed lightning and thunder to suggest the rape of an innocent girl. The symbol can be understood in the context. Think about the context of this story and guess what it symbolizes.

- b. **Chekhov employs the magic trick in the story, using a very elegant transition from reality to imagination to reality sequence. Discuss its relevance to life of young people**

Before writing any story, the writers think about their audience, the readers of their stories. The author thinks about what the audience expects or like and they represent similar things in the story. Chekhov’s this story is targeted at young adults and he has come up with the subjects this group likes.

Writing

We all have dreams. Sometimes we have very pleasing dreams and sometimes we get frightened by our dream even in our waking hours. When you narrate a dream, please write it in the past tense because your dream happened in the past.

Grammar

Will and going to

- A. Both will and going to are used for future tense. We use ‘will’ to talk about our spontaneous decision, a decision we make instantly without thinking about its consequences. For example, you hear someone has brought dragon fruit to sell in your village. You say “I think I will buy a kilo.” This decision is spontaneous decision.

Somebody comes and asks you for money. You reply him/her “Don’t worry. I will help you.” This kind of sentence is known as offer. We use ‘will’ for offer.

Suppose, a student is making noise in the class. Your teacher says. “Keep silent. I will send you out.” This kind of sentence is known as ‘threatening.’

Many friends request you to participate in the football match the next day. You reply them you have already decided that are going to meet your maternal grandparents. You reply them, “Sorry, I am going to see my maternal grandparents.” This is called prior decided plan or arrangement

You use 'going to' for inevitable event or action. You know that something certainly happens. In such cases, we use 'going to.' See the following examples.

She is pregnant. She is going to have a baby.

The sky is over clouded and lightning and thunder is frequent in the sky. It is going to rain soon.

B. If you read the rules in 'A' above you can easily do this exercise. See the answer.

- | A | B |
|--|-------------------------------|
| a. A: What do you want to take?
B: I'll have tea, please. | i. Promising |
| b. A: Are you free this evening?
B: No, I'm going to meet my uncle. | ii. Threatening |
| c. The day will be lovely tomorrow. | iii. Deciding |
| d. There is no cloud in the sky.
It's going to be a lovely day. | iv. Expressing a prior plan |
| e. Don't worry. I won't tell anyone. | v. Predicting a future action |
| f. I'll take you to the movies if you like. | vi. Offering |
| g. I'll tell your parents what you did. | vii. Predicting with evidence |
| a. | iii. deciding |
| b. | iv. Expressing a future plan |
| c. | v. Predicting a future plan |
| d. | vii. predicting with evidence |
| e. | i. promising |
| f. | vi. Offering |
| g. | ii. threatening |

C. Choose the correct answer

- a: Are you busy this evening?
B: Yes, I.....the movies. (will go/**am going to**)
- b. A: Where are you going for holiday this summer?
B: Not sure yet. Maybe I.....to Ilam. (**will go**/am going to)
- c. I think you.....like this movie. (**will** /are going to)
- d. I can't join you at the party, I.....be away for two weeks. (will /**am going to**)
- e. This exercise looks really hard. I help you. (**will**/am going to)

- f. A: Hello. Can I speak to Sima, please?
B: Just a minute. I.....get her. (will/am going to)
- g. Perhaps she.....pass the exam. (will/is going to)
- h. 'I haven't got my phone.' 'That's OK. I.....lend you mine.'
(will/am going to)

D. Complete the sentences using will or going to.

- a. Hari: Did you call Bina?
Prem: Oh, I forgot. I.....her now. (will call) 50 English: Grade 11
- b. Sunita: Have you got a ticket for the play?
Hema: Yes, I.....it on Saturday. (am going to watch)
- c. 'The alarm is ringing. It's making an awful noise.' 'OK, I.....it off.'
(will switch)
- d. Do you think they.....the presents we got for them? (will like)
- e. 'Lok is starting university tomorrow.' 'What.....study?' (is he going to study)
- f. If I meet him, I.....him the news. (will tell)
- g. The phone is ringing. I.....it. (am going to answer)
- h. If you don't stop bullying her, I.....the teacher. (will tell)

Speaking

Expressing decisions, intentions and plans

A. Read, discuss and act out the following conversation.

- Sarita: Hello Alina, what are you going to do this weekend?
Alina: Hello, I'm going to visit my grandmother. How about you?
Sarita: Well, I still don't have any plan for the weekend.
Alina: Why don't you go to a museum?
Sarita: That's a good idea. But, I have to do my assignments first. Have you done all your assignments?
Alina: No, I haven't. I'd like to do them this evening.
Sarita: Well, can we do them together?
Alina: Yes, of course.
Sarita: Okay, great. I'll come to your house at 4 pm then.
Alina: I'll be waiting for you.

Practice the above dialogue with your friends.

B. Study the examples.

- a. We're going to get a new car soon. (It's our decision)
 - b. I'm going to wash my hair. (That's my intention)
 - c. Will you come to my party? Sorry I'm going to help Lola. (prior plan/arrangement)
- (You must remember that the expression is going to is used for prior decisions, intentions and arrangements)

C. Work in pairs. Talk about your decisions, intentions and plans on the following.

- a. making money
- b. next year
- c. after your exam
- d. coming Saturday
- e. Further study

For the above topics, you can make the similar dialogue like in 'A' above.

Project Work

For this project work, first, draw a map of Nepal in a chart paper. Find the pictures of Tharu people and stick the pictures towards districts like Banke, Bardiya, Dang, Kailali and Kanchanpur. Find the picture of Tamang people and stick them towards the area of Kabhre, Sindhupalchok, Rasuwa, Dhading. Similar Rai and Limbu in the Mechi and Koshi zones, Maithali and Bhojpuri people in province No. 2.

You May Scoff

Ways with the Words

Ten words in the bold face in the text correspond to the definitions below. Match the definitions with the corresponding words.

- a. in spite of what has just been said or referred to
- b. a strong desire or impulse
- c. the ability to continue trying to do something, although it is very difficult
- d. to attract attention to or emphasize something important
- e. arguing about things that are not important
- f. not having things or conditions that are usually considered necessary
- g. continue to exist
- h. soft loose flesh on a person's body
- i. to improve or increase something
- j. a limiting condition on something

Answer

- a. nevertheless
- b. determination
- c. consistent
- d. highlight
- e. bicker
- f. deprivation
- g. persist
- h. flab
- i. boost
- j. restriction

A. Make sentences using the words in the bold type

There is currently **restriction** on importing smartphones from other countries.

A proper marketing will **boost** the sales of our product.

A proper workout routine helps you lose **flab** and shape up your body.

The pain in my leg **persists** even after it has healed.

The kids were **bickering** in the playground

A **consistent** sleep schedule helps a person stay healthy.

The path to success is **determination** and hard work.

The opening partnership was the **highlight** of yesterday's match.

Sleep **deprivation** can lead to issues like diabetes in the long run.

There was tough competition, **nevertheless**, the top leaders managed to win the election.

B. See some words below and make some words yourself.

Mission, prevention, convention, assumption, solution

Happiness, sadness, fatness, softness, hardness, freeness

C. Pronounce the words. The sound of the letter given on the left is silent.

a. b: climb, dumb, doubt, comb, thumb, debt, lamb

b. d: Wednesday, handsome, sandwich, handkerchief

c. h: hour, honest, honour, heir, ghost, ghee, exhaust, exhibition

d. k: know, knee, knowledge, knit, knife

e. n: column, autumn, condemn, hymn, damn

f. p: receipt, cupboard, pneumonia, psychology

You have to pronounce these words not speaking the letter given on the left.

Comprehension

Exercise 6

Read the following passage and write True or False after the sentences. Please remember there are no rules for true and false questions. You have to read and find it out.

A brisk walk or jog outdoors can only help in the battle against the bulge, unless you are doing it in a busy city. Breathing polluted air can cause extra fat to accumulate around your stomach and also make your cells less sensitive to insulin, increasing your risk of developing type 2 diabetes. "We believe that air pollution plays a very important role in the current obesity epidemic," says Xiaohua Xu of Ohio State University. Xu exposed young mice to air heavily polluted with fine particles for 6 hours a day, five days a week and found that after 10 weeks they had about 50 percent more abdominal fat than mice that were fed the same diet but inhaled filtered air. The fatter mice also had elevated blood levels of a protein involved in inflammation called tumour necrosis factor-alpha. Xu believes this may help explain the changes to their fat cells, as well as their decreased sensitivity to insulin.

a. A walk to the countryside can help people to mend their muscles.

b. Pollution can increase fatness in one's stomach.

c. Inhaling polluted air can help to make insulin effective.

- d. Breathing in polluted air potentially helps a person to develop a kind of diabetes.
- e. Obesity (fatness) and the air population have no relation at all.
- f. The mice experimented on by Xu showed that polluted air helps to reduce weight.
- g. Xu experimented to make studies related to heart disease.

Critical Thinking

- a. **What do you do you to keep yourself fit? What food do you avoid and why?**

You must understand that the food we eat give five main kinds of elements known as carbohydrates, proteins, vitamins, fat and minerals. These five elements help our body to function. You must remember that extra carbohydrate and fat remains in our body being metabolized in a kind of fat. We know that fatness is the cause of many diseases. We can reduce the fatness of our body by doing exercises. So, thinking critically, we must make a balance between our food and exercise. You can make your plan to make the balance in your own way.

- b. **Healthy citizens are the greatest asset of a country. What can a state do to keep her citizen healthy?**

This concept cannot be denied. To keep the citizens healthy, a country must make policies, like the policy of reducing pollution, the policy of cultivating organic food, the policy of establishing different kinds of sports centers in the Wards of each municipality and many others. If many people are unhealthy, the nation has to spend a lot of money for their betterment.

Writing

- a. **Yoga can be good to stay physically and mentally healthy. Do you practise any yoga? Write an essay on the benefits of yoga.**

Before writing an essay on this topic, you have to make a kind of plan. First, make notes and arrange the notes in the form of an essay. One specimen of notes is given to you.

Yoga: a combination of physical and mental exercises.

Developed by Hindu rishis thousands of years ago.

Different kinds of physical exercise (Asanas) and different kinds of mental exercises (pranayama).

Practicing early in the morning.

Helps to grease our joints.

Keeps our body fit.
Reduces our fatness.
Helps to keep peace of mind.

b. How can a person be mentally healthy? Provide about ten tips to a person to stay mentally fresh and health

It's necessary to remain mentally and physically fit. Only a sound body can serve a family, society and the nation. You can give good tips. Some of them are.

Be positive.
Do not argue with people for small reasons.
Expose your body to open air and sunshine.
Eat a balanced diet.
(Please add other tips yourself)

Grammar

Subject Verb Agreement (Concord).

A. Remember only noun and pronouns are used as subjects. The nouns are singular and plural. The specific pronouns need specific form of verb. The match between subject and verb is called subject verb agreement. If there is no match, your sentence becomes wrong. A few rules will save you from making silly errors in subject verb agreement.

1. A singular noun and pronouns (he, she, it) - **verb+s (goes/plays), is, has, and was.**
2. A Plural noun and pronouns (you, we, they) - **verb1 (go, play), are, have and were.**

Hema is a student.
She studies in class XI.
She has a kitten at home.
She was playing with the kitten yesterday.

Singular Subject

Farmers grow rice.
They are working in the field now.
They have grown corn.
They were planning millet yesterday.

Plural Subject

Sometimes it is difficult to know whether the subject is singular or plural. See the following rules.

1. With here and there, we can use both **is/are** and **was/were**. Please see the noun after these verbs.

There **are** twelve girls in the class.

There **is** only one boy.

There **was** a large tree. There **were** rotten branches on the tree

2. One/someone/everyone/everybody/ anybody/nobody/no one/either/neither are singular.

Someone has stolen my book. Everybody/Everyone in Nepal likes to go to America.

Nobody was present in the class yesterday. Everyone likes ice-cream.

3. **Both, some of ..., most of ..., two of... three of, many of....., few of**, all are plural.

Both of the boys **are** absent.

Many of them **have** passed the exam. A few of them **were** given A+.

Some of them have not appeared in the exam.

4. In case of whole and parts, the verb matches the first subject (before of). See the following examples.

The legs of the table **are** broken.

The leader of the students **is** absent.

The quality of our students' writings **is** decreasing.

One of the girls **is** sick.

Neither of the boys **is** ready to play.

The branches of the tree **are** rotten.

The color of these trees **fades** in the evening.

5. The nouns which are made up of two parts like trousers, spectacles, panties, bras, scissors make plural subject.

These scissors need sharpening.

My trousers are missing.

But remember.

A pair of trousers does not cost much.

This pair of scissors needs sharpening.

Tikaram, as well as Mahesh, is invited to the party.

6. Amounts form singular subject.

Fifty rupees is not enough to buy tiffin these days.

Ten kilometers is not long distance.

7. In case of neither...nor, whether....or, either....or:

- a. If all the subjects are singular, the verb is singular.
- b. If one of the subjects (noun) is plural, the verb matches with the nearest noun.
- c. In case of pronoun, the verb matches the nearest one.

Either John or Ann is the culprit.

Neither the students nor the teacher has to go.

Either you or she is to be blamed.

Either you or I am to be blamed.

Either I or you are to be blamed.

B. Complete the following sentences by using correct verbs from the bracket.

- a. has.....have.....doesis.....is
- b. loves.....owns.....is
- c. is.....were.....was

C. Are the following sentences are correct?

- a. wrong
- b. wrong
- c. correct
- d. wrong
- e. correct
- f. wrong
- g. wrong
- h. wrong

Exercise 7

Tick the correct words to make the sentences meaningful.

- a. Anybody knows/know how to lace his/their shoes.
- b. Everybody do/does their /his washing up.
- c. Everybody in the town has/have worked out his/their own views.
- d. I don't think anyone cares/care about me.
- e. Five kilograms of wheat flour is/are needed for our dinner.
- f. I don't care whether you or he goes/go to the cinema.
- g. Has/Have either the milkman or the baker called recently?
- h. All the girls except the monitor has/have not arrived.

- i. Either the Kathmandu Post or the Himalayan Times is/are accepted.
- j. Neither you nor he understand/understands my problem.

Speaking

Describing places

This is a picture exercise. First see the picture and make sentence using “There is.....,” “There are..... “ and “The village has got.”

There is a good village in the lap of the snow covered mountains. There are many houses in the villages. The village has got a good road.

Make as many sentences as you can.

Project Work

Complete this project work with the help of the Internet.

Foresters without Diploma

Ways with the words

A. Match words with their meanings.

- | | |
|-----------------|---|
| a. constituency | i. seeking or intended to overthrow an established system or institution |
| b. pursue | ii. living the life of roaming |
| g. infiltrate | iii. to follow in an effort to overtake or capture |
| c. nomadic | iv. electoral district |
| d. anatomy | v. to enter or gain access to (an organization, place, etc secretly and gradually |
| e. subversive | vi. art of studying the different parts of any organized body |

Answer

Constituency: electoral district

Pursue: to follow in an effort to overtake or capture

Infiltrate: to enter or gain access to secretly and gradually

Nomadic: living the life of roaming

Anatomy: art of studying the different parts of an organized body

Subversive: seeking or intended to overthrow an established system or institution

B. Study the following words

The words in the box are formed by using different kinds of prefixes. Remember after the prefix, the new word gives different meaning.

C. Make two other words by using each prefix given above and use them in sentences.

Word	Meaning	Sentence
malnourished	badly nourished	Children who are malnourished have weakened immunity.
malnutrition	badly nutrition	Malnutrition intensifies the effect of every disease.

Word	Meaning	Sentence
miscalculate	badly calculate	They miscalculated the expenses leading to an overall loss in their campaign.
misinformation	false information	Growth of the Internet has led to increased misinformation among the people regarding the health issues.
unjust	not just	It is our right and moral obligation to protest over unjust activities.
unable	not able	Due to his leg injury, he is unable to play today's match.
incompetent	not competent	Lack of knowledge and skills makes one incompetent.
invalid	not valid	Your submission is invalid because you didn't follow the guidelines mentioned.
preheat	to heat before	You have to preheat the oven before baking anything in it.
predict	to say before	These computer models help us to predict the weather properly.
illegitimate	not legitimate	They were fired from their jobs for illegitimate reasons.
illiquid	not easily converted into cash	Property is important, but it can be very illiquid.
disorder	apart from orderliness	Sleep disorders can lead to serious health issues.
disappear	apart from being present	After conning a dozen of people and stealing their money, the conman disappeared without leaving a trace.
impatient	not patient	Ram gets impatient if someone doesn't agree with him.

Word	Meaning	Sentence
immature	not mature	His sense of humor is very immature.
reduce	lead 'back'	The recent campaign will help to reduce the crime rate.
return	turn back	The sun's setting so it's time to return home.
irrefutable	cannot be refute	His arguments were irrefutable.
irregular	not regular	The stones were irregular in size.
degrade	to lower the quality	The quality of the food in this restaurant has degraded since the last time we came here.
devote	give all or most of one's time to	The month devoted his whole life to live in the way of the Buddha.
nonlinear	not linear	The relation between economic growth and greenhouse gas emission is nonlinear.
nonstop	not stopping	He has been playing Free Fire nonstop.

Comprehension

Read the following passage and answer the questions given below.

The Green Belt Movement started in my backyard. I was involved in a political campaign with a man I was married to; I was trying to see what I could do for the people who “were helping us during our campaign, people who came from the poor communities. I decided to create jobs for them: cleaning their constituency, planting trees and shrubs, cleaning homes of the richer people in the communities, and getting paid for those services. That never worked, because poor people wanted support right away, and I didn't have money to pay them before the people we were working for had paid me. So I dropped the project but stayed with the idea. Then, in 1976, two years after the first backyard idea, I was invited to join the National Council of Women of Kenya.

a. According to the writer, where did the Green Belt Movement start?

This question needs a place in the answer. First, make the question assertive. “The Green Belt Movement started.....” Then find the keywords in the

passage. You will find “in my backyard.” Here ‘my’ is the pronoun of the writer. So you must write ‘author’s’ in place of ‘my.’ The full answer is “The Green Belt Movement started in the author’s backyard.”

b. Who was the author involved in a political campaign with?

This question needs a person (object) in answer. First, make the question assertive. “The author was involved in a political campaign with...” Then find the keywords in the passage. You will find ‘a man I was married to’. It means the man was her husband and you have to replace these keywords with ‘her husband.’ Your full answer is “The author was involved in a political campaign with her husband.”

c. Who did the author want to help?

This question also needs a person in the object. First, make the question assertive. “The author wanted to help...” Then find the keywords in the passage. You will find “people who came from poor communities.” So, your full answer is, “The author wanted to help the people who came from poor communities.”

d. What kind of jobs did the author create?

This question wants the name of jobs in the answer. First, make the question assertive, “The author created jobs ...” Then find the keywords in the passage. You will find. “cleaning their constituency, planting trees and shrubs, cleaning homes of the richer people in the communities” . So, your full answer is “The author created jobs cleaning their constituency, planting trees and shrubs, cleaning homes of the richer people in the communities.”

e. Why did the concept of creating jobs not work?

This question needs a reason to answer. First, make the question assertive. “The concept of creating jobs did not work.” Then find the keywords in the passage. You will find “poor people wanted support right away.” When you give an answer to ‘why’ question, you have to write the structure of statement+because+reason. The statement is already written and now you have to add ‘because’ and the reason. Now, your full answer is “The concept of creating jobs did not work because poor people wanted support right away.”

f. When was the author invited to join National Council of Women of Kenya?

This question needs time in answer. First, make the question assertive. The author was invited to join the National Council of Women of Kenya...” Then find the keywords in the passage. You will find ‘1976.’ So, your full answer is “The author was invited to join the National Council of Women of Kenya in 1976.”

Exercise 9

Read the following passage and answer the questions given below.

Funding is always a problem. We never received any financial support from the Kenyan government. They gave us an office which they took away as soon as we criticized them. (In a way, it is good they didn't give us money because they would have withdrawn that.) We received much of our support from abroad, mostly from women all over this world, who sent us small cheques. And the United Nations Development Fund for Women gave us a big boost, \$100,000 in 1981. We also received support from the Danish Voluntary Fund and the Norwegian Agency for International Development. In the US we were supported by the African Development Foundation, which helped us make a film about the Green Belt Movement in 1985. Information on the film can be obtained from the Public Affairs Officer of the African Development Foundation, 1400 I Street, N.W., Washington D.C. 20005.

- a. Did the author receive any financial support from the Kenyan government?
- b. Why did the Kenyan government take the office away?
- c. Who supported the author?
- d. How much money Did United Nations Development Fund for Women give the author?
- e. When did the author receive support from UNDFW?
- f. Which two organizations from Denmark helped the author?
- g. Which US agency helped the author?

Critical Thinking

- a. **Do you think that the title “Foresters without Diplomas” is suitable to the essay, How?**

Frist, you should be clear in your mind that essay can be written on anything under the sun. There is not any good or bad topic for writing an essay. The title of the essay should be specific and argumentative (in which argument can be made). This title is both specific and argumentative.

- b. **Can a person make a difference in a society? Discuss with an example from a person who has made a difference in your society.**

A person can bring the changes not only in society but also in the country. Think about the people like Mahatma Gandhi, Nelson Mandela, Mother Teresa, and Florence Nightingale. You can give examples form Nepal as well. You can talk about Kulman Ghising, Dr. Sanduk Ruit, Balen Sah, and many others who have brought differences.

Writing

Read the following rules to write the personal letters.

A. When you write a letter, the form (appearance) of your letter should look attractive. Always write letter in the full page. Don't begin your letter from the middle of your page in your examination. Beginning a letter on one page and ending on the other does not make your letter attractive.

- a. **Address and Date:** Write your short address and date on the top of your letter at right hand side. Write date first and then the year.

Santothimi, Bhaktapur

20th December, 2022

- b. **Salutation**

In a personal letter, you can write like Dear father/papa, Dear mother/Mom, My dear daughter, My dear son, Dear Situ, Dear Bikram, etc. Please do not write your name and surname in the salutation. Write just your first name and even a short name if you are writing a letter to your close friend.

- c. **Structure of the letter**

Please write your letter at least in three paragraphs: the introductory paragraph, main body and concluding paragraph. In the first paragraph, you can talk about health-related issues and introduce the topic of your letter. In the middle paragraph(s), you have to give the detail of the topic. In the concluding paragraph, you have to conclude your letter with a couple of sentences.

- d. **Subscription: At the end of the letter, before you put your signature, you have to write:**

Yours affectionately (for parents or senior relatives)

Yours loving (to junior relatives)

Yours /yours sincerely (to friends)

Yours Ever (in love letters)

- e. **Sample Envelope**

To Mohan Sharma Baghausi, Ghorahi Sub-Metropolitan City Ward No. 16, Dang Lumbini Province	Stamp
---	-------

B. Suppose you are MacDonald. Write a reply to Sandra Shaw.

When you give reply to a letter, you must refer to the date of the letter sent to you. You have to write that you are happy to receive the letter. You have to talk about the issue of the letter and give a response. You should express your intention of keeping in touch in the future too.

C. Write an essay on 'The Community Forest in Nepal'. Describe how these community forests have contributed to maintain ecology in our environment

When you write an essay on Community Forest in Nepal, you must include information about the importance of forests for resources like firewood, grass, timber, how livelihood of people depends on the forest. A community forest is a forest preserved by a community, a village, or a region. If you give an example of some community forest, your essay becomes better. Next, talk about the role of forest in maintaining ecology and bio-diversity, and how forest keeps many animals in it.

Grammar

- A. Transitive and Intransitive Verb:** The basic structure of the English language is Subject+ verb+ object. All sentences do not have objects. Only transitive verbs need an object. On the other hand, intransitive verbs do not need an object. The verbs which need an object are called transitive verbs and those which do not need an object are called intransitive verbs.

Transitive Verbs

I eat rice. I teach the students. She beat me. He drank coffee.

All four verbs above are transitive because they all have objects.

Intransitive Verbs:

She cried. I sleep. The old man died. We laughed. The children ran.

All five verbs 'cry', 'sleep', 'die', 'laugh' and 'run' are intransitive because they do not need any object for meaning.

Linking verbs do not show any action but they explain the subject itself. These verbs are complementary to the subject.

She seems happy.

He looks angry.

I am a student.

- B. Transitive verbs signal the objects, intransitive do not need any object and linking verb simply describe the subject.**

C. Underline the verb in each sentence and write whether it is transitive, intransitive or linking.

- a. His father looks handsome.
- b. Bhawana drinks milk every day. Transitive
- c. He became a watchman. Linking
- d. This bread smells good. Linking
- e. The dog barked loudly. Intransitive
- f. He chased the dog. Transitive
- g. My sister swims fast. Intransitive
- h. He paints a picture. Transitive
- i. Radhika always asks questions. Transitive
- j. Anjana has a long hair. Transitive

Speaking

Asking about Opinions and giving Opinions

A. Read the expressions for asking about and giving opinions.

Asking about opinions/	giving opinions
What do you think?	I think/reckon...
What's your view?	In my opinion/In my view...
How do you see the situation?	I feel that...
What's your opinion?	As far as I'm concerned...
Do you think (that)...?	From my point of view...
Would you agree with me that...?	Well, I reckon (that)...
Don't you think (that)...?	I believe (that)...
	Personally speaking, I believe/think...
	As for me, I reckon...

Read the expression and learn them by heart.

B. You can repeat the same expression in the box above to ask and give opinions about these subjects. One is done for you.

- a. A: What do you think about educating girls?
B: I think educating girls is like educating a family.
You can make similar dialogue on other topics.

Project Work

- a. While writing speech, you should not go outside the topic. Your topic is The Environment Day. First talk how all the creatures are related to the environment. Then talk how urbanization, industrialization, deforestation, wars and weapons have destroyed the environment. Talk how the earth has become ugly today. Also talk what can be done to improve the environmental conditions. Express hope for the future.
- b. This exercise is called biography writing. First find a person and take his interview. Then write the entire story in the past tense.

A Few Kind Words for Superstition

Ways with the Words

A. Match the following

- | | |
|-------------------|--|
| a. transcendental | i. to feel or express strong disapproval of (something) |
| b. deplore | ii. a charm or fetish used by some West African peoples |
| c. absolve | iii. natural state |
| d. juju | v. spiritual, nonphysical or mystical |
| e. crude | v. a written record of historical events |
| f. chronicle | vi. set free from blame, guilt, or responsibility; release |

Answer

- | | |
|--------------------|--|
| a. Transcendental: | spiritual, nonphysical or mystical |
| b. Deplore: | feel or express strong disapproval |
| c. Absolve: | set free from guilt, blame or responsibility |
| d. Juju: | charm or fetish used by some West African people |
| e. Crude: | natural state |
| f. Chronicle: | written record of historical events |

B. Find contextual meanings of the following words from the text and use them in sentence of your own.

condemn	express disapproval	Many people condemned Russia for attacking Ukrain.
terror	extreme fear	War creates terror in common people.
unbidden	not invited	Fear appears in children unbidden.
persist	continue	If you persist in your studies, you can get success.
devout	sincere	She is a devout Christian.

banish	deport, expel	Many leaders were banished to India in Panchyat era.
creed	faith	Muslim people are sincere in their creed.
hasten	to make haste, hurry	Don't hasten while driving on the hills.
sober	serious, clear-headed	Sober people should join teaching job.
scorn	hate	I scorn the politician who make corruption.
yearning	desire	People have yearning of young age after crossing sixty.
aloof	indifferent	She walks alone. She is aloof in class.
swarthy	black, dark	Her baby is of swarthy colour.
humbler	modest	The hill people are humbler than Terai people.

C. Trace the origin of the following words.

Word	Origin	Sentence
minatory	16 th century Latin	He was in minatory appearance. (angry)
placated	17 th century Latin	He became placated after an hour. (less angry)
cajoled	17 th century, French	No party cajoled her to cast vote in election. (persuade)
antedates	19 th century, Latin	Christianity antedates Islam. (coming earlier)
proliferated	French	Independent candidates proliferated in the election of 2022.
philter	Greek	He tried to philter her. (express love)

D. Superstar, superstore superman supermarket superhero

Comprehension

Read the following passage and answer the questions given below.

In grave discussions of “the renaissance of the irrational” in our time, superstition does not figure largely as a serious challenge to reason or science. Parapsychology, UFOs, miracle cures, transcendental meditation, and all the paths to instant enlightenment are condemned, but superstition is merely deplored. Is it because it has an unacknowledged hold on so many of us? Few people will admit to being superstitious; it implies naiveté or ignorance. But I live in the middle of a large university, and I see superstition in its four manifestations, alive and flourishing among people who are indisputably rational and learned. You did not know that superstition takes four forms? Theologians assure us that it does. First is what they call Vain Observances, such as not walking under a ladder, and that kind of thing. Yet I saw a deeply learned professor of anthropology, who had spilled some salt, throwing a pinch of it over his left shoulder; when I asked him why, he replied, with a wink, that it was “to hit the Devil in the eye.” I did not question him further about his belief in the Devil: But I noticed that he did not smile until I asked him what he was doing.

a. Does superstition pose a challenge to science or reason?

This is a yes/no question and it starts with yes/no. The answer of this question is ‘No.’

So start the answer with ‘no’ and make the given question assertive. Your full answer is “No Superstition does not pose a challenge to science or reason.

b. What are the concepts that are condemned now?

The question needs an answer in the object. First, make the question assertive. The concepts that are condemned now are UFOs, miracle cures, transcendental meditation and all the paths to instant enlightenment.

c. Why superstition is merely deplored?

This question needs reason in answer. First, make the question assertive. “Superstition is merely deplored...” Find the keywords in the passage. You will find “it is because it has an acknowledged hold in many of us.” Now join the assertive question and keywords with ‘because.’ So, your full answer is “Superstition is merely deplored because it has an acknowledged hold in many of us.”

d. Where does the author find superstition?

The answer needs ‘place’ in the answer. First, make the question assertive “the author finds superstition...” Then find the place in the passage. You will find ‘university.’ So, your full answer is “The author finds superstition in the university.”

e. How many forms of superstitions does the author find?

This question needs a number in the answer. Make the question assertive “The author finds...” Then find the kinds of superstition in the passage. You will find four. Your full answer is “The author finds four types of superstition.

f. What does the author associate ‘not walking under the ladder’ with?

First make the question assertive, “The author associates ‘not waking under the ladder...” Then find the keyword in the passage. You will find “Vain Observances” Now your full answer is, “The author associates ‘not waking under the ladder’ with vain observances.”

g. According to the author, why did the professor of anthropology throw salt on his shoulder?

First make the question assertive, “According to the author, the professor of anthropology threw salt to his shoulder...” Then find the keywords in the passage. You will find ‘to hit the devil in the eye.’ Now, your full answer is “According to the author, the professor of anthropology threw salt to his shoulder to hit the devil in the eye.”

Critical Thinking

a. What is the key takeaway of this essay? Do you think that this essay is satirical? Why?

Before answering this question, think about two terms ‘takeaway’ and ‘satirical.’ The meaning of ‘takeaway’ is “a main idea, point or key fact that one remembers after reading the essay.’ Some essays or stories give her such an idea that we take it as a lesson for our life. Think about what idea you get from this essay. The word ‘satirical’ means “critically or sarcastically mocking other’s weaknesses or follies.” Think whether this essay has some ideas or not.

b. Can education bring change in the belief of superstition? Present your arguments to support your answer.

Educated people are also superstitious but they are less superstitious than uneducated people. Educated people believe in cause and effect. They think there must be some cause for an effect. Educated people go for evidence or proof behind an incident. Give examples of some educated people and uneducated people from your community/society.

Writing

- a. **Write an essay on superstitions that exists in your community in about 250 words**

First define what superstition is. Then talk about the people in your community, their education, their faith, habits etc. Then think about the existing superstitious beliefs in your society. You can talk about black cat crossing the road, sneezing, tripping on a stone while leaving home, certain days good and certain days bad, empty water pot while setting off from home, and many others.

- b. **“Superstition is prevalent in every walk of life.” Argue for or against this statement.**

The answer of this question is also similar to the above question. Here you have to talk about different fields, like education, agriculture and business. You can give the example of some students who offer *laddus* to Ganesh instead of preparing for examination. You may have seen people arranging ‘frog’s marriage’ for rainfall. The business people worship goddess Laxmi to earn more money. You can give such examples.

Grammar

- A. Simple present and present continuous tense

Simple Present Tense:

Structure+ subject+ verb^s/verb¹+ object.

She takes coffee. We make our future plan.

1. The simple present tense is used in universal and general truth. There are certain things that are never changed, they remain the same forever. We use simple present tense for such truths.

The earth goes round the sun.

The sun rises in the east and sets in the west.

Water changes into vapour.

Coal gives off thick smoke.

2. We use simple present tense for habitual actions. The works /actions we do repeatedly, the same every day come under ‘habitual.’

Christians go to church on Sundays.

My mother gets up early in the morning.

3. In the presence of the following time adverbs, we use simple present tense.

Always, often, daily, rarely, seldom, every day, occasionally, nowadays, now and again, from time to time, generally, frequently, scarcely, barely, sometimes.

I always do my homework.

I go to see the cinema now and again.

Present Continuous Tense: Subject+ is/am/are + Present participle+ object.

Present continuous tense is used for the actions which take place at the time of speaking.

I am writing.

The children are watching television.

My mother is working in the kitchen.

1. We use present continuous with the following adverbs.
Now, just now, at present, at this time, at this moment, still.
He is playing volleyball now.
He is still working in the laboratory.
They are living in the US at present.
2. We use present continuous with other sentences which indicate something is happening.
Let's not go out. It is raining.
Look. Nirmala is coming towards us.
Listen. Somebody is crying for help.
Don't make noise. The children are sleeping.
3. We use present continuous tense in case there is a change in general routine.

Mr. Khadka always takes the class in room No. 5 but today he is taking the class in room No. 7.

She always wears jeans but today she is wearing Sari.

He always rides a bike to school but today he is walking on foot.

Note: Please remember that the following verbs are not used in the present continuous tense.

All the sense verbs (see, smell, hear, feel, taste), like, love, hate, want, prefer, need, know, mean, understand, remember belong, seem, depend.

B. Put the verb in the correct form, present simple or present continuous.

- a. Nisha speaks English very well.
- b. Hurry up! We are waiting for you.

- c. Excuse me! Can you speak English?
- d. She is having a shower in the bathroom.
- e. How often do you read a newspaper?
- f. I am sorry. I do not understand you.
- g. You can turn off the radio. I am not listening to it.
- h. I usually get up at 5 O'clock every morning.
- i. Look! The river is flowing very fast.
- j. Amrita does not seem very happy at the moment.

C. Correct the underlined verbs.

- a. Correct
- b. Wrong. The water is boiling.
- c. Wrong. It is getting late.
- d. Wrong. The sauce tastes very good.
- e. Wrong. I think this is your key.
- f. Wrong. Do you believe in God?
- g. Correct.
- h. Wrong. The man is trying to open the door of her car.
- i. Wrong. The moon goes round the earth.
- j. Correct

Exercise 10

- a. My brother (not drink) tea very often. He (drink) it now.
- b. My sister (work) in an Indian company at the moment.
- c. Look at the river. It (get) darker and darker.
- d. Normally I (go) to bed at 11 PM.
- e. I (hear) some strange noise now.
- f. Nepal's three major rivers Gandaki, Koshi and Karnali (flow) into the Ganges in India.
- g. Water (freeze) at 0 degrees Celsius but mercury (not freeze) at that level.
- h. Let's walk a bit faster. They (wait) for us at the station.
- i. Don't turn off the radio. I (listen) to folk songs.
- j. What has happened? I (smell) something stinky now.

Speaking

Suggesting and advising

- A. Sometimes we get suggestion or advice from others and sometimes we give suggestion. The speech bubbles in the box are about asking suggestions and giving suggestions.
- B. All five sentences are five structures for giving suggestions or advice. Remember suggestion/advice can be given in both negative and positive. Learn these structures by heart.
- C. You can use the structures given in B above in alternate to give suggestions.
- D. This exercise is also like 'C' above. You can use the structures of 'B' and give the suggestions.

Project Work

This is an easy project work. First collect the superstitious experience of some people. You can start with your grandfather or grandmother. It will be better if you collect one person's information in one sheet of paper. Later you can assemble all their experiences in the form of an essay.

Inauguration Speech of Nelson Mandela

Ways with the Words

A. Find the words in the texts that mean the same as the following. The first letters are given.

- a. the system that completely separated black people from white people (**apartheid**)
- b. formal objection (**protest**)
- c. an ethnical group of people (**tribe**)
- d. an act undertaken to achieve a set goal (**commitment**)
- e. the formal beginning of any movement (inauguration)
- f. a strong feeling of excitement and happiness (**exhilaration**)
- g. being set free from legal, social, or political restrictions (**emancipation**)

B. Find these words in a dictionary and write their meanings as they are used in the text.

Liberty: the state of being free from oppressions

Conflict: disagreement or argument

Ideology: a system of ideas and ideal

Oppression: prolonged cruel or unjust treatment

Privilege: advantage

Dignity: honour

Surrender: stop resisting to an enemy or opponent and submit to their authority

Reconciliation: the restoration of friendly relations.

C. English pronunciation system

Voiced and voiceless sounds: While pronouncing certain consonant sounds, our vocal cord vibrates but while pronouncing others, it does not vibrate. The sounds which cause the vibration of vocal cord are called voiced and others which do not cause the vibration of vocal cord are called voiceless.

Voiced Consonants: /b/, /g/, /z/, /d/, /v/, /h/ /m/ /r/, /l/ /n/, /ð/, /z/, /dʒ/, /ŋ/, /w/, /j/

Voiceless Consonants: /k/, /p/, /t/, /s/, /f/, /tʃ/, /θ/, /ʃ/

1. If you add 'ed' suffix in voiced sound, the pronunciation becomes /d/ but the same suffix is pronounced as /t/ after voiceless.

laugh ed /t/	grab ed /d/
pass ed /t/	bag ed /d/
dropp ed /t/	sav ed /d/
talk ed /t/	slamm ed /d/
push ed /t/	bar ed /d/
touch ed /t/	call ed /d/
cliqu ed /t/	fann ed /d/
graph ed /t/	bath ed /d/
hop ed /t/	Fuzz ed /d/

- 2: while 'ed' is added after /t/ and /d/ sound, the pronunciation becomes /ɪd/.

Wanted: /ɪd/ wait**ed** /ɪd/ add**ed** /ɪd/ guid**ed** /ɪd/
sounded /ɪd/

- 3: While adding suffix 's' or 'es', 's' sounds as /z/ with voiced consonants and all vowel sounds.

bags /z/, guns /z/, kings /z/, gods /z/, rivers /z/, soothes /z/ lives /z/, games /z/, galls /z/mangoes /z/, monkeys /z/

- 4: While adding 's' or 'es' after /s/ /tʃ/, /z/, /θ/, /ð/, /ʃ/, /dʒ/, the 's' sounds as /ɪz/

Pushes /ɪz/, freezes /ɪz/, passes /ɪz/, catches /ɪz/, bridges /ɪz/, clothes /ɪz/, bathes /ɪz/

If you follow the above rules, you can easily divide these words into three groups.

Comprehension

Read the following passage and answer the questions given below.

Your Majesties, Your Royal Highnesses, Distinguished Guests, Comrades and Friends! Today, all of us do, by our presence here, and by our celebrations in other parts of our country and the world, confer glory and hope to newborn liberty.

Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.

Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all.

Each time one of us touches the soil of this land, we feel a sense of personal renewal. The national mood changes as the seasons change. We are moved by a sense of joy and exhilaration when the grass turns green and the flowers bloom.

Tick the correct answer from the options.

This kind of question is called multiple choice questions (MCQ) questions. The options look similar so you have to be careful while finding the correct answer.

- a. "Your Majesties" in the speech refers to
 - i. The queen and her husband
 - ii. the prime minister and his wife
 - iii. the ambassadors
 - iv. The ministers
- b. The speaker says that they are making celebration in the occasion of ...
 - i. Winning a war
 - ii. welcoming new king
 - iii. getting liberty
 - iv. forming new government
- c. All humanity will be proud for
 - i. Ending the conflict
 - ii. curing the disease
 - iii. winning war
 - iv. having extraordinary experience.
- d. The speaker wishes glorious life for.....
 - i. White men
 - ii. black men
 - iii. white women
 - iv. for all South Africans
- e. What gives the South African sense of renewal.
 - i. The soil of South Africa
 - ii. the trees of South Africa
 - iii. the flowers of South Africa
 - iv. The water of South Africa.

- Answers:* a-the queen and her husband b-getting liberty
c. ending the conflict d. for all South African
e. the soil of South Africa

Critical Thinking

- a. What does Mandela mean when he says - a rainbow nation at peace with itself and the world?**

First think about a rainbow. The rainbow looks beautiful for the combination of seven colors. South Africa was a country with color discrimination. The white people did not give any rights to the black people. After the independence, both white and black have come to equal position, citizens of South Africa. The reconciliation of these races will make South Africa beautiful.

- b. Mandela should have avenged on those who imprisoned him for such a long period. Instead, he followed the path of reconciliation. Why do you think he did so?**

Mandela and Mahatma Gandhi both followed the path of non-violence. Violence invites another violence, and there will be the chain of violence. If Mandela had taken revenge with his oppressors, he would not have been a great leader of the world. He became great because of forgiveness. He behaved like Gandhi, like Buddha and achieved worldwide popularity.

c. Why and how have societies struggled with segregation in the world? Do you find any evidence of segregation in your society? Discuss

This is a question which cannot be answered even after reading many books. The world faced segregations from very ancient times. There was master and slave society in the ancient time. The masters exploited the slaves inhumanly. Then there was the age of landlords and serfs. The landlords kept hundreds and even thousands of acres land with them and the serfs worked for the landlords only for food, not for wages. You can give the examples of so called ‘untouchable groups’, the Dalits of Nepal. The people of so-called higher castes segregated the people of lower castes. It still exists in many areas of Nepal.

Writing

a. Nepal has topsy-turvy political history. Many changes have been observed in different times. Write a short biography of any Nepali freedom fighter incorporating the changes brought under his/her leadership.

Both biography and autobiography are traditional forms of literature that describe a person’s life and works. Biography is written by someone else on someone else’s course of life whereas auto-biography describes the author’s life and works from the author’s own perspective. In other words, the author himself/herself writes about his/her life himself/herself. People write a biography of famous people like politicians, poets, scientists, businessmen, etc. Dr. Samuel Johnson’s book *The Lives of the Poets* is a collection of biography and Adolf Hitler’s book ‘*Mein Kampf*’ is a famous autobiography.

- Both biography and autobiography describe and discuss the life of a real person. The information is based on facts.
- The information included in the biography/autobiography should come from a reliable source.
- The person's life story is told in the context of a contemporary scenario.
- The style of writing should look realistic, with no high-sounding words or phrases.
- Remember simple past, present perfect and simple present tenses are used in biography and autobiography of a live person. If the person is

already dead, we use only the simple past tense to write his/her biography.

- b. **Do you think there is racial/caste related discrimination in our country? Discuss with your friend; write a five-minute speech.**
- c. You all know how Dalits (Damai, Kami, sarki, Gayan, Badi) are discriminated in Nepal These people are not allowed to enter inside the house of so-called Brahmin and Kshatriyas. They are called untouchable people. Think about the situation in your country and prepare the speech.

Grammar

Should/ought to and had better ('d better).

A. When we give simple suggestion we use should or ought to.

You are putting on weight. You should go dieting.

But when you give suggestions with some sense of warning, we use had better ('d better).

You'd better go for dieting. You might suffer from diabetes soon.

B. Complete the sentences with 'should' or 'shouldn't.'

drink visit leave roam quit

- You have really done a wonderful job. I recommend you it.
- That's a very dangerous area. Tourists there.
- I'm going to be late. Do you think I now?
- Children sugary drinks. It's not very healthy.
- I have lots of homework. I here and there today.

Answer

- shouldn't quit.
- shouldn't go
- should leave
- shouldn't drink
- shouldn't roam

C. Put had better or should

- I think you learn English to enroll a university course.
- It's a great film. You go and see it.
- I have to meet my friend in ten minutes. I go now or I'll be late.
- These biscuits are delicious. You try one.
- We get to the airport by 2 pm or else we may miss the flight.
- When people are driving, they keep their eyes on the road.

g. I get up early tomorrow. I've got a lot to do.

Answer

- a. should
- b. should
- c. 'd better
- d. should
- e. 'd better
- f. should
- g. should

Speaking

A. Persuading is an act of convincing other to do something.

B. Common Expressions to persuade.

Come on.....!	Just for me!
Give it a try!	Just this once!
Why don't you...?	Please!
Go ahead, Bina!	Do...
Try it!	Go on

The above expressions are used to persuade others. For example if your friend does not want to eat a certain dish, you can convince him/her by using the above expressions.

C. Read the dialogue and practise it with your friend.

Mother: Your sister's doing her homework. Why don't you help her?
Son: Ah, mom, I'm a little bit tired right now.
Mother: Go on. She may make mistakes.
Son: She's probably finished her homework by now.
Mother: No, she hasn't. She's just started. Go ahead. Help her.
Son: Oh, OK, mom

D. You will persuade your friend using the expressions in B above.

Project Work

This kind of task is known as a survey. A community may have many problems. If you collect responses from 15 people, you can find what the most striking problem is and what the least. This kind of practice will be done by you in your higher studies in a more advanced form. If you do some exercises today, you will develop the concept of a survey.

The Tattered Blanket

Ways with the Words

A. Fill in the blanks with an appropriate words form the box.

irritation huddled up awkwardly futile grating fumbling feebly

- a. All my efforts to convince her for the tour were
- b. The lost traveller under a shelter made of branches and leaves.
- c. Her rude behaviour was the main cause of for him.
- d. She moved in the room, thinking that I was watching.
- e. She is something, but I can't hear her.
- f. When I met my sister after a long time, she talked to me in a voice.

Answer

- a. Futile b. huddled up c. irritation d. awkwardly e. grating f. fumbling

B. Tick the correct words that are similar in meaning with the underlined words.

- a. Rupa studied Science reluctantly due to her father's pressure.
 - i. eagerly
 - ii. unwillingly
 - iii. willingly
 - iv. enthusiastically
- b. She moved her fingers exasperatedly through her hair.
 - i. pleasingly
 - ii. calmly
 - iii. patiently
 - iv. annoyingly
- c. My grandmother is over eighty. She lifted her hands feebly.
 - i. strongly
 - ii. robustly
 - iii. weakly
 - iv. firmly
- d. She is wearing a tattered shawl.
 - i. old
 - ii. torn
 - ii. dirty
 - iv. branded
- e. I have to work at two jobs to make ends meet in this expensive city.
 - i. earn much money
 - ii. spend much money
 - iii. live on money
 - iv. earn just enough money

C. Spelling Rule

- I. The consonant letter doubles while adding suffix to one syllable words with a single vowel ending in a single consonant.

stop + ed = stopped

run + ing = running

big + er = bigger

hot + est = hottest

lug + age = luggage

god + ess = goddess

fun + y = funny

fog + y = foggy

- II. The final 'e' is dropped while adding 'ing' in a verb.

come + ing = coming

smile + ing = smiling

- III. The consonant letter remains single while adding suffix to one syllable words with two vowels or two consonants in the end or ending in 'e'.

long + er = longer

feed + ing = feeding

like + ed = liked

smile + ing = smiling

call + ed = called

- IV. In a one-syllable words ending in 'y', 'y' remains unchanged if preceded by a vowel but changes into 'i' if preceded by a consonant while adding any prefix. But this rule does not apply while adding 'ing'.

pay + able = payable

grey + er = greyer

carry + age = carriage

marry + age = marriage

bury + al = burial

happy + ness = happiness

After learning the above rules, you can easily do the task in 'C.'

- D. Syllable:** Syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word. Only a vowel can make a syllable but a consonant without vowel cannot make a

syllable. In English there are words from one syllable (more syllable) to many syllables (poly syllable).

One syllable Words: box, drop, stop, frog, sleep, sweep, join, voice,

Two syllable words: campaign, goldfish, playground, bucket, major, pleasure, fountain, cigar, differ, middle,

Three syllable Words: popular, ovary, pineapple, tomato, understand, transparent, catalogue, atomic, fantastic. volcano, effective

More syllable words: democracy (4), education (4), monometer(4), vocabulary(5), examination(5), democratically (6), responsibility (6) individuality (7), unsystematically (7) internationalization (8).

After reading these examples, you can easily do the tasks in 'D.'

Comprehension

Read the following passage and answer the questions given below.

When he arrived unexpectedly at his home in the countryside in his office jeep and got down at the gate, his mother, who was lying in an armchair on the veranda, made a futile attempt to get up.

'Kamalam, there is somebody at the gate,' she said, 'somebody in a car.'

Kamalam, her eldest daughter, a widow, who was sitting huddled up on the thinna on the veranda, her head and ears covered with a thin bath towel, got up reluctantly, walked slowly to the gate and screwing up her eyes peered into the darkness.

She saw a bald, fat, middle-aged man walking in through the gate.

'Oh, Gopi!' She said in her grating voice. 'Why this sudden unexpected visit?'

'Kamalam, who is it?' Her mother asked loudly from the veranda.

'Gopi,' the man said. 'There was a meeting in Thiruvananthapuram. I just dropped in on my way back.'

'Who? Kamalam, who is it?' There was a note of alarm in Amma's voice.

'Amma, why are you so scared?'

Kamalam, Gopi's eldest sister, asked her a little awkwardly. 'As if you are seeing Gopi for the first time!'

'Amma, it's me, Gopi,' he said again. He bent down and brought his face close to her wrinkled cheeks.

a. What was the mother doing when the jeep arrived?

This question needs another verb in place of 'doing.' Your answer is "The mother was lying in an armchair when the jeep arrived.

b. Who was Kamalam?

Kamalam was the eldest daughter.

c. Who did Kamalam see?

Kamalam saw a bald, fat, middle-aged man walking in through the gate.

d. What was the name of the man coming in the jeep?

The name of the man coming in the jeep was Gopi.

e. Who was Gopi?

Gopi was the old woman's son.

Critical Thinking

a. What can be the expectations of the parents from their offspring at the old age?

This question does not need any explanation. The parents expect their children to be caring and looking after the parents.

b. Some children who live in a distance tend to be indifferent to the feelings of their parents. Why do you think they are like that? Discuss.

This is the effect of globalization. Now people can study, work and live in any part of the world. The new generation is always looking for better lives. They give more importance their career and neglect their parents.

c. A mother's love is everlasting and indispensable. Justify.

A mother's love to their children cannot be compared with anything else in the world.

Writing

A. Diary writing is simple writing in which we put down what happens on a particular day. Diaries are generally written in the evening. People reflect what happened on that particular day and write. They write about the important things that can be memorable in the future.

Grammar

A. And, But

If two sentences are about similar statements, we use and; if the sentences are of a different statement, we use 'but.'

My father loves me. My mother loves me.

My father and mother love me.

I eat meat. My wife does not eat meat.

I eat meat but my wife doesn't.

Exercise 11

A. Put 'and' or 'but' in the gaps of the following sentences.

- a. It was a difficult examI passed it.
- b. She worked hardearned money to buy a flat in downtown.
- c. He looks too serious,.....in fact, he is funny.
- d. They were against MCCthey approved it.
- e. He was late was allowed to enter the exam hall.
- f. The book was expensive..... I bought it.
- g. She was very poor..... she never asked for help.
- h. He wanted to eat hotpot..... I went to find a Chinese restaurant.
- i. He stopped talkingstarted smoking.
- j. I wanted to attend the meeting,.....I was far from the venue.

However and whereas/while

Both however and whereas/while are used in contrast.

He didn't want to go to the office today, however, he had a very important meeting.

I always bought her flowers, however, she didn't like to accept them.

Both my brothers studied science whereas/while I studied commerce.

I am a vegetarian whereas/while all other family members eat meat.

Although/Though/Even though and in spite of /Despite

These connectives are different from **because so** and **therefore**.

Because/ So and **Therefore** are concerned with expected results whereas **although, though, even though** and **in spite of/despite** are concerned with unexpected results.

See the following examples

He ate a heavy meal because he was hungry.

Although /Even though/ Though he was hungry, he refused to eat anything.

In spite of/ Despite the fact that he was hungry, he refused to eat anything

In spite of / Despite his hunger, he refused to eat anything.

Structure:

Although/Though/ Even though + situation, + unexpected result.

Unexpected result + although/even though/though + situation.

Like because of, in spite of and despite also need noun phrase in situation.

Structure:

In spite of /Despite +situation, + unexpected result.

Unexpected result +in spite of /despite+ situation.

Situation

noun phrase

She was angry

her anger.

He had poor eyesight

his poor eyesight

The weather was very cold/hot/mild

cold/hot/mild weather.

He was very tall

his height

She was beautiful

her beauty

B. Complete the following sentences with however, although, or in spite of.

- a. the fact that he is an octogenarian; he still leads an active life.
- b. I still enjoyed the week the weather was bad.
- c. He has passed MA., he hasn't got a job.
- d. I had a headache, I enjoyed the movie.
- e. Ramila didn't get the job the fact that she had all the necessary qualifications.
- f. the fact that he had no money, he bought the car anyway.
- g. We can go to the park for lunch. , the weather report says it's going to rain.
- h. I speak English well, my first language is actually Maithili

a. In spite of

b. although

c. however

d. Although

e. in spite of

f. In spite of

g. however

h. Although

C. Combine the following sentences using the words given in the brackets.

- a. He was annoyed. He didn't say anything. (although)
- b. Playing the stock market is exciting. It can be risky. (however)
- c. He works slowly. He never makes a mistake. (even though)
- d. It was raining. We still went to the park. (in spite of)
- e. Hark bought the watch. It was expensive. (despite)

- f. He is very poor. He wears expensive clothes. (but)

Answer

- a. Although he was annoyed, he didn't say anything.
b. Playing the stock market is exciting, however, it can be risky.
c. Even though he works slowly, he never makes mistakes.
d. In spite of the fact that it was raining, we went to the park.
e. Hark bought a watch, despite the fact that it was expensive. Or Despite the expense, Hark bought a watch.
f. He is poor but he wears expensive clothes.

D. Rewrite the following sentences using (a) although and (b) in spite of.

- a. He had very little time, but he offered to help us.
b. She is very poor, but she still wears expensive clothes.
c. He's a millionaire, but he lives in a very small flat.
d. They have a lot of money, but they are still not happy.
e. The traffic was heavy, but we got there in time.

Answer

- a. Although he had very little time, he helped us. In spite of the fact that he had very little time, he helped us.
b. Although she is very poor, she wears very expensive clothes. In spite of the fact that she is very poor, she wears very expensive clothes.
c. Although he is a millionaire, he lives in a very small flat. In spite of the fact that she is very poor, she wears very expensive clothes.
d. Although they have lot of money, they are still not happy. In spite of the fact that they have lot of money, they are still not happy.
e. Although the traffic was heavy, we got there in time. In spite of the fact that the traffic was heavy, we got there in time.

Speaking

A. Expressing Reactions

The reactions can be positive, negative or indifferent. We express surprise, sorrow, happiness, sympathy and other emotions in our reactions. Remember not to give wrong reactions.

B. Study the following positive and negative reactions.

Positive Reactions	Negative Reactions
That's (so) good.	That's (so) sad.
That's great.	That's bad.
I'm glad to hear that.	I'm sorry to hear that.
That sounds good.	That sounds bad.
How wonderful/fantastic.	How awful/terrible.
What wonderful news!	What a pity!
Great/Superb/Brilliant!	Too bad! Really?
Really? That's amazing!	I find that hard to believe.

C. Make dialogue.

- a. A: I have won boys single badminton game.
B: Really? That's amazing?
Now you can make similar dialogue.

Project Work

The elderly citizens are really facing problems in Nepal these days. You can visit one of them and interview him/her write an article later.

a bed of roses	comfortable or easy	The new bride is very happy. She feels as if she is in a bed of roses.
when pigs fly	something will never	The train from China will come to Nepal when the pigs fly.
miss the boat	lose opportunity	My friend told me to fill up the EDV form otherwise I will miss the boat.
zip your lip	keep silence	Zip your lips while the teacher is speaking.
fight tooth and nail	fight fiercely	Ukraine fought tooth and nail with Russia
when life gives you lemon	to take courage in the face of difficulty	Don't worry if you fail once. You have to prepare yourself strongly when life gives you lemons.
goose egg	zero score	Yesterday's football match ended in goose egg.

D. Match the following phrasal verbs with their meanings.

- | | |
|--------------------|--|
| a. break down | i. to extinguish (fire) |
| b. check out | ii. to invent a story or lie |
| c. fed up | iii. to quit a habit |
| d. fill out | iv. to remove clothes or shoes from the body, to depart as in airplane |
| e. get away | v. to die |
| f. give away | vi. to wait anxiously for something or an event |
| g. give up | vii. tired of something or someone |
| h. look forward to | viii. to give something to someone for free |
| i. make up | ix. to leave a hotel |
| j. pass away | x. to escape |
| k. put out | xi. to stop functioning (vehicle, machine) |
| l. take off | xii. to complete a for |

Answer (breakdown, to stop functioning vehicle etc), (check out, to leave a hotel), (fed up, tired of something or someone), (fill out,), (get away, to escape), (give way, to give something to someone for free), (give up, to quit a habit), (look forward to, to wait anxiously for something of someone), (make up, to invent a story or lie), (pass away, to die), (put out, extinguish), (take of, to remove clothes or shoes), (put out, to extinguish fire)

Comprehension

Read the following passage and answer the question given below.

During the Middle Ages (from about 500 C.E. to the mid-1400s) there were no great changes in the way of life in Europe. People did what their forefathers did before them, and there were few new inventions or discoveries. Most people believed in what they were told and did not care about anything outside their lives. One reason for this may be because only a few people received an education, and books were scarce. Then, a change began. People became better educated, trade and industry developed, the arts flourished, and explorers discovered new lands. We call this great change the Renaissance, which in French means "rebirth". The Renaissance, which took place in Europe between the thirteenth and sixteenth centuries, was a new stage in the history of the world.

- a. Which period is called the Middle Ages?
The period from 500 CE to the 1400s is called the Middle Ages.
- b. Where there were no changes in the way of life in the Middle Ages?
There were no great changes in the way of life in Europe.
- c. How many inventions or discoveries were there in the Middle Ages?
There were few inventions or discoveries in the Middle Ages.
- d. What did the people believe in the Middle Ages?
The people believed in what they were told.
- e. What was the reason behind believing what they were told?
The reason behind believing what they were told was the lack of education.
- f. What were the four fields in which there were changes after the Middle Ages?
The four fields were: education, trade and industry, art and exploration of new lands.
- g. What does the word Renaissance mean?
It means great changes.
- h. What is the meaning of 'Renaissance' in French?
The meaning of Renaissance is 'rebirth' in French.
- i. When did Renaissance take place in Europe?
It took place in Europe between the thirteenth and sixteenth centuries.

Book Question B

- a. Before the Renaissance
Education was limited to scholars and privileged people.
- b. Which statement is true?

The Greeks had a strong influence on Renaissance thinking.

- c. What do the Renaissance do?

It caused people to make changes in their lives.

- d. What were the major causes of the Renaissance?

Printing, reading and learning.

Critical Thinking

- a. **Do you agree with Machiavelli's view that a good leader can do bad and dishonest things in order to preserve his power and protect his government? Explain.**

Machiavelli's view may have been true in his contemporary period. The roles of the leader keep on changing accordingly with the development of age. You can give arguments in this line.

- b. **Do you think that art and literature are important assets of a country? Give reasons.**

Yes, the painting of the Mona Lisa makes Italy known in the world. English people say, "I was born in the country of Shakespeare." People take the name of the artists to feel proud not the name of the rich men. Property is temporary but art is permanent. Give arguments in this line.

Writing

- a. **Write an essay on "Literature is the reflection of society."**

Literature reflects society. Fifty years ago no writer wrote stories referring to mobile, the internet, robotics and tele-printing. The writers see society and make their imaginative creations. Give explanations in this line.

- b. **It is said that today's reader is tomorrow's leader. Do you agree with this statement? Explain.**

Learned man can bring changes in society. People can become learned by reading. While reading, we make interactions with the best minds in the world. Give an explanation in this line.

- c. **Write a short biography of a national literary, artistic or historical figure you appreciate most.**

To write a biography, you have to know the person. Read the entry of Laxmi Prasad Devkota on the internet and write his biography in your words. Do not copy the same words from the internet.

Grammar

Relative Clause

A. When two or more sentences are joined by relative pronouns (who, whom, whose, which, that, where, when), we call the new sentence a relative clause.

You have to use the relative pronouns as per the following rules.

For person is subject:.....who

For person in object:who(m)

For person in possessive:.....whose

For things:which/that

For place.....where

For time.....when.

Things what

1. Nelson Mandela had spent 27 years in prison.
He became the first black president of South Africa.
Nelson Mandela, who became the first president of South Africa, had spent 27 years in prison.
2. The man is my father. You were talking to him on the phone.
The man who(m) you were talking to on the phone is my father.
But: The man to whom you were talking on the phone is my father. (Not 'to who')
3. The man cannot write even his name. His son became the entrance toper in medical entrance examinations.
The man whose son became the entrance toper in medical examinations cannot write even his name.
4. Please pass me the newspaper. You are reading it.
Please pass me the newspaper, which/that you are reading.
5. The knife is very sharp. You are cutting the bread with it.
The knife with which you are cutting the bread is very sharp. (Not with that).
6. I found things. I wanted them for a long time.
I found what I wanted for a long time.
7. I was in Kathmandu in 2072. A devastating earthquake occurred then.
I was in Kathmandu in 2072 when a devastating earthquake occurred.

Note: If there is a preposition before the repeated noun/or pronoun that takes whom or which, you have to join by using the preposition + whom/which.

8. The bowl is made of stone. You are eating porridge out of it.
The bowl out of which you are eating is made of stone.
9. The bench is newly painted. You are sitting on it.
The bench on which you are sitting is newly painted.
10. Mr. Gautam helped us in our days of destitution.
Our family is grateful to him.
Mr. Gautam, to whom our family is grateful, helped us in our days of destitution.
11. I never forget Udaypurkot. I was born there.
I never forget Udaypurkot, where I was born.
12. I passed SLC in 2040. I was 35 years old then.
I passed SLC in 2040 when I was 35 years old.

Defining and non-defining relative clause.

Sometimes the listener does not understand the person or thing the speaker says. In such conditions, we have to define the thing or person. We do not put a comma in defining relative clauses and if there is a comma, it becomes non-defining relative clause. The clauses with proper names are always non-defining clauses because proper names are already defined.

Her daughter, who works in the bank, is a chartered accountant. (She has only one daughter)

Her daughter who works in the bank is a chartered accountant. (She has many daughters and the one who works in the bank).

You must use a comma in a non-defining relative clause and no comma in defining relative clause.

B. After reading the above notes, you can easily do this exercise.

C. Join the following pair of sentences using the appropriate relative pronoun.

- a. He is a musician whose albums are sold millions.
- b. Amelia, who is from Shanghai, speaks Chinese and English fluently.
- c. This is the stadium where Real Madrid plays.
- d. Dublin, which is the capital of Ireland, is my favorite city.
- e. The person to whom they spoke was really helpful.
- f. This smartphone which I bought last week takes great photos.

Exercise 12

Now put the correct relative pronoun in the blanks.

- a. What is the name of the man.....son became an entrance topper in engineering?
- b. These are the glasses out ofyou can drink only brandy.
- c. The hotelour team stayed in was not hygienic.
- d. An optimist is a person.....believes good things to happen.
- e. The woman.....he is married to my uncle is from Australia.
- f. His father left him very early.....he was only two years old.
- g. Tell meyou want.
- h. The bench on.....you are sitting is newly painted.
- i. The buffaloyou bought yesterday is of advanced species.
- j. The leader.....people had great faith became corrupt.

Speaking

Describing a Person:

Sometimes the police need the description of a criminal from someone who witnessed a crime. Sometimes, children or elderly are found missing. In such conditions, we make descriptions that help to find the missing persons. A few things should be taken into consideration while describing a person.

- A. **Age Group:** If you do not know the exact age of the person, you can refer his/her age group.

Toddler age: one to three years

Tender age: four to twelve

Teen age: thirteen to nineteen

Early teen age: thirteen and fourteen

Mid-teen age: fifteen, sixteen and seventeen

Late teen age: eighteen and nineteen

Twenties: twenty years to twenty-nine

Early twenties: twenty to twenty three

Mid- twenties: twenty four to twenty six

Late twenties: twenty seven to twenty nine

Thirties: thirty to thirty nine

Early thirties: thirties to thirty three (please follow the same rule up to nineties.)

B. Physical feature:

- a. Height: tall, short, dwarf , of average height, extremely tall, above average height, below average height
- b. Fatness: fat, slim, skinny, plump
- c. Hair: dark, black, brown, blond, wavy, curly, straight, fuzzy
- d. Eyes: black, brown, blue, dark, large, small, slanting, narrow
- e. Eyebrows: thin, thick, bushy
- f. Nose: pointed, long, snub, hooked, crooked,
- g. Lips: thin, full
- h. Face: square, oval, round, long
- i. Chin: long, pointed, double, cleft
- j. Other features: moustache, beard, clean shaven, dimple, freckles, sideburns, parting, hairlines, wrinkles, mole, pigtails.
- k. Talk about the clothes, shoes, etc.

Project Work

You can prepare this work with the help of the Internet. See the entries of an artist, read it and prepare a profile in your own language.

Down the Rabbit Hole

Ways with the word

A. Find the meanings of the following words and phrases from a dictionary and make sentences by using them.

word	meaning	sentence
peep into	glance, peer	In Arab countries, strangers are not allowed to peep into women.
pop down	to go to someone's house quickly.	Bimal told Gambhir to pop down to his flat.
remarkable	something worth paying attention	New party made remarkable victory in 2079 election.
hedge	a fence of shrubs	I need a good knife to trim my hedge.
wonder	Surprise	A 27 year girl won election without spending money. It's a wonder.
tumble	fall	Don't walk in high fever. You will tumble.
doze off	feel drowsy	If the class is uninteresting, students doze off
earnestly	sincerely/ deeply	A mother loves her children earnestly.
tiny	small	Tiny drops of water cannot put out the forest fire.
creep	climb up	The plants of beans and gourd creep.

B. Match the words below with their opposites.

- | | |
|-------------------|---------------|
| a. beginning | i. happiness |
| b. stupid | ii. calmly |
| c. natural | iii. educated |
| d. disappointment | iv. clever |
| e. ignorant | v. artificial |
| f. anxiously | vi. ending |

Answer: (beginning, ending), (stupid, clever), (natural, artificial), (disappointment, happiness), (ignorant, educated), (anxiously, calmly)

C. Pronouncing /s/ and /ʃ/, /s/ and /z/ a. Practise the pronunciation of the following pairs of words.

- a. Remember 'sh' makes /ʃ/ sound and 's' makes /s/ sound.
- b. Remember 'z' makes /z/ sound and 's' makes both /s/ and /z/ sound.

Comprehension

A. Read the following passage and answer the following questions.

Down, down, down. There was nothing else to do, so Alice soon began talking again. "Dinah'll miss me very much to-night, I should think!" (Dinah was the cat.) "I hope they'll remember her saucer of milk at tea-time. Dinah, my dear! I wish you were down here with me! There are no mice in the air, I'm afraid, but you might catch a bat, and that's very like a mouse, you know. But do cats eat bats, I wonder?" And here Alice began to get rather sleepy, and went on saying to herself, in a dreamy sort of way, "Do cats eat bats? Do cats eat bats?" and sometimes "Do bats eat cats?", for, you see, as she couldn't answer either question, it didn't much matter which way she put it. She felt that she was dozing off, and had just begun to dream that she was walking hand in hand with Dinah, and was saying to her, very earnestly, "Now, Dinah, tell me the truth: did you ever eat a bat?", when suddenly, thump! thump! down she came upon a heap of sticks and dry leaves, and the fall was over.

- a. What kind of pet is referred in the passage?
Ans. It's a cat.
- b. Is the cat with the speaker?
No, it's not. She says, "I wish you were down with me!" It means the cat is not with her.
- c. Which two other creatures are referred to in the passage except 'cat?'
Mouse and bat are referred to in the passage.
- d. What was the speaker doing when she dozed off?
When she dozed off, she was walking with her cat.
- e. Where did the speaker reach after falling down?
She reached a heap of sticks and dry leaves.

Critical Thinking

- a. **Down the rabbit hole” is a sort of writing called fantasy. On the basis of your reading of the story point out some special elements of this kind of writing?**

Fantasy is an act of imagining some impossible things. You may have heard the story about a girl and the pot of milk. Human beings sometimes make such fantasies. When I was young I used to think that the flying plane would fall down and I would receive a bag of money. Many people make such fantasies.

- b. **Is it good to imagine of things which are not possible to achieve in reality? Explain.**

Not bad. It provides a kind of mental exercise. People can think about the things even if impossible. They fulfil their wishes by making fantasies.

- c. **Do you talk to yourself when you are in a trouble? If yes, how does it help you?**

People often make monologues, talking to themselves silently in their minds. Some people talk to themselves when they are in trouble. It helps people to have an outlet for very powerful emotions like frustration, anger, etc.

Writing

- a. **Narrate, in short, a folktale that you have read or heard.**

You may have heard short stories from your grandparents. Narrate one of such stories. Narrate the story in past tense.

- b. **Describe a strange dream that you have seen recently.**

We all have dreams but we forget most of our dreams when we wake up. Some dreams which are either sweet or terrible are likely to be remembered for some time. Narrate a dream that you remember.

Grammar

Wish

- A. **Wish** is related to our desire, something we want. Such wish can be of three kinds

Situation. You are on your way to your school and it's getting late.

- I. You want somebody to do something for you.

I wish/If only + someone +would+ infinitive+....

I wish /If only a friend would give me a lift on his/her bike/bicycle.

I wish my father would come with a motorbike to drop me to school.

- II. You want to do something yourself.
If only/I wish + I could+ infinitive+.....
If only/ I wish I could walk faster.
If only/ I wish I could ask for a lift.

- III. You want the situation to be different
If only/I wish + simple past tense.
I wish it was Saturday.
I wish there was a holiday today.
I wish it was not late.

Situation: You are alone in your room.

- I wish/If only my mother would visit me.
I wish/If only I could invite some of my friends.
I wish/If only my parents were here.

Situation: You don't have a job now.

- I wish my boss would call me back.
If only I could do my own business.
I wish I was a millionaire.

B. Express your wishes in the following situations in three different ways. Use I wish/If only.....

- a. You don't have a mobile phone. (You need one)
1. If only/ I wish my father would buy me a mobile phone.
 2. If only/ I wish I could buy a mobile phone.
 3. If only / I wish I had enough money.

You can answer all the questions like the above examples.

C. Rewrite the following sentences making corrections if necessary.

- a. I wish my father would buy me a bike.
- b. I wish I could write poems.
- c. Correct
- d. Correct
- e. I wish I were rich.

Speaking

Regret:

- A. Regret means to repent on something you did not do in the past or you did something which was not necessary to do. In other words, regret is made for some past mistakes. You failed your examinations.**

Structure: If only/ I wish +past perfect (continuous).

If only/ I wish I had not been careless in my studies.

If only/I wish I had been taking classes regularly.

I should (not) have +past participle/been present participle+....

I should not have been careless in my studies.

I should have been taking classes regularly.

You were fined by the traffic police.

I wish I had put my helmet on.

I should have put my helmet on.

You are hungry.

I wish I had taken breakfast.

I should have taken breakfast.

- B. Express regrets using I wish/If only and should have /had with past participle based on the following situations.**

- a. Your friend has betrayed you.

I wish I had not made a friendship with her.

I wish/If only I had not spoken my heart to him/her.

I should not have kept faith in her.

Now try to speak sentences like the examples above.

Project Work

You can download the novel from the Internet and read it in your spare time.

Mahabir Pun: A Visionary Social Entrepreneur

Ways with the Words

A. Find the words from the text which mean the following.

- a. making you feel physically relaxed; pleasant to wear, sit on, etc. **comfortable**
- b. having a degree from the university **graduation**
- c. without being connected with or influenced by something or by each other **independently**
- d. the introduction of new things, ideas or ways of doing something - **innovation**
- e. familiar with something, having read, seen or experienced it **acquainted**
- f. a person who makes money by starting or running businesses, especially when this involves taking financial risks –**entrepreneur**
- g. an opportunity or a place for somebody to express their opinions publicly or make progress in a particular area – **Platform**
- h. to use something, especially for a practical purpose **Utilize**

B. Read the following rules to change singular nouns into plural.

1. Generally, we add 's' in the noun to make it plural.

Singular	plural	singular	plural
pen	pens	book	books
house	houses	pot	pots

2. Nouns ending in s, ss, sh, ch (soft), x, and z take 'es' instead of 's'.

Singular	plural	singular	plural
bus	buses	class	classes
brush	brushes	match	matches
box	boxes	topaz	topazes

3. If 'y' is preceded by a consonant, we put 'es' after changing 'y' into 'i'.

singular	plural	singular	plural
lady	ladies	city	cities
fly	flies	baby	babies

4. If 'y' is preceded by a vowel, 'y' remains unchanged.

Singular	Plural
monkey	monkeys
bay	bays
boy	boys

5. If nouns end in 'f' and 'fe', generally we put s/es after changing f/fe into v/ve.

Singular	plural	singular	plural
life	lives	leaf	leaves
knife	knives	calf	calves
wife	wives	half	halves
shelf	shelves	self	selves

singular	plural	singular	plural
chef	chefs	chief	chiefs
cliff	cliffs	proof	proofs

6. The nouns which end in 'o' are made plural by adding 'es'.

singular	plural	singular	plural
mango	mangoes	tomato	tomatoes
hero	heroes	buffalo	buffaloes

7. Some nouns form their plural by changing spellings.

singular	plural	singular	plural
man	men	woman	women
child	children	foot	feet
goose	geese	tooth	teeth
mouse	mice	ox	oxen

8. Some nouns are the same in singular and plural forms.
 Singular Plural
 Deer, fish, salmon, sheep, thousand, dozen
9. Some nouns of foreign origin are changed into plural in the following ways.

singular	plural	singular	plural
basis	bases	crisis	crises
analysis	analyses	oasis	oases
appendix	appendices	curriculum	curricula
datum	data	cactus	cacti
fungus	fungi		

Now you can make the plural forms of the words given in B.

Critical Thinking

- a. **Pun says, “We do not have culture of innovation that encourages young people to be innovative and creative”. Do you agree with him? Explain.**

The world has made progress from Stone Age to the information technology (IT) age. It has become possible because of advancement and innovation. Think about the cell phone sets about ten years back and now. Thirty years ago the word ‘internet’ was not even coined. Now our life is inseparable from the Internet. Think in this way.

- b. **What qualities does an individual need to become an entrepreneur?**

Everyone cannot become an entrepreneur. An individual needs patience, strategy, consistency, imagination to become an entrepreneur.

Writing

- a. See unit four ‘Writing Section’ for email writing.
 b. Press Release

Press release/press statement /press announcement/news release whatever you write is an official formal written statement by a company/organization/ party/government agency etc. Press statement is made to give information about newer development or opinion on some happenings or occurrences.

Press statement is generally written on official letterhead with the company/ organization’s official seal.

The date of issue is another important component of the press statement.

Subject of the press statement is written on the top in the centre.

Who are the addressees of the press statement like reporters, the general public, etc.

Press statement is written in formal language.

Name and signature of the issuer is given at the end.

- c. This press release is issued by the secretary of NIC on behalf of the organization National Innovation Centre. You must give information to the press that the foreign innovator and the chairman had a warm conversation and were ready to sign a bilateral (two side) agreement soon.

Grammar

Present perfect Tense

(Sub+ has/have +verb participle +object....)

We use simple present tense for the things which generally happen, present continuous for the actions which are happening at the time of speaking, or for the actions which are in continuity. We use the present perfect tense for the completed actions.

She has submitted her homework. (The homework is with the teacher now and the teacher has not given it back.)

1. We use the **Present Perfect Tense** for the action which took place in the past but the result or effect of the action can still be seen.

The motorcyclist (fall) to the gutter. He is crying for help. (Here the motorcyclist is still in the gutter which shows he fell there)

So

The motorcyclist has fallen to the gutter. He is still crying for help.

The plane (land). The passengers are coming out of it now.

The plane has landed. The passengers are coming out of it now.

Sharmila (break) her hand. She is still wearing a plaster.

Sharmila has broken her hand. She is still wearing a plaster.

2. We use **Present Perfect Tense** with the following adverbs.

Just, already, never, ever, so far, lately, notyet, recently, since, for (since and for can be used with present perfect continuous tense too)

He has already returned from the US.

The bus has just arrived.
I have never tasted alcoholic drinks.
Have you ever tasted beer?

3. **Present Perfect Tense** is used with somebody's experiences or achievements.

She has acted in 50 films.
Mr. Panta has written 19 books.
I have been to China and Korea.
Mr. Kami Sherpa has climbed Mt. Everest 10 times.

4. Gone/and been: if somebody is in a foreign country now, we write.

He has gone to the US. (He is still in the US).
But, if the person has returned, we write-
He has been to the US. (He has already returned to Nepal).
I have been to many Asian countries. I have not visited the US yet.

Simple Past Tense (Subject+ verb past form + object.....)

Simple Past Tense is used for the actions which happened in the past.

I bought this book in Bhotahity.
My brother passed Bachelor's degree.

5. We use the **Simple Past** with the following adverbs.
yesterday, this morning, the previous day, ago, last week, last month, last year,
last January, last winter, before, back, and past date.

I felt an earthquake a few seconds ago.
He went to India three days ago
My sister got married last year.
we had a party last month.
The students went hiking last week.
There was a devastating earthquake in Nepali in 2015.

6. You must compare the **Simple Past** with the present perfect. If the result or the effect of the past action can be seen in the present, the action is used in the present perfect. If there is no effect, then the action is used in the simple past.

A motorcyclist (fall) to the gutter. He is crying for help.

A motorcyclist has fallen to the gutter. He is crying for help.

But

A motorcyclist (fall) to the gutter. He was taken to hospital.

A motorcyclist fell to the gutter. He was taken to the hospital. In this sentence, there is no effect or result of the action in the present.

7. It's (high) time+ **Simple Past**: This structure is sometimes used in conversation but this does not refer to the past time, it refers to the present

It's time we went to a restaurant.

It's high time we went on holiday.

Book Question E

Use the correct tense of the verbs in brackets.

- a. I don't know where Muna is. (you/see) her?
- b. Janak (not/be) very well last week.
- c. Last night I (lose) my keys. So I stayed at my friend's home.
- d. I (lose) my keys. Can you help me look for them?
- e. I (know) Jamuna for three years. We still meet once a month.
- f. She (live) in Sikkim when she was a child.
- g. A: What's wrong?
B: I (break) a glass.
- h. A: When (you/arrive)?
B: At 10 pm last night.
- i. How long (you/know) Sarmila for?
- j. This is the first time I (drive) a car

Answer

- a. I don't know where Muna is. Have you seen her?
- b. Janak was not very well last week.
- c. Last night I lost my keys. So I stayed at my friend's home.
- d. I have lost my keys. Can you help me look for them?
- e. I have known Jamuna for three years. We still meet once a month.
- f. She lived in Sikkim when she was a child.
- g. A: What's wrong? B: I have broken glass.
- h. A: When did you arrive? B: At 10 pm last night.
- i. How long have you known Sarmila?
- j. This is the first time I have driven a car.

F. Use been or gone.

- a. I've never been to Japan.
- b. Kalpana has gone to Korea. She may come back next year.
- c. A: Where's Rachana? B: She has been to the shops.
- d. Harina was here earlier but I think she has gone now.
- e. Have you ever been to London?

Speaking

- A. Experience is something you have and achievement is something you get. When you tell somebody about your experience or achievements, you use simple past and present perfect tense. With simple past, you have to use past the time reference of the past but no time reference with the present perfect tense. See the following examples.**

Mr. Sharma has written ten books so far. One of his books was sold one thousand copies last year. He has visited many foreign countries. He went to the US in 2010 but returned in 2012. He has taught in many universities. He was a visiting professor in a university in Canada in 2019.

- B. Work in pairs. Take turns to ask and answer questions about experiences and/or achievements using Have you ever...? Give true answers about yourself.**

- a. A: Have you ever gone fishing?
B: Yes, I went fishing when I was staying in Pyuthan.
- b. A: Have you ever won a prize?
B: Yes, I have won several prizes in my school.

Now you can make a similar conversation with your friend like above.

Napoleon Bonaparte

Ways with Words

A. Choose the correct meaning of the underlined word.

- a. Many portraits of Napoleon show him with his right hand placed inside his coat.
 i. shape ii. hairstyle **iii. sketch** iv. movement
- b. Napoleon won one victory after another, defeating the Austrians in eighteen battles.
i. beating ii. joining iii. fighting iv. directing
- c. Portrait painters thought this pose made men look more dignified.
 i. **good-looking** ii. young iii. intelligent iv. energetic
- d. They announced France a republic.
 i. **officially declared** ii. informally decided
 iii. put into practice iv. voted into law
- e. Napoleon conquered Austria in 1805.
 i. lost ii. tried to control
 iii. **triumphed over** iv. attacked
- f. There was no place to house his soldiers in the bitter Russian winter.
 i. **difficult** ii. cold iii. dark iv. empty
- g. Napoleon was humiliated when he was defeated.
 i. tortured ii. punished iii. confused **iv. shamed**

B. Guess the meanings to these words from the text.

Word	meaning	sentence
violent	using physical force to hurt or kill	The Second World War was the most violent war in human history.
execute	put a plan or work into effect	It is very difficult to execute house rent tax in Kathmandu.
ancient	very old	Kirant dynasty ruled Kathmandu in the ancient period.

alliance	the bond or connection between two parties	Five political parties made alliance in the election.
brilliant	very good	Sunduk Ruit is a brilliant ophthalmologist.
genius	talented	Laxmi Prasad Devkota was a genius.
consul	official working in foreign country	The government appointed my elder brother consul of Canadian embassy.
invading	attacking	The invading army burnt many houses.

C. Look at the compound noun phrase Commander-in-Chief as used in this sentence from the text.

Napoleon was only twenty-seven years old when he was made Commander-in-Chief of the French army in Italy.

D. Find the meanings of the following noun phrases and use them in sentences.

Vice-President Editor-in-chief Deputy Editor-in-Chief Deputy-Mayor Joint-secretary Under-secretary Deputy-Prime Minister Vice-Chancellor Attorney-general Ex-president Sub-editor co-author

word	meaning	sentence
vice president	official below the president	Nanda Kishor Pun became vice president twice.
Editor –in-chief	The main editor of a new agency	My uncle is editor-in-chief of the Gofkahapatra.
Deputy editor-in –chief	person below editor-in-chief	There are ten deputy editors-in-chief in Gorkhapatra.
Deputy-mayor	post below mayor	A party cannot announce mayor and deputy-mayor from the same sex.
joint-secretary	government official below secretary	A joint-secretary is first class officer in Nepal.
under-secretary	official above section officer	He was promoted to under-secretary within three years of his employment.

Deputy-prime-minister	minister below the prime minister	Some years ago there were three deputy- prime ministers in Nepal.
vice-chancellor	the main responsible person for a university in Nepal.	The vice-chancellor is responsible for the function of the university.
attorney-general	chief legal advisor to prime minister	The prime minister appointed Purna Shrestha his attorney general.
Ex-president	the president before the present president	Ram Baran Yadav is the ex-president of Nepal.
sub-editor	deputy-editor	His sister works as a sub-editor of <i>The Rising Nepal</i> .
co-author	partner writer	My English teacher is co-author of five books.

Comprehension

Read the following passage and answer the questions given below.

Many portraits of Napoleon show him with his right hand placed inside his coat or shirt. In fact, there was nothing wrong with Napoleon's hand. At the time, portrait painters thought this pose made men look more dignified. Also, they had one less hand to draw and paint. Looking at his portraits, we can tell that Napoleon was an important person. But who was this man? Napoleon Bonaparte was born in 1769 on the French island of Corsica, not far from the coast of Italy. He was one of fourteen children. As a boy, Napoleon loved to play soldiers with his brothers. When he was old enough, his parents sent him to military school to learn how to become a real soldier. After he completed his training at the military school, Napoleon became an officer in the French army.

a. How do the portraits of Napoleon show him?

The portraits of Napoleon show him with his right-hand placed inside his coat or shirt.

b. Was there anything wrong with Napoleon's hand?

No, there was nothing wrong with his hand.

c. Why was Napoleon's portrait painted with his hand in the pocket?

Napoleon's portrait was painted with his hand in the pocket because the portrait painters thought that kind of pose made men look dignified.

- d. When was Napoleon born?
Napoleon was born in 1769.
- e. Where was Napoleon born?
Napoleon was born on the French Island of Corsica.
- f. Which game did Napoleon love to play in his childhood?
Napoleon loved the soldier game in his childhood.
- g. Where did the parents send Napoleon when he became young?
His parents sent him to a military school.

Critical Thinking

- a. **What can be the qualities of a great leader? Can a great leader remain in power for a long in a country? Discuss.**

The qualities of a leader can be different from one country to another, one age to another. Some leaders remain in power for a long time but some disappear within a few years. If the leader is good for the country, he/she can remain in power but if he/she is corrupt, there is no point in remaining in power.

- b. **The 16th president of the USA, Abraham Lincoln said democracy is government of the people for the people and by the people. Do you think it is perfectly applicable in the present context of Nepal? Explain.**

The definition was relevant in his time but it may not apply for all places and periods. Many people misuse power after getting elected by the people.

Writing

- a. **Write an essay on Power and Politics in about 500 words.**

Politicians want to remain in power forever, even until their death. They want to remain in power by hook or crook. Power becomes their obsession and they commit crimes of different kinds to remain in power. Give examples of how people have involved themselves in corruption.

- b. **Write a couple of paragraphs about a national hero who fought bravely in the Anglo-Nepal War.**

Surf the Internet and type an entry Bhakti Thapa or Amar Singh Thapa. Read the entry and write about him in your own sentences.

Grammar

A. May, might, must, can't

Must and can't (not cannot)

Sometimes we are hundred percent sure about our prediction or guess. If we are hundred percent sure about something positive, we use **must**. If we are hundred percent sure about something negative, we use **can't**.

I am sure, certainly, obviously are the words and phrases to express a hundred percent certainty.

See the following examples.

I'm sure he is a doctor. He must be a doctor.

I'm sure she has not returned. He can't have returned.

See the following table to change the main verb after 'must' and 'can't'.

Tense verb	Verb after 'must' and 'can't'	Example
is/am/are	must/can't +be	I am sure she is very rich. She must be very rich.
verb ¹	must/can't +verb ¹	Certainly, they live in the US. They must live in the US.
verb ^s	must/can't + verb ¹	I am sure she earns a lot. She must earn a lot.
is/am/are +...ing	must/can't +be+...ing	I am sure they are not going to college. They can't be going to college.
was/have +	can't/must+ have	I am sure she has passed the exams. She must have passed the exam.
past verb (v ²)	can't /must+ have+ past participle	Obviously he didn't steal the money. He can't have stolen the money
was /were	can't /must +have + been	I am sure she was not late. She can't have been late.

Exercise 13

Now rewrite the following sentences using ‘must’ or ‘cant’

- a. I am sure Sharmila passed the examination.
- b. I am sure she has not failed the examination.
- c. Certainly she is a billionaire.
- d. Obviously, they are coming from India.
- e. I am sure she did not tell the truth.
- f. I am sure he has earned a lot of money.
- g. Certainly, they were from developed countries.
- h. I am sure the bus comes within five minutes.
- i. Obviously, she had lunch earlier.
- j. I am sure the police arrested the thieves.

May/ might

When we are not fully sure about our guess or prediction and there is a fifty-fifty possibility, we use may or might. Such possibility is indicated by the words and phrases, **perhaps, it’s possible** or **maybe**. For negative, we use may not (mayn’t) or might not (mightn’t).

See the following.

Perhaps she passed the exams. She may have passed the exams.

Maybe she has not failed her exams. She may/might not have failed her exams.

Note: See the rules above (can’t/must) to change the tense verbs into may/might structure.

Exercise 14

A. Re-write the following sentence using may/might

- a. Perhaps he has not arrived.
- b. Perhaps he is busy.
- c. Maybe she went home early.
- d. It’s possible it is raining in Dang.
- e. Perhaps she was not happy with the result.
- f. Perhaps she did not get the invitation.
- g. Maybe he is not coming to the party.
- h. Perhaps they were going to the restaurant.

- i. Perhaps he goes home by bus.
- j. Perhaps they have left the party.

B. Fill in the blanks with may, must or can't.

- a. Matthew be at home. I can see his bike in front of his home.
- b. They be coming tomorrow.
- c. She speak French very well. She's only lived in Paris for two weeks.
- d. My key is not in my pocket or on my desk so it be in the drawer.
- e. I saw him yesterday. He be abroad.
- f. You got the job? That's great. You be very delighted.
- g. I finish it by tomorrow if I stay at work all night, but I'm not sure.
- h. Somebody is knocking on the door. It be Sabina – she promised to come today.

Answer

- a. Matthew must be at home. I can see his bike in front of his home.
- b. They may be coming tomorrow.
- c. She can't speak French very well. She's only lived in Paris for two weeks.
- d. My key is not in my pocket or on my desk so it may be in the drawer.
- e. I saw him yesterday. He can't be abroad.
- f. You got the job? That's great. You must be very delighted.
- g. I may finish it by tomorrow if I stay at work all night, but I'm not sure.
- h. Somebody is knocking on the door. It must be Sabina – she promised to come today.

C. You can easily solve the questions in this exercise after doing exercises 13 and 14 above.

Speaking

Expressing certainty and probability

A. Study the following conversation

A: What are you going to do after grade 12?

B: I will study English literature at the university.

A: Are you sure about that?

B: I'm absolutely sure.

A: Which university will you join?

B: Maybe Tribhuvan University.

A: So, you're not quite certain, are you?

B: No, I'm not sure yet.

B. Work in pairs. Answer each question with may, might or maybe. Add one or two more sentences.

Example: A: What are you going to do tonight?

B: I don't know. I may go out with friends. Or I might stay at home.

- a. What are you going to do after your lesson?
- b. What are you going to have for dinner?
- c. What are you going to do next weekend?
- d. When are you going to finish your homework?
- e. How are you going to get home?
- f. Where are you going to celebrate your holiday

You can practice this speaking exercise with your friend. The exercise is similar to the grammar in this unit. One is done for you.

a. A: What are you going to do after this lesson?

B: I don't know. I may go to the library. I may go to the canteen. I may discuss my assignment with my friend.

Project Work

This project can be completed with the help of the Internet. Find the information on the Internet and write in your own sentences.

Shall there be Peace?

Ways with the Words

A. Match the words on the left sides with their meanings on the right.

- | | |
|----------------|--------------------------|
| a. proclaim | i. generous or forgiving |
| b. unswerving | ii. distress |
| c. magnanimous | iii. dreadful |
| d. trample | iv. steady or constant |
| e. tremendous | v. declare |
| f. inevitable | vi. upcoming |
| g. dire | vii. huge |
| h. anguish | viii. pitiless |
| i. impending | ix. unavoidable |
| j. ruthless | x. crush |

Answer

- | | |
|----------------|-----------------------|
| a. Proclaim | declare |
| b. Unswerving | steady or constant |
| c. Magnanimous | generous or forgiving |
| d. Trample | crush |
| e. Tremendous | huge |
| f. Inevitable | unavoidable |
| g. Dire | dread |
| h. Anguish | distress |
| i. Impending | upcoming |
| j. Ruthless | pitiless |

B. Fill in the blanks with the suitable word from the list given.

appalling sanguine slaughter absurdity futility reluctance bestir

- The soldiers suffer **appalling** injuries during the attack.
- She is **sanguine** about prospects for the economic development of the country.

- c. Innocent people get unexpected futility in the war.
- d. The crowd laughed at the **absurdity** of the singer's behaviour.
- e. The intellectuals should be worried about the horror and **slaughter** of war.
- f. He sensed her **reluctance to** continue the work.
- g. They **bestir** themselves at the first light of morning.

Comprehension

Read the following passage and answer the questions given below.

Everyone knows it and everyone, with the exception of a few sanguine political orators and war profiteers, is trembling at the thought. Concerning the outcome of this mass slaughter, opinions and hopes vary. In both camps, there is a minority who seriously believe in a decisive victory. But one thing that no one endowed with a vestige of good sense can believe is that the ideal, humanitarian aims, which figure so prominently in the speeches of all our statesmen, will be achieved. The bigger, the bloodier, the more destructive these final battles of the World War prove to be, the less will be accomplished for the future, the less hope there will be of appeasing hatreds and rivalries, or of doing away with the idea that political aims can be attained by the criminal instrumentality of war. If one camp should indeed achieve final victory (and this purpose is the one justification offered by the leaders in their incendiary speeches), then what we abhor as "militarism" will have won out. If in their secret heart the partisans of war mean so much as a single word of what they have been saying about war aims, the absurdity, the utter futility of all their arguments staggers the imagination.

- a. Who are not afraid of war.
Sanguine political orators and war profiteers are not afraid of war.
- b. What portion of people believe in the decisive victory of the war.
The minority of people of both sides believe in the decisive victory of war.
- c. What does the World War suggest?
The world war suggests that less can be accomplished for the future.
- d. What does the war aim?
The war aims for absurdity and futility.
- e. Why do you think the author of the passage is against war?
The author is against war because he has talked about the negative aspects of war.

Critical Thinking

- a. **Are warmongers the greatest enemies for peace? What do you want to suggest to them?**

Warmongers are people who want to take a profit from war. Such warmongers in the rifts of two sides and excite them for war. These people do not want the war to end because if it ends, their businesses is disturbed. They want the war to continue for their own self-interest. These people are the enemies of humanity.

- b. **The Nobel Prize Winner American novelist John Steinbeck (1902-1968) once said, “All war is a symptom of man's failure as a thinking animal.” Do you agree with the novelist? Why?**

Man is a thinking animal that is why he is different from other animals. Other animals express their disagreement by fighting with each other. Man is a rational and sensible creature. Man understands that war causes death and destruction. If man forgets the impending destruction of war and starts fighting, there is no difference between him and other animals. The novelist has given the right statement.

- c. **Does any war end all wars and bring lasting peace to the world? Discuss.**

People say that their war has been waged to end all wars but it is not correct. As long as there are destructive machines and destructive minds, there remains the possibility of war.

- d. **Why do you think countries go in wars even though they have their own boundaries?**

They go to war for their political egos. They think themselves superior and others inferior. They fight not for other causes but for their pride.

Writing

Write essays in about 500 words on the following topics.

War and peace

- a. When you write an essay about war and peace, you can write about the origin of war. The war originated in ancient time when the tribal groups fought with each other. When one party was defeated, then they made peace. Human history is full of war and peace. You can write about Alexander the Great, Napoleon, the First World War, the Second World War and many other wars. Never forget to write almost all wars have ended in peace treaties.

- b. Responsive youths for peace and prosperity
- c. Youth, the young people can make changes. Write about the involvement of youths in liberation movements like the Independence of India, Nepal's different movements, etc.

Grammar

Word Order

You have to understand the whole grammar to understand the word order in English. Yet, the following rules will be useful.

1. Unlike the Nepali language, the English language follows the word order of Subject +verb+ object. (See Tense)
I like sweets.
She reads English.
They are playing cricket.
She has been watching a film.
2. Yes/no question begins with auxiliary:
Do you like sweets?
Does she read English?
Are they playing cricket?
Has she been watching a film?
3. All wh- questions begin with wh-word
What do you like?
What subject does she read?
What are they playing?
4. Different kinds of adverbs are used either before the subject, or after the subject, or between auxiliary and main verb or at the end of the sentence.
I always like sweets.
They are playing cricket now.
They have already arrived.
I have never tasted alcoholic drinks.
They have not arrived yet.
I go to see film now and again.
Now and again I go to see film.

5. Adjective are used in two orders.
- a. Attributive Use: An adjective is used before a noun.
A black bird. A large concrete house.
When there are more than two adjectives, they are used in accordance with adjective order.
 - b. Predicative Use: In this usage, an adjective is used after be verb, become verb and other sense verbs.
She is beautiful.
The scene looks grand.
He became successful.
6. All the verbs do not need objects. Intransitive do not need object. With intransitive verbs, the sentence is meaningful only with subject and verb forming subject and predicate.
I sleep.
She cried.
They came.
The minister died.
7. Some transitive verbs like give, offer, ask, etc need double objects. The answer of **what** is known as direct object and the answer of **who** is known as indirect object. In English word order, indirect object comes before direct object.
My mother gave me some fruits.
Or
My mother gave some fruits to me.
The principal asked the students a difficult question.
Or
The principal asked a difficult question to me.
The singer gave the audience an excellent performance.
Or
The singer gave an excellent performance to the audience.
8. Many adverbials come after the object. The use of adverbials always follows the rule of SVOMPT.
- | | |
|----------------------|-----------------------|
| S = Subject | V = Verb |
| O = Object | M = Manner adverbials |
| P = Place adverbials | T = Time adverbials |
- She leaned her lesson seriously in her classroom yesterday.

This pattern can be explained by the following way.

Who does what how where when

My friend rides his bike fast in the park every day.

I will read the newspaper carefully at home this evening.

9. The adverbial of place always comes before the adverbials of time.

I go to work every day.

She came to school late.

Divide the following sentences into different parts.

Example: The man will buy a pen next week.

The man – will buy – a pen – next week.

Subject + Verb + Object + Adverbial

- a. The children are playing now.
Sub -verb- time adverbial.
- b. Srijana will be reading a story.
Sub -verb- object
- c. Bimala is a very beautiful girl.
Sub -be verb- complement.
- d. She usually wears glasses.
Sub -adverbial- verb- obj.
- e. They elected him President.
Sub -verb- obj- complement.
- f. Rabin is laughing.
Sub -be verb-verb.
- g. He has a big house in Butwal.
Sub-verb-object- preposition-place adverbial.
- h. The man who lives next door is a professor.
Sub- relative pronoun- verb- place adverbial-be verb-complement.
- i. Her uncle has been living in Kathmandu for fifteen years.
Sub- verb- preposition-place adverbials –preposition – time adverbial.
- j. The girl with long hair asked me a question last week.
Subj- preposition-complement –verb-indirect object- direct object- time adverbial.

Speaking

Speaking Encouraging/discouraging

A. Study these expressions of encouraging and discouraging.

Encouraging	Discouraging
Come on! Go on! Keep it up! You can do it! Well done! Great! You're doing great/fine! That's fine/good/all right. You're doing very well! It's a good idea.	Give up! Don't bother with it. Don't waste your time. It's not worth the effort. Why do you want to do that? It's not a good idea.

B. Talk to each other how useful these experiences might be in preparing school student for their future life. Use the expressions of encouraging and discouraging in your conversation.

A: I am thinking of working part time.

B: That's all right.

Make similar dialogue of the sentences indicate by arrows.

C. Role-play the following situations. Use the expression of encouraging and discouraging.

a. Your best friend feels bad because he/she recently did poorly on a test.

A: I got very poor marks in my grade test.

B: Don't worry. You will do better next time.

Make similar dialogue of b and c.

b. You are teaching your sister how to play tennis.

c. You are in a café with your friend who is thinking of taking driving lessons

Project Work

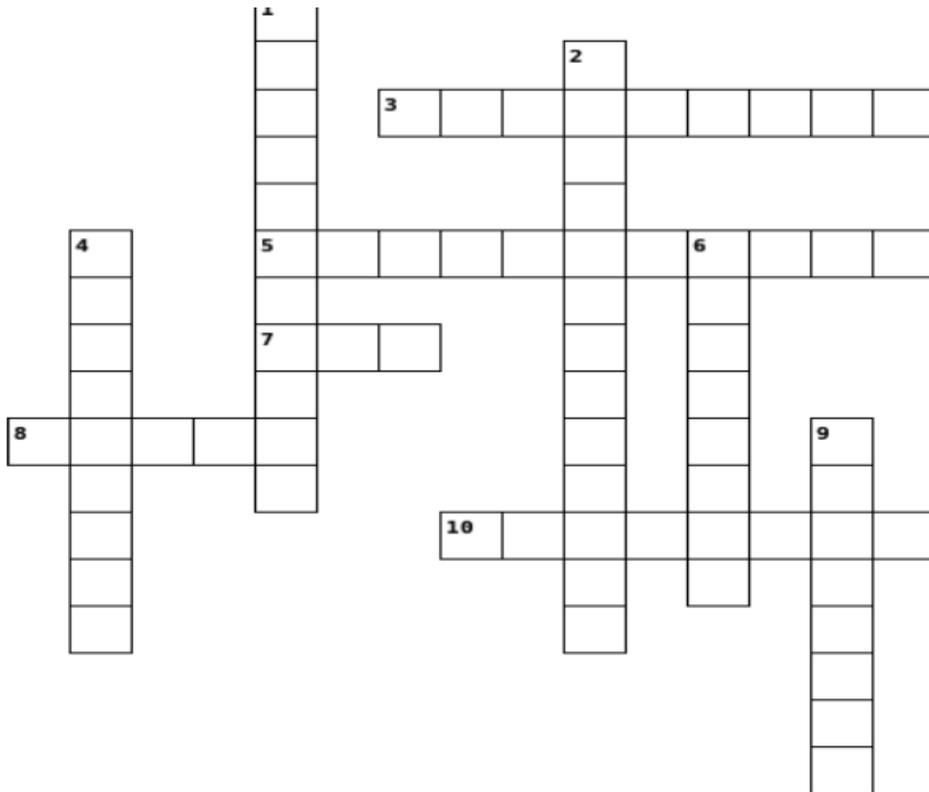
Search the photos from different sources that show the devastating effects of war. Also, search the photos that show the effects of peace. Now make a picture storybook with captions about the bad effects of war and the good effects of peace.

You can easily do this project with the help of the Internet.

What is the Soul?

Ways with the words

A. The words in the crossword puzzle are from the text. Find them from the text to solve the puzzle based on the meaning clues given below.



Across

- 3. beginning
- 5. insuperable
- 7. apt
- 9. orthodox

Down

- 1. indubitable
- 2. unprecedented
- 4. evidently
- 6. abruptly

B. Find the words from the text that mean the following. The first letter is given.

- a. misleading or illusionary (d.....)
- b. in a natural state; not yet processed or refined (c.....)
- c. a mystical horse like animal with a single straight horn projecting from its forehead (u.....)
- d. never dying or decaying (i.....)
- e. come to an end; stop (c.....)
- f. to activate or put into motion (a.....)

Answer

- a. deceptive
- b. crude
- c. unicorn
- d. immortal
- e. cease
- f. actuate

Comprehension

Read the following passage and answer the questions given below.

One of the most painful circumstances of recent advances in science is that each one makes us know less than we thought we did. When I was young we all knew, or thought we knew, that a man consists of a soul and a body; that the body is in time and space, but the soul is in time only. Whether the soul survives death was a matter as to which opinions might differ, but that there is a soul was thought to be indubitable. As for the body, the plain man of course considered its existence self-evident, and so did the man of science, but the philosopher was apt to analyse it away after one fashion or another, reducing it usually to ideas in the mind of the man who had the body and anybody else who happened to notice him. The philosopher, however, was not taken seriously, and science remained comfortably materialistic, even in the hands of quite orthodox scientists

- a. What is the most painful thing about the recent advances in science?
The most painful circumstance is that we know less than we think we know.
- b. What did the author know about the man at a young age?
He knew that man consists of body and soul.
- c. What is the difference between body and soul?
The difference is that body is in time and space but the soul is in time only.

- d. What was thought about the human soul?
The human soul was thought to be indubitable.
- e. What was the major quality of science?
Science was materialistic.

Critical Thinking

- a. **Do you believe that soul really exists? Write your arguments in support of your answer?**

The discussion about body and soul has been on since the beginning of civilization. Almost all religions believe in body and soul but science does not believe in the existence of soul. Science believes in cause and effect. Science has discovered so many things but it has not found any clue about the existence of the soul. You can give arguments on this line.

- b. **If you want to change your body, you first have to change your mind. Discuss.**

People say positive thinking is the remedy for many mental illnesses. A person who has positive thinking does not get angry very easily. He/she remains calm and peaceful and as a result, there is no tension in his/her nerves. On the other hand, the person with negative thinking suspects everyone and everything. Such a person remains under stress which becomes the cause of many diseases. You can give reasons in this line.

Writing

- a. **The existence of god.**

While writing an essay on this topic, talk about different religions and their faith in god. Ancient Greek people believed in many gods. Christianity, Islam, and Buddhism believe in a single god. It is called monotheism. Hinduism believes in many gods and goddesses. People believe that there is a supreme being, this being is called god. Religious people believe that god controls everything in the world. It's the god who punished bad people and rewards good people. Write such things.

- b. **Religion influences ethics and morality.**

All religions teach people to follow ethics, to lead moral life. Human morality comes from religion. All religions teach men not to hurt fellow men, not to hurt others, not to cheat others, not to do any crimes. If a person saves himself/herself from committing crimes, he/she leads a moral life.

Grammar

Used to

- A. 'Used to' is an auxiliary which is used for the **past habit** or **past state**. Habit is related to something a person did regularly and state is related to things that were true in the past but they not true anymore.

My father used to smoke a lot but he has left it. (Past habit)

I used to be very shy in primary school. (Past state)

State refers to non-action verbs like 'be' and 'have'.

For Negative

Sub+did not (didn't) +use to +verb¹+...

Or

Subject+used not +to + verb¹+ ...

She used to watch films in her school days.

She did not use to watch films in her school days.

Or

She used not to watch films in her school days.

(Note: the first is more preferable than the second)

In question, we use the following structure.

We used to go to a park for exercise.

Yes/No question: Did you use to go to a park for exercise?

Wh- question: Where did you use to go for exercise?

Exercise 15

- A. **Re-write the following sentences using the proper form of 'used to'.**

Ten years ago

- a. I was very talkative.
- b. I did not take alcoholic drinks.
- c. I did not like Pop music.
- d. I never read fantasy books.
- e. When did you visit your grandparents?
- f. Did you play cards at festivals?
- g. We lived in a small village outside the urban area.
- h. There were not many supermarkets in Kathmandu.
- i. We had a dog in our house.
- j. We had our breakfast served in the study room.

B. Now, rewrite the following sentences using ‘used to’. You can make an affirmative/ negative statement or a question.

- a. I/live in a flat when I was a child.
- b. She/love eating chocolate but now she hates it.
- c. He/go to fishing in the summer?
- d. My sister/play tennis when she was at school.
- e. He/play football every weekend?
- f. My grandfather/speak five languages.
- g. I/not hate school from the beginning.
- h. You/live in Kathmandu?
- i. He/play Dandibiyo when he was a small child.
- j. She/wear a frock when she was small but nowadays she wears jeans.

Answer

- a. I used to live in a flat when I was a child.
- b. b. She used to love eating chocolate but now she hates it.
- c. c. Did he use to go to fishing in the summer?
- d. My sister used to play tennis when she was at school.
- e. He used to play football every weekend?
- f. My grandfather used to speak five languages.
- g. I did not use to hate school from the beginning.
- h. Did you use to live in Kathmandu?
- i. He used to play Dandibiyo when he was a small child.
- j. She used to wear a frock when she was small but nowadays she wears jeans

Speaking

Comparing past and present habits

A. Study the following.

- A: Did you use to watch cartoons when you were a small child?
- B: Yes, I used to watch Tom and Jerry, but nowadays I watch TV serials.

B. Work in pairs. Ask and answer about your past and present habits based on the following actions.

swimming

playing the guitar

visiting relatives

going fishing

playing Kapardi

drawing pictures

listening to music

having long hair

going to the cinema

sleeping earlier

C. Work in pairs. Talk about past and present lifestyles of people in your society.

Project Work

Find the essay “Is the soul immortal?” by Swami Vivekananda from the online sources. Critically review the essay and write its summary and present it to the class. You can do this project work with the help of the internet.

What Lost Identity? The Diaspora and Globalisation

Ways with the Words

A. Choose the words from the box for the following meanings.

confront refugee ravage assimilation enclave usurp

- a. he severely damaging or destructive effects of something -----**ravage**
- b. someone forced to leave their country in order to escape war, persecution, or natural disaster-----**refugee**
- c. to face a difficult situation.....**confront**
- d. take a position of power or importance illegally or by force.....**usurp**
- e. the process of becoming a part of a group, country, society, etc.....**assimilation**
- f. an area within a larger territory whose inhabitants are culturally or ethnically distinct.....**enclave**

B. Collocation refers to words that are found together in spoken and written language. Collocations can be either fixed, where it is difficult to replace one of the words with an alternative, or freer, allowing for more choice of words. The most common types of collocation are:

verb + noun	accept responsibility
Adjective + noun	firm determination
Verb + adjective + noun	make steady progress
Adverb + verb	strongly recommend
Adverb + adjective	completely useless
Adverb + adjective + noun t	totally unacceptable behaviour
Adjective + preposition	accused of
Noun + noun	window frame

C. Fill in the gaps with the correct word from the brackets.

- a. I asked him if he was attending the ceremony and he **shook** his head 'no'.
(shook/moved/ nodded)

- b. They made a horrible decision which caused **irreparable** damage to our company. (hopeless/ inflexible/irreparable)
- c. The leaders need to break down **barriers** so as to create favorable environment in the nation. (barriers/obstacles/hindrances)
- d. You ought to talk to the manager to **settle** the dispute. (solve/settle/clear up)
- e. Perhaps this issue will not get much media coverage (security/examination/overage)
- f. This week is the first week of Joan as an in-charge. Everything is running **smoothly**. (smoothly/calmly/easily)
- g. I haven't read the text thoroughly, but given a **quick** glance. (fast/quick/rapid)

Comprehension

Read the following passage and answer the questions given below.

Many immigrants have started their own businesses in their new homes. Twenty years ago, you could hardly find Palestinian hummus or falafel in any European markets. Today, there are small entrepreneurs who have set up shops to sell Arabic, Hindi, African, Latin American foods and other products, and there is an increasing amount of trade between these countries. Spice exports from India to Saudi Arabia has increased the total sum of economic trade to 80 billion Saudi Riyals. This is not because of the sheer quality of Indian spices, but because of the numbers of Indians who live in Saudi Arabia- naturally for economic reasons. Trade between Turkey and Germany has reached the 25-billion-euro mark and the number of German tourists to Turkey is an estimated 4 million. This illustrates how the existence of immigrants can foster economics at different magnitudes of scale.

- a. Where have the immigrants started their businesses?
The immigrants have started their own businesses in new homes.
- b. When were Palestinian hummus or falafel not found in Europe?
Palestinian hummus or falafel were not found in Europe twenty years ago.
- c. Who have set up shops to sell Arabic, Hindi, African and Latin American foods?
Small entrepreneurs have set up shops to sell Arabic, Hindi, African and Latin American foods.
- d. What is the transaction of spices from India to Saudi Arabia?

The transaction of spices from India to Saudi Arabia is about 80 billion Saudi Riyals.

- e. Why is Indian spices sold in Saudi Arabia?

Indian Spice is sold in Saudi Arabia not because of the quality of the spices but because of the Indian people living in Saudi Arabia.

- f. Why do Indians live in Saudi Arabia?

Indians live in Saudi Arabia because of economic reasons.

- g. How many German tourists visit Turkey each year?

About four million German tourists visit Turkey every year.

Critical Thinking

- a. **Do you think that the local is globalised and the global is localised? Can there be the global culture as well? Give examples**

The world has now become a global village. Because of the improved means of transportation (train, ship, airplanes), people can visit another country very easily. Similarly, the goods made in one corner of the world finds mobility in another corner. Nepali *gundruk* is eaten in America and American KFC and burgers are eaten in Kathmandu. The boundary between local and global has been very narrow these days.

- b. **What is globalization? Discuss the effects of globalization on traditional cultures.**

Globalization is the mobility of people from one part of the world to another. Globalization is affecting traditional cultures and conventions. Suppose you go to America and settle down there. You will repeat Nepali culture to some extent but your children and grandchildren will be Americanized.

- c. **Discuss the impacts of globalization on the process and progress of education in Nepal**

Globalization has brought very bad effects on the education of Nepal. The cream manpower rushes towards America, Canada, the UK and Australia, takes education in those countries and makes settlements there. Only mediocre people live in Nepal and they cannot do better for the country.

Writing

- A. **Read the news in your book.**

B. A news can be print news and broadcast news. Print news comes in newspaper but the broadcast news comes on the radio or television. The news is structured in a specific format.

- a. It has a heading. The heading should be interesting so that the audience will be interested to read the news. For example ‘A dog bit a man’ cannot be a good title because everybody knows but if the title is ‘A man bit a dog’ it can carry many people’s attention.
- b. Author: after the news heading, there is the name and surname of the author and his/her designation like Gorkhapatra Correspondent.
- c. After the name of the news writer, there is a place name and the date where and when the news was prepared.
- d. Lead Paragraph: It is the main news. The lead is generally written in one paragraph giving the answer of five wh words who, when, where, how and why. The lead sentence should give the answer of all these five words.
- e. Body paragraphs: Body graphs give detailed news, and gives the answer to the five wh-words.

C. Write a news story to be published in a newspaper about a local festival/fair you have witnessed.

You can write the news about local Jatra, festivals, fairs, etc. First, make a good title about the fair or festival. Then write your name, place and death. In the lead paragraph write where, when, who, how and why the fair/festival was arranged. It will be a good news story.

Grammar

A. Gerund (ing form) and to infinitive

A verb can be used in gerund (ing form) and to infinitive in a sentence. Gerund and to infinitive come with other main verbs. See the following sentences.

Practising yoga keeps your body fit.

I want to practise yoga.

I like practising yoga in group.

To practise yoga is my daily routine.

Please notice after ‘want’ we have used to infinitive and after ‘like’ we have used gerund.

There are certain verbs which require to infinitive and some other verbs that require gerund.

B. Verbs that require to infinitive directly after them.

Aim	agree	begin	continue	decline	manage	decide,	
fail	hesitate	hope	intend	learn	n	eglect	offer
plan	prefer	pretend	promise	refuse	star		
try	aim	proceed	bother	want	vow		

He aims to become a doctor.

She has agreed to help.

I have promised to attend his wedding party.

C. Verbs that use to infinitive in Subject +verb+ somebody/someone+ to infinitive.

advise	allow	convince, enable	remind	encourage	force	hire		
teach	instruct	invite	permit	tell	implore	incite	appoint	order

They advised me to study science.

The guard did not permit us to enter the hall.

Deforestation forces the wild animals to find new habitat.

D. The following verbs require either direct to infinitive or some/somebody+ to infinitive.

Ask, expect (would) like want

I asked her to go inside the hall.

I asked him to tell the address. \

I would like to know your name.

I would like you to join the army.

E. Verbs that require a direct gerund.

avoid	celebrate	consider	contemplate	defer	delay	detest,	
disliked	read	enjoy	entail	escape	excuse	finish, forgive	involve
keep	loathe	mind	miss	pardon, postpone	prevent	resent	resist
risk	save	stop					

I enjoy playing guitar.

He postponed going to the USA.

F. We use a gerund after can't stand, no use, can't help, (no) worth

The place is not worth visiting.

Whenever he speaks, I can't help laughing.

G. The verb that comes after any preposition is used in gerund.

I am interested in playing the harmonium.

She went on speaking.

H. After and remember

- a. If these verbs refer to the past action, we use gerund and if future, we use a to infinitive.

Please don't forget to post my letters.

I never forget eating tasty hotpot in China.

I. Complete each sentence using what/how/where/whether + one of these verbs:

apply get do ride use go

- a. Do you know **how to get** to Rama's house?
b. I don't know **whether to apply** for the job or not.
c. Have you decided **where to go** for your picnic?
d. Can you show me **how to use** this camera?
e. Ask Hari. He'll tell you **how to ride** a bicycle.
f. I was really astonished. I didn't know **how to get on** the horse.

J. Paraphrase the following sentences using the verb in brackets as in the example.

Example: She has lost her weight. (seem)

She seems to have lost her weight.

- a. Mahesh **tends to forget** closing the windows. (tend)
b. Your car appears to have broken down. (appear)
c. Ashika seems to be worried about her exam. (seem)
d. They claim to have developed the theory. (claim)
e. He pretends to be enjoying his new job. (pretend)

Exercise 16

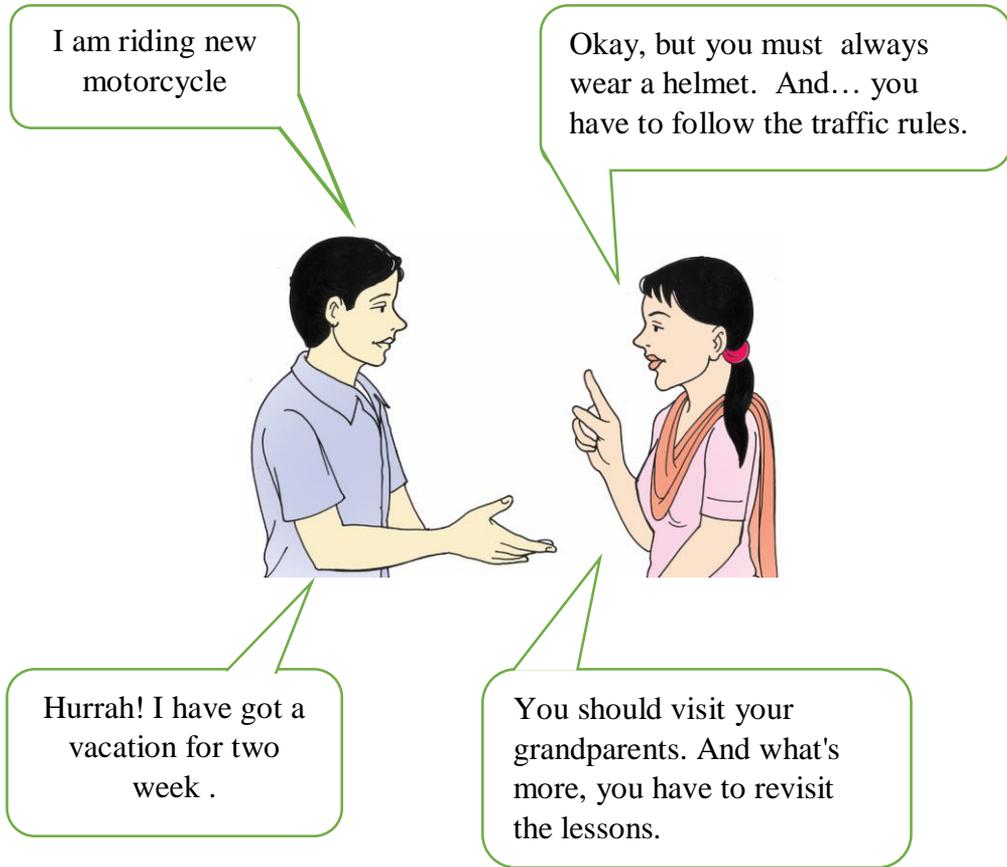
Put the verb in the bracket either in gerund or in to infinitive form.

- a. I delayed (submit) my assignment.
b. She demanded (speak) the principal in person.
c. She offered (help) me in mathematics.
d. I missed (go) to the party yesterday.
e. I always remember Rita (dance) in my birthday party.
f. I'd love (come) but I have this exercise (complete).
g. The culprit admitted (steal) the money.
h. She waited for me (play) her mobile.
i. He considered (move) to new job.

Speaking

Expressing obligations

A. Look at the pictures below to see what the speakers are saying.



B. Now study these expressions. What function do they serve?

- a. I have to wear glasses for reading.
- b. Do you have to wear a uniform at your school?
- c. You must do more exercise.
- d. We ought to obey our parents.
- e. I'll have to pay my bills next week.
- f. It is necessary that you follow this guideline.
- g. You are supposed to finish the work by tomorrow.

The above exercise can be answered like the boxes above. *Example.*

a. A: I have to wear glasses for reading.

B: That's no problem. But you must get it prescribed by a doctor.

C. What would you say in the following situations?

a. You are a pillion rider on your friend's bike and s/he is driving very fast.
You must slow down the bike.

b. You go to visit your friend and find he/she is suffering from fever.
You must take some paracetamol tablets.

c. You are in a taxi. You see that the driver is not wearing the seatbelt.
You must wear seatbelts.

d. One of your friends is always careless and blames others for his/her failure.
You must work hard yourself.

Project Work

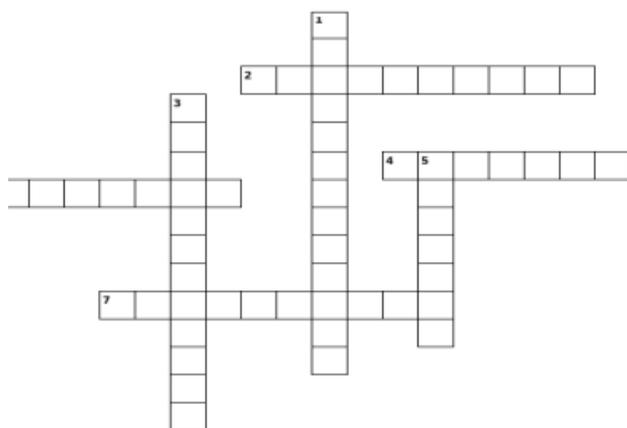
You might have heard about the Non-Resident Nepali Association (NRNA). Collect some information about it. How far has it been able to meet its expectations? Discussing with your friends, write a newspaper article on 'The role of NRNA in Nation Building'.

You can do project work by collecting data of NRN from the Internet.

Identity Crisis in Immigrants

Ways with the words

A. Find the words from the text to solve the crossword puzzle below. The meanings of the words are given in the clues.



Across

- 2. as is certain to happen
- 4. famous and respected
- 6. a temporary stay
- 7. knowing everything

Down

- 1. the state of being preoccupied
- 3. anxious or fearful that something bad will happen
- 5. a person of mixed white and black ancestry

Answer

- 2. definitely
- 4. popular
- 6. sojourn
- 7. omniscient

Down

- 1. preoccupation
- 3. apprehension
- 5. mestizo

B. Find the meanings of the following words in a dictionary as they are used in the text

Word	meaning
Melancholy	feeling of sadness
elusive	difficult to find, catch or achieve
motif	theme
disdain	hate

fabricate	invent something to deceive
intoxicate	cause to lose control because alcohol, drug, etc
resentment	bitterness

C. Homophones: Some English words have different spellings but the same pronunciation. See the following examples. See the following example.

advise (verb), advice (noun)	ad (advertisement), add (plus)	aid (help), aide (assistant)
ail (sickness), ale (alcohol)	air (wind), ere (before), heir (successor, one who gets property)	aisle (passage), isle (island)
ate (past tense of eat, eight (8))	bail (to release a prisoner, bale (a large bundle))	band (a ring, a group), banned (prohibited)
bare (uncovered), bear (a wild animal)	beat (to strike), beet (a plant with red roots)	blue (color), blew (past of blow)
bread (baked food), bred (produce)	buy, bye, by	ceiling (top of a room), sealing (setting)
cell, sell	Sent, scent, cent (small unit of dollar)	cereal (breakfast food), serial (sequential)
cord (rope), chord (musical note)	cite (quote), site (location), sight (view)	coarse (rough), course (path)
complement (fulfilling), compliment (praise)	council (committee), counsel (guidance)	creak (squeak), creek (stream of water)
days (plural of day), daze (stun)	dear (darling), deer (woodland animal)	dew (morning mist), due (payable)
die (cease to exist), dye (colour)	discreet (tactful), discrete (distinct)	doe (female deer), dough uncooked bread)
dual (double), duel (battle)	elicit (draw out), illicit (illegal)	eminent (distinguished), imminent (soon)
ewe (female sheep), you	eye, I	fair (equal), fare (price)

faze (impact), phase (stage)	feat (achievement), feet (plural of foot)	find (to discover), fined (charged fine)
fir (type of a tree), fur (animal hair)	flea (small biting insect), flee (run)	flu (illness), flew (past of fly)
four, fore (warrior)	fourth (4), forth (onward)	gene (a chromosome), jean (fabric)
gorilla (big ape), (front), guerilla	knight (warrior), night	greece(A European country), grease (lubricant)
groan (moan), grown (p.p. of grow)	hair, hare	here, hear
hay (animal food) hey (interjection)	heal (mend), heel (back of foot)	hi, high
hole, whole	holey (full of holes), holy (divine), wholly (entirely)	hour, our
knead (massage), need	knew, new	knot, not
lessen (make smaller), lesson (class)	leased (past tense of lease), least (the minimum)	loan(debt) lone (solitary)
made, maid (woman servant)	mail, male	meat, meet
mourning (a.m.) mourning (remember the dead)	none, nun (religious woman)	oar (boar handle) ore (mineral)
oh, owe	one, won	pail, pale
pain (hurt), pane (window glass)	peace (calm), piece (segment)	peak (highest point), peek (glance)
pear (a type of fruit), pair (two)	plain, plane	pole (post), poll (survey)
pray (implore God)	prey (quarry)	principle (belief), principal

rain, rein	read (past tense of read), reed	real (factual), reel (roll)
right, write	ring (circle), wring (squeeze)	road (street), rode (past tense of ride)
role (function), roll (rotate)	sail (move by wind), sale (bargain price)	scene (landscape), seen (viewed)
sea, see	sew (stitch with thread), so, sow (plant)	soar (ascend), sore (hurt place)
sole (single), soul (essence)	son, sun	some (a few), sum (amount)
stair (step), stare (to look steadily)	steal (to take sth. by thief), steel (a hard alloy)	tale (story), tail
there, their, they're	to, too, two	toe, (foot appendage), tow (pull along)
waist, waste	way (path), weigh (measure mass)	wait (kill time), weight measurable load
weak (not strong), week (seven days)	wood, would	bury (to keep under the earth), berry (wild fruit)
rote/wrote	insure/ensure	dam/damn
gait/gate	idol/idle	incite/insight
knead /knead/need	mane/main	maze/ maize
mined /mind	naval/navel	manner/manor
rain/reign/rein	wrest/rest	assent, ascent

D. Choose the right word to fill in the blanks.

- Can you the box in the back garden? (**bury**/berry)
- Alex could not the branch off the tree. (**break**/brake)
- pencil is on the floor? (Who's/**Whose**)
- We have got very (phew/**few**) tasks left.
- Some tribes worship their gods before they (prey/**pray**)

- f. it. Everything is messed up.(Dam /**Damn**)
- g. What a wonderful the professor presented. (**lesson**/lessen)

Comprehension

Read the following passage and answer the questions given below.

V.S. Naipaul marks his rise to Nobel laureate, however accidentally, with a strange new novel that is at once of a piece with and apart from most of his previous work. On the one hand it is a continuation of his preoccupation with the innumerable questions raised by cultural and racial identity; on the other hand its spare, melancholy, elusive, somewhat heavily ironic tone contrasts with the more animated quality of his best fiction (A House for Mr. Biswas, for example), and the graphic sex with which its final sections are filled is a stark departure from his almost priggish treatment of the subject previously.

- a. Who is the Nobel Prize winner referred to in the passage?
The Nobel Prize winner referred to in the passage is V. S. Naipaul.
- b. How did V. S. Naipaul rise to Nobel laureate?
He rose to Nobel laureate accidentally.
- c. Which two identities are raised by V. S. Naipaul?
They are cultural identity and racial identity.
- d. Who wrote the novel, A House for Mr. Biswas?
Ans. V. S. Naipaul wrote it.
- e. How has V. S. Naipaul treated the subjects in the later part of the novel?
There is stark departure of his subject towards the end.

Critical Thinking

- a. **What kind of divided identity is depicted in the novel *Half A Life*? How do characters in the novel try to create new identities for themselves? Explain.**
The identity is biracial and bicultural. Such children are in difficult situations. They are divided into two races and two cultures of their parents as a result it is very difficult for them to build their identity.
- b. **Discuss the similarities between the author and the protagonist in the novel?**
The author V. S. Naipaul is an Indian descendant. His forefathers went to Trinidad from India. They grew up with two cultures, the culture of India and

the culture of the West Indies. The protagonist of the novel is also in the same situation.

Writing

Book/Film Review:

A. is like expressing what you feel about the book or the film. It does not have clear-cut rules or format of writing. See the following table

Book review	Film review
<ul style="list-style-type: none"> <input type="checkbox"/> Introduction (title, author, place of publication: publisher, date of publication, number of pages, type of book-fiction, nonfiction etc) <input type="checkbox"/> Author's background (who the author is and where s/he stands in the genre or field of inquiry adding his/her contribution in literature) <input type="checkbox"/> Summary and plot <input type="checkbox"/> Theme and writing style <input type="checkbox"/> Writer's impression and evaluation of it/critique's opinion 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction (with title, release date, background information, genre, starring) <input type="checkbox"/> Summary of the story <input type="checkbox"/> Analysis of the plot elements (rising action/ climax) <input type="checkbox"/> Creative elements (dialogues, characters, use of colors, camera techniques, mood, tone, symbols, costumes or anything that contributes or takes away from the overall plot) <input type="checkbox"/> Opinion (supported with examples and facts from the story) <input type="checkbox"/> Critique's opinion/Conclusion announcing whether the filmmaker was successful in his/ her purpose, re-statement of the evidence, explanation of how the motion picture was helpful for providing a deeper understand of course

B. Write a review of a book/film you have recently read or watched.

See the table above and prepare a simple review.

Grammar

Reported Speech

A. Reported Speech/ Narration/Direct and Indirect Speech

Before entering the reported speech, let's be familiar with sentences. In terms of form and meaning, there are five kinds of sentences

Assertive Sentence: This kind of sentence asserts/affirms something. This sentence begins with the subject and ends in a full stop. Both affirmative and negative sentences can be assertive.

I am reading.

They have not come home yet.

I have given your book to your sister.

She is not playing.

He arrived yesterday.

You are a student and he is a teacher.

Imperative sentence: This type of sentence is related to command, order, request, advice, etc. It begins with the main verb and ends in a full stop. (you) is understood subject of all imperative sentences.

Do your homework.

Don't make noise in class.

Stop making an argument.

Please help me.

Kindly close the door.

Work hard to get success in life.

Go to school in time.

Don't delay returning home.

Interrogative Sentence: Interrogative sentence ends in a question mark. There are two kinds of interrogative sentences.

a. Yes/no question. This type of question begins with an auxiliary verb and ends in the question mark.

Are you comfortable?

Will you give me your pen?

Did he arrive yesterday?

Do you go to college?

Has she arrived from the market?

- b. Wh-question: Wh-question begins with wh-word and ends in a question mark.

Where are you going?

What is your name?

How are you?

Who do you want to see?

When will you return?

Exclamatory sentences: Such sentences express our feelings and emotions related to happiness, sadness, joy, sorrow, hatred, sympathy, pity, anger, etc. Such sentences end in exclamation marks (!).

Alas! My friend lost his mother.

Well-done! You have secured good grades.

Hurrah! The out team won the match.

Sh! What a pity!

Optative Sentence: such a sentence expresses our wish for somebody.

May you live long.

May you have a pleasant journey.

God may bless you.

Happy birthday.

Congratulations.

Long live the queen.

Some General Rules for Reported Speech.

Reported speech has two parts: Reporting part and the reported part. See the following example.

He said to me, "I will help you."

He said to meReporting part

He.....Reporting subject

Said.....reporting verb

Me.....reporting object

"I will help you."reported part.

Tense Change

- a. If the reporting verb is in the present or the future tense, it is not necessary to change the tense of the reported part.
- b. If the reporting part talks about some universal truth, you don't have to change the tense.

- c. If the reporting verb is in the past tense, you have to change the tense in the following ways.

Given tense/verb	To be changed
Simple present (verb ¹ /verb ^s)	Simple past (verb ²)
Present continuous (is/am/are+ present participle)	Past continuous (was/were+ present participle)
Present perfect (has/have)	Past perfect (had)
Simple past (v ²)	Past perfect (had +v ³)
Past continuous (was/were+ present participle)	Past perfect continuous (had been +present participle)
was/were	had been
will	would
shall	should/would
can	could
must	had to
used to	had used to /no change
had better	no change
could/would /might	no change
may	might
have to/has to	had to
had to	had hand to/no change

Pronoun Change

You must remember that you can change the person but not the case of the pronoun. (The position of pronoun in subject/object or the possessive remains the same). You have to change the pronoun of the reported part in the following ways

- a. The first person pronouns (related to **I** and **we**) should be changed with the reporting subject.
- b. The second person pronouns (related to **you**) should be changed with the object of the reporting speech. If there is no object, you have to assume 'someone' as an object. Sometimes the object is implied and you have to change the second person pronoun with an implied object.

The teacher said, “Your class will be over after the interval.” The implied object in this sentence can be ‘students’, ‘them’ or ‘us’.

- c. Third-person pronouns (related to he, she, it and they) remain unchanged.

The pronoun change rule can be summarized 123/SON

Adverb Change

Some words and adverbs used in the reported part should be changed in the following ways.

Given word/adverb	To be changed
today	that day
this	that
these	those
now	then
hence	thence
tomorrow	the following day
next week, month, year, etc	the following week, month, year, etc
yesterday	the previous day /the day before
last week, month, year, etc.	the previous week, month, year, etc.
here	there
come (verb)	come or go (depending on the situation.)

Assertive Sentence:

- a. While changing the assertive sentence into indirect speech, the verb said remains unchanged if there is no reporting object. If reporting object is given, **said** changes into **told**.
- b. You have to remove the comma and inverted comma and join reporting and reported part with **that**.

Examples

She said, “I’m busy.”

She said that she was busy.

He said to me, “I will lend you my camera.”

He told me (that) he would lend me his camera. (You can omit **that** in assertive sentences)

Note: Sometimes reporting object is given inside the reported part. See the following example.

“You can use our official phone, Jenny,” said the principal.

The principal told Jenny (that) she could use their official phone.

Imperative Sentence

1. You must choose the reporting verb that gives the essence, the meaning of the sentence in the reported part. Some examples.

If it is a request.requested

If it is an order.....ordered

If it is command.....commanded.

If it is advice.....advised

If warningwarned

If it is recommendation.....recommended

If it is persuasion.....persuaded

If it is prohibition.....forbade

2. You must use a reporting object even if it is not given in the question. You have to choose the object in accordance with the meaning of the sentence.
3. After using reporting verb, you should write **to** or **not to** (affirmative-- to, negative -- not to) and change the pronoun, tense and adverbs wherever necessary.

See the following examples.

“Work hard if you want to rise in life,” said the old man.

The old man advised me to work hard if I wanted to rise in life.

Or

The old man advised us to work hard if we wanted to rise in life.

Or

The old man advised the students to work hard if they wanted to rise in life.

Note: The pronoun ‘you’ in the above sentence has been changed with the given reporting object in each example.

The teacher said, “Do the rest of the questions yourselves.”

The teacher told the students to do the rest of the questions themselves.

Please give me something to eat. I am very hungry,” said the beggar.

The beggar requested the land lady to give him something to eat. He said that he was very hungry. (The second sentence is assertive).

Note: If second or third sentences are given after the imperative sentences, you have to use proper reporting verb and change tense, pronoun and adverbs.

“Go to Dr. Rijal for the treatment of your skin. He is a good dermatologist in our city.” She said.

She recommended me to go to Dr. Rijal for the treatment of my skin. He said that he was a good dermatologist in our region.

“Don’t talk in the class,” said the teacher.

The teacher told us not to talk in class.

Or

The teacher told the students not to talk in class.

“Don’t enter the temple with your shoes on,” said the priest.

The priest forbade us to enter the temple with our shoes on.

Note: the verb ‘forbade’ is negative in itself and so it is not necessary to write ‘not to’.

Or

The priest forbade us from entering the temple with our shoes on. (The second example sounds better than the first).

Note: See the following examples of “Let Sentence.”

The student said to the teacher, “Let me come in sir.”

The student requested the teacher to let him go in.

But

She said to me, “Let’s go to the cinema today.”

She proposed that we should go to the cinema that day.

Interrogative Sentence

1. Two reporting verbs are commonly used in interrogative sentences: **asked** and **wanted to know**.
2. If you use **asked**, it is mandatory to use reporting object.
3. You should not use reporting objects with **wanted to know**.
4. If it is **wh question**, you have to use the same wh-word to join the reporting and the reported part.
5. If it is **yes/no question**, you have to use **if** or **whether** to join the reporting and the reported part.
6. After changing into indirect, you cannot use the sign of interrogation (?), instead, you have to use a full stop (.) at the end of the sentence. In indirect speech, the interrogative sentences take the form of the assertive sentence.

Examples.

He said, "Who are you?"

He asked me who I was.

He wanted to know who I was.

"What do you want from me?" she said to me.

She asked me what I wanted from her.

She wanted to know what I wanted from her.

"Are you all right?" asked my mother.

My mother asked me if I was all right.

My mother wanted to know if I was all right.

The teacher said, "Have you done your homework?"

The teacher asked the students whether they had done their homework.

The teacher wanted to know whether they had done their homework.

Or

The teacher wanted to know whether we had done our homework.

- B. You can easily solve these questions once you have read the above rules.

Speaking

Reporting

- A. This speaking exercise is like reported speech. You will learn to report what someone said. You have to follow all the rules of reported speech while reporting.**

a. My friend said he/she liked that song.

b. She asked where my sister was.

Now do the rest of the questions yourself.

- B. Follow the same rules like that of A above.**

- C. Report the following using the verbs from the list. The subject of the reporting clause has been given at the end.**

admit	explain	assure	deny	point out
insist	accuse	claim	warn	

a. He assured me that there would be no delay.

b. She warned me not to mention it again.

c. My brother admitted that he had taken the money.

d. Neha accused me of taking the money.

- e. She insisted that I should have dinner with her.
- f. He denied stealing the bag.
- g. He claimed that he had closed the door.
- h. The receptionist explained that the doctor was out to lunch.
- i. The guard pointed out that that van had been in the park all day.

Project Work

Many people may have gone to foreign from your country. When they are back home, you ask a person these questions and prepare a report.

Discovering West Nepal - The Wild Frontier

Ways with the Words

A. Find the words from the text which mean the following.

- a. became fuller and softer by shaking: **fluffed**
- b. sound mental health: **sane**
- c. consisting of or easily breaking into small pieces: **brittle**
- d. neither very hot nor very cold: **lukewarm**
- e. land that does not have enough water to support the growth of plants: **desert**
- f. only slightly warm: **tepid**

B. Find the meanings of the following words in an English dictionary, write their word classes and use them in your own sentences.

word	meaning	sentence
hazy	foggy	The flight was cancelled because of hazy weather.
frontier	border	Nepal has kept frontier police at Indo-Nepal border.
lush	thick and beautiful grass, jungle etc	There was lush jungle in the Terai in the past.
flip-flops	move with flapping sound	The children flip-flopped in the corridor.
altitude	height	people become sick because of altitude in Muktinath.
fatal	harmful	Corona is a fatal disease.
magnificent	beautiful	People can see a magnificent view of a mountain pick in Fewa Lake.

C. You can easily do it.

D. Practise saying these words with consonant clusters /sk/, /sp/ and /st/ aloud with your friends.

skin	scare	spot	speak	star	stone
school	scarf	speed	space	stupid	step
skill	skull	sport	spend	steal	stand
scale	skip	spark	special	stock	stain
skirt	ski	speech	spoon	staff	study

Comprehension

Read the following passage and answer the questions given below.

Along my five-week walk in the western Himalayas of Nepal, a colourful rooster heavy on pink feathers fluffed its roseate plumes at me as though to say, ‘Yes, *bideshi*, it’s all real’. The flightless bird and I stared at each other for a brief moment/ (momentum) and I could have sworn it winked at me. By this point, my sanity had already gone hazy, unlike the clear blue skies above the high passes of Dolpa. Further along the trail, patches of pink grass and purple flora sprinkled the ground. Sundried shrubs filled the crisp Himalayan air with the familiar sweetness of chamomile. Stone houses held themselves together under a rock, above a river, looking too crumbly to live in, but the inhabitants didn’t seem to mind. I wondered how much more oddity hides and flourishes in West Nepal. I wasn’t supposed to be in this region. But, as with any good story, a happy accident would see me walking through the country’s unknown trails.

- How long trek had the author made?
The author had made a five-week trek.
- What did the author find beautiful in the western Himalayas?
He found the mountain peaks beautiful.
- What does the author compare the blue sky with?
The author compares the blue sky with his sanity.
- Where did he find the pink grass and purple flora?
He found the pink grass and purple flora along the trail.
- What kinds of houses were made on the riverbanks?
Stone houses were made on the river.
- Were the people afraid of the stone houses?
No, they were not. They did not seem to mind the houses.

Critical Thinking

- a. **It is said that travelling a place equals to reading three books. Do you agree? Why?**

Travel is also a kind of reading, reading Mother Nature. The book of nature holds so many things that mankind cannot comprehend them all. So travelling can be compared not only with three books but many books.

- b. **The author spent five-week long walk along the western Himalayas. Do you think it was adventurous? Why?**

Yes, it was adventurous. For a man of developed country where he could travel by luxurious car, traveling on a trail of the Karnali region is adventurous.

Writing

- A. **Write a travelogue of your recent visit to a natural/religious place in about 300 words. Use the following clues.**

Local costumes and traditions Cuisine ...Depiction of places of interest, local

history and culture Your adventures Prices and transportation ... Entertainment

This travelogue is written in simple past tense and first person point of view. Start from I visited Rara Lake, Pokhara, Gosaikunda, etc. Describe people in the place you visited. Talk about the natural beauty of the place, its history and its culture. Talk about how you travelled by bus, by car, by plane, etc.

- B. **Write an essay in about 500 words on 'Importance of Tourism in Nepal'.**

Talk about domestic tourism and international tourism. Domestic tourists are the people of Nepal who visit beautiful places outside their home village/town. Such tourists visit Ilam, Pathivara, Janakpur, Dhankutta, Kathmandu, Pokhara, Muktinath, Sworgadwari, Rara, Chitwan National Park, Bariya National Park, Suklaphanta National Park etc. Talk about the employment people get because of domestic tourism.

Talk about international tourists. Tourists come to Nepal to visit natural and cultural sites. They go trekking and mountain climbing. We can earn foreign currency from international tourists and the country is benefited from them. Elaborate on these points.

Grammar

Active and Passive Voice

English word order generally follows the system of Sub+ verb+ object. The sentences written in this structure are called active sentences. The sentences written in the reverse i.e. written with the object are called passive sentences. The entire sentences in English are written either in active or in passive voice. Remember the following general rules to change active sentences into passive sentences.

- a. First of all, you should write the object as the subject. If the object is a pronoun, it should be written in the nominative case, like me----I, us.....we, you-----you, him.....he, her.....she, them.....they.
- b. After writing object as subject, you should write the ‘be verb’ in the following ways.

Tense	Be verb
Simple present	is/am/are (depending on the object)
Present continuous	is/am/are + being (depending on the object)
Present Perfect	been
Present Perfect Continuous	No passive
Simple Past	was/were (depending on the object)
Past continuous	was/were being (depending on the object)
Past Perfect	been
Past Perfect Continuous	No Passive
Simple future	be
Future continuous	No passive
Future Perfect	been
Future Perfect Continuous	No passive
Model Auxiliaries (can, could, etc)	be

- c. After ‘be’ verb, the main verb is always written in the past participle (v3) form.
- d. After the main verb, the subject is written as an agent with ‘by’. In many cases, the subject is omitted. (see the page below)
- e. Remember only the transitive verbs are used in passive voice.

Example

See the following table, for the use of passive voice in all eight tenses.

Tense	Simple	Continuous	Perfect
Present Active	Children eat chocolates.	Children are eating chocolates.	Children have eaten chocolates.
Present Passive	Chocolates are eaten by children.	Chocolates are being eaten by children.	Chocolates have been eaten by children.
Past: Active	Children ate chocolates.	Children were eating chocolates.	Children had eaten chocolates.
Past: Passive	Chocolates were eaten by children.	Chocolates were being eaten by children.	Chocolates had been eaten by children.
Future: Active	Children will eat chocolates.	Children will be eating chocolates.	Children will have eaten chocolates.
Future: Passive	Chocolates will be eaten by children.	No passive	Chocolates will have been eaten by children.

Note 1: subjects like someone, people, everyone, everybody, anybody, one, no one are not generally written as agents. See the following examples.

People play football all over the world.

Football is played all over the world.

Everyone respects good leaders.

Good leaders are respected.

No one has claimed the lost costume yet.

The lost costume has not been claimed yet.

Somebody stole my mobile phone.

My mobile phone was stolen.

Sentences with Double objects: some verbs in English need two objects to complete the meanings. These verbs are: give, send, throw, show, teach, write, sell, lend, owe, bring, get, find, cook, cost, pass, relay,

The principal asked us a difficult question.

In the above sentence 'us' is the direct object and 'a difficult question' is the indirect object. We can make passive by using both objects.

We were asked a difficult question by the principal.

A difficult question was asked to us by the principal.

Note 2: with model verbs, we use be and repeat all other rules.

Vaccination can control Covid-19.

Covid-19 can be controlled by vaccination.

We should protect the environment.

The environment should be protected.

We have to preserve the wetland.

The wetland has to be preserved.

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A difficult question was asked to us by the principal.

Passive voice with imperative sentences

Structure: Let + object + be + past participle.

Close the door behind you.

Let the door be closed behind you.

Don't open the door.

Let the door not be opened.

Please do your homework.

Let your homework be done.

Passive with like and dislike verbs

I don't like people criticizing me.

I don't like being criticized.

I love people praising me.

I like being praised.

After reading these rules, you can change all the sentences into passive.

Speaking

Expressing Compliments

- A. Look at these descriptions.
B. Now look at some ways of expressing compliments and responding to them.

Expressing complements	responding to complements
- You're looking good.	- Thank you.
- What a nice shirt!	- Do you think so?
- How beautiful you look today!	- Thank you for the compliment.
- I like your new hairdo.	- It's nice of you to say so.
- What a nice garden!	- Oh, thanks.
- You have a beautiful home!	- How kind of you to say so.
- What a cute baby!	- I'm glad you think so.
- You have a beautiful hair.	- Don't flatter me.

C. Work in pairs. Your friend complements you in the following situations and you respond to them.

- a. You are at a party. A friend performed a classical dance very well.
A: What a nice dance.
B: Thank you.
- b. You compliment your friend on his/her appearance.
A: How beautiful you look today.
B: Thank you for the compliment.
(You can make similar dialogue)
- c. Your mother has cooked tasty food.
- d. Your friend served you banana custard at lunch time at his home.
- e. You are having dinner at your friend's home.
- f. You want to tell your friend you like his/her new shoes.
- g. Your friend has given you a birthday gift.

Project Work

Visit one of the interesting cultural/historical site in your surrounding and collect Detailed information about the place. And, prepare an artistic brochure of the place. There must be a temple in your municipality/village municipality or your district. Visit that temple and ask the people about it and then prepare a brochure about it.

Taking my Son to College, Where Technology has Replaced Serendipity

Ways with Words

A. Match the words with their correct definitions.

- | | |
|-----------------|---|
| a. freshman | i. say something in a boastful manner |
| b. naive | ii. action of throwing away something |
| c. obviously | iii. not able to be calculated or estimated |
| d. brag | iv. a first-year student at a university, college, or high school |
| e. disposal | v. having a lack of experience or knowledge |
| f. dorm | vi. someone who shares your bathroom/living room/kitchen in college |
| g. suitemate | vii. dormitory, student residence hall or building |
| h. incalculable | viii. without conscious awareness |

Answer

a-iv, b-v, c-viii, d-i, e-ii, f-vii, g-vi, h-iii

B. Replace the bold words in (a–h) selecting synonyms from the box.

delight incredible potential unanticipated fragmented scrutinizing
navigate indecipherable

- Her story is **unbelievable** in the literal sense of the word. incredible
- We often read the novels of the **reputed** writers in the world. potential
- The Facebook users are **scattered** but connected to each other through the Internet. fragmented
- Sometimes **unexpected** events happen in our life. unanticipated
- He paused, **examining** the faces of Anjana and Manju with his glittering eyes. scrutinizing
- I am sorry to say your handwriting is **unreadable**. undecipherable
- He is matured. He can **direct** his own journey to make his career better. navigate

- h. Gita's heart swelled with **pleasure**, translating her confidence into power. delight

C. Complete the sentences by choosing the correct word given in brackets.

- a. Does television children? (affect/effect)
- b. Does television have an on children? (affect/effect)
- c. Could you me your book, please? (borrow/lend)
- d. Can I your pen? (borrow/lend)
- e. Prices seem to every year. (raise/rise)
- f. You can your hand if you want to ask a question. (raise/rise)
- g. What did he to you? (say/tell)
- h. I can't Hindi. (speak/talk)
- i. I will to you on the phone. (speak/talk)
- j. I think that's a very idea. (sensible/sensitive)
- k. My teeth are very to cold. (sensible/sensitive)
- l. Our is a popular person. (principal/principle)
- m. I couldn't understand the of gravity. (principal/principle)
- n. All friends, Nabina, came to the party. (accept/except)
- o. Will you my request? (accept/except)
- p. They were making too much (noise/sound)
- q. All she could hear was the of the waves. (noise/sound)
- r. Did you give him any..... for his career? (advice/advise)
- s. My parents me to be a teacher. (advice/advise)

Comprehension

Read the following passage and answer the questions given below.

When a fellow student bragged about his Alfa Romeo, I thought he meant a Camaro, the fanciest car I'd ever seen. When a classmate casually mentioned that she was meeting her parents in Gstaad for the long weekend, I assumed it was a town in Connecticut. Imagine my surprise when I realized that actual Vanderbilts lived in Vanderbilt Hall.

But it wasn't just my relative lack of sophistication that made my experience so vastly different from my son's. Typewriters and carbon paper, telephones with curly cords, TVs with a few channels and no remotes, cassette tapes; compared with the tools Hayden has at his disposal, I went to college in the Stone Age.

Without even thinking about it, my son uses technology in almost everything he does, large and small. He installed Yale-specific apps on his phone that provide information about when the washers and dryers in the basement of his dorm are available, the daily menus of each dining hall, ratings of local restaurants, student contact information, the entire list of classes, and an interactive campus map that shows you where you are and where you're going.

- a. What did the author think of Alfa Romeo?
She thought it the fanciest car.
- b. What did she think of Gstaad?
She thought it a town in Connecticut.
- c. She does the author compare her college time with?
She compares it with the Stone Age.
- d. How is her son different from her?
He is different from her because he uses technology in almost everything.
- e. Why does the writer say she belongs to the Stone Age?
She says it because she is far behind in using technology.

Critical Thinking

- a. **Do you think that advancements of technology can hinder the exposure students receive in school, and block them from gaining some of life's most memorable moments? Give reasons in support of your answer.**

The world is being controlled by machines. Man is being an agent to press the buttons of a machine. In some sense, machine is a liberator because it saves people from doing difficult works. A calculator can do the calculations of billions in a minute but it is making students weaker in mathematics. The students cannot do even the simple additions without using calculator.

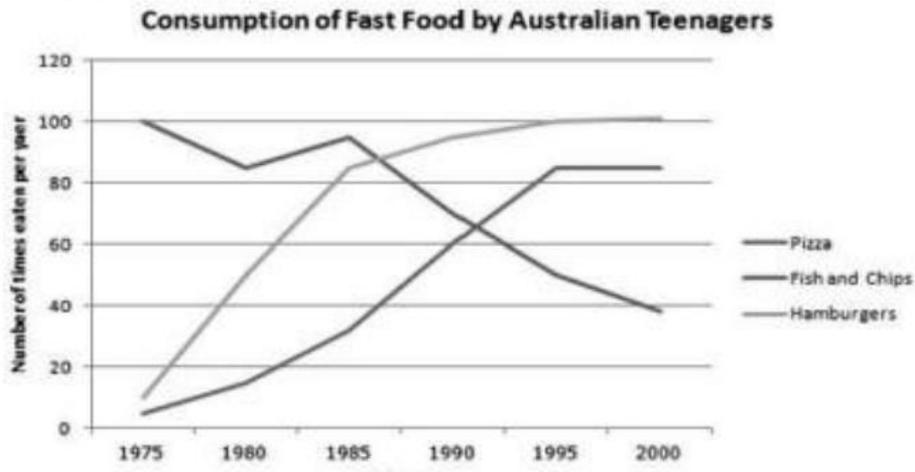
- b. **Kline's essay focuses on the contrast between her son's freshman college experiences and her own, but she also establishes what they have in common. Explain.**

The mother and son are different in generation and there is generation gap between them. The facilities which the son go in schools and colleges were remote for the mother. They completed education in different methods and medium but their goal was to take education. It was their common goal.

- c. **Has internet aided to broadening or narrowing the critical thinking capacity of youths or readers? How?**

Of course, the Internet has brought many things in virtual space. The students get much information in a few cliques. It has been easy to find the solution of the problem but the Internet is preventing the students from being creative.

- A. Read the model interpretation of a line graph. Focus your attention on **bolded words**.

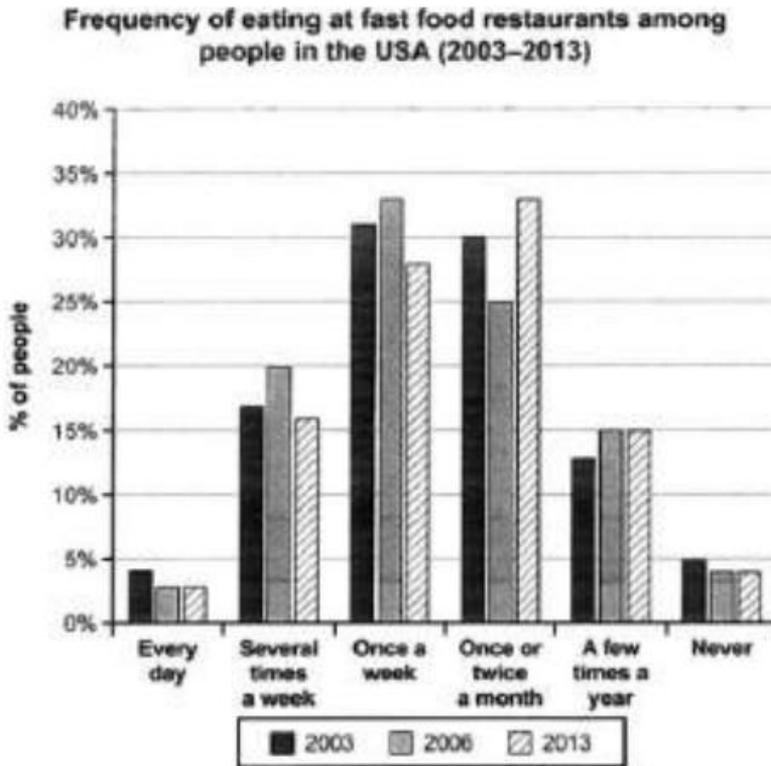


The line graph compares the fast food consumption of teenagers in Australia between 1975 and 2000, a period of 25 years. Overall, the consumption of fish and chips declined over the period, whereas the amount of pizza and hamburgers that were eaten increased.

In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was far higher than Pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from 1980 to 1985, the consumption of fish and chips gradually declined over the 25-year timescale to finish at just under 40.

In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption increased gradually until it overtook the consumption of fish and chips in 1990. It then levelled off from 1995 to 2000. The biggest rise was seen in hamburgers as the occasions they were eaten increased sharply throughout the 1970's and 1980's, exceeding that of fish and chips in 1985. It finished at the same level that fish and chips began, with consumption at 100 times a year.

B. Interpret the information given in the following chart.



C. You can ask your friends about their television set, regenerator, mobile phone in their house. You can take date and make graph

Grammar

Article

The article is a system of using a determiner **a**, **an**, or **the** before nouns. See the following example.

- a. The principal said to the class teacher: “Please send me a boy to my office.”
- b. The principal said to the class teacher “Send me boy to my class.”

The first sentence is correct and the second is incorrect. A singular noun cannot be used without an article.

Rules of article

1. Any singular countable noun is not written without an article in English. The singular countable noun which starts from a consonant sound is qualified by 'a'. Consonant a pen, a book, a boy, a girl, a table, a chair, a house, a country, etc.
2. If a singular countable noun begins with a vowel sound, we have to use 'an'.
an apple, an airplane, an egg, an elephant, an indicator, an inkpot, an orange, an ox, an umbrella, an uncle
3. Sometimes the consonant letters are silent and the word is pronounced with a vowel sound. In such cases, we have to use 'an'.
an hour, an honorable man, an heir, an honest man, an M. A. graduate, an FBI official, an MBBS doctor, an LLB graduate, an HA health worker, an FM station, an MLA candidate, an SLC examinee, etc.
M. and F in the above example begin with a vowel sound and so we have to use 'an'.
4. Some words begin with a vowel letter but they sound consonant. In such cases, we have to use 'a' instead of 'an'.
a ewe, a one-eyed man, a university, a European country, a unicorn, a union, a useful book, a user, a unit, a unique incident, a utensil, a Eurasian mountain, etc.

A and an are called **indefinite articles** because they do not point out any particular thing or person. In the above example, the class teacher can send 'a boy' from the class, anyone taking the class with him at that moment. See the following examples:

- a. The principal said to the class teacher: "Please send me the boy who is wearing the red coat to my office."
- b. The principal said to the class teacher "Please send me a boy who is wearing a red coat to my office."

The first example indicates that there is only one boy in the class who is wearing a red coat. But the second example means there are many boys who are wearing red coats. In the first example, the boy has been defined and we call it 'definite' article and in the second case the boy is not defined and we call it an indefinite article. So 'the' is a definite article and 'a' and 'an' are indefinite articles.

Rules of using 'the'

1. When the speaker specifically speaks about one particular object or thing and the listener understands what the speaker means, we use 'the'. That is why 'the' is known as a definite article. See the following example:

Anita is 12 years old. She goes to school. Her school begins at 10 and closes at 4 o'clock. Anita's mother wants to speak to her daughters' English teacher. She has gone to **the** school now.

Ten people were injured in a bus accident yesterday and the injured were taken to hospital. The health minister went to **the** hospital to meet the injured people.

In the above, the listeners understand which school and which hospital the speaker means.

2. When the objects are particularized, we use 'the'.

General	Particular
Everybody likes to listen to music. (not the music)	The film was rotten but the music was superb. (The music of the film you watched.)
We should not take much salt.	Please pass me the salt. The curry is served without salt. (Both the speaker and the listener understand the salt on the table.)
I like stories very much.	I never forget the story you told in our last trip.
Apple is good for health.	Look the apple on that tree.

3. Before the name of the river, gulfs, seas, mountain range, groups of islands, newspapers, names of the holy books, historical event, and noted public places, we use 'the'.

River: the Bagmati, the Ganges, the Amazon, the Yellow River, the Mississippi

Gulf: the Gulf of Mexico, the Bay of Bengal, the Gulf of Oman, the Persian Gulf

Seas: the Caspian Sea, the Red Sea, the Dead Sea, the Caribbean Sea

Ocean: the Atlantic, the Pacific, the Indian Ocean.

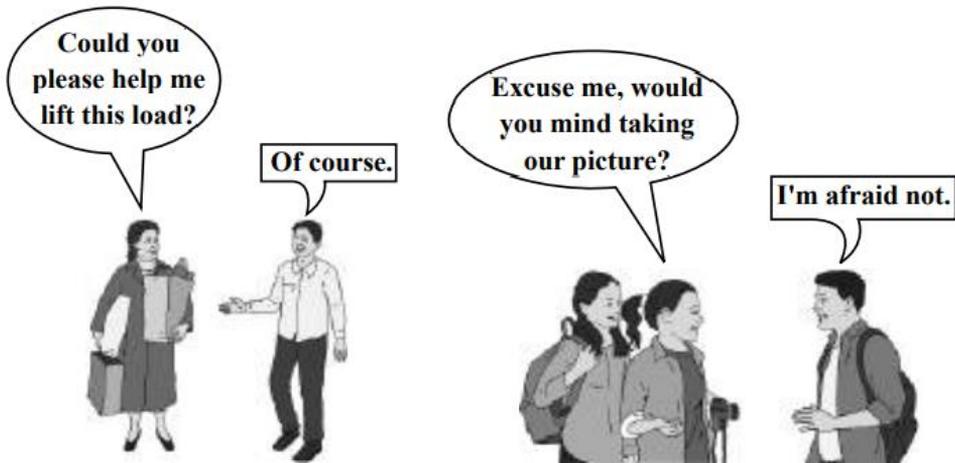
Mountain Range: the Himalayas, the Alps, the Andes, the Rockies, the Ural Mountains

Group of Islands: the Caribbean, the Melanesia, the Andaman and Nicobar

- Newspapers:** *the Times, the Kathmandu Post, the Himalayan Times, the Hindustan Times, The Sun, The Newsweek*
- Holy books and Epics:** the Gita, the Koran, the Bible, the Talmud, the Ramayana, the Paradise Lost, the Ulysses
- Public Places:** the Odeon Cinema, the theatre, the high court
- Historical Events:** the French Revolution, the American Independence, the Renaissance
- Canals:** the Panama Canal, the Suez Canal
- Surnames of the People:** the Brahmins, the Smiths, the Modis,
- Plural countries:** the Netherlands, the United States of America (the US or the USA), the Philippines
- Hotels, Restaurants, Pubs:** The Sheraton Hotel, the Hilton Hotel, the Riverside Restaurant, the Blue Diamond Pub
- Deserts:** the Sahara Desert, the Thar Desert, the Atacama Desert
- Organizations:** the FBI, the CBI, the BBC, the EU, the G8, the SARC
- Names connected byof.....:** The Bank of England, The tower of Paris, the Great Wall of China
- Popular Buildings:** The Taj Mahal, the White House, the Buckingham Palace

Once you have learnt all the rules above, you can solve all the questions given in your book.

A. Study how people make requests



B. Look at some of the ways of making requests and their responses.

Making request	Accepting	Denying
Can you open the door please?	Yes, sure.	Oh sorry, I can't.
Could you turn on the radio, please?	Sure.	I just can't,
Could you possibly hold my drink?	Yes, of course.	I am sorry.
Would you mind closing the door, please?	Certainly yes.	I am afraid, I can't.
I wonder if you could lend me Rs. 500.	With pleasure.	No, certainly not.
Would it be possible to lend me your bike?	Sure, don't worry.	
I wonder if you could help me?	Sure, no problem	
You wouldn't take me to the airport, would you?		
I would be grateful if you could send me your price list.		

C. Work in pairs. Make requests and respond using the following prompts. Use different structures.

Example: Ritu: Would you mind opening the window, please?

Bina: Sure. That's no problem at all.

- a. turn down the radio
- b. do homework
- c. stop smoking
- d. pass the salt
- e. help to cook food
- f. do the washing up
- g. switch the light o

Making Offers

Study how people make offers.

Would you like to have a seat?



Shall I help you washing the clothes?



D. Look at the following table and see how requests are made and how they can be accepted or denied.

Offering	Accepting offers	Rejecting offers
Can I help you?	Yes, please. I'd like to.	No, thanks.
Shall I bring you a cake?	That would be very kind of you.	It's Ok. I can do it myself.
Would you like some coffee?	Yes please, that would be lovely.	Thank you for your kindness but I can do it myself.
I'll do the cleaning, if you like.	Yes please, I'd love to.	
How about eating some pizza?	If you wouldn't mind.	
	If you could.	

Do you want me to switch on the TV for you? Let me help you. I'd be happy to take you to the airport.	Thank you, that would be great	Don't worry. I can do it. I appreciate that but I can do it myself.
---	--------------------------------	---

C. What would you say in each of the situations below?

a. A tourist in your town looks lost. Offer to help her.

A: Can I help you?

B: No, thanks.

Make similar dialogue for the rest of the questions.

b. You see an old lady trying to lift a heavy bag.

c. Your teacher says that it's hot in the classroom. You are closer to the window.

d. You are a guest at somebody's house. The phone is ringing, but your host is busy in the kitchen.

e. Your friend is feeling bored.

D. Work in pairs. Make offers and accept or decline the offers, using the prompts below.

Example:

A: Shall I carry some of your bags for you?

B: Thanks. That's very kind of you. /No thanks.

a. turn on the TV

b. clean the room

c. polish the shoes

d. get something to drink

e. drop you at the bus station

f. get you some water

g. make tea

Project Work

In the presence of the English teacher, organize an oratory contest in the class on 'The impacts of science and technology on human life'

First, prepare a short speech about the effect of science and technology. Talk about cell phones, calculators, motors, planes, etc.

Section II : Literature

Unit 1: Short Stories

1. The Selfish Giant by Oscar Wilde
2. The Oval Portrait by Edgar Allan Poe
3. God Sees the Truth but Waits by Leo Tolstoy
4. The Wish by Roald Dahl
5. Civil Peace by Chinua Achebe
6. Two Little Soldiers by Guy de Maupassant
7. An Astrologer's Day by R. K. Narayan

Unit 2: Poems

1. Corona Says by Vishnu S. Rai
2. A Red, Red Rose by Robert Burns
3. All the World's a Stage by William Shakespeare
4. Who are you, little i? by E. E. Cummings
5. The Gift in Wartime by Tran Mong Tu

Unit 3: Essays

1. Sharing Tradition by Frank LaPena
2. How to Live Before You Die by Steve Jobs
3. What I Require from Life by J.B.S. Haldane
4. What is Poverty? by Jo Goodwin Parker
5. Scientific Research is a Token of Humankind's Survival by Vladimir Keilis-Borok

Unit 4: One Act Plays

1. Trifles by Susan Glaspell
2. A Sunny Morning by Serafin and Foaquin Alvarez Quintero
3. Refund by Fritz Karinthy

The Selfish Giant

Summary and Analysis

The children used to go and play happily in the Giant's beautiful garden full of soft grass and lovely flowers. There were peach trees that bloomed in the spring and bore fruits in the autumn. The Giant who was out for seven years, returned back to his castle one day. He shouted at the children for playing in his garden. In his anger, he built a high wall all-round the garden and put up a notice-board: '**Trespassers will be prosecuted!**' The poor children had now nowhere to play.

In the spring, there were blossoms all over the country but not in the Giant's Garden. Without the children, the birds did not sing and the trees forgot to bloom. There were only snow, frost and hail. The Giant couldn't understand why the spring did not come, nor the summer. The autumn gave golden fruits to every other garden but not to the selfish Giant's.

One morning, when the Giant was lying awake, he heard a lovely music. It was a little linnnet singing. It had been so long since he had heard a bird sing in his garden. The song seemed to him as the most beautiful tune in the world. 'Finally, the spring had come', he thought and looked out of the room. To his surprise, he saw that the children had crept in through a little hole in the wall, and were sitting on the branches. The trees were then glad to cover themselves with blossoms. The birds were twittering with joy and the flowers were laughing. But in one farthest corner, there was still winter. A little boy, unable to reach up to the branches, was crying bitterly. The Giant soon realized his selfishness and knew why the spring had not come. He was sorry for what he had done and decided to knock down the wall. But as soon as he went into the garden, all children ran away and the winter appeared again. Only the little boy did not run, for he couldn't see the Giant coming as his eyes were filled with tears. When the giant put up the boy up to the tree, at once, the tree came up with flowers and the birds came and sang. The boy flung his arms round the giant's neck and kissed him. The other children also came to play when they saw that the giant was not wicked any longer.

Then onwards, each day the children came and played in the garden except the little boy who was not seen again. The Giant felt very sad not to see his little companion and longed to see him. He asked the children about him, but they did not know where he lived nor they ever met him.

Years passed, The Giant grew old and feeble but he realized that the children were the most beautiful flowers of all.

One winter morning, at the corner of the garden, the Giant saw a tree covered with white blossoms, golden branches and silver fruits. The same little boy whom he

longed to see, was standing underneath. In great joy, the Giant rushed up to the garden. Coming closer, he saw wounds in the little hands and feet of the boy. Angrily, he said that he would slay the person who had wounded him. The boy said “Nay! These are the wounds of love.”

In great respect, the Giant then knelt down before the child and asked him who he was. The smiling child replied that since the Giant had let him play once in his garden, that day he had come to take him to his garden, the paradise.

That afternoon, the children found the Giant lying dead in his garden, all covered with white blossoms.

The story equates children and their innocence with God’s goodness. Wherever the children are happy, there is Spring and wherever they are disregarded, there is snow. Snow, in the story, is the representation of sadness, loneliness and faded life. The story gives a message that where there is children’s happy noise, there are blossoms and joyful chattering of birds. The story values the importance of sharing culture. Greedy people accumulate property while the generous ones share it with others. The giant became happier after he knocked down the wall and unlocked his garden for the children.

The more one shares, the happier he becomes in life. The message of the story is people get the return of their share even in their afterlife.

Answer the following questions:

1. How long did the Giant stay at his friend’s?

Ans: The Giant stayed at his friend’s for seven years.

2. Why was the Giant angry after returning back to his castle?

Ans: The Giant was angry because a lot of children were playing in his garden without his permission.

3. What did the Giant do in his anger?

Ans: The Giant built a high wall all-round the wall and put a signboard displaying “Trespassers will be prosecuted.”

4. How can you say that the Giant was selfish?

Ans: We can say that the Giant was selfish because he did not let the children play in his garden. Instead, he built a high wall all-round it and put a signboard.

5. Why was it still winter in the Giant’s Garden when there was summer outside?

Ans: It was still winter in the Giant’s Garden because the trees forgot to blossom and the birds did not care to sing in the absence of the children. Only snow, frost and North wind visited the garden.

6. What tune did he hear one day? Why did he like the music?

Ans: One day while he was lying awake on his bed, he heard some lovely music. It was a little linnet singing outside his window.

7. What did he see in his garden that day?

Ans: That day he saw that the children had entered his garden through a little hole and they had been sitting on the branches of the trees. The trees had covered themselves with blossoms, and had been waving their arms gently above the children's head. The birds too were chirping with happiness and the flowers were laughing.

8. What made the Giant realize his mistake?

Ans: The lovely scene of his garden, the children playing there, the happiness of the trees and plants, the glee of the birds changed the Giant's mind. They all made him realize that he had been unkind to the children for not letting them play in his garden.

9. Why was the little boy crying?

Ans: The little boy was crying because he could not reach up to the branches of the tree.

10. Why did the little boy kiss the Giant?

Ans: The little boy kissed the giant because the Giant put him up into the tree.

11. Why did he knock down the wall?

Ans: The Giant knew that the trees and flowers were happy to get back the children. He realized that spring had forgotten to come in his garden in the absence of the children. So, the Giant knocked down his wall to let the children play freely.

12. How did the children know that the Giant was not wicked any longer?

Ans: The children saw the Giant lifting the little boy up to the tree and the boy kissing him in turn. Then, the children knew that the Giant was not wicked any longer.

13. Did the little boy come to the garden day by day?

Ans: No, the little boy did not return back to the garden for years.

14. What did the children say about the boy? Did they know where he lived?

Ans: The children said that they didn't know where the boy lived. They also said that they had never seen him before.

15. Whom did the Giant long to see the most?

Ans: The Giant longed to see the little boy who had kissed him the most.

16.

17. According to the Giant, who are the most beautiful flowers?

Ans: According to the Giant, the children are the most beautiful flowers.

18. What sight did he see one winter morning?

Ans: One winter morning he saw that a tree was covered with lovely white blossoms with golden branches and silver fruits at the farthest corner of the garden. Underneath the tree, the same little boy whom he longed to see the most was standing.

19. Why did the Giant rush to the garden in joy?

Ans: The Giant rushed to the garden in joy to meet the boy whom he liked the most.

20. What was there in the hands and feet of the boy?

Ans: There were wounds in the hands and feet of the boy.

21. Did the boy agree to kill the person who had wounded him?

Ans: No, the boy did not agree to kill the person.

22. According to the boy, what kind of wound was it?

Ans: According to the boy, it was the wound of love.

23. Where did the boy want to take the Giant and why?

Ans: The boy wanted to take the boy to his Garden which was Paradise.

Long Answer Question:

Q. What is the main theme of the story?

Ans: The Story shows how important children and their happiness is for understanding the meaning of life. No one in the earth can be happy without the children. Kids are symbols of God. Walls around the houses forbids people from sharing and caring each other. It makes a person lonely and miserable.

There is God's reflection in innocent children. We do not need to make the God happy for getting back happiness. We need to make the children happy because they are the living God who are there in front of our eyes.

The Oval Portrait

Summary and Analysis

In his wounded condition, the narrator was taken into an old castle by his man servant named Pedro. They needed a place to pass a night. The two rested in one of apartments of the castle. Though it was old, the walls of the room were decorated with great paintings. It was dark. Pedro closed all the doors and lit the candles. The narrator was fascinated with the art, so he started to observe them. He happened to find a small book on the bed. Pedro was already asleep then. The narrator started to read the book and went on reading it until midnight. In shifting the position of the candle, at one corner of the room, he noticed a portrait of a young girl. The picture was extremely beautiful and looked real. It was in oval frame with golden shades. The life-likeness of the beauty moved him so much that he suspected it to be his dream but it was reality

Reading the book, the narrator came to know the history of the picture, which was as follows. The person in the picture was a woman of rarest beauty. She enjoyed loving and cherishing all the things. It was her misfortune that she married the painter who loved his art more than his wife. She was a charming lady and loved all. But she hated the palette and brushes because they stood as a barrier between her husband and herself.

The painter expressed his desire to paint his wife's picture. The wife could do nothing but obeyed quietly. The moody painter started to paint. He painted her portrait hour-to-hour and day to day. The newly wedded bride had to sit in the dark, high turret-chamber for weeks. Slowly her health and spirits started to worsen. Yet, she was obedient and smiled silently. The painter had been so much obsessed with his drawing that he cared only his art and nothing more. His eyes were fixed on the portrait. No one came to disturb the place. The wife's health became worse but the painter-husband carried on with his work, without noticing the things around him. At last, the portrait was ready. In his excitement, looking at the picture he cried- 'This is indeed Life itself!'. He then turned to regard his beloved but he found her dead.

'An Oval Portrait' is a horror story about the relationship between art and life. Artists are people who are extremely absorbed in their works. Their indulgence in art is so much that sometimes they forget their personal, social and familial responsibilities. Secondly, the outcome of devoted art is marvelous. The physical body of an artist may die but the art he creates becomes immortal. An artist lives for ages through his art.

The story is the blend of horror and wonder. It is not easy to create realistic art. A dedicated artist invests life in his art. For an artist, the life in his art is as important as his own life.

Answer the questions:

1. Why did the narrator enter the chateau with his valet?

Ans: The narrator entered the chateau with his valet to take a rest overnight in his wounded condition.

2. Was there anyone in the castle?

Ans: No, there was no one. The chateau seemed old and abandoned.

3. How did the apartment look like?

Ans: The apartment was old yet the decorations were rich.

4. What were there on the walls?

Ans: There were many highly spirited paintings on the wall.

5. What did he find upon the pillow?

Ans: He found a volume of a book upon the pillow.

6. What did he see at one corner?

Ans: At one corner, he saw a portrait of a young girl.

7. What was special about the painting?

Ans: The painting was unbelievably real. At first the narrator couldn't believe his eyes.

8. Was it a full-sized portrait?

Ans: No, it wasn't. It was a painting of head and shoulders only.

9. What did the book contain?

Ans: The book contained the histories of the painting, including that of the oval portrait.

10. How was the bride of the painter?

Ans: The bride of the painter was beautiful, happy, ever smiling girl who loved everything.

11. What did the painter wish to draw?

Ans: The painter wished to paint the picture of his bride.

12. Where did the wife had to sit for many days?

Ans: The wife had to sit in a dark high-turret chamber for many days.

13. What happened to her health?

Ans: Her health started to deteriorate.

14. Did the artist complete his art?

Ans: Yes, the artist completed his art.

15. What happened at the end?

Ans: The painting was successfully completed, but the wife died at the end.

Long answer Question

Q. As a thing of art, nothing could be more admirable than the painting itself. Explain.

Ans: As an art, nothing could be more admirable than the painting itself. This is true. Painting can represent different shades of colours, proportions and the reflection of the model. The angles, the percentage of the parts and the shades are managed solely by the use of colours . It is exclusively the product of artist's creativity and imagination. The exact match of angle and colour-shades makes the painting appealing and attractive. Colourful works of art are always striking and pleasing for the eyes. They represent the creativity of an artist.

Painting may be comparatively less tiring for the painter than the ones who carve on stone or wood or who do clay works. From this angle, it can be more accessible for the admirers. Its approachability makes common people the critic and enthusiast of painting. As an example, most of the younger students and school children are fond of painting.

God Sees the Truth but Waits

Summary and analysis

Ivan Aksionov was a merchant who lived in a town called Vladimir. He had two shops. He was quite handsome too. He used to have drinks before his marriage but after getting married, he had given up the habit. One day, he bade goodbye to his family because he was going to Nizhny fair. His wife requested him not to leave that day because that night she had a bad dream. Aksionov insisted on going. He said he would return back with presents and finally, he left.

On the way he met a merchant whom he knew before. Both of them stayed in the same inn that night. They had some tea together and went to bed in the adjoining rooms.

Early in the morning the next day, Aksionov got ready for his journey. Soon he saw few people getting off from a troika and coming closer to him. One of them started to ask him questions. He asked where the other merchant was and why he wanted to leave the inn so early. In fact, the person to inquiry was a police officer.

The merchant with whom Aksionov had gone to bed together was found dead and the police had suspected him for the murder. Aksionov was much more frightened when the investigators found a blood-stained knife from his bag. He didn't know who put the knife into his bag. In his terror, he couldn't properly justify that he was not the criminal. Further inquiries were made. The inhabitants reported that he used to drink and waste time in former days. He swore and cried that he didn't kill anyone, but no one listened. The blood-stained knife and his face manner were further taken as the signs of him being the criminal. He was held responsible for the murder and was sent to prison.

The wife sent a petition to the Czar for his innocence, but it was not accepted. Aksionov was much hurt when his own wife suspected him. He wept and bade goodbye to his family for the last time. His only trust remained upon the God.

Aksionov was whipped and sent to the mines. Later he was sent to Serbia with other culprits. He spent twenty-six years as a convict. His youth was gone. He became an old man, but his trust upon the God was not lessened. He often prayed and read holy books. He sang choir in the church on Sundays. No news came from his home. The prison authorities liked him for his humbleness.

One day a man called Maker Semyonich was brought to the prison with some new convicts. He was from Vladimir, the same place where Aksionov belonged to. From his conversations Aksionov came to know that he was none other than the person who had killed the merchant long ago and escaped putting the knife in his bag. Aksionov felt terribly unhappy. Memories of bygone days started coming to his

mind. He remembered his wife, little children and his merry days before being imprisoned. He was extremely unable to calm himself, seeing the culprit in front of him. At one point he longed for revenge, but controlled himself. He prayed and prayed for the peace of his mind and tried to let go off the things.

One night, he happened to notice Semyonich digging a hole under the wall to escape from the jail. He threatened Aksionov to kill him if he revealed the secret. Aksionov replied “You killed me long ago! God shall direct me what to do!”

When the authorities found the hole, they began to ask all the prisoners including Aksionov. Aksionov did not reveal the truth. He said that it isn't the God's will that he should tell the truth. At this moment, Maker Semyonich became deeply regretful for what he had done to Aksionov. He started to sob in remorse. Seeing his culprit cry in repentance, Aksionov's heart grew lighter. He had no more wish left.

In spite of what Aksionov said, Semyonich confessed his guilt. But before the order of his release, Aksionov was peacefully dead.

The story is about the troubles of human life and importance of forgiveness. Pain and suffering come not only in the criminals' lives but in the lives of innocent people as well. Once a bad habit is noticed by others, it can have everlasting consequences, as the drinking habit of Asimov was noticed by the people to support that he can be a murderer. Forgiveness and trust upon the God can lead people to the peaceful ending.

Answer the questions:

1. Where did Ivan Dmitrich Aksionov live and what was his profession?

Ans: Ivan Dmitrich Aksionov lived in Vladimir, Russia. He was a merchant.

2. How did he look like during his youth?

Ans: He was quite handsome, fair haired man full of fun and was fond of singing.

3. Where did he leave for?

Ans: One day he left for the Nizhny Fair.

4. Why did his wife tell him not to go that day?

Ans: His wife had a bad dream about him. So, she told him not to go that day. His wife told so because she had a bad dream about him.

5. What was a lucky sign, according to Aksionov?

Ans: His wife dreaming her husband all white haired was a lucky sign, according to Aksionov.

6. Whom did Aksionov meet on the way?

Ans: On the way he met a fellow merchant. Askimov was familiar with the man because both of them were from the same village.

7. Who slept in the adjoining rooms in the inn? How did Aksionov and the fellow merchant spend the night?
Ans: The merchant and Aksionov slept in the adjoining rooms of the inn. They stayed in the same inn, had tea together and went to sleep at a same time.
8. Who started to question Aksionov and why?
Ans: Police officials started to question Aksionov in order to investigate the crime. Someone had murdered the merchant who had gone to bed in the adjoining room the previous night.
9. What type of questions did the officials ask?
Ans: The officials asked several questions related to the murdered man.
10. What did the police officer find in Aksiomov's luggage?
Ans: The police officer found a blood-stained knife in Aksiomov's luggage.
11. Why did the police suspect Aksiomov as the murderer?
Ans: There were a few reasons which led the police suspect him as the murderer. There was blood stained knife in his bag. He had woken up early to leave the inn and he was not being able to answer the questions asked by the police properly.
12. What did Aksionov swear?
Ans: Aksionov swore that he did not kill the merchant.
13. What did enquiries as to his character reveal? What did the police know after making enquiries about him?
Ans: The enquiries to his character revealed that he had been a drunkard before his marriage.
14. How big were his children?
Ans: His children were all small.
15. Who sent a petition to the Czar?
Ans: Aksiomov's wife sent a petition to the Czar.
16. Did the Czar accept the petition?
Ans: No, the Czar did not accept the petition.
17. Why did Aksiomov hide his face and weep in front of his wife?
Ans: Aksiomov hid his face and cried in front of his wife because his own wife also started to suspect him.
18. Did the officials beat Aksiomov? Where was he sent?
Ans: Yes, the officials flogged him and sent him to Serbia with other convicts.
19. For how many years did Aksiomov live in prison? How long did Aksiomov stay in the prison?

Ans: He lived in prison for twenty-six years.

20. Who was brought to the prison one day?

Ans: One day a person called Makar Semyonich was brought to the prison.

21. How did Aksiomov know that Makar Semyonich was the person to kill the merchant long ago?

Ans: From the conversation with Semyonich, Aksiomov knew that he was the person to kill the merchant long ago.

22. Who dug a hole to escape from the prison?

Ans: Makar Semyonich dug a hole to escape the prison.

23. Did Aksiomov reveal the secret about the hole to the jail officials?

Ans: No, he did not reveal the secret.

24. Did Aksiomov take revenge with Semyonich?

Ans: No, Aksiomov did not take revenge. He consoled himself thinking that everything is done in God's will.

25. Why was Aksiomov's heart light at the end?

Ans: Aksiomov's heart was light at the end because the culprit was totally remorseful for his mistakes.

Long Answer Question:

Q. Which symbols are used in the story and what do they indicate?

Ans: The story contains certain symbols. The grey hair of Asimov seen by the wife in dream is symbolic that he is going to face trouble until his old age. The blood-stained knife symbolized that he is soon going to be accused as a murderer. The prison represents human life which is itself the form of imprisonment. Life is a prison house of hopes, false accusations, wait, and service to the God. A prisoner cannot escape the prison once sent to it by the law. The person has to remain there until for the end of his life. The book *The Lives of the Saints* Asimov reads in prison is symbolic to the spiritual transformation of a person, possible by the faith on his religion.

The Wish

Summary and Analysis

The child was fascinated by an old scab of his knee. It came off his skin while playing. When flipping it with a finger, it flew away and landed on a carpet. The child noticed the bright colours of the carpet. He had not observed these colours before. He was attracted towards the carpet. The red, black and yellow seemed most dazzling things to him. He started talking to himself and soon thought of a game. The boy regarded the red spots as the red-hot lumps of coal. The black parts were imagined as poisonous black snakes. It was the game he had invented immediately seeing the stripes of the carpet. The rule was that he should not step on the danger zones. The red and the black were the forbidden zones. Only the yellow spots were allowed. If he stepped on the black, he would be bitten by the snakes and would die. If succeeded, he would get a puppy as a gift. Yellow was the only colour he was allowed to step on to move. He had to cross the carpet to reach the front door. The mere thought of snakes made him feel the fear running from top to the bottom of his body.

He started his game. Cautiously, step by step he made paces. His face was curiously intent. Very carefully, he controlled his balance. At any cost he should not step on the red and the black. He placed steps most carefully. He was watchful not to touch the fire nor the snakes. He successfully maintained the balance up to half the way. But in the midway, he happened to wobble. Then he was doubtful. He had reached a place where there was not enough yellow space. Tensed, he waved his arms for stability in a windmill fashion. He had to stand on his toes. If unsuccessful, he wouldn't get a puppy. Thinking so, he was strained. He chose the left way thinking that there wasn't much black in the left. Since he was almost halfway, there could be no turning back. Neither he could move to back space nor jump off sideways. The edges were too far. When he saw the red and the black space ahead of him, he felt panic in his chest. His step was a centimeter from the black but he felt a snake stirred and raised its head. Looking at the black, he said-"I'm not touching you! You mustn't bite me! You know I'm not touching you!" Soon he saw another snake too, sliding up noiselessly beside the first, raising its head. Two heads now, two pairs of eyes staring at his foot. He went high up on his toes frozen stiff with terror. Pressurized, he glanced down only to see the deep curling river of black underneath him. Now he wasn't sure that he could land safely on the yellow space. He again tried to do his best to step on the safe part, but the legs were too wide apart and he couldn't make it. He could not get back either. He was stuck. He glanced down. He waved his arms frantically to keep the balance. The big poisonous snakes were uncoiling. The terror was wild. He saw his bare hands going right down to the

glistening mass of black. He cried frantically in terror, as his hands touched the carpet.

Outside in the light, the mother was looking for her son.

Children are unique in imagination. They are creative too. Their tender ways of understanding things, and their play reflects a lot about their nature. They think differently from the adults.

The story also tells about the consequences of our thoughts. The way a person thinks has a lot to do with his success or failure. Good and evil reside inside the person. If we concentrate on evils, we get conquered by it. Likewise, and if we focus on the better ideas, we will find better consequences.

Answer the following questions:

1. What did the boy flip with his finger?

Ans: The boy flipped the scalp of his newly healed wound of his kneecap.

2. What attracted the boy most?

Ans: The bright colours of the carpet attracted the boy the most.

3. What type of game did the boy think of?

Ans: The boy invented his own game out of his imagination.

4. What type of meanings did the boy give to the colours?

Ans: According to the boy, red parts were red hot lumps of coal and black ones were poisonous snakes.

5. In case of his success, what was the prize?

Ans: In case of his success, the prize was a puppy for his birthday.

6. What made the boy nervous?

Ans: The black colour in front of his steps made him nervous.

7. Why couldn't he turn back and couldn't jump off?

Ans: He couldn't turn back or jump off because he was in the middle.

8. Why did the boy feel a sudden sickening surge of panic?

Ans: The boy felt a sudden sickening surge of panic when he looked ahead. All the red and black parts lay ahead of him.

9. Were the snakes uncoiling?

Ans: Yes, the boy started to see the dreadful black snakes uncoiling and ready to bite.

10. Why did the boy give a piercing cry?

Ans: The boy felt his hands go right towards the snakes. So, he gave a piercing cry.

Long Answer Question:

Q. Is 'The Wish' a story about self-confidence overcoming fear or about greed? Give your arguments.

Ans: 'The Wish' is a story about self-confidence overcoming fear. Different types of emotions are inside us, including fear. If we are unable to handle our sentiments properly, we can easily get overpowered by such state of mind and fall their victim. So, it depends upon our soft skill to understand and tackle them.

We are surrounded by problems everywhere around us as the black spots in the carpet. Likewise, opportunities are also all around us like the yellow space on the carpet. It is up to us in what to concentrate. The focused concentration enables us to see what is inside of oneself. If we think of fear, we see fear. Similarly, if we confidently think of success, we see success. It is how we exploit our psychology. This is also the formula to overcome fear.

Civil Peace

Summary and Analysis

Jonathan Iwegbu was extremely grateful for life. Four people out of five of his family members had survived the dreadful war. It was like a miracle. Furthermore, there was one more reason for him to be happy. He had found the bicycle which was taken away by the military. It was his much-valued vehicle. His joy was further elevated to find the bicycle in perfectly usable condition. He used the cycle as a taxi service. Within a fortnight, he was able to earn one hundred and fifty pounds. In such miracles, he expressed his gladness by saying “Nothing Puzzles God”.

His next wonder was his house. He found his old house still standing in Ogui Oversite of Enugu. He got the door and windows repaired by collecting zinc and wood cardboards. The home was ready. He was able to shift his wife and children to his own house. He found his life better than his ex-miner fellows who had no place to go after the work.

Life started again. His new work was collecting wine from the villagers and selling it to the soldiers. The children searched mangoes and the wife sold *akara* balls.

After a lot of toil, Jonathan got twenty pounds from the government. It was a compensation money. It seemed like a festival to receive the amount. He held the money tightly for protection. He was worried if some thieves were waiting on the way back home.

That night, he wasn't able to sleep until late night due to the fear of theft. In the midnight, the thieves started to knock the door. Jonathan and his family shouted for help, but no one came. They started to cry in terror. The thieves were in group of five or more, and had a rifle. They demanded one hundred pounds. Jonathan, from inside the house, told the reality of his condition. The thieves finally agreed at twenty pounds, took the amount and went away.

The next day Jonathan continued his usual routine. He happily consoled himself in the loss. He said “The egg-rasher perished in the flames! A week before, I didn't depend on it nor now! Let it go where everything else has gone. Nothing puzzles God”.

The above story is a story of a positive minded man. Jonathan takes life as a blessing. He regards himself lucky because he and his family members are still alive after the dreadful war. He doesn't lament upon the loss. For him the transactions of life move according to the God's will and justice. So, for him it is not worth lamenting in matters which are not under his control. He is a man very down to earth. He acts wisely. His focus is on work because he knows work is his first duty.

He also has skills to see opportunities in ordinary things. He easily renovates his house by the materials he finds around him.

Because of his faith upon the God's justice, problem appears not as a big deal to him. He accepts every aspects of life easily. He fully understands that the life is viewed as per the viewer.

Answer the following questions:

1. Why did Jonathan Iwegbu regard himself extra-ordinarily lucky?
Ans: Jonathan Iwegbu regarded himself extra ordinarily lucky because he and five out of six family members were still alive even after the war.
2. Why was his bicycle taken away by war officials?
Ans: His bicycle was taken away by the army for military purpose.
3. How did he get the bicycle back from the military officer?
Ans: He got the bicycle back by bribing the camp official with two pounds, some fish and corn meal.
4. Where did he hide the bicycle?
Ans: He hid his bicycle in the bush, under the ground where his dead son was buried during the war.
5. What did he do with his newly found bicycle?
Ans: He greased the bicycle with little palm oil and started to use it as a taxi.
6. How much did he earn from his taxi service in a fortnight?
Ans: He earned one hundred sixteen pounds from his taxi service in a fortnight.
7. What was another miracle for Jonathan?
Ans: Finding his old house in perfectly erected condition was another miracle for Jonathan.
8. How did he get the twenty pounds?
Ans: He got twenty pounds as ex-gratia award, a compensation money for the rebels.
9. Who took away the money?
Ans: The thieves took away the money.
10. Why did Jonathan say 'Nothing puzzles God' time and again?
Ans: Jonathan thinks that it is God's mercy whenever he gets unexpected surprises. In his gratitude to God, he repeats the phrase time and again.

Long Answer Question:

Q. What does Jonathan mean by his expression “Nothing puzzles God”? What does this expression reveals about his character? Explain by citing details from the story.

Ans: Jonathan was a positive minded person. He trusted upon the God’s justice. His hopefulness and faith upon the God is revealed from his ever repeating expression ‘Nothing puzzles God’.

Thousands of people died in war but he and his family survived. For him, it was God’s miracle. God’s thankfulness is further justified when he gets back his bicycle and house. He accepts all the loss and profits of his life as the will of God.

Twenty-pounds received as ‘egg-rasher’ was a huge amount considering his financial condition. When the thieves took the money away, he didn’t lament. Instead, he resumed his work the very next day. He accepted it as God’s justice. He lets go of the things that aren’t in his control. Faith upon the God is the reason of his happiness and optimism.

Two Little Soldiers

Summary and Analysis

Jean Kardenen and Luc Le Ganidec were two soldiers. Every Sunday, they used to take a trip to a countryside called Bezons. The trip was taken for refreshment. River Seine, the white sails and the atmosphere on the way was green and refreshing. After crossing the Seine, they usually bought some food and wine for lunch. They would further have to cross a small forest, the fields and the beaches. On the way, they mostly talked of their folks at homes.

The trip reminded them of their dear homeland, their friends and fishing grounds. The scenery, the fragrance of the green fields and sea air gave them familiar feeling. The trip was a period of freedom from work and the happiest moment. After reaching the destination, both of them sat on green grass, ate their lunch together, watched far off and refreshed their moods.

Once while they were sitting in the village of Bezons, a girl came through the fields. She attended her cow and returned back after some time with a pail of fresh milk. As she saw the boys, she smiled and they had a casual talk.

The next week, the girl offered the boys the milk from her pail. The boys accepted. In turn, they brought her some sweets the following week. The girl happily ate the chocolates. She served them milk as before.

Friendship between the three developed. In the coming weeks the girl sat beside the boys for longer time. She brought plums too. Her presence made both Jean and Luc happy.

One Tuesday, all of a sudden, Luc asked for leave. He didn't return back to the barracks till late in the evening. The following Friday he asked for leave once more. He had also borrowed some money from one of his friends before leaving. That day also he was out for several hours.

On Sunday when Jean and Luc set out together, Luc seemed quite disturbed. They reached their usual place. The girl appeared as soon as they had reached. Luc went close to her. The girl placed her pail on the ground and kissed him passionately. She didn't even care that Jean was there.

Jean was completely dazed. He now understood the reason why Luc needed a sudden leave. He felt cheated and hurt. That day Luc and the girl went together to attend the cow. After a while, both of them disappeared behind the woods. Jean was full of grief. He felt lifeless. The sense of treachery and pain stung him. It was unbearable. He didn't have the strength to stand. He felt like weeping, running away, never to see anyone again.

On the way back, the boys didn't speak. Then, they stopped on the bridge as they did on each of their trips. Both watched the water flow. Jean was leaning over the railing further and further. Luc asked Jean what was the matter but no sooner had Luc completed his sentence then he saw Jean down into the surging water.

Luc cried in panic. He ran back crying, to the barracks to tell what had happened. His words didn't support him.

The story 'Two Little Soldiers' revolves around the theme of friendship, love, jealousy and revenge. Luc and Jean were best friends. They worked together in a same job, took a trip together during their leave, and enjoyed together and shared things. Jean was little shier by nature than Luc, but had deeper feelings. He had a sense of regard to other people's gratefulness. He was the one to purpose that they should buy something to the girl who gave them milk.

In their next visits, he was the one to notice the girl first as she came through the fields. This gives us a hint that he had started to develop a deep feeling for her. He talked less, did not express himself but had more powerful feelings. It was very painful for him to find out that his own friend cheated him in front of his eyes. It was equally hurtful when the girl also disregarded him in finding Luc. A sudden realization of deceit from the people whom he valued the most was awful. He found himself neglected, disregarded and terribly deserted. In the overwhelming mental trauma, he probably knew that finishing himself was the appropriate revenge he could ever take. So, he intentionally fell off the railins of the bridge to drown himself.

Answer the following questions:

1. Where did the boys go every Sunday?

Ans: The boys took a trip to a quiet, serene and rural place called Bezons every Sunday.

2. Why did they look down below the bridge?

Ans: The boys looked at river Seine below the bridge. They liked to watch the white sails and the fishing smacks. It reminded them of their home.

3. What pleased the boys?

Ans: The sparkling sunbeams reflected from the shining pails pleased the boys.

4. Who was more daring among the two boys?

Ans: Luc was more daring than Jean.

5. What did the girl give the boys?

Ans: The girl gave them some of the milk she brought in her pail.

6. What did Jean purpose?

Ans: Jean purposed to buy something to the girl.

7. Who asked for sudden leaves from work?

Ans: Luc asked for sudden leave.

8. What did the girl do as soon as Luc went closer?

Ans: The girl started to kiss Luc passionately as he went closer.

9. What did Jean come to realize?

Ans: Jean came to realize that Luc had indeed needed leave to go to meet the girl.

10. Do you think Jean fell down because of mistake?

Ans: No, I don't think so. I think he couldn't bear the pain of deceitful friendship, so he ended his life.

Long Answer Question:

Q. Is it good to have conflict between friendship and love? Is it morally good that a person and his best friend can love the same person?

Ans: Though not good, it is quite common to have conflict in friendship and love. No man is flawless and people are likely to make mistakes. But cheating and treachery done by Luc to Jean was not a mere mistake. For Jean, it was a cheating. It was not expected by Jean and so he could not bear the sight. Love is a feeling that is not evil in anyway in itself. It emerges out of heart. A person can fall in love with anyone, anytime. There may be no control over the feeling. So, it is possible that a person and his best friend love a same person, but it is not practical that such love has a happy ending. Jealousy can appear as an obstacle to destroy the love.

An Astrologer's Day

Summary and Analysis

An astrologer, with his decoration of ash and vermillion on his forehead, sat under a tree. It was such a place where a surging crowd always moved up and down. He had many ideas to get profited. During the night, he benefitted from the light of nearby groundnut seller and other shops. In reality, he had no knowledge of astrology. Yet, he was able to please people by his crafty words and guesses. His manipulative words helped him earn money. Indeed, the astrologer had left the village and come to this profession without any previous thoughts. Day to day practice had made him perfect in guessing about mankind's problems such as marriage, money and so on. He cleverly inferred information from the clients and used them for his prophecy.

One day as he was about to wrap up, a man challenged the astrologer to tell him about his past. It was already dark. He said that if he was right, he would give him the money he demanded, but if wrong, the astrologer would have to return the double amount. The astrologer accepted at first, but as soon as he saw the stranger's face, in the light of his cheroot, he hesitated. He then sought for an excuse not to read by saying that it was dark, and time to leave, but the stranger did not let him go. The astrologer's throat was dry but he had no option. He very correctly told the stranger that he had been stabbed by a knife and left for dying into a well. The stranger was overwhelmed by the accurate reading. He then asked the astrologer where his culprit was so that he could kill him. The palm reader replied that the person died few months back, being crushed under a lorry. When the astrologer further told his name correctly, the stranger was speechless. He happened to have a perfect trust upon his knowledge. He paid the money and left. He was satisfied to learn that the person to stab him had died a bad death.

That night the astrologer shared his past life to his wife. According to him, a huge load was off from his head that day. Actually, he had run away from his home in the fear of being caught. He had stabbed a man after drinking and quarreling. It was before his marriage.

'An Astrologer's Day' is a story of a fake astrologer who easily manipulates peoples' fears and expectations and earns money, taking advantage of their weaknesses. Though guilty, the astrologer is bold enough to tackle situations with his guesses and tricks. He is not only able to attract a substantial number of people but is also successful in avoiding himself from the stranger, who was indeed in search of him. He cleverly resolves the conflict between himself and the stranger.

The writer seems critical to palm reading. He holds the idea that the most of the street astrologers are fake. They infer ideas from their own clients and sound real. This is possible because these people manipulate the fear and curiosity of their clients and get money from themselves.

Answer the following questions:

1. How did the astrologer look like?

Ans: The astrologer's forehead was full of sacred ash and vermilion powder. He had put on a saffron-coloured turban around his head.

2. Did the astrologer have his own flare?

Ans: No, the astrologer did not have his own flare. He sat by the light of groundnut seller.

3. Was he a genuine astrologer?

Ans: No, he wasn't. He came into the profession all of a sudden. He didn't know what was going to happen to other people's lives.

4. Why did he leave his village?

Ans: He left his village because if he had stayed there, he would have to work in the fields, tilling the land and working in the cornfields.

5. How did he manage to deal with the people's questions?

Ans: His long practice had enabled him to understand the perceptions of people. He let their clients speak for long. Inferring their own information, he did the reading.

6. Who was the man who came to the astrologer's one day?

Ans: The man who came to the astrologer was none other than the person whom he had stabbed his knife long back in his young age.

7. How did the astrologer satisfy the stranger?

Ans: The stranger was the same man whom the astrologer had hurt before with the knife. So, he correctly could tell the man about his past. This made the stranger trust the astrologer. He further told him that his culprit had been killed being crushed by a lorry. This made the man feel satisfied.

Long Answer Question:

Q. Analyze the conflicts in “An Astrologer’s Day.” Explain how the conflicts are resolved and what they reveal about the characters involved in the story.

Ans: The astrologer had been living for years thinking that he was guilty for killing someone. When he met Guru Nayak, he was relieved to find out that he wasn’t remorseful for the murder. He felt a great load gone off from him. At the same time, he also knew that he was still becoming the target of Guru whom he had stabbed. To save himself from his possible attacker, he cleverly said that the person who stabbed him had already died being crushed under a lorry. To know that his culprit had died a bad death, Guru was also satisfied and goes away with a relieved heart. The astrologer further cleared his path telling Guru that he should never travel southward for his longevity. Thus, the conflict in the story was resolved.

Poems: Corona Says

Summary and Analysis

Corona tells the man not to cry and not to curse him because he says he didn't come to the Earth in his free will. He was invited and he had no choice other than to visit mankind. He further tells the man to count the number of lives lost because of the warfare. Man has been exercising inconsiderately. Man calls himself the crown of creation, but what about those that fly in the sky and live in the ocean? Satirically, corona questions the man about those who crawl on the land and those who provide oxygen. Are they mere slaves of man who can be killed or sold for satisfying his selfish ego?

Corona says, not to blame him. He rather wants to show the man how clean the blue sky looks without dust and smoke. He wants the man to realize how clean the blue sky looks without dust and smoke, and what caged animals feel in the zoo. So, his arrival is to give a little rest to the mother Earth. Corona expresses its dissatisfaction towards mankind's presupposition. Man claims that he knows everything but he doesn't know that the Earth is not his sole property. It is the abode of different other creatures, organisms, bacteria and viruses. The speaker is sure that he will depart one day, but he is also confident that there are many viruses on the way. They will come too if man doesn't get rid of his proud ego. When things are not corrected, his civilization is bound to bounce back to the cave days as they were ages before.

In the poem 'Corona Says' corona has been personified. It challenges mankind for their future. It justifies that its prevalence in the earth isn't out of its free will. Selfish activities of man such as proliferation of wars, his boastful ego, his regard to himself as the supreme creature of the earth are the problems. Man has created a binary: self and the other. Man as the self and the entire plants, animals and elements (PAE) of the earth as other. He thinks himself in the centre and believes that the entire PAEs are his properties. Man thinks that all other creatures are there for his consumption, which is not true. The arrival of corona is to teach a lesson to man, to make him realize how the blue sky looks without the smoke and how painful the caged life of animals is. So, the speaker says, it is the time for man to realize his mistake. Earth is a common abode of all creatures, which share it. There are billions of creatures living on the land, inside the sea and up in the sky. Man's life indeed depends upon these creatures. Thus, the earth is not man's private property. If he regards so, his downfall is certain. He will soon have to return back to his cave days.

The poet Vishnu S. Rai seems very critical to the current practices and priorities of mankind. He values the life of plants and animals too. According to him, the consequence of poisonous gases emitted out in the war and the disregard of man for

other living creatures is none other than 'Corona'. So, if the man doesn't want to face such virus again in the future, he must give equal space to all.

Answer the following questions:

1. Who is the speaker in the poem?

Ans: Corona is the speaker in the poem.

2. Who has not come to the earth in its free will?

Ans: Corona has not come to the earth in its free will.

3. What does corona tell the man to count?

Ans: Corona tells the man to count the dead lives due to warfare and the selfish activities done by him.

4. Who calls himself the crown of creation?

Ans: Man calls himself the crown of creation.

5. Is the man the only creature to live on this earth?

Ans: No, it is not. There are thousands of other creatures living in the ocean, in the sky, and on the land besides man.

6. What are the sources of oxygen?

Ans: Plants are the sources of oxygen.

7. What does corona want to show?

Ans: Corona wants to show how clean the sky looks without dust and smoke, i.e., without vehicles.

8. What does man claim?

Ans: Man claims that he knows everything.

9. Is the earth man's sole property?

Ans: No, the earth is not man's sole property. It is a common home of all living creatures.

10. Who will come back if man doesn't rid himself of his inflated ego?

Ans: Diseases like corona will come back, if man doesn't rid himself of his inflated ego.

Long Answer Question:

Q. What does the speaker mean in the following lines? Explain.

The earth is not your property alone -

It's as much ours as yours.

Ans: The speaker means that the Earth is not only the individual property of man as he has been supposing. Instead, it is a common habitat of different terrestrials, avians, aquatic and arboreal animals. It is also the home of all kinds of plants, flowers, flora and fauna. Not only that, it is an abode of different bacteria and viruses which are supporting the life in this earth. So, it is ridiculous for a man to think that he can exploit the earth in whatever ways he can.

A Red, Red Rose

Summary and Analysis

The poet compares his beloved with a red, newly bloomed rose of June. She is like a sweet music for him, which is perfectly played in tune.

She is lovely and attractive. He says that he is in love with her and will keep on loving her. His love is timeless and eternal. He says he will love her until the water in the sea goes dry and until the rocks melt in sun. He will love her till the life remains in earth.

Though he says farewell to her, it is not a farewell forever. He is bidding her farewell only for a while. He promises to return back even if he has to go ten thousand miles away.

The speaker (poet) compares his love with the most beautiful flower, the red rose and a melodious music. Both red rose and melody are used as similes. He expresses that the exceptional beauty of his beloved deserves his everlasting love. Her beauty transcends time and space.

In order to show the intensity of his emotion, the speaker has repeated the word 'red' twice. He confesses that his love is supreme and he is deeply in love with her. He loves her now and will love her in the future too. His love is not confined in the boundaries of time. His feelings for her are eternal and undying. He is committed in loving her until the nature stops functioning. Time is no barrier for his love. Her youth may fade, just like the petals of rose, but his love will remain fresh forever.

Answer the following questions:

1. Who is the speaker in the poem?

Ans: The speaker is a lover of a beautiful lady. In the poem, he is expressing his love to his beloved.

2. What does the speaker compare his love with?

Ans: The speaker compares his love with a red, red rose which is newly bloomed in June. This kind of comparison using the word 'like' is called simile in literature.

3. Who is in deeply love with the girl?

Ans: The speaker is deeply in love with the girl.

4. How long will the speaker love his beloved?

Ans: The speaker says that he will love his beloved as long as there is water in the sea and as long as the rocks don't melt in sun. He will love her till the time there is life in the earth.

5. Does the speaker bid farewell for long?

Ans: No, the speaker bids farewell only for a while. He promises her to return back even if he has to go ten thousand miles away from her. He may have to go far away from her, but he promises to return back. In true love, distance is not a problem. His affection for her is never detached, even if he has to go thousands of miles away. There are both union and separation in love and relationship. But in true love, separation of body doesn't necessarily mean separation of feelings and emotions.

Thus, the poet has tried to justify that he is a perfect lover. He has immortalized his love in the verses of the poem.

Long Answer Question

Q. What is hyperbole? Explain its purpose citing examples of hyperbole used in the poem.

Ans: Human feelings and emotions are represented by certain literary devices in a poem. Hyperbole is a literary device used to exaggerate the claims or statements. Poets use hyperbole in order to provide emphasis to their feeling or to create powerful effects. In the above poem, the poet has used hyperbole in the second stanza. He says that he will love his beloved until the seas go dry, until the rocks melt with the sun and until the life remains in earth.

Hyperbole intensifies the expression. It reflects the emphasis in such unique manner that the beauty of an expression is elevated. For example, the poet says that he will love his beloved until the seas go dry and until the rocks melt. Practically this can never happen. Similarly, his love for her will also never come to an end. It will remain alive and enliven forever and ever.

All the World's a Stage

Summary and Analysis

The world is a stage and men and women are the players, i.e. are actors and actresses. There is exit and entrance in the stage, and the same person has to play different roles. According to the poet, there are seven roles for a man altogether. He describes these roles chronologically. The first stage is infancy. In his infancy, he is quite weak and cries and vomits in nurse's arms. He becomes a school boy in the second stage. His face is bright and he creeps like a snail because he is not interested in going to school. The third role is of a lover who composes poems and ballads for his beloved. The fourth stage gives him a duty of a soldier where he takes oaths. Here he is as strong as a leopard. During this stage, he quarrels quite fast; becomes aggressive and runs after reputations. He is not even afraid of death. In the fifth stage, he happens to be a wise man. His belly is bigger and beard has a formal cut. He is now far-sighted man with a fair sense of justice. In the sixth stage, he turns out to be a lean person with loose pants and spectacles. Pouches have appeared at the sides of his body. His youthful clothing is limited, legs have gone thinner and his loud manly voice have shrunk to a mere whisper. The final stage can also be called his second childishness. Now he starts forgetting things. He loses teeth; his eyesight becomes weak and he has no sense of taste. Finally, he is without everything. Thus, his lifespan comes to an end.

In the poem, the poet compares different stages of man's life with seven different types of roles an actor has to play on stage. The entrance and exit are none other than the birth and the death.

The first role is of the infancy which can be troubling because during this time, he has to depend upon bigger persons for his take care. The school going age is bright stage but reluctant. He doesn't go to school easily. It hints the difficulty each man feels during the taming period of his life.

The lover's stage is full of songs and ballads for his beloved. The age of duty, courage and reputation has been further compared to that of a soldier's life. The soldier stage indicates man's creative age in which he tries to earn to make his good future. Then after, the age of maturity begins. At this stage, he becomes wiser. At the next stage, he slowly begins to get feeble. It is the old age. The dress become loose and spectacles are needed for the eyes. His voice loses command. Finally, at the last stage, the person is without teeth, taste and eyes. Ultimately, he has to terminate.

The philosophy of human body has been represented truthfully in the poem. All men are bound to play their roles and when their roles are completed, they are obliged to leave the stage. They cannot remain there forever. As the actors leave the stage once, their drama is over. Neither the stage is our permanent home nor is the role the same forever. This is the rule of nature and the law of human life.

The poet has used simile time and again in the poem. For example, he compares the whining schoolboy with a creeping snail, the lover with a sighing furnace and a young bearded soldier with a pard. This use of simile has created a compelling visual image in the poem. It has highlighted the intensity of the tone. Metaphor has been used for most powerful and direct comparison. The world has been compared with a stage and men and women with players.

He uses narrative style in the expression of his ideas.

Answer the following questions:

1. What is stage compared to in the poem?

Ans: All the world is compared to a stage in the poem. The stage where players enter through entrance, turn by turn, play their roles and finally take an exit when their role is over.

2. Who are the players?

Ans: Men and women are the players, actors and actresses performing different roles on the stage.

3. Do different persons play different roles or is it the same person?

Ans: No, there are no different persons. It is the single person who plays different roles.

4. Who is in the first stage and what happens to him?

Ans: The infant is in the first stage. The infant has to depend upon the care takers for everything.

5. Why is the school boy creeping like a snail?

Ans: The boy is creeping like a snail because he doesn't like to go to school happily and actively.

6. Which stage is aggressive and desiring reputation?

Ans: The soldier's stage is aggressive and desiring reputation. Soldier's age is indeed the age of duty and responsibility in every man's life. At this stage, the person is afraid of nothing, not even of death.

7. Which stage of a person shifts to the period of lean and slippered pantaloons?
Ans: The sixth stage of a man is the period of slippered pantaloons. The person is now seen in lean and worn-out trousers. Because of his age, he has spectacles on the nose and pouches on the sides of his body.
8. What happens in the second childhood stage?
Ans: In the second childhood stage, he is with no teeth, no good eyesight and no sense of taste.

Long Answer Question

- Q. Describe the various stages of a human's life pictured in the poem "All the World's a Stage".

Ans: According to the poet. The first stage in human life is childhood. In this stage, he is loved and protected by his mother. He plays in her arms and is so weak that he vomits in her arms and cries for food. In the second stage of a school boy, he is unwilling to go to school. He becomes teenage in his third stage and is now a lover. He spends his time composing ballads for his beloved. He likes being loved too. In the fourth stage, he is aggressive and ambitious. He seeks reputation and attention in what he does. He becomes patriotic and is ready to fight for his country. In his fifth stage, he is much more mature and wiser. In the sixth stage, he is seen with loose clothes because his body is not much healthy and strong by then. He puts on his spectacles because his eyes have become weaker. He loses his command over things. The last stage of all is his second childhood where he loses his sight, hearing, smell and taste and it is the time for him to quit.

Who are you, little i?

Summary and Analysis

The speaker is asking his own childhood self who he was. During his young age, the speaker- poet used to look out of the window to see the most pleasing scenery. He was five or six years old then. Sitting by a high window and looking at the beautiful sunset, he used to think that the process of day turning to night was the most beautiful one.

The poem is about the effect of natural beauty and its influence on man. In the poem, an adult speaker recalls his childhood, when he used to sit by the window and watch the sunset. Entranced by the beauty, he used to think that the transformation of a day to night was a wonderful process. The poet adores the nature and its wonders. The enchanting attractiveness of the nature has captivated the poet's life. The beauty is there not only in the rising sun, but in its setting process too. The poet has a deep respect to the course of birth and death. The order of nature exhibits perfect beauty. The childhood memory vivid in his mind even at the present.

In the poem, the poet seems nostalgic of his young stage. He becomes happy by recalling his young days. Thinking of his past, he wonders how a boy of five or six could be so much fascinated by the natural law. The thought makes him contemplate on the effect of nature on man. As an adult too, his experience is the same as that of his childhood.

Cummings's style is distinct in poetry. He doesn't follow the conventional punctuation and syntactic rules in poems. In 'Who are you, little i', he has intentionally written 'i' in the lower case to indicate that his existence is insignificant in comparison to the vastness of nature.

The poem is short and unique. It is the poet's homage to the natural order and his longing for the nostalgic past.

Answer the following questions:

1. Who is the speaker?

Ans: The speaker is an adult man.

2. What is the "little i" doing?

Ans: The "little i" is sitting near the window and watching the beautiful scene of sunset.

3. What can be the relationship between “little i” and the speaker of the poem?

Ans: The relationship between “little i” and the speaker is that of a young age and adulthood of the same person. They both are also related by their fondness to nature being the same.

4. What is the speaker remembering from his childhood days in the poem?

Ans: The speaker is remembering the beautiful sunset from his childhood days in the poem.

Long Answer Question

Q. How does the nature inspire the speaker in “who are you, little i”? Explain.

Ans: Nature is the binding force in the speaker’s life. The speaker is connected with his childhood days and its memories through the inspiration of nature. He was happy to see the sunset in the past, so is he at the present. He seems to be wondering how his childhood stage got so much fascinated by the natural appeal. The process of day transforming into night is a natural law. The law of nature has become the inspiration for his life and its laws.

The Gift in Wartime

Summary and Analysis

The speaker in the poem is a woman who has recently lost her husband in war. The woman addresses her dead husband in the grave and laments. She offers him roses and wedding gown. His gift to her, the silver stars and badges are new, still shining. She says that she offers him her youth and the days of their love. She feels she is no longer young after listening the news of her husband's death. She has got his blood-stained dress as his gift. She has received lips without smile and arms without tenderness. She offers her tears as if they are drops of rain in summer. Even in spring season, her life experiences the coldness of winter.

She begs apology and promises to meet him in their next life. She will hold the shrapnel as a token so that they will recognize each other in the succeeding life.

'The Gift in Wartime' is a sad poem that centers on the consequences of war. The speaker woman is in deep lamentation. Her husband has died in combat. The grief-stricken wife laments and accesses what she got from him and what she is giving him now. As a newly wedded wife, there are not many stances in the poem of their romantic moments. She is still young but has become alone in her married state. The cause is war. The shining medals and badges are meaningless for her when her beloved husband is no more.

She offers him roses and wedding gown. They are probably the best things she can offer him in his grave. She says her youth ended the very day when he died. It is heart wrenching for a wife to end her youths without her partner. She is offering him her tears that unwillingly lingers in her eyes.

The dead husband, on the other hand, has given her medals and badges. In turn she received his blood-stained dress, pale lips and lifeless body. He is cold and motionless now but his medals are shining. She apologizes for not being able to accompany him. The hope for this life is over. Her desire to live with him together until her old age has been shattered. The untimely demise of her husband has ended her dreams. She promises to meet him in the next life. As a token, she has shrapnel, which can enable him to recognize her.

The poem speaks of the sorrowful aspect of war. The tone of the poem is gloomy. A young wife is alone with her memories. Her wedding gown has got the fate of her husband's tomb. The horrible war snatched away her bridal wish and cheerfulness. She has nothing more to offer him except the promise to meet him in the next life.

The wish of the wife to meet him in the next life is the evidence of her unfulfilled love. The sad reality is that it will remain unsatisfied throughout this life.

There is the use of irony in the poem. Irony is the deviation between what we expect and what really happens. The wife got medals and badges out of the war but she has to exchange her husband's life for it. The glory of the medals has been equated with the lifeless body of a soldier. The writer is extremely critical of the war and its consequences. The effect of war is not only upon the countries or states but also upon the family members. Its most painful aspects are seen on the smaller units as families and individuals.

Answer the following questions:

1. Who is offering roses to whom?

Ans: The wife of a dead soldier is offering roses to her husband.

2. What did the husband give her?

Ans: The husband gave her medals and badges. He also gave her his and his enemy's blood-stained dress. Both sides suffered the loss.

3. When did her youth die and why is it so?

Ans: Her youth died on the day of her husband's death. She says so because the youth without her husband is useless for her. It is a wasted conjugal life to become a widow at young age.

4. Why are the husband's lips without smile and hands without tenderness?

Ans: The husband's lips are without smile and hands without tenderness because he is now a dead body. He has died in war.

5. Why does the wife apologize her husband?

Ans: The wife apologizes her husband because she is not able to fulfil her promise to her husband. As a wife she must have promised him to spend her entire life with him. But as he died in youth, her promise remained unfulfilled.

6. What is the speaker's attitude toward war?

Ans: The speaker is totally critical to the practice of war. She is a witness and a proof how much devastating a war can be for the sufferers and their families. She knows how pointless can medals and badges be in the absence of the warrior. There is defeat in war even in the victory. The war ends the dreams and desires of families. It terminates the hopes of lives and essence of youth.

Long Answer Question:

Q. Which figurative language is used in the poem? Give answer with examples.

Ans: The poet uses different types of figurative languages in the poem. The title itself contains irony. Gift is something received from someone as an appreciation, as a token of love and respect. But war is something that calls for

destruction and death. How can anyone get a gift from war? The wife gets medals with silver stars and badges as a tribute to her husband's work. But what is the point of such badges and medals where she has to make an exchange of her husband's life? It is ironic that she will have to appear in her next life with a token of shrapnel in her hands for the reunion. Emptiness is what people get from the war.

There is also use of anaphora. Anaphora is a rhetorical device in which a word or phrase is repeated at the beginning of number of sentences for emphasis. The writer uses a phrase 'I offer you' and 'you give me' quite often to access consecutively what she got from him and what she offers him in return. In both cases she is unhappy and broken. In war, none of the party can be happy. There is no winning in war. Both parties suffer loss.

Likewise, she uses metaphor also. Her eyes full of tears has been compared to the clouds. Clouds in the poem is nothing other than her tears.

Essays

Sharing Tradition

Summary and Analysis

The essay 'Sharing Tradition' is about passing on culture and values from generation to generation through oral tradition. The essayist Frank LaPena thinks that elderly people are the main agents of oral tradition and it is important to give continuity to the practice even after their death. Oral tradition transmits information and knowledge from one generation to another. It helps to maintain the values of culture. New generation needs to carry forward what the elders have taught them. Once the elderly population dies, it is hard to fill their space because their unique knowledge dies with their death. Research have shown that the newer generations are found to be regretful for not listening to the elders and not learning the things they wished to share with them before.

Present world is different from the world of our grandparents. Current generation has to live with the fresher technologies that go on replacing the old ones. It is hard to maintain the traditions by them who live with all the stress, worries and changes of the technical age. In the contemporary society, people are forced to do things out of necessity and not out of interest or passion.

Some traditions are tied to a natural world which are being destroyed and used up by the ever-growing population. Sometimes, unlike in literary tradition, due to the absence of proofs, oral tradition may sound 'fantasy' to the listeners. Only a person capable enough to have patience and updated information can have a proper understanding of the material provided.

Furthermore, the representation of oral tradition through data by modern researchers may not always be authentic. Even the so-called experts do not have authentic materials. They make something up when they are put into the position where they think they must have an answer. In many cases, the material is modified in the interest of people.

There are instances of erroneous information being published and educational institutes are using the same flawed publications. It is difficult to correct such erroneous materials once printed. But unlike literary tradition, oral tradition accommodates correction. Thus, the essayist says that we must develop a culture of telling "I don't know" to the things we truly do not know.

The current education system forces people to do things out of necessity but not out of interest or passion for the true story. Erroneous research on oral tradition by modern researcher is its example.

Oral culture is an art in the sense its effect depends on how one visualizes the stories, character, verse, songs etc.

The essayist regards elderly story tellers as his teachers. He adds, if in case we know the tradition and modify them, we do not do out of the ego. We must honor the seniors who are the sources. We should not forget the responsibility they have entrusted us.

In the above essay, the claim of the essayist is strongly supported by examples and explanations. He is concerned about the values of culture, knowledge and information contained by oral tradition. He is worried about the continuation of its legacy. He is of the opinion that the researchers need to do honest research regarding oral tradition. They should not make things up for what they seriously don't know. For LaPená, oral tradition is an art. It is a source of information and something that gives value to the culture, beliefs and religion. Both older and younger generations are equally responsible for its passing on. Yet, he thinks, the youngsters should develop a habit of listening to the stories of the seniors. It is their responsibility.

Answer the following questions:

1. In what way does the writer think that oral traditions are useful?

Ans: The writer thinks that the oral traditions are useful to maintain values of culture. It is also a form of art.

2. In what case does the writer say a person does not die?

Ans: The writer says that a person does not die if what he/she knows is carried forward by those who follow him/her.

3. Can every younger citizen fulfill the oral tradition of the elders?

Ans: No, all younger people are not capable of fulfilling such roles. It needs to be a person of patience and should have ample of interest over the matter.

4. Why is it difficult to fill the “niche” of elders?

Ans: Some elders have enhanced their lives by knowledge, experiences and religious obligations. They have a capacity to affect people around them in everyday activities as well. So, it is difficult to fill the “niche” of elders.

5. What mistake do the “experts” make in regard to the oral tradition?

Ans: The “experts” make something up for the question which are asked, giving the information that it is the answer for it.

6. How is oral tradition different from literary tradition?

Ans: The oral tradition accommodates correction but literary tradition can't be corrected once published.

7. What can be a fantasy to whom?

Ans: The oral tradition which doesn't have any sort of proven document can be a fantasy for the younger generation.

8. According to the essayist, who can provide the information correctly?

Ans: According to the essayist, if the story teller himself/herself is one of the groups or the insider, then the information can be provided correctly.

9. What is the impact of modern technology in the present generation?

Ans: Current generation has to live their lives in stress, worry and changes imposed by the modern technology. So, it is hard for them to maintain traditions in such circumstances.

10. Who is responsible for sharing the oral traditions?

Ans: Both elderly population and younger generation are responsible for sharing traditions.

11. What is the danger of not passing on information from generation to generation?

Ans: If information isn't passed on from one generation to another, our identity, culture, tradition and value will be lost.

Long Answer Question:

Q. What are the four major problems developed by LaPena with regard to maintaining the oral tradition? How are they used to structure the essay?

Ans: According to LaPena, the major problems with regard to maintaining the oral tradition are as follows:

- a. It is difficult to fill the "niche" of the elders. Once they die, their heritage of knowledge, experience and uniqueness dies with them.
- b. Difficulty in validating the research by modern researchers, because there is a fear of modifications. Once published, it becomes more difficult to correct the errors.
- c. It may sound fantasy to the youngsters with less information and patience, since the oral traditions are difficult to authenticate with proofs.
- d. Modern generation's dependency on technology and the stress and worry that follows is taking them away from oral tradition. Destruction of the natural world is further crippling the traditions tied to it.

How to Live Before You Die

Summary and Analysis

'How to Live Before You Die' is a speech delivered by Steve Jobs, who was an American business magnate, industrial designer, a billionaire and media proprietor. He was the chief executive officer (CEO), and co-founder of Apple Inc. and one of the pioneers of microcomputer technology. The text was a speech delivered by him at Stanford University in 2005. In the very beginning, he admits that he had neither graduated from any college nor ever participated in college graduation programs except that one. The text is his sharing of the three stories of his life.

The first part begins with a story of his birth and how he got adopted by his undergraduate parents. His biological mother had signed the adoption papers only after ensuring that he would get an opportunity to study in a college. Accordingly, he joined Reed College when he was seventeen. Very soon he realized that the college was quite expensive for his working-class family. Also, he couldn't be sure whether the college really helped him figure out his dream. So, he dropped out after the first six months. The idea of dropping was scary then, but at present, he is able to recall the decision as one of the best choices he had made. He accepts quitting something that did not interest him was indeed the best decision he ever made.

After dropping out, he had enough time for works that interested him. So, he joined calligraphy course. He was fascinated by serif and serif typefaces and he focused on it. At that time he hadn't hoped he would be able to get its practical application in his life. But after ten years, the same calligraphy skills gave the most beautiful typeface designs to the Macintosh computer which his company designed. Thus, he concludes his first story with some important messages. He says people have to trust upon their guts, their destiny or *karma* for achieving success. The past experiences can become a solid foundation for one's future endeavors.

His second story is about his love for his work and lessons learnt from the loss. He regards himself lucky for identifying his interest early in his life. Due to the hard work done by him and his partner Woz, within the first ten years, his company owned \$ 2 billion with 4,000 employees in the company within the first ten years. They were able to release their finest creation-the Macintosh, when he was just 30. Then, after a year, he was publicly fired from his own company. It was due to the diverged visions between himself and his hired staff. The board of directors had sided with the same person whom he had hired. It was a devastating experience for him. In his frustration, he had even thought of running away. But slowly he got alleviated from his loss and started a company named NeXT and Pixar. Pixar

created first computer animated films and soon became the most successful studio in the world. Later, Apple bought NeXT and then he returned to Apple.

From his second story, he comes up with a conclusion that patience during the time of failure, converting problems into opportunities, keeping hold of one's faith and identifying one's love and interest is the path towards true satisfaction. He says the only way to do great work is to love what one does. So, he advises his audience not to stop looking for what they love.

His third story is about his understanding of death. He says that reminding himself of the certainty of the death one day, has helped him avoid the trap of losing something. The same feeling has helped him follow his heart.

Next, he shares his closest experience to facing 'the death'. He says that a year ago, he was diagnosed with cancer. His doctors told him that he had only three to six months to live. They suggested that she should begin preparations for comfortable passing away. He lived with the same diagnosis for the whole day. Later, the biopsy test revealed it to be a type of cancer curable with surgery. So, he had surgery and became fine again. This incident gave him more insight upon the meaning of life and death. It taught him to understand the value of man's limited time. Though dramatic, he says death is a clearing agent to create space for the newcomers. In front of death, all expectations and fear of embarrassment disappear. Understanding death became an eye opener for him. So, he says, people must not waste the invaluable time living someone else's life. Unhappiness in life is because people let the opinion of other people drown, their intuition and inner voice. So, he says his is not right. Instead, a person should always be hungry for his dream. Let people make him a laughingstock but he should never stop pursuing his dream. Thus, Jobs concludes his third story by encouraging the audience, the college graduates to pursue their dream and never stop even if the people call them foolish.

Jobs' determination in the ups and downs of his life inspire the readers to move ahead with full commitment. Life may not be easy in itself, but it is our responsibility to make it easier using our patience, hard work and commitment. Love for ones work and optimism are the key factors for achievement. To be successful, we need to identify our curiosity and have faith in what we do. Realization of death as the ultimate destination has helped Jobs escape the traps of life easily. His close experience to the final truth of life seems to have made him bold, positive minded and wiser than before.

The mode of the expression of the essay is persuasive. It is in first person personal narrative technique. The speaker has supported his claims with his real-life examples and experiences. This has made the expression convincing, direct and natural. The organization of ideas are in perfect order. The text is a perfect example of a motivational speech.

Answer the following questions:

1. What is the story about Steve Jobs' birth?

Ans: Steve Jobs was born to an unwed mother. After birth he was adopted by a working-class parents.

2. What does he mean when he says, "you can't connect the dots looking forward; you can only connect them looking backwards"?

Ans: He means to say that we cannot plan about our lives beforehand because life may have a different plan for us for the coming days which we do not know. Future is uncertain. Past has given us experiences and we can plan only on the basis of our past experiences. Future may have something else in its womb.

3. What happened when Steve Jobs turned 30?

Ans: At 30 he was fired from his own company due to divergence in opinion between himself and the board of directors.

4. What was the only thing he says that made him going?

Ans: The only thing that made him going was his love and faith upon his work.

5. What fall away in the face of death?

Ans: All pride, all fear of embarrassment or failure and all external expectations fall away in the face of death.

6. Why did the doctors start crying?

Ans: The doctors started crying because despite their expectation, the biopsy result showed a different form of cancer which was curable with surgery.

7. What is the destination we all share?

Ans: The death is the destination we all share.

8. For what reason does Steve Jobs say that our time is limited?

Ans: Steve Jobs says that our time is limited because we do not know until when we are going to live. We may live for few more decades or few more days only, this is totally in the hands of destiny. So, it is our duty to realize the shortness of human life and use the available time as fruitfully as we can.

9. As suggested by Jobs, what should we pursue?

Ans: As suggested by Jobs, we should pursue our inner voice, our dream.

10. What does he mean by saying "Stay Hungry? Stay Foolish"?

Ans: By telling "Stay Hungry. Stay Foolish", he means to say the audience that they need to remain hungry for their dream. Even if people name them 'stupid' or 'foolish', we do not need to worry. The life is ours and so should

be its choice. Let's not change our path in order to make other people happy. Letting them drown our voice is not wise.

Long Answer Question:

Q. Why do you think Steve Jobs used the personal narrative story telling technique in his speech? What influence does it have on the audiences?

Ans: Steve Jobs has used the personal narrative story telling technique in his speech in order to create a truthful atmosphere. His style makes his audience comfortable with what he shares. Because of his autobiographical personal narrative mode, he does not sound official or formal. Instead, his life experiences have given validity to his ideas. He appears fully optimistic as well as philosophical about the life affairs. The understanding he has received from life about death seems an eye opener to the readers. Due to the honesty in expression, he sounds not only hard working and self-made man but also a visionary philosopher.

What I Require from Life

Summary and Analysis

What I Require from Life is an essay written by British-Indian scientist, socialist, Marxist and Humanist JBS Haldane. In this essay, the writer discusses the requirements of a general human life, to be happy and satisfied. He begins by saying that the wish of perfect beings in a perfect world is impossible. So, he has to accept the universe as it is. But still there are certain requirements which should not be denied.

The writer was born in a peaceful age. But after his experience and involvement in the first world war in 1914, he thinks it is quite impractical to see the prospect of peace and silence. In the critical period, he desires to make the best out of his time by attending to the basic needs. Besides food water, cloth, and shelter, he discusses few more things as basic needs in his life. They are work, freedom, health and friendship.

He anticipates for hard and interesting work with decent income. Freedom of speech is his next need. He wants rights to speak on challenging topics but the law of libel forbids him. Next, he needs good health. He wants to be fit for work and for the enjoyments during the intervals. He also requires friendship of his colleagues and comrades in scientific and political works. He needs the society of equals who can criticize him and can face his criticism. He doesn't want to be a puppet who obeys his master without secondary thoughts. He wants to befriend those people who are neither poorer nor richer than him. He wishes for such society, where all are equal and where no one is boss and no one is slave.

Besides the general human needs, he also demands adventure for himself. For him the satisfaction of adventure is something which is much more than a thrill.

He has few more desires. They are not his demands. In his opinion, he can put forward his opinion, but doesn't want to demand. It may be because demand and control are not the synonyms of democracy. He desires to have a room of his own with some books, a motor car and a daily bath. He would be happier to have a garden, a bathing pool, a beach or a river within easy reach. But he doesn't have that. He regards himself lucky to have gotten a good deal of what he wanted. But at the same time, he is sad that most of his fellows don't have the same facilities.

He says that he is a socialist who wants a society based on parity. He wants to see the working-class people controlling their conditions of work. He wants to see industries be controlled by the workers. Freedom should begin in the workshop. He wants to see the end of class subjection and sex subjugation. He wants his fellow men and women enjoy the same advantage which he enjoys. It may take time, but

he wants to see capitalism be overthrown and socialism prevail. If it happens so, he can die happy. War is spreading in the world and so it is pointless to talk about peace and security. He says, unless fascism dies, perfect peace is impossible. Security should come before the adventure for general people.

He opines, when class distinction is abolished from a society, necessities such as education and application of scientific methods in all branches of life is possible.

He sums up saying that he wants food, warmth, work, liberty, health and friendship. For the society, he wants socialism. Thus, in the given essay, Halden has not only expressed his personal desires but the desires of every common man of his country. These are the needs of working-class people.

The article is simple and clear. It is in first person descriptive narrative mode. The essayist desires for the basic rights needed to live a life of a self-governing man. His language is not authoritative. Most often, he repeats the phrase “I want to see” to express the requirements of life. This has given more authority to his message. He is expressive and open. He promotes equality between all kinds of people. He doesn’t talk of unachievable needs but centers on the basics of a decent life. His dreams are reasonable. This is also the reason he sounds natural. He advocates for the welfare of middle class. For him, freedom of expression comes as an important part of human rights. He believes that a sovereign person should be allowed to speak out what he thinks and be able to choose his or her work. He says the society where class and sexual discrimination exists, is not a happy society. Egalitarian society is his dream.

Answer the following questions:

1. Why does the writer say that he was born in a peaceful age?

Ans: The writer says that he is born in a peaceful age because he was born before the First World War in 1914. During this time, his age had never experienced such big wars. So, comparatively, his age was peaceful age.

2. What does he mean by saying that since 1914, he has been living a heroic age?

Ans: The writer had served in the First World War in 1914. He must have compared the proliferation of arms and ammunitions during the war with a heroic age. In the war, people boastfully attacked each other countries as if it was some heroic deeds.

3. What are the basic needs for the writer who had lived and participated in 1st world war?

Ans: Food, water, clothes, and shelter are the basic needs for the writer at the time of war.

4. What is Aristotle's definition of happiness?

Ans: Aristotle defined happiness is not as a sum of pleasures, but as an unimpeded activity.

5. Why does he regard himself as exceptionally lucky person?

Ans: He regards himself as exceptionally lucky person because he is in a position to choose his own work. Unlike his fellows, he has choices in life. Besides scientific works, he can work as a war correspondent or write children stories or make political speeches. This proves his position high in his working-class society.

6. According to the writer what are the four general human needs?

Ans: According to the writer, the four general human needs are work, freedom, health and friendship.

7. What according to him are the major barriers to an equal society?

Ans: According to him the major barriers are class subjection and sex subjection between the members of society. Economic subjection to women is also one of the major barriers.

8. Why does the writer demand security?

Ans: The writer demands security because for a peaceful society, safety and security are the prime needs. No society can progress in clash, quarrel and fear. After food and shelter, the most important need of man is security.

Long Answer Question

Q. What do you require from your life to be happy and satisfied?

Ans: In order to be happy and satisfied in life, first, I want my basic requirements such as food, shelter, clothes etc. be fulfilled. After the fulfilment of my basic needs, I want to be secure. I need safety, order and independence in my life. I want to earn money and wish to earn name and prestige. Being able to make my livelihood will fulfil my desire of self-esteem. I need love and protection too and also like to share love and affection. For that, I may desire to have my own family and friends. I want my community and society be happy and prosperous. I do not want to be a rich person in a poor community. I want all society men progress with me.

What is Poverty?

Summary and Analysis

Parker begins her essay directly addressing her readers, attempting to answer what poverty means. People assume that they understand the true meaning of poverty. She is not ready to accept the view of poverty understood by general people. She argues that the general view is superficial and incomplete. She, thus, attempts to clarify what it means to be poor. She shares her personal experience of living a poor life.

She tells the reader to look at her condition of dirt, smell, and stench of her rotting teeth. She repeatedly requests her readers to listen to her, listen without pity as she cannot use their pity to solve her problem. So, they have to listen with empathy, by putting themselves at her dirty, worn out, ill-fitting shoes. She has understood poverty as dirt and the condition of sleeping in illness-stained mattress. Poverty is to live with the smell of urine the smell of spoiled milk because there is no amenity of a good functioning refrigerator in poor people's houses. Poverty is the smell of long cooked cheap onions and bad odor of outdoor toilet. It is the smell of rotting garbage because there are no tools as shovel to bury it.

She says poverty is being tired because she is always tired. According to her, poverty is having chronic anemia due to poor diet during maternity. The poor always have to listen to others politely. When she was sick, she listened to the health care providers silently without any further enquiries because she knows that she is not in a position of further treatments ahead. After all, there is no money for medicine or better food. Moreover, the idea of surgery is frightening and beyond her capabilities. Besides, she cannot afford a good nursery to leave her children during her absence. She quit the job which provided her with twenty-two dollars a week because the nursery service cost twenty dollars a week.

She tells the readers who may say that "anybody can be clean." But in her experience, housekeeping with no money cannot be clean at all. Washing clothes without soap in cold water results in dirty clothes. Her hands are cracked because of the cold water. Once she saved a little money for full two months, to buy a jar of Vaseline, for her cracked hands. But when she had gone to the market to buy it, the price had gone up. Fuel or firewood for warm water costs money.

The writer says poverty is staying up all night on cold nights with fear in case the newspaper covering on walls catch a spark of fire and the sleeping child dies in flames. Poverty is paying so little rent that people have no expectations that the torn screens will ever be fixed. Poverty means facing insects on food, on the nose and even on face during one's sleep.

She further continues, saying that poverty is hoping it never rains because diapers won't dry when it rains. If they do not dry, she is obliged to use newspapers. Poverty is seeing her children forever with runny nose because paper handkerchiefs or antihistamines cost money.

Poverty is asking for help or for loan. Poverty is experiencing humiliation, indifference and excuses from people whom she thinks would help her. It is spilling the whole shame of her needs all over the desks of the officials and the long waitings; visiting this table and that, and finally getting the despair on hand!

The writer further says poverty is remembering the bad times of her life such as dropping out of her school due to the cruel comments of the "nice" children. Poverty is getting married and having children while she was still young. It is having odd and irregular jobs. For her, poverty is separation between herself and her husband, without even bidding a proper goodbye. In reality she had to depart just because she could not afford to have kids each year and the birth controls were expensive.

She says poverty is looking into an unknown future. She knows that rich peoples' children will never play with her boys. So, her boys will turn to other boys who steal to get what they want. She can easily foresee the dark future of her kids. Instead of extra books, or magazines, extra pencils, crayons, or paper, her kids have worms, infections and diseases. Yes, they are alive with what they eat, but suffer from malnutrition. Besides, she has to live in a place with no health clinics. Her children cannot walk a long distance up to the town to get health package and if she asks her neighbor, he expects to get paid.

She says a poor person has to sacrifice his pride and honor. Poverty is like a chisel that chips on honor until the honor is worn away. The same vicious cycle of problems, year by year, leaves a poor person hopeless, helpless and incapable of changes.

Whenever there is a little money, a poor person dreams of basics such as good food, proper medicine, toothbrushes, hand cream, a shovel, hammer, nails, hot water and soap. Poor people also expect a good dealing from the people whom they visit. They expect they don't have to prove their poverty over and over again.

Finally, the writer tells the readers that she has come out of her despair to expose her poisonous experience. She wants the readers to understand that she isn't the product of other place and time. She wants to show how shameful, humiliating and disgusting it is to be a poor. There are other deprived people like her in society who are seriously in need of help. So, she tells the readers to be angry enough so that they are ready for the action to aid the poor. It is the obligation of the underprivileged people to remain silent. But she questions her readers whether their position demands them also remaining silent? Her interrogation is indeed her serious request to understand the difficulties of the poor. Her request hints for the

action needed to do to help the underprivileged groups of the society. Putting comments over comments to the destitute is not the responsibility of a civilized society. Their condition demands supportive action, action of assistance. It may also be the act of amending the laws and regulations which has been supporting the status quo. The poor need outright support from them who are in the position to support them, rather than questioning over their ailment. Thus, the writer means to say that a poor doesn't need silence or mere questioning. Instead, they need supportive action, action of empowerment and enabling so that they can also get their basic requirements from the same society where other members are living happily.

Poverty is a social problem. There is a tendency in our society, to ridicule or make fun of people's conditions without understanding the depth of their problem. The essay is an attempt to clarify the day-to-day difficulty of poor people, narrated from the point of view of a sufferer herself. The first-person narrative has given authenticity to the text. The tone is poignant, she is angry at society which made her reveal her personal details but made her helpless. There is a repeating pattern in most of the paragraphs. She repeats "poverty is..." time and again in an attempt to explain the profundity of her information on the topic. The straight and boldly expressed language has made the text powerful.

Answer the questions:

1. Who is the essayist addressing in the essay?

Ans: The essayist is addressing the readers as 'You' in the essay.

2. Why does the writer say not to show pity to the readers?

Ans: The writer says she cannot use the pity of the people. So, she doesn't want it anymore.

3. What never leaves a poor person?

Ans: Bad odor never leaves a poor person because to be clean he needs to wash with soap and water, but a soap is unaffordable by the poor.

4. Why did the writer suffer from chronic anemia?

Ans: The writer suffered from chronic anemia due to the deficiency of nutritious food during her maternal period.

5. What happened to the writer's children when she left them with their Granny?

Ans: The writer's children were not properly taken care of when she left them with their granny.

6. What happens when a poor person asks for help?
Ans: When a poor person asks for help, he doesn't get it from the people and agencies who are supposed to help them easily. People find excuses not to help the poor.
7. Despite being a good marriage, why did the writer destroy her marriage?
Ans: Despite being a good one, the writer destroyed her marriage because he could not afford to buy family planning schemes. Without it, there were chances of her getting pregnant each year. She did not want that.
8. Why does she think that poverty is looking into a dark future?
Ans: She thinks that poverty is looking into a dark future because according to her poor people's children are not befriended by rich peoples' kids. So, they turn to other children who steal or take drugs and learn the same. They are then taken to the prison. Or either, they learn to smoke, drink and take drugs. They may also find themselves becoming slaves and child workers. These all possibilities, according to her, have dark future.
9. When can a poor dream and what do they dream?
Ans: A poor can dream only when they have money. During the time, they dream of simple basic requirements such as good food, toothpaste, medicine, iron pills, a trip to town, or soap etc.
10. What does the writer mean by saying that the poor are always silent?
Ans: The writer wants to say that a poor person without money always has to remain silent due to his helpless situation. He knows that nothing is possible without money, which he doesn't have. So, the best thing he can do is to remain silent. He doesn't want to reveal his poverty in front of all.

Long Answer Question:

- Q. What writing strategy does the author use at the beginning of most of the paragraphs? Do you notice a recurring pattern? What is it?
Ans: The writer Jo Goodwin Parker repeats the phrase "Poverty is.." at the beginning of most of her paragraphs. This strategy has enabled her to elaborate the minute details of a poor livelihood. The meaning of poverty is not completed in a single definition or in a single paragraph. Poverty is not only shamelessness but also humiliation. It is not only asking for help but also cutting off one's ego and pride bit by bit. It is not only a statement to be told but a painful life never enabling to be happy. It has a different meaning for marriage and maternity. So, in order to explain the details of poverty much more powerfully, the writer uses the strategy of repeating the phrase. It makes the reader more attentive. The expression of the concept is also made powerful by the same approach.

Scientific Research is a Token of Humankind's Survival

Summary and Analysis

In the essay '*Scientific Research is a Token of Humankind's Survival*', Keilis-Borok talks about his profession as a scientist, and views science as the humankind's essential guardian and caretaker. He begins his essay with his reasons for becoming a scientist. Despite the low income in the profession, he chose to become a scientist because of his passion for science. A scientific experiment is a challenge for a real scientist. The reward he gets from his profession is the reward of his discovery. Instead of a big money, a scientist gets freedom, companionship and independence out of his work. He says that it is the scientist who has the experience of nature's mysteries being unfolded in front of him. The honor and promotions in this vocation depend upon his own achievements. His job is challenging. A scientist sees a mathematical challenge in seismic waves.

Borok says scientists are the ones who are consulted by state heads or chiefs for decisions on vital matters. For example, during the cold war in 1960, he was summoned to Geneva as a technical expert, by the president of the Russian Academy of Sciences. It was the secret meeting of the three nuclear powers: the Soviet Union, the United States and the U.K. At that time, he was shown a letter by the president, referring to the meeting on nuclear weapons. His consultation in particular was needed at the meeting as an expert. It was to solve the problem of nuclear ban violation possibilities, which was quite high during the time. People were at the threat of nuclear weapon proliferation. One country could destroy the other in its first strike. So, Borok went there and shared his expertise. He was able to work on a solution that eventually allowed the politicians to safely reach the decision of a nuclear test ban. He feels glad that his scientific knowledge could be used for the survival of humankind. All this was possible mainly because of his scientific knowledge. The writer was able to detect between the naturally caused tremor and the tremor caused by nuclear weapons. The episode taught him that his practical knowledge helped him spread the hope of survival all over the world. So, according to him, scientists are the most practical people in the world. All new technologies and new brands of products are the outcomes of scientific research. Antibiotics, electronics, biotechnology, synthetic fibers, genetic forensic diagnosis, mineral deposit explorations, newer sources of energy, defense from terrorism, cure for fatal diseases, newer forms of transportation, etc. are the conception of scientific studies.

As we know, human civilization is threatened by natural and man-made disasters. There are disasters like earthquakes, self-inflicted destruction of megacities, economic and social crises, environmental catastrophes, an outburst of mass violence or any other global disaster that can kill millions of people at a time. All such disasters cannot be controlled by money alone. Intellectual resources are required too. It is the scientists with their tools that can ensure that human civilization moves safely with time.

Finally, the writer says it may not be right to say that science is all in all. More important for humankind are human qualities. However, if properly used, science is the caretaker and guardian of people in the present world. Thus, the writer has discussed the importance of science and technology mainly for the welfare of human society.

Though written a personal experience of a scientist, the language of the essay is easily understood by common readers. The use of first-person narrative has made the expression reliable on what is being said. Though a scientist, he avoids technical terms. It is a clear and authentic expression. The text is successful in arousing respect for the scientific profession in general.

Answer the following questions:

1. Why is there a general comment saying that scientists are not rich, so they are not clever?

Ans: There is a common understanding that people become rich only if they are clever. The same understanding is there for scientists too. In fact, scientists are people who are completely absorbed in science and it becomes their life. They have no time to think of profit and loss.

2. What according to Borok, is the major reward for scientists?

Ans: According to Borok, Scientific discoveries are the major rewards for scientists.

3. Who showed him a letter from Geneva?

Ans: The president of the Russian Academy of Sciences showed him a letter from Geneva.

4. What was there in the letter?

Ans: An American scientist, Frank Press had quoted Borok's work while arguing with Moscow experts. The same information was there in the letter.

5. Why did everyone live under the threat of nuclear weapons during that time?

Ans: It was the time of the cold war between two powerful countries USA and Russia. So, there was a threat of any one country being attacked by the other. So, everyone was terrified.

6. Which knowledge of Borok and other scientists help the politicians ban the nuclear test?

Ans: The distinction between seismic tremor and nuclear explosion tremor was only with Borok and other scientists. That particular knowledge helped them help the politicians to decide on nuclear test ban.

7. What common sayings are there about scientists?

Ans: A common myth about scientists is that they are people who are completely immersed in their experiments. So, they are impractical and oblivious to other activities.

8. What has threatened our civilization?

Ans: Different kinds of natural and made disasters have threatened our civilization.

9. According to the writer what is more important for humankind, science or human qualities?

Ans: According to the writer, human qualities are more important than science.

10. How should science be used for the best utility?

Ans: Science should be used humanly for the best utility. It should be used for the benefit of mankind.

Long Answer Question:

- Q. The professional addressed as 'you' in the sentence "If you are clever, why are you so poor?" refers to a...

i. lawyer ii. doctor iii. scientist iv. businessman.

Justify your choice.

Ans: The professional addressed as 'You' in the sentence is a scientist. There is a general statement targeted to a scientist telling them that if they were really intelligent, then why aren't they rich? The question seems sensible in ordinary situation but the truth is different. Being a scientist himself, the writer can be most honest with what he says. Indeed, scientists are people who love and enjoy their experiments probably more than everything. Working with scientific experiments is their best time. They are not businessmen who value money the most. They worth the nature of their work far more than money. Here the priority is not money. Instead, science is their life. Thus, the above statement is addressed to scientists.

One Act Play

Trifles

On Stage Characters

1. **George Henderson:** County attorney (He is a young professional called to investigate the murder of Mr. John Wright)
2. **Mr. Henry Peters:** A middle-aged local sheriff and husband of Mrs. Peters. (He is called to the place to examine the scene of the crime)
3. **Mrs. Peters:** Wife of the sheriff, Mr. Henry Peters (A woman able to understand the sentiments of women)
4. **Mrs. Hale:** Neighbor to the Wrights and wife of Lewis Hale (A bold woman, sympathetic to Mrs. Wright and women in general)

Off Stage Characters

1. **Mr. Wright:** A farmer by profession as well as Mrs. Wright's husband. The play is centered on the investigation of his death. He appears a harsh husband, unconcerned with the interests and feelings of his wife.
2. **Mrs. Wright (Minnie Foster):** Wife of Mr. Wright. She has unhappy and controlled marital life. She was called Minnie Foster before her marriage.

Setting: A gloomy kitchen of Mr. John Wright's abandoned farmhouse. The kitchen is in messy condition with pieces of stuff abandoned elsewhere. There are signs of incomplete work. The gloomy setting has been related to the cold relationship between the characters in the play.

Summary and Analysis

A group of people enters the kitchen. They are there to investigate the death of Mr. Wright. It is the place where death has taken place. In the kitchen, things are in disorder. The county attorney Mr. Henderson starts the inspection of the room. Mr. Hale, the neighbor was the first person to see the dead body. So, the attorney is asking some questions to him. Mr. Hale informs that he was told about the death by Mrs. Wright, the wife when he had come to visit them for asking about getting a telephone line. At the time, Mrs. Wright was rocking back and forth in a rocking chair, looking queer. She was the person to inform him about the death. Mr. Hale says that her manner was unconcerned when she told him the news. The cause of the death was by strangling. She had said to Mr. Hale that she didn't know about the death because she was asleep.

The County attorney Mr. Henderson and the sheriff, Mr. Peters inspect the cupboard closet, broken jar and other things in the kitchen. Mr. Peters criticizes Mrs. Wright's poor housekeeping skills. Mrs. Peters doesn't like that comment. She and Mrs. Hale were talking about Mrs. Wright's food preserves and her general concerns. The sheriff, in hearing them, says the women are worried about trifling things. Mrs. Hale and Mrs. Peters don't like the unkind comments of the attorney and sheriff toward the women including Mrs. Wright.

The attorney allows the two women to collect the belongings for Mrs. Wright. As a neighbor Mrs. Hale knows many things about Mrs. Wright. From her dialogue, the audience comes to know that Mrs. Wright was a jolly woman known as Minnie Foster, before her marriage. Minnie liked to wear pretty dresses and sing songs. In fact, she was a local choir singer, but after her marriage, her husband didn't let her wear what she liked. He controlled her liberty. She also liked to join 'women's aid' but her husband did not allow. Mrs. Hale further tells Mrs. Peters that her husband, the sheriff, suspects Minnie to be guilty of the murder. In fact, the sheriff did not believe that Minnie was not awake at night during the murder.

Mr. Peters had found a gun in the house and was surprised why it was not used for the murder.

Mrs. Hale worries about Minnie who is in the prison. They see that in the house there are other things that Minnie had started but couldn't complete. They say that was probably because of the pressure she had. There was a sewing basket and a quilt where the stitches weren't complete. Seeing the incomplete stitches, the women infer Minnie's nervous mental state. The male investigators, on the other hand, ridicule the stuff as women's trifles. They say that women are interested in trivial tasks instead of helping to find the evidence. For them, finding solid proof is the only thing worth doing.

From the discussion between the two women, the audience comes to know that Minnie was lonesome in her own house. Her husband restricted her freedom. Other evidence showed that she had bought a canary for her company but someone had killed it. The cage of the canary was found empty with a broken door. The two women later discover that the dead canary was wrapped in a silk cloth, most probably by Minnie and had put it in a little red box. The neck of the bird had been wrung. The women had hid the little box among the quilt pieces in order to conceal it from the investigators' eyes. They knew that the male members will comment on the activity as taking interest in useless things. As predicted, the attorney thinks that the women are busy with the trifles. The men could find no evidence until then.

Relating to the situation, Mrs. Peters recalls one of her past incidents. Once, when she was young, her favorite kitten was brutally killed in front of her, by a boy using a hatchet. This act had made her very angry and a sense of revenge was generated

in her. The women, thus, try to relate the instance of killing the bird to the murder of Mr. Wright.

The women see their own emptiness, their trapped marital life and loneliness as equitable to Mrs. Wright's situation. The two women Mrs. Hale and Mrs. Peters are sympathetic to her. In their opinion, Minnie was not guilty. Further, they also did not want her to be imprisoned. So, they hid the box in order to hide the evidence.

The men are not able to find out specific evidence that could hint the murderer. The women, on the other hand, do not expose their predictions and findings about Minnie. They think that most women go through similar experiences, like Minnie's. Though things may not be exactly the same, there are relevant experiences of patriarchal control with these women as well. Mrs. Hale hides the red box in her pocket. She doesn't want to show it to the attorney and to the sheriff.

The men come downstage unable to find the definite sign or evidence. They are not satisfied. The women decide not to share what they have found. In fact, they have decided to save Mrs. Wright (Minnie).

It is a suspense play. The main theme is the status of women in contemporary American society. How are women isolated in a male-dominated society? What happens to her priorities? What is the role of male dominance in a marriage? These are the questions raised by the play. There is a constant quest for identity in Mrs. Wright which her husband fails to recognize. For him, a woman is a puppet to dance in the direction of her husband. Domination and control have begotten vengeance and violence. Mrs. Wright must have opted for her personal freedom through rebellion. Her rocking state in a rocking chair has demonstrated her relief from the pressure, after the murder.

The women in the play are shown to have cognitive capabilities far better than that of the men.

Dramatic irony is a literary device that occurs when the audience or reader discovers what was previously hidden. The leading characters in the play are unaware of the facts, but the readers or audiences are aware of them. The crucial information related to dramatic irony in this play is that Mrs. Wright has murdered her husband. The readers learn the facts behind the murder through Mrs. Hale and Mrs. Peters, but the male characters are unaware of this info.

Answer the questions

1. Do you believe that Mrs. Wright killed her husband? Explain.

Ans: Yes, I believe that Mrs. Wright killed her husband. Mrs. Wright was pressured to suffer mentally for a long time. Not seeing any outlet, she might

have reached the conclusion to kill him the way he had killed her favorite companion, the canary.

2. Do you think Mr. Wright's death would have been uncovered if Mr. Hale hadn't stopped by the Wrights' home?

Ans: Since the location of the house was quite secluded, and rarely someone visited there, it is unlikely that the death incident would be uncovered if Mr. Hale hadn't visited.

3. Why does Mrs. Hale think that Mrs. Wright's worries about her preserves indicate her innocence?

Ans: Only a woman can relate her opinions, feelings, suffering and desires to another woman. Mrs. Hale is of the opinion that a woman who is careful about every minor detail of her housekeeping must be innocent by nature.

4. How does Mrs. Peters' homesteading experience connect her to Mrs. Wright?

Ans: Mrs. Peters lost her first baby when the baby was just two years old. The time without the baby was very painful for her. Similarly, Mrs. Wright had also lost her favorite canary. Life without a canary must have been tough for her too.

5. How do women's perspectives on men differ?

Ans: Women in the play are able to understand the other women's psychology and perspective from the small details seen in the house. Male characters on the other hand take the important details as trifles. It is ironic that the observation of the very 'trifle' things has provided women with the idea of who the murderer is. Men on the other hand return back without finding the evidence

6. What information is crucial to the play 'Trifles'?

Ans: The information about the dead canary is crucial to the play 'Trifles'.

7. How does the playwright use the information to create dramatic irony?

Ans: The playwright makes the truth about the canary revealed through the women's eyes, whom the men in the play do not trust. This is the use of dramatic irony.

8. What effect does the dramatic irony have on the audience and the play?

Ans: The use of dramatic irony has made the audience know the information faster and better than the characters in the play.

9. Discuss the main theme of the play.

Ans: The theme of the play is mainly the distorted understanding of the male about the females. There are themes like revenge, the quest for freedom, mockery of the police investigation, etc.

10. What impact does the setting have on the theme of the play?

Ans: The setting is a lonesome, cold, quiet and gloomy place in a secluded location. The theme of the play is related to the coldness in the relationship between the husband and wife. The quiet and lonely life of the major character, her suffering and sadness is reflected by the gloomy setting.

Long Answer Question

Q. Discuss the symbolism used in the play.

Ans: There are many symbols used in the play. The first symbol is the cage and the dead canary. The buying of the canary is Mrs. Wright's desire for freedom, as the bird itself is the symbol of freedom. Her life is a caged life. The wrung neck of the bird is symbolic of rope being used in killing her husband. The secluded location of the house is symbolic of the lonely life of Mrs. Wright and her rocking in the chair is the release of tension after the murder. The knot in the quilt symbolizes the knot of the rope used in the murder. The name of Mrs. Wright as 'Minnie Foster' before her marriage is symbolic of her jolly life before her marriage different from that of the present one.

A Sunny Morning

Characters:

1. Dona Laura: an old white-haired woman in her seventies
2. Petra: Laura's maid
3. Don Gonzalo: an old gentleman of seventy
4. Juanitho: Gonzalo's manservant

Setting: A sunny morning in Madrid, Spain on a bench, in a park.

Summary and Analysis

When the play begins, an old lady named Laura and her maid are in a park. Laura is happy to find a seat. She sits down on a bench and starts to feed the birds with bread crumbs. While she is happily scattering the crumbs, a gouty and impatient old man enters the stage with his man servant. His name is Don Gonzalo and he is searching for an empty bench somewhere in the park. Laura is angry with Gonzalo because the birds are scared by his noisy complaining manner. Gonzalo is grumbling about not finding a seat. He is annoyed with the priests because they have occupied the bench where he generally used to sit. Laura calls him an ill-natured old man. Seeing him not find a bench, she is glad. Gonzalo speaks to himself. He complains about the authorities for not adding more seats. Unable to find one, he soon resigns and returns to sit on Laura's bench. He starts to talk to her. At first, she mocks him for his behaviour, but quite soon the relationship between the two is improved when Gonzalo offers her a snuff. He then puts on his eyeglass and begins to read a book.

They talk about their eyesight and hunting. In their conversation, each one claims his/her activities better than the other. Their humorous ways of talking bring laughter to the audience. By this time, they have started to have a bit of good terms. So they further talk about cities, travel, people they met, etc. When Gonzalo says that he is from Valencia and when Laura hears about his past, connected to the place, she comes to realize that the old man is none other than her old lover. She looks at him intently and so does Gonzalo. Gonzalo also identifies her but cleverly pretends he is not himself. Both of them recount their romantic days. Each one thinks that he/she is able to recognize the other one, and is successful in hiding one's own identity. Gonzalo pretends to be his cousin. Laura pretends to be a friend of Laura. Both of them make up a story of their death. Laura says that her friend had an unhappy love affair. Her friend and her beloved departed because her friend's parents did not want her to marry her cousin i.e Gonzalo. So, he was

insulted and was driven away from the place. Her friend waited for her lover for many days but neither he nor his letters came. Laura further makes up the story of her sorrowful death due to the pain of separation from her lover. Gonzalo also makes up the story of the heroic death of his cousin, in the army, after parting from his darling.

At the end of the play, they both make plans to come back and meet the following day if it is a sunny morning. Thus, the play ends with a sense of curiosity about what may happen about the next day and the coming days, i.e. whether the old lovers will meet and talk in the same way in the coming days too or their identities will be revealed.

The incident of their false story brings humor and dramatic irony to the situation. The readers are known about the character's secrets but the characters aren't. They have decided not to disclose their identity for avoiding awkward encounter. This has created humor and added interest to the situation.

Answer the following questions:

1. What type of text is 'A Sunday Morning'?

Ans: A Sunday Morning is a light comedy.

2. What makes Dona Laura think that Don Gonzalo is an ill-natured man?

Ans: Don Gonzalo's complaint about not finding the bench, his frightening of Laura's birds and his rude reply to her queries made her think that Gonzalo is an ill-natured man.

3. Who is Petra and Juanito?

Ans: Petra is Laura's maid and Juanito is Gonzalo's manservant.

4. When does Dona Laura realize that Don Gonzalo was her former lover?

Ans: Gonzalo's recalling of his hometown and his memory of the beautiful Silver Maiden makes Laura realize that he is her former lover.

5. Why do Dona Laura Don Gonzalo not expose their true identities?

Ans: Neither Dona Laura nor Don Gonzalo reveal their true identities, in order to avoid the awkwardness of their past love life.

6. Why do both of them spin fictitious stories about themselves?

Ans: Both of them spin fictitious stories about themselves to hide their real selves. At this point of time, they feel odd about their past state of affairs.

7. What do both characters pretend to be?

Ans: Gonzalo pretends to be his cousin and Laura pretends to be her friend.

8. In Gonzalo's story, why did his cousin take refuge in his house?

Ans: In Gonzalo's story, the cousin took refuge in his house because he was afraid of the consequences of the duel with the merchant.

9. How do Dona Laura and Don Gonzalo feel about each other?

Ans: When Laura and Gonzalo meet all of a sudden after long years in a park, they have mixed feelings of astonishment, curiosity and hesitancy. Though old, both were clever and cautious not to let the other one know that he is the same person who was in deep love with each other in their long past.

10. Why do you think both of them created the fictitious stories of their own death?

Ans: I think both of them created fictitious stories of their own death in order to close the chapter of their past love. They are now far away from their past and don't want to dive into the same emotions.

Long Answer Question:

Q. Discuss how the play is built around humour and irony.

Ans: Humour is created in the play 'A Sunny Morning' both by the plot and by the dialogues between the main characters. The laughter is there in the play from the beginning until the end. For example, every piece of conversation between the two is humorous. Laura says "A carriage would not raise more dust than his feet" when Gonzalo is dragging his shoes in the park. Her utterance creates laughter when she asks Gonzalo if he uses his handkerchief as a shoe brush when he is cleaning his shoes with his handkerchief. Similarly, when he takes out his spectacles to read, she mocks him saying that she was thinking he was taking out a telescope. When both major characters spin a false story of their own heroic and tragic end, humor is created. Ironically, time, place and situation have forbidden them to be happy in their reunion.

At present, they do not want to reveal their identities. They might have a fear that their changed appearance due to age can be restraints in their newly found happiness. Ironically, once a desperate lovers are now desperate to hide their personalities. They are a perfect example that nothing is permanent in human nature.

Refund

Characters:

1. The principal
2. The Servant
3. Wasserkopf: a former pupil of the school
4. The Mathematics Master
5. The Physics Master
6. The Staff
7. The Geography Master

Setting:

A principal's room in a high school.

The play *Refund*, written in 1938, is about a man who goes back to the school in which he had studied in the past and demands a refund of the fees he had paid eighteen years back, claiming that he had learned nothing useful at school and he is now a good-for-nothing man. The play brings out an extraordinary sense of parody amongst the audience. It is full of humour and deals with an absurd situation. It is also a satire on the education system that is in practice in the contemporary society.

Wasserkopf, a former pupil of a school has come to refund the tuition fees which he had paid for his education long back. According to him the education he received did not make him rich nor was he able to earn any knowledge. The education that he earned made him nothing more than “an incompetent ass”. He is fired from his last job and is now without one. So, as per the idea given to him by one of his old classmates, he has come back to the school for getting his money back. He also warns that if he gets the wrong treatment from the school, he will go to the ministry of education and complain about the principal telling him that he took his money but was taught nothing.

The principal is startled at the odd, unprecedented and incredible demand. He requests Wasserkopf to go away but Wasserkopf instead tells the principal to test his qualification if he is not ready to believe him. He doesn't go but persistently tells the principal to test him, saying that the reexamination will prove that he has learned nothing. The principal is then compelled to call for an extraordinary conference with the subject masters. The masters discuss. They come to the conclusion that they will lose nothing by reexamining him, but he must not fail, because if he fails, it will create difficulty to the teachers and to the school.

The mathematics teacher purposes to deal tactfully with the sly and crafty Wasserkopf. He says that by hook or by crook they shall checkmate him. The masters need to prevent him from failing because if he fails, he succeeds, and if he

succeeds, there shall be dozens of pupils returning with the demand of refunding their fees. So, with the idea of the mathematics teacher the test begins.

Wasserkopf speaks very rudely, but the mathematics teacher appreciates his manners saying that his words are the perfect example of equality between masters and pupils. So, he is marked “Excellent” in manners. All other staffs show agreement to the marking. When he disobeys to sit, the master says that his physical condition is splendid. So, he gets “Excellent” in his physical culture as well. Wasserkopf quickly sits down grinning and tells that from then onwards, he’ll have his ears open. The masters again mark his response as “Unusual perseverance and Excellent Logic”. Now it is the history master’s turn to ask him a question. He asks him “How long does “Thirty years” war last? Wasserkopf replies “seven meters”. The history master thinks for a few minutes and says that the answer is fully research-based and correct. According to him, the time of actual warfare was only seven years. The war took place only during half each day-i.e. twelve hours out of twenty-four and the thirty years at once becomes fifteen. That fifteen years are also divided between the meal time and noonday siestas, to peaceful diversions and non-war activities. For all these reasons, the actual time period of the war was only seven years. Furthermore, according to Einstein’s Quantum Theory time consists of atoms and may be represented by the meter. So, seven years can be said as seven meters. Thus, his answer was perfectly correct and thus he passed his history examination.

For all these Wasserkopf calls the staff “tricksters” and tries to irritate the physics master. He answers his question telling “You’re an ass!” The physics teacher answers that the answer is right, preparing a convincing explanation why the answer is correct, and that he should get “Very Good” in physics also. Similarly, the Geography master too builds up a convincing explanation for accepting his senseless answer as ‘right’. He gets excellent grades in Geography too. Finally, it was the turn of the Mathematics master who asks him two questions: one easy and the other hard. Test begins with the easy question. The master declares him ‘fail’ for the first answer. He is not satisfied with the answer and accepts Wasserkopf as a failure. Then he justly tells the principal that he needs to be refunded. He says that the school is a good one and they must refund the pupil. Wasserkopf is then told to calculate how much does the school owes him. Wasserkopf forgets everything and does the calculations on the amount he is supposed to get back from the six years of his educational tenure at school. He calculates the exam fees, tuition fees, certification document books stamp taxes, etc. and tells that the school owes him 6,450 crowns 50 hellers. The mathematics teacher checks all his calculations and concludes that his refund amount is exactly correct and that the candidate has passed the hard question and thus, Wasserkopf is a mathematical genius. The masters declare that Wasserkopf has passed every subject with distinction. They

congratulate him for his knowledge. The principal drives Wasserkopf away and thanks all his staff for their cooperation. The play ends.

Refund is thus a critique of the type of educated citizen our education system has been producing. Educated candidates are neither satisfied nor independent. They are jobless loafers. The play hints at the need for practical education in society. No student can outwit his teacher. So, it must be accepted that a teacher's verdict is a final verdict.

It is written in comic style and the subject matter is extraordinarily unique and creative.

Answer the following questions:

1. Why does Wasserkopf demand a refund of his tuition fees from the school?

Ans: Wasserkopf demands a refund of his tuition fees from the school because according to him, he is good for no good job and the school taught him nothing useful to be competent enough in life.

2. Why does Wasserkopf consider himself good for nothing?

Ans: Wasserkopf considers himself good for nothing because he is fired from his last job and is not able to earn money until the age of forty.

3. What did the teachers decide to do when Wasserkopf asked for a refund?

Ans: The teachers decide to pass him in his exam by hook or by crook when he asked for a refund from the school.

4. Why did Wasserkopf give ridiculous answers

Ans: Wasserkopf gave ridiculous answers in order to fail the exam intentionally.

5. Why did the teachers accept these answers?

Ans: The teachers accept his answers because, if they don't they will have to accept him as 'a failure'.

6. How does the Mathematics Master describe Wasserkopf's character?

Ans: Mathematics teacher describes Wasserkopf as someone having excellent logic and boundless ambition.

7. How did the teachers outwit Wasserkopf?

Ans: The teachers outwit Wasserkopf by marking him 'Excellent' 'by twisting his answers to the correct explanations using their own wit.

8. What is the final judgment on Wasserkopf's demand for a refund?

Ans: He was finally judged as an 'A passed candidate' with 'Excellent' grades in all subjects. So, he was not able to get back his refund money.

9. What is the theme of the play?

Ans: The theme of the play is teachers can always outwit their pupils. Also, unity is the best strategy to be successful in any institution. In the play, the masters are united to tackle the odd situation and so are they successful.

10. How does Waserkopf insult the masters?

Ans: He insults the masters by telling them 'Numskull', 'loafers', 'cannibals' 'whiskered balloon', 'old stick in the mud' etc.

Long Answer Question:

Q. The play is a satire on the present-day education system. Do you think that our education system does not prepare students for life? Discuss.

Ans: The play is a perfect example of satire in the present-day education. The education system that is in practice at present is not able to satisfy the students. It has made the students incompetent and useless products who are unable to be employed for independent living. The students feel that the investment in their education has become futile. It is mainly due to the lack of sellable skills the educational institutions are able to provide the students.

The teachers are able to twist the curiosity of their pupils in the direction of their interest or purpose. The wrong answers are also marked as correct for the institutional benefit. Students on the other hand, have lost interest and respect for their teachers. Education has become business and students calculate their success only in terms of the money earned. Today's education system is unable to meet the expectations of its pupils. It is ironic that the more a person is educated, the more frustrated he is in his life. To some extent, the playwright is able to present the fact behind the futility of educational institutions in contemporary society.

Part two:
Grade 12

Language
Development

Know Thyself

Working with Words

A. Find the words from the text that match with the following meanings.

- a. walking by dragging one's feet along or without lifting them fully from the ground
- b. drawing pictures or patterns while thinking about something else
- c. a piece of flat metal with writing on it
- d. a general rule intended to regulate behaviour or thought
- e. move or go in a furtive or stealthy way

Answer

- a. shuffle b. doodle c. plaque d. percent e. sneak

B. Consult your teacher and define the following thinking skills.

- a. convergent thinking b. divergent thinking
- c. critical thinking d. creative thinking

Answer

- a. **Conversant Thinking:** It's thinking about the final, complete well-defined solution to the answer to a problem. Only one final answer.
- b. **Divergent Thinking:** It's thinking about many possible alternatives. We think about different possible solutions to a problem.
- c. **Critical Thinking:** In this, we think objectively for the analysis or judgment of a problem
- d. **Creative thinking:** It's a kind of thinking with novel ways of solution, something new or unique.

Comprehension

In this section, you will be given enough examples of passages with **short answers**, **multiple choice**, **vocabulary choice**, **fill-in-the-blanks** and **true or false** questions. If you practice all these passages in 20 units, you can easily deal with the passage in your final examination or other service-related tests.

Some tips while dealing with comprehension passages

- a. Read the questions after you have read the passage once.
- b. Try to find the key words of the question in the passage.
- c. In many questions, you can find the words or subject in the same question.

- d. Answer in the same tense in which the question is asked.
- e. Generally, wh-questions are used in comprehension questions. Each Wh- the question needs a specific answer. See the following table to know which wh-question needs which specific answer.

If the question is asked with ‘Who’----- person as the subject in the answer.

If the question is asked with ‘Whom’-----person as the object in the answer.

If the question is asked with ‘Whose’ -----person as possessive (Ram’s, Gita’s, etc)

If the question is asked with ‘Where’----- place

If the question is asked with ‘When’ -----time

If the question is asked with ‘Why’----- reason, purpose. If the question needs reason you have to give the reason by using **because, as, and because of**. If it needs a purpose, you can give the answer by using **to, in order to** and **so that**.

If the question is asked with ‘How’ way, manner. Sometimes, it is easy to give the answer to how question by adding -ing in the verb.

If the question is asked with ‘What’ action /things

If the question is asked with ‘Which’one among many

If there is ‘do’ in the question.....another verb in place of do.

(See Unit one of Book 11 to know how to give the answer to comprehension questions in detail.)

Read the following passage and answer the questions given below.

There was a lot of shuffling around when the bell rang and everybody got up to leave. I checked my schedule and it said my next class was English, room 321. I didn’t stop to see if anyone else from my homeroom was going my way: I just zoomed out of the class and down the hall and sat down as far from the front as possible. The teacher, a really tall man with a yellow beard, was writing on the chalkboard.

Kids came in laughing and talking in little groups but I didn’t look up. Basically, the same thing that happened in homeroom happened again: no one sat next to me except for Jack, who was joking around with some kids who weren’t in our homeroom. I could tell Jack was the kind of kid other kids liked. He had a lot of friends. He made people laugh.

- a. What was happening when the bell rang?

There was a lot of shuffling around when the bell rang.

- b. What did the people do when the bell rang?
Everybody got up to leave when the bell rang.
- c. Where was the speaker's English class?
It was in room 321.
- d. Describe the speaker's teacher.
He was a tall man with a yellow beard.
- e. What was the teacher doing when the speaker reached the class?
When the speaker reached the class, the teacher was writing on the chalkboard.
- f. How did the kids come there?
The kids came laughing and talking.
- g. Who was joking around?
Jack was joking around.

Critical Thinking

- a. **Have you made your own precept after you read this lesson? What is it? Share it with your friends.**

The precept is a general rule intended to regulate behaviour or thought. Some literary pieces change our minds and we are ready to follow certain rules in our life. Read the following story and you will fully understand the meaning of precept.

It has been two years since Harsha Bahadur got married after completing his education. He was unemployed, so he told his father to go abroad and do business. The father also readily accepted. He left his pregnant wife Shanti in the care of his parents and went abroad to do business. He earned a lot of money by working hard abroad. Due to his hard work, he became very rich in a short time and his social value and prestige started increasing there.

He spent about two decades in business abroad, then I got some satisfaction in my mind and the idea of returning home came after earning more money. He wrote a letter to his wife at home and sent a message to return home. On the way home, he had to travel by boat. During the journey, a passenger was sitting with a sad face. He asked the reason for the sadness of the passenger. He said that he had come to this country thinking that there would be respect for intellect, but after staying there for a few days, he felt that there was no appreciation for wisdom. He came there to sell some of his wisdom, but no one was willing to buy his wisdom. Then, he was returning with his wisdom.

The conversation with the newcomer suggested some patience and a solution in Harsha's mind. He thought that if he could make as much money as he could

with his own wisdom, he could expand his wealth by incorporating other wisdom. This is my workplace. I have to respect it. Harsha expressed his desire to buy wisdom from a wisdom merchant. He also estimated that the value of each intellect would be 50 million. Hey, there Wisdom is very expensive. Even with a lot of wisdom, it would be useless. He was ready to take only one wisdom. "Think once before you do anything and move on." Harsha also put the precious wisdom in a notebook and kept it. During the journey, he entered his hometown, taking transit breaks in several cities. Returning home after nearly two decades, he did not know when he would arrive, so he thought of giving a surprise to his beloved. He entered the bedroom of his beloved, telling everyone he met on the way to be silent. Searching for his sweetheart, when he entered the room, he saw his sweetheart was sleeping on the same bed with a stranger. As soon as he saw his beloved, he felt the ground beneath his feet.

Harsha became very angry and thought that when he left his country for such a long time and made money by trading abroad and reaching home at once, he was forced to think about what he had to see. He remembered the incident when he went abroad to earn money for the happiness of his family. He thought about the situation of earning name and money due to physical and mental sacrifices abroad. I have to sacrifice for their happiness and see what they have done to strangers here. This betrayal was unforgivable. What was the point of pulling the sword out of the MAN-Cover made of metal and slashing him in one fell swoop, making sure that both of them were punishable? "Think once before you do anything and move on." He immediately remembered the wisdom worth 50 million rupees. He thought for a moment, thinking. When the sword drawn from the scabbard seemed to fall into place, the anger and impulsive vibrations created in the doer did not penetrate the sword scabbard. Instead, his wife's sleep was disturbed by the sound of her falling on the shield hanging on the wall. When she saw her beloved with her eyes wide open, she jumped in a happy mood, came to her husband's feet and prostrated herself, got up and said to the young man in bed, "Son!" Get up Look son! Your father has come. She says to her husband, who is trembling with rage, "How long did I have to wait to bring this son and this house here without you?" Give your warm masculine shade to my feminine religion. All I know is how to get rid of this long pain.

When the child saw his father for the first time while bending down at his feet and touching him, the Feta MUFFLER on his head was blown off and his long hair was loosened. The wife said, "You and this house have done nothing to tarnish the image of dignity." She dressed that child in the guise of a son so that they would not have any trouble in their life in absence of the father. Until

then, she had been taking care of this daughter with her son's address. From now on, that was his daughter.

Moments before the anger cleared and tears flowed unceasingly from both eyes. He hugged his wife and daughter. To do something in a hurry is to cause disaster. That day, he avoided making the big mistake that he had to regret for the rest of his life. That was the source of real life. That priceless mantra became a gift to him. Being modest saved his family. That precious formula of wisdom seemed expensive to me that day, but 50 million is nothing. Wisdom is precious. If you let it play for a minute, happiness will flow in your life.

It is said:

सहसा विदधीत न क्रियामविवेकः परमापदां पदम्॥

वृणुते हि विमृश्यकारिणं गुणलुब्धाः स्वयमेव सम्पदः ॥

Namely: Do not do anything suddenly (without thinking in a rage), because irrationality is the home of great calamity. (On the contrary) the person who acts thoughtfully, following the virtues, Mother Lakshmi herself enriches his house.

- b. **According to Josh Lanyon, “If there was one life skill everyone on the planet needed, it was the ability to think with critical objectivity.” Justify this statement with your logic**

You can understand these questions after reading the above story.

Writing

E-mail writing

First, you have to learn the skills of writing an email. See the following rules.

If you were educated in the 20th century, you would not even know about email. Writing an email is a new technological gift to humanity. Your email reaches the receiver within a few seconds. In the past, it would take months for a letter to reach its destination. Since the development of email writing, people have almost forgotten to write letters today. Writing an email is not as formal as writing letters but you have to maintain some manners while writing them.

1. Begin with a greeting, like Dear Sir, Dear Madam, etc. If the person is a familiar friend, write her/his first name, like Dear Madhu, Dear Saru, etc. If you are writing to a man of position, write Dear Manager, Dear Managing Director, etc. If you are writing to a person for the first time, write his surname like Mr. Thapa, Dear Ms. / Mrs. Gautam, etc. If the addressee is your close friend, you can just write Hi Keshav, Hi Bina, etc.

2. When you give reply to an email, please begin thanking the person who wrote you an e-mail. Thank you for your email.....
3. If you represent an organization or a business firm, please write your name and position in the introduction section of the email. I am Swarnim Malla, Managing Director of Sworgadwari Books and Distributors.
4. If you write a second email after getting the reply, you can acknowledge him or her by saying “Thank you for your quick/fast/prompt reply.”
5. If you delay giving reply to the email, please write, “Sorry for my belated reply.....”, “Forgive me for my belated response....”
6. State your purpose saying “I am writing this email to make an inquiry, etc.”
7. Conclude your email saying “I’m looking forward to getting your response..... I hope I will hear from you soon, etc.

Grammar

Question Tag

- A. Sometimes we think of something as true but get into confusion about whether it is really true or not. We ask someone for confirmation. A question tag is used for such confirmation.

You think today is Sunday but you are not quite sure.

You ask: Today is Sunday, isn't it?

You think Kamal went abroad yesterday but you are not hundred percent sure.

You ask: Kamal went abroad yesterday, didn't he?

You think Sheela hasn't taken lunch but you are in confusion.

You ask: Sheela hasn't taken lunch, has she?

The three sentences above are called question tags. In each case, you see statement + tag.

Affirmative statement+ negative tag.

Negative statement +affirmative tag.

Use of auxiliary +n't in a tag. (You must remember that only contracted negative is used in the tag). See the following examples.

It's cold today, isn't it?

The farmers have not planted organic rice, have they?

Sandeep played for Delhi Capitals, didn't he?

My mother will come home tomorrow, won't she?

Mr. Sharma cannot speak English, can he?

Exercise 1

Write a tag for each of the statements below.

- Shiva has got a camera,?
- The children were not playing,,?
- We shall discuss it in the meeting,?
- You visited New York last year,.....?
- Mira works in an international company,?
- The rhino is a herbivorous animal,.....?
- She has a beautiful house,.....?
- There was lots of traffic,?
- They don't like us,,.....?

See the following table for the use of auxiliaries in the question tag.

Verb/ Auxiliary	Tag	Verb/Auxiliary	Tag
verb ¹ (go, eat, etc)	don't	verb ^s (goes, eats, etc)	doesn't
verb ² (went, ate, etc)	didn't	is	isn't
are	aren't	am	aren't
was	wasn't	were	weren't
has+ past participle	hasn't	has+ noun	doesn't
have +past participle	haven't	have+ noun	haven't
had+ past participle	hadn't	had+ noun	didn't
has to	doesn't	have to	don't'
had to	didn't	had better	hadn't
will	won't	shall	shan't
should	shouldn't	ought to	oughtn't
can	can't	could	couldn't
would	wouldn't	would rather	wouldn't
may	mayn't	might	mightn't
used to	didn't	must	mustn't /needn't

Some points to remember.

- If the statement is in an imperative sentence, we use **will you** in the tag.
Keep silent, will you?
Don't make noise, will you?
- If the statement begins with **Let**, we use **will you** in the tag.
Let the children go out, will you?
- If the statement begins with **Let's**, we use **shall we** in the tag.
Let's go for a walk, shall we?
- Remember there are some negative words in English like never, no, neither, scarcely, hardly, barely, rarely, seldom, etc. We use a positive tag if one of these words is given in the statement.
A barking dog seldom bites, does it?
She rarely goes to the cinema, does she?
You barely managed to survive, did you?
- If the subject of the sentence is anyone, anybody, no one, nobody, none, neither, everyone, somebody, someone, everybody, we use **they** in the tag.
Everyone understands Hindi in Nepal, don't they?
No one was hurt in the accident, were they?
None was allowed to enter the hall, were they?

Read the following situations and write a question with a tag for each of the situations.

- You want to make some shopping but you don't have enough money. You ask your friend whether he has five thousand rupees.
You have got five thousand rupees, haven't you?
- A girl named Ramila has run away with a boy but you don't know who she ran away with. You think it's Bikash.
Ramila has run away with Bikash, hasn't she?
Now you can solve all the questions in your book.

Speaking

A. *Expressing Disappointment*

Practice the following dialogue aloud with your friend.

A: I'm not happy.

B: What's wrong?

A: Oh, I didn't get that job.

B: What a bummer!

A: Yeah, I wish I had prepared better for the interview.

B: Maybe you were just nervous.

A: If I had only thought about how my experience applied to the position.

B: Well, I'm sure you'll do better next time.

A: I hope so. I'm sick of this job.

B: Every job has its ups and downs.

A: Let's have a coffee.

B: That's something that never disappoints me.

B. Underline the expressions in the above dialogue that express disappointment.

The expressions spoken by B are about disappointment.

C. How would you express disappointment in the following situations?

- a. You missed the birthday party of your close friend because you were unwell.
- b. You had to go to school on time, but as it happened, you found the tyre of your bicycle flat.
- c. You have arranged to go for a picnic with your friends. But it is pouring with rain.
- d. You went to the cinema with your friend to watch a newly-released film, but as it happened, there was a 'Houseful' sign outside.
- e. You could not secure an A grade in class 11 in English.

You can repeat the expressions used in A above.

Project work

Invite some students of Grade XI and ask them these three questions. Write a paragraph based on their answers and share it with your friends.

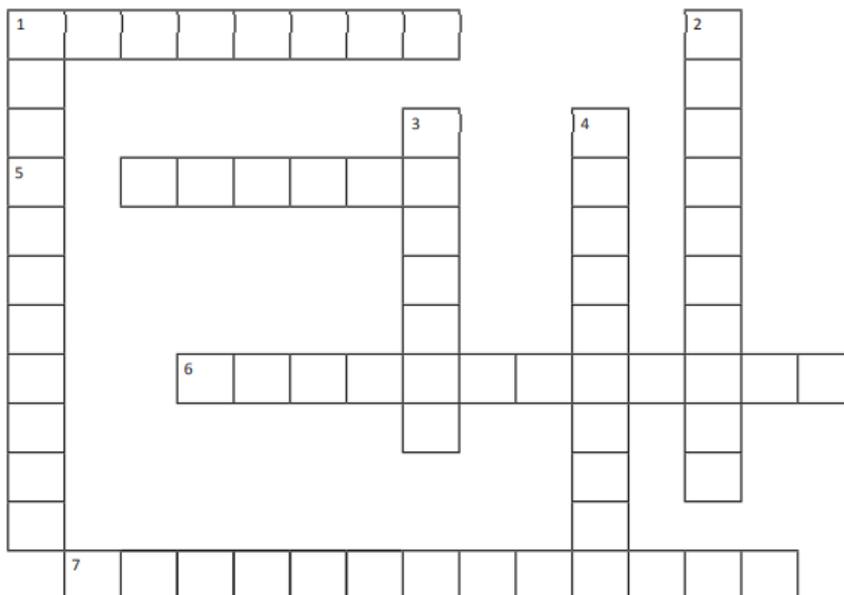
- a. What are you **CURIOUS** about?
- b. What are you **CONCERNED** about?
- c. What do you want to **CREATE** in the world?

You can write a paragraph by asking your friends.

Family

Working with Words

A. Find the words from the text and solve the puzzle. Clues are given below



ACROSS

- 1. the custom of having more than one wife at the same time
- 5. to find an acceptable way of dealing with opposing ideas, needs etc.
- 6. the process in which towns, streets, etc. are built where there was once countryside
- 7. the process by which somebody learns to behave in an acceptable way in their society

DOWN

- 1. ruled or controlled by men
- 2. the act of taking over a position
- 3. done in a way without caring if people are shocked
- 4. single-parent

Across

- 1. polygamy
- 5. resettle
- 6. urbanization
- 7. socialization

Down

- 1. patriarchal
- 2. succession
- 3. blatant
- 4. lone parent

B. Find the meanings of the following family-related words and use them in your own sentences.

Word	Meaning	Sentence
nuclear family	a family group consisting of parents and their children (one or more), typically living in one home residence	Nepali people still prefer nuclear family.
monogamy	the practice of marrying one person.	Hindus follow monogamy whereas Muslims follow polygamy.
siblings-in-law	the brother or sister of one's husband or wife.	In many communities, siblings-in-law can get married.
milk-kinship	related to the mother's side	In Islamic society, marriages are allowed outside milk kinship.
matrilineal	relation based on the female side	Ancient society was founded on matrilineal kinship principles.
nepotism	the practice among those with power or influence of favouring relatives, friends, or associates, especially by giving them jobs.	Nepotism is an age-long problem in Nepal.
maternity	the state of being a mother	Women employees get 90-day maternity leave in Nepal.

C. The following words are from the above text. Each word has two parts: polygamy, unmarried, nontraditional, dissolution, inequitable poly, un, non, dis and in are prefixes. They make new words when they are added to the beginning of other root words.

Make at least five words using the prefixes given. Consult a dictionary to learn how they change the meaning of root words.

un	unmarried, unemployed, undisciplined, unkind, unpopular
non	non-aligned, non-smoker, non-perishable, non-poisonous, nonsense
dis	displease, dissimilar, disorder, disadvantage, distrust
in	insane, invalid, inhospitable, inanimate, indirect

Comprehension

Read the following passage and answer the questions given below.

At its most basic, a family consists of an adult and his or her offspring. Most commonly, it consists of two married adults, usually a man and a woman (almost always from different lineages and not related by blood) along with their offspring, usually living in a private and separate dwelling. This type of unit, more specifically known as a nuclear family, is believed to be the oldest of the various types of families in existence. Sometimes the family includes not only the parents and their unmarried children living at home but also children that have married, their spouses, and their offspring, and possibly elderly dependents as well; such an arrangement is called an extended family. At its best, the family performs various valuable functions for its members. Perhaps most important of all, it provides for emotional and psychological security, particularly through the warmth, love, and companionship that living together generates between spouses and in turn between them and their children. The family also provides a valuable social and political function by institutionalizing procreation and by providing guidelines for the regulation of sexual conduct. The family additionally provides such other socially beneficial functions as the rearing and socialization of children, along with such humanitarian activities as caring for its members when they are sick or disabled.

Tick the correct answer

- a. What is mandatory in a family?
I. a child II. an grown up person III. Two grown up persons
- b. Generally, the married couple is from
I. the same blood line II. the same matrilineal line
III. from different bloodline
- c. Nuclear family is
I. The oldest type of family II. a modern type of family
III. a mixed family
- d. The extended family consists ofmembers.
I. Many II. few II. a couple of
- e. At the basic level, a family provides a person
I. Wealth and security II. wealth and love III. love and security
- f. Family provides ... sexual contact between persons of two opposite sexes.
I. Illegal II. legal III. periodic
- g. A family teaches a person to be.....
I. Selfish II. sociable III. envious

Critical Thinking

- a. **What changes have started to occur in Nepali families in recent days? What impacts will they bring on society? Discuss.**

The family is being disintegrated in Nepal. The three-generation families can hardly be found in urban areas. A large number of young people are attracted towards western countries and millions of people are working in Arab countries. Think about these subjects and you can fully understand the changes in Nepali families these days.

- b. **We see many elderly people in elderly homes these days in Nepal. Some of them are abandoned while others live there willingly. Do you think Nepali people are deviating from their traditional culture? Give reasons.**

Human values are degrading in society. People are forgetting their filial duties and elderly citizens are forced to spend their old age in institutional homes. The love for material life is distracting people from their social/individual roles. Everybody is running for money forgetting their family and social duties.

Writing

- a. Write an essay on **The Importance of Family**. In your essay, you can use these guiding questions.

- Why family is important to you.
- Why family is or is not important for society.
- How you think families will change in the future.

First, talk about your family, how you were born, loved and cared by your parents and grandparents. Talk about the games you played with your sibling at a young age. Talk about different festivals and tours celebrated together.

The combination of the family makes a society. Society is like a big family. People help each other in society.

In the future, families will be more disintegrated. People will have to work longer than now. They will work in different places. The value of family will further erode in the future.

- b. **Some people think it is better to live in a nuclear family. Other people think that living in an extended family is more advantageous. What do you think? Write an essay discussing the advantages and disadvantages of both.**

Talk about short families, two parents and two children. They can enjoy more facilities. They can go to tours, restaurants at less expense. They will have more freedom.

Extended family will be more adventurous. They share both work and income together. Different kinds of relations will give us further fun in the families. Give such points.

Grammar

Can, could and (be) able to

- We use **can** for the physical and mental ability of the present time.

He **can** run a kilometer in two minutes.

Mr. Shah **can** write with both hands.

I **cannot** swim.

Ten years ago, my father **could not** even open a computer but he **can** work in a computer now.

He is very strong. He can lift three hundred K.G.

- For the physical and mental ability of the past, we use ‘could.’

When I was young I **could** type 100 words a minute.

Mr. Pande **could** speak nine languages.

- We use **be (is/arm/are/was/were/ been /be) able to** for indicating somebody manages (d) to do something.

Many people were able to flee to foreign countries in Russia Ukraine War.

She has not been able to find a good job yet.

The police surrounded the house but the thief was able to flee.

She has submitted her CV to many firms. I think she will be able to find a job soon.

Exercise 2

A. Fill in the blanks with **can, could** and appropriate forms of **be able to**.

- I have a car but Inot drive it.
- He spoke very fast but Iunderstand him.
- Mr. Bhandari is a snake lover. He.....pick the snakes with his hands.
- My grandfather loved music. He.....play harmonium very well.
- The rescue teamsave the people from the burning house.
- He is still unmarried. He(not)find a good match yet.

- g. Mr. Aryal is known as the memory King. Heremember fifty names at the first attempt.

B. Choose the best answer to complete the sentences.

- a. 'How much was your parking ticket?' 'Fifty rupees.' 'Oh well, it been worse.'
- i. **could have** ii. must have iii. should have
- b. It got lost in the post. These things happen sometimes.
- i. can't have **ii. might have** iii. must have
- c. 'Sorry I'm late. I got delayed at work.' 'You called. I was really worried about you.'
- i. must have **ii. could have** iii. would have
- d. 'I don't think he meant to be rude.' 'He said sorry.'
- i. **must have** ii. might have iii. would have
- e. 'Whose signature is this?' 'I don't know. It be Manoj's. That looks a bit like an M.'
- i. must **ii. could** iii. should
- f. I had it when I left the office so I lost it on the way to home.
- i. mustn't have **ii. must have** iii. should have
- g. You think it's funny, but I think it's pathetic.
- i. might** ii. should **iii. could**

C. Complete the following sentences with appropriate endings. Use correct modal verbs.

Example: She could be a doctor; however,.....

She could be a doctor; however, she preferred to be an advocate.

- a. At the end of the course, **we could enjoy it.**
- b. If you want to earn a lot of money, **you can try doing a business.**
- c. You were not in your house yesterday, **you may have gone to market.**
- d. I'm quite busy tomorrow. **I may not come to the office.**
- e. When you were a small kid, **you could not speak properly.**
- f. My car is broken. **I wish I could repair it.**
- g. I've got fast speed internet at home. **I can download files easily.**
- h. Even though she didn't study well, **she could secure A+.**
- i. There are plenty of newspapers in the library. **You can go and read them if you want.**

- j. What do you think you were doing, playing on the road? **You could have slipped.**
- k. I have no time. **I must go out now.**
- l. You don't look well. **You may not have slept last night.**

Speaking

Arguing/defending a point

A. Act out the given conversation in pair

Son: Dad, I want to ask you a favour.

Father: What's it?

Son: Our class is going on an educational tour. Can I go with them?

Father: No, my dear. This is not a suitable time for a tour.

Son: Why, dad? It's spring. The weather is okay and the temperature is also fine everywhere.

Father: No, not now. Covid -19 pandemic is at its peak and the government has warned us to stay inside.

Son: Yes, but we'll take every precaution. And, what's more, we'll wash our hands as frequently as possible.

Practice the above dialogue with your friend.

B. Here are some expressions that you can use to argue or defend a point.

Learn them.

- a. The main idea/thing is ...
- b. The most important idea is ...
- c. The primary argument for ... is ...
- d. In addition to that, ...
- e. Not to mention the fact that ...
- f. I agree/admit that ..., but we must remember that ...

C. Work in pairs. Have a conversation in the given situations.

- a. You are against the idea of keeping animals in the zoo but one of your friends disagrees.

A: It's not a good idea to keep animals in the zoo. They lose their natural freedom.

B: I agree that but the animals are fed well and protected against any kind of disease.

- b. You want to study during your leisure time but your sister insists on playing games.
 - c. Your parents want you to study what they want but you don't agree.
 - d. Your friend wants to do a job but you want to start your own business.
 - e. You want to go to a concert but your friend wants to go to a movie.
- Try speaking taking the help of the ideas given in A and B above.

Project Work

Work in groups. Find some elderly couples or a widow/widower staying apart from their children because they are abandoned. Ask them what they had expected from their children and what actually happened. Prepare a story and present it to the class. You can find such men/women in your society. Meet them, take their interview and prepare your story.

Euro 2020

Working with the Words

Word	origin	word	origin
penalty	Latin, poenalitas	major	French, majeur
stadium	Greek, stadion	trophy	French, trophée
defender	French, defendëor	anthem	Latin, antiphona
dejection	Latin, deicere	jubilant	Latin, jubulare
record	French, record	suave	French, suavis
podium	Greek, podion	tournament	middle English, <i>torneieement</i> ,
reminiscent	Latin, reminisci	incredible	Latin, credibilis
savor	Latin, sapor		

A. Consult a dictionary and define the following terms related to cricket.

word	meaning
stump	the three vertical posts that support the bails and form the wicket.
crease	the crease is a certain area demarcated by white lines painted or chalked on the field of play
boundary	the boundary is the perimeter of a playing field
sixer	A shot in which the ball passes over the boundary without touching the ground, for which the batting team is awarded 6 runs; a six.
googly	a googly refers to a type of delivery bowled by a right-arm leg spin bowler
leg-by	a run scored after the ball has hit the batter's leg or some other part of the body, except the hand, without touching the bat.
wicket	two sets of three sticks standing in the ground with pieces of wood lying
maiden	an over in which no runs are scored that count against the bowler

pitch	the cricket pitch consists of the central strip of the cricket field between the wickets
power play	a maximum of two fielders are allowed outside the 30-yard circle (27 metres)
no-ball	a type of illegal delivery to a batter, treading the boundary line of balling
Yorker	a ball bowled (a delivery) which hits the cricket pitch around the batsman's feet

B. Pronunciation

Divide the following words into two groups in accordance with their pronunciation /aɪ/ and /eɪ/.

fine, shine, rein, rail, why, sleigh, height, bright, might, snail, break, fake, five, freight, eight, game, claim, friend, sight, white, gait, by, hail, frame

/aɪ/	/eɪ/
fine, shine, shy, height, bright, might, five, sight, white, by	rein, rail, sleigh, snail, break, fake, freight, eight, game, claim, friend, gait, hail, frame

Comprehension

Read the following passage and answer the questions given below

Italy won the European Championship for the second time by beating England 3-2 on penalties on Sunday. The match finished 1-1 after extra time at Wembley Stadium, which was filled mostly with English fans hoping to celebrate the team's first international trophy since the 1966 World Cup.

"It's coming to Rome. It's coming to Rome," Italy defender Leonardo Bonucci shouted into a TV camera amid the celebrations, mocking the famous lyric "it's coming home" from the England team's anthem.

For England, it was utter dejection again — they know the feeling so well when it comes to penalties — after Gianluigi Donnarumma, Italy's imposing goalkeeper dived to his left and saved the decisive spot kick by 19-year-old Londoner Bukayo Saka, one of the youngest players in England's squad.

That was England's third straight failure from the penalty spot in the shootout, with Marcus Rashford and Jadon Sancho — players brought on late in extra time seemingly as specialist penalty-takers — also missing.

As Saka and Sancho cried, Donnarumma was mobbed by his teammates as they sprinted toward him from the halfway line at the end of the second penalty shootout in a European Championship final.

Then Italy's jubilant players headed to the other end of the field and ran as one, diving to the ground in front of the Italian fans who have witnessed a rebirth of their national team.

Write True or False.

- a. The final match of the European Championship was played between England and Italy. (True)
- b. There were more fans of Italian teams than English teams. (False)
- c. The 1996 World Cup was won by Italy. (False)
- d. English fans were optimistic about winning the European championship. (True)
- e. "It's coming come" belonged to the Italian National anthem (False)
- f. Italian goalkeeper foiled the penalty goal attempt made by English striker Bukayo Saka. (True)
- g. Three English players missed the penalty shootout. (True)
- h. The Italian goalkeeper was surrounded by the players. (True)
- i. The Italian fans thought their team was revived. (True)

Critical Thinking

- a. **"Every match is a new opportunity. Put its failure behind and start over again." Does this apply to the Italian football team when we analyse their performance from their failure to qualify for the World Cup Football to their victory in the European Championship in these four years?**

This question can be understood best by giving an example of the France vs Argentina Final World Cup Football match on 18 December 2022 held in Qatar. The Argentinian team won the World Cup Final after 36 years. They had won the World Cup even before Captain Messi was born. They did not lose interest in football and were able to win it. The same case applies to Italy and other teams as well.

- b. **When a team plays on home ground, it gets huge support from the audience in the stadium. Does this support them to win the match or the players may feel pressure to win and thus lose? What do you think?**

It cannot be guaranteed. Sometimes it applies and sometimes not. France won the world cup final on its home ground but Qatar even could not qualify for the top sixteen. The victory depends on the team's skills, confidence, spirit and other things. Home ground does not always matter.

Writing

Punctuation

A. Study the following rules for punctuation.

While writing, different kinds of punctuation marks also play a major role to make your writing lucid and coherent. You must pay attention to the following points.

- I. Capital letters. Capital letters are used specifically in certain points and places. See the following rules.
 - a. The first letter of a sentence.
He went home.
Please help me.
Stand up.
Move.
 - b. The first letter of all proper names including first name, middle name and surname of a person.
Mrs. Ann Henrik is from America. She came to Kathmandu in January. She has been staying in her friend's house. Her friend's name is Mrs. Alisha Gautam Adhikari. She will visit Pokhara, Lumbini and Chitwan in a few days.
 - c. Name of the books.
I have read The Ramayana but I have not read War and Peace by Leo Tolstoy.
 - d. Name of the days and months.
I was born on Monday in June.
 - e. Name of the castes, races religions and festivals.
There are many Brahmins in Dang.
Aryans live in India and Mongols in China.
Hindus celebrate Dashain and Christians celebrate Christmas.

- f. Important Historical events.
Millions of people were killed in the Second World War.
- g. Nationalities and language.
Swiss people speak German, French and Italian languages.
- h. Brand names and Companies.
She bought an Adidas vest. South Korea became rich because of the contribution made by Samsung and Japan because of Sony.
- i. Educational institutes
I studied in Mahendra Campus and then went to Oxford University.
- j. Man-made structures.
China's Great Wall and France's Eifel Tower are tourist attraction points.
- k. Natural and man-made landmarks
Mount Everest, the Gulf of Mexico
- l. Social occasions
The Olympic Games, Film Festival
- m. Streets and roads.
New Road, Mahendra Highway

II. Full stop (.):

- a. After the end of assertive, imperative and optative sentences (see page).
I am hungry. She did not come home yesterday. Please sit down.
Give me some water. May you live long.
- b. After abbreviations.
Mr. Mrs. Ms. Dr. i.e. etc. the U. S. A.
M. A. B. Sc. e.g. C. B. I.

III. Sign of interrogation (?)

- After wh question and yes/no questions.
Where are you going?
Are you fine?
- c. In question tag.
Mary arrived yesterday, didn't she?
You are not hungry, are you?

IV. Exclamation mark (!): This mark is used after exclamatory sentences (see page).

Well done! You have achieved good marks!

Oh! You have bought a new bike!

What a fantastic film!

Alas! My friend lost his father!

V. Comma (,): Comma is the shortest and most frequently used of all punctuation marks.

a. When there is a list of objects in a sentence.

I bought a pen, a book, a pencil and a notebook.

b. To separate the dependent and independent parts of a clause.

If you work hard, you will get good marks.

While I was climbing the stairs, I fell down.

Crossing the river, they entered the forest.

Although he was hungry, he refused to eat.

c. Before a direct quotation.

He said, "I will help you."

She said to me, "I am coming to your house today."

d. When a noun is further explained in a sentence.

Mr. Thapa, our headmaster, is a reputable person in society.

My sister, Astha, is a wonderful beautician.

e. With tag question.

Today is Sunday, isn't it?

Give me some money, will you?

f. When you address someone.

"Bikram, come here."

"Students," said the teacher, "I won't come tomorrow."

g. Between two repeated words.

I will never, never return to that place.

h. Both sides of however.

I shall, however, help you.

i. After so, thus, then.

Thus, I became a pilot.

Therefore, they returned home.

So, I decided to study humanities.

Then, there was a fire in the street.

VI. Semicolon (;) : It denotes a longer pause than the comma.

The semicolon is used in parallel sentences.

Some books are to be tasted; others are to be swallowed; and a few are to be chewed and digested.

My friend is very ill; he eats nothing; his face is haggard.

VII. The colon (:)

a. It introduces a list:

Our store specializes in three things: art, architecture and graphic design.

b. To divide the sentence into two balancing parts.

The vegetable curry was slightly burnt: the meat was incinerated.

VIII. Hyphen (-).

Hyphen is used to form compound words.

father-in-law, check-in, check-out, an eye-opener.

IX. Inverted Commas (“...”): Remember you must use inverted commas twice as beginner and closer.

a. To enclose direct quotes.

He said, “I love you.”

b. To enclose the title of the article.

She published an article, “Problems in Mother Tongue Education in Magar Language.” In The Kathmandu Post.

X. *Italics*.

Name of the books, newspapers, journals, magazines, etc.

Poet Devkota wrote *Muna Madan*.

I read *The Kathmandu Post* daily.

Have you ever read *The Newsweek*?

XI. Apostrophe (')

a. To indicate possessive case

This is Ram's house. Where is your father's car today?

b. In contracted forms of auxiliary and not.

Can't, doesn't, won't, shan't

c. While hiding some spellings of words.

He's finished reading. They'd completed the work.

(Now you can easily do the punctuation exercise given in the book)

B. Write a news story based on the given information.

See Unit 17 Class 11 book for the rules of the writing news story.

C. We can see many countries competing to host the great international sport events like the World Cup Football. But, there are arguments that hosting an event like World Cup Football can have more problems than benefits. What do you think?

Write your arguments in favour or against hosting an international sport event in about 500 words.

We can see many countries competing to host great international sports events like the World Cup Football. But, there are arguments that hosting an event like World Cup Football can have more problems than benefits. What do you think? Write your arguments in favour or against hosting an international sports event in about 500 words.

The nations are very eager to hold mega sports events like world cup football, Olympics, Commonwealth Games, etc. Arranging such events requires great managerial skills. If the nation becomes unsuccessful to make management, there are problems. The nation can get benefit from tourists while arranging such events.

Grammar

Determiner:

A determiner is a modifying word that defines the kind of reference a noun or noun group has. See the following example.

A man

Each person

Everything

Few students

Little milk

Both boys

All people

My father

That book

Which color

Ten rupees

Her friend.

In the above examples, each word on the left is a determiner and each word on the right is a noun. A determiner decides about the noun. There are seven kinds of determiners.

Article: a man, an orange, a book, an owl

Possessive: my mother, your book, our house, her hair, his uncle, their country

Demonstrative: this book, that man, those days, these people

Interrogative: which book, what color, whose book.

Numerical: ten books, 100 days, thousand nights, double work, triple jump, etc.

Quantifiers: A Quantifier decides the quantity of nouns. The quantifiers are all, some, any, every, each, both, a few, few, a little, little, much, many, a lot of, a great deal of, a number of, a bit, a large number of, etc.

Few/A few/little/a little/ a lot of, Much and Many

1. **A few, few, a lot of, and lots of** are used for countable nouns.

Few is used for very small numbers whereas **a few** indicates some while **a lot of /lots of /loads of** indicate many.

The teacher: I didn't take the class because only few students were in the class.

A few students were absent while a lot of them were present in the class.

I need a lot of human resources to complete this project.

I met lots of people on my trip to India.

Little, a little, and a lot of and lots of are used for uncountable nouns. Little for a small quantity, a little for more than little and a lot of and lots for much.

There is little water left in the jar.

A little water can clean these pots.

Nepali people use a lot of water in household work.

Please remember a lot of is used for both countable and uncountable nouns to mean 'many' and much.

Much and **many** are used for large quantities, much for uncountable nouns and many for countable nouns.

I don't want much sugar in my coffee.

There are many people trapped in the flood.

Some, any; already, yet and always/ever, never

We use **some** for both countable plural nouns and uncountable nouns in affirmative sentences and **any** in negative. Interrogative sentences use both some and any. **Some** means positive bias whereas **any** means negative bias.

I have some friends in the USA.

I don't have any friends in Africa.

Do you want to have some money? (Positive bias)

Do you have any friends in the Maldives? (Negative bias)

Positive bias means, the speaker has a positive attitude about the question asked and negative bias means the speaker thinks about the negative aspect of the question.

Similarly, we use any to mean an indefinite person from the group. Here any means a or an.

The principal told the class teacher: Please send a student to my office.

The class teacher asked: who?

The principal: Anyone.

We use already in affirmative sentences and yet with negative and interrogative sentences.

I have already taken my breakfast.

I have not taken my breakfast yet.

Haven't you taken your breakfast yet?

Always/often and never/ever.

She always goes to college by bus.

She never goes to college on the bike.

Does she ever go to college on foot?

I often take breakfast in the school canteen.

I never take breakfast in the school canteen.

No and None

You can use negative related words like no one, none, nothing, nobody, and nowhere. See the following examples.

No one is allowed to enter the building premises without permission.

None of these people is familiar to me.

Nothing can be done now.

No student is allowed to come to school without a uniform.

The father asked his son “Where are you going?” “Nowhere” replied the son.

Each and every

Both **each** and **every** are used for singular countable nouns. Each and every are similar in meaning and sometimes they can be used interchangeably.

Each time she goes abroad, she buys some gold.

Every time she goes out, she buys some gold.

But there is a slight difference between them. **Each** separates things, one by one in a group but every means things as a whole.

There were five fingers in our hand. Each finger has a different length.

There are five fingers in our hands. Every finger aches when hurt. (All fingers.)

Each voter was in line with the voter’s I.D. Every citizen has a voting right in Nepal.

Every team plays 14 league matches. Each team has 22 players.

Note 1: Each can be used without a noun but **every** is always followed by a noun.

None of the girls are of the same age. Each is of different age.

There are ten girls. Every girl is in the same dress. (Not **every** is)

There are five houses. Each of the houses is painted yellow. Every one of the houses is painted yellow.

Note 2: Everyone (joined) means only person i.e. everybody but every one (separate) means both person and thing.

Everyone is enjoying the party. I am invited to parties but I do not enjoy every one. (Every party)

Both/both of , either/either of and neither/neither of.

We use both, neither and either for two things. Both is used for two things and either and neither for one of the two things.

I have been to Beijing and Shanghai. Both cities are overpopulated.

Both gold and diamond are expensive.

Both Hari and Shankar are my friends.

A: Who do you want to see, Ramila or Menuka?

B: I like to see both of them.

- A: where shall we stay at Landmark or Barahi?
 B: No problem. Either of these hotels is cheap.
 A: Is your birthday in July or August?
 B: Neither of the months is correct. I was born in November.
 (For Neithernor, see page)

You can you both or both of..... They give the same meaning.
 Both my parents are in government jobs.
 Both of my parents are in government jobs.

- A: Would you like to have fish or chicken?
 B: Neither. I am a vegetarian.
 A: Who do you love more, father or mother?
 B: Both. I love both of them.
 A: What do you want to eat? Fish meal or Chicken meal?
 B: Either. I don't mind.

(After reading the above rules, you will have no problem solving the questions given in the grammar section of Unit 3).

Speaking

Asking for and giving reasons

- A. We use the following expressions to ask for and give reasons in a discussion. Study them carefully.

Asking for Reasons	Giving Reasons
Why do you say ...?	I say that because ...
What makes you say ...?	Well, because ...
How come you think ...?	Well, in my experience ...
Why do you think ...?	I think so as ...
Why do/did you ...?	Well, ...so as to...
Why don't/didn't you...?	The reason was that...
Why is/are/was/were...?	Let me explain ...

B. Read and practise the following conversations.



B. Work in pairs. Have similar conversations in the situations given below.

- a. You are on a ride with your friend who does not allow you to drive the bike.

A: why don't you let me drive? I can drive very well.

B: Well, because you are unfamiliar with this part of the road.

- b. One of your friends did not go to the cinema with you last Saturday.
- c. Your friend thinks that technical education is more important for Nepal.
- d. One of your friends is of the opinion that health facilities should be free in the country.
- e. A friend of yours has the opinion that politicians are in politics to serve themselves.
- f. Your friend thinks that people are basically selfish and greedy.
- g. Your teacher suggests you to check the bill before you pay it.

Now, you can make a similar dialogue like that of 'a' and practice with your friends.

C. Use the following prompts to express your own opinions as conversation starters in pairs. Ask for and give reasons for the opinions.

I think our newspapers

a. do a great job reporting the news.

b. do a poor job reporting the news.

Overall, our education system is

a. Excellent.

b. In need of major improvements.

In my opinion, taxes should be

a. reduced.

b. spent to help those in need.

I think the medical care of our country is..

a. getting better

b. worse

I think crime is ...

a. on the rise.

b. on the decline.

In general, I think art museums are ...

a. pretty useless.

b. really important

Project Work

This work can be done by asking somebody about his/her experience in sports. First take the interview and then write it in a paragraph.

Hyperloop

Working with words

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

freight	levitation	gridlock	pneumatic	predecessor
envisioned	equivalent	subsonic	turbulence	deceleration

- a. I think that covering up the facts is to lying really.
- b. If there is not a substantial move to public transport, we will have and the whole regeneration will not work.
- c. Each new leader would blame his for all the evils of the past.
- d. We have, in fact, a better world and have made it happen.
- e. The main linear actuators of the systems are cylinders.
- f. The barrel was short and the bullet emerged at speed.
- g. The city is said to receive two-fifths of the total.....delivered in the country.
- h. It would still take four hours to get down, in a spiral of
- i. Apparently, the magician will be doing some on the stage tomorrow.
- j. We might be experiencing some on this flight due to an approaching electrical storm.

Answer

- a. equivalent b. gridlock c. predecessor d. envisioned
- e. levitation f. subsonic g. freight h. turbulence
- i. pneumatic j. turbulence

B. Add three more words that are formed with the following prefixes.

- a. hyper- : hyperloop, hypersensitive, hyperbole, hyperactive
- b. ultra- : ultrahigh, ultraviolet, ultrasound , ultra-revolutionary
- c. up-: uphill, update, upcoming , upturn
- d. over-: overcoming, overhear, overseer, overnight
- e. multi-: multibillion, multitask, multiparty, multicolor

Comprehension

Read the following passage and answer the given questions.

A hyperloop, as you may have heard, is an ultra-high-speed ground transportation system for passengers and cargo. It could see freight and passengers travelling as high as 760mph (1,220 km/h), in a ‘floating’ pod that shoots through giant, low-pressure tubes, either above or below ground. It is a newer form of transport, currently being explored and developed by a number of companies.

A hyperloop technology is still in development even though the basic concept has been around for many years. The earliest hyperloop was likely to be up and running by 2020 but most services are expected to be later, as trials of the technology are still in their early stages. There are two big differences between hyperloop and traditional rail. Firstly, the pods carrying passengers travel through tubes or tunnels from which most of the air has been removed to reduce friction. This should allow the pods to travel at up to 760 miles per hour. Secondly, rather than using wheels like a train or car, the pods are designed to float on air skis, using the same basic idea as an air hockey table, or use magnetic levitation to reduce friction.

- a. The word ‘ultrahigh’ means.....
 - I. Of average height
 - II. lower than the average
 - III. higher than the average
- b. The freight train means
 - I. A train carrying people
 - II. a train carrying goods
 - III. an underground train
- c. The word ‘giant’ is the antonym of the word ‘.....’
 - I. Colossal
 - II. miniature
 - III. massive
- d. The word ‘pods’ in the above passage means.....
 - I. Compartment
 - II. trolley
 - III. hood
- e. The word ‘friction’ means.....
 - I. Movement
 - II. speed
 - III. load

Critical Thinking

- a. **Is the hyperloop the future of transportation or just a dream? What do you think? Justify your opinion with suitable reasons.**

The world has made unbelievable progress from the Stone Age to modern age. A few centuries back, people may not have thought of having lunch in Kathmandu and dinner in London on the same day. The advancement made in

the field of transport and communication seems incredible but it is a reality. In the same way, hyperloop can be feasible in the future.

- b. The number of private vehicles is increasing day by day in Nepal beyond the capacity of our infrastructure. What do you think should be done to curb the ever-growing number of private vehicles? Discuss

People buy private vehicles for necessity or luxury. We cannot control people's desire for luxury but we can give alternatives for the necessity. Because of traffic jams people cannot reach their destination in time and many people buy motorcycles. If there are good facilities for public vehicles, nobody will bother to buy a private motor for necessity.

Writing

Press Release

Press release/press statement /press announcement/news release whatever you write is an official formal written statement by a company/organization/party/government agency etc. Press statement is made to give information about newer development or opinion on some happenings or occurrences.

A press statement is generally written on official letterhead with the company/organization's official seal.

The date of issue is another important component of the press statement.

The subject of the press statement is written on the top in the centre.

Who are the addresses of the press statement like reporters, the general public, etc.

The press statement is written in formal language.

The name and signature of the issuer is given at the end.

National Academy of Science and Technology

Khumaltar Lalitpur

20th April 2022

New Electrical Scooter: An Effort made by NAST

(Press Statement Issued for the Information to General Public)

It's our pleasure to inform all Nepali citizens that Nepal Academy of Science and Technology has developed an electric scooter in collaboration with Lumbini Government.

NAST hopes that this innovation will be an alternative to petroleum fuel and a step to reverse the environmental degradation.

The scooter is equipped with a two kilowatts capacity lithium ion battery. The battery capacity can also be increased. The current scooter can travel up to 50 kilometers on a single charge. The battery is designed in such way that it can be charged fully within fifteen minutes.

About three hundred thousand rupees has been spent to make the model scooter. We estimate that electric scooters can be made for a minimum of Rs 150,000 to Rs 200,000 when it comes to mass production. It can be produced in different colors similar to that of petroleum scooters made by various Indian companies. The present model is comfortable enough to ride on the tarred roads of urban areas. The length and height of the scooter resemble with the petroleum scooters available in Nepali market now.

The research and development phase is now completely and we have now entered into the phase of production. NAST is conducting a feasibility study in collaboration with the Lumbini state government to see the prospects of factories to start commercial manufacturing. NAST is not intending to bring foreign direct investment (FDI) in its commercial production. We want to produce it in pure Nepali investment. We will go for initial public offering (IPO) as soon as we start its commercial production.

Thank you

Dr. Ramji Sharma

Research and Development Chief

Grammar:

Subject Verb Agreement

A. (See unit 6, book 11 for the rules of subject-verb agreement)

B. Rewrite the following sentences with the correct form of the verbs in the brackets.

- a. The invitation is for one person. I don't mind whether you or she (come) to the party.
- b. Neither the MPs nor the Prime Minister (have) felt regret for the party split.
- c. I don't care whether he or she (win) the lottery.
- d. Either *the Kantipur* or *the Republica* (be) used for the advertisement.
- e. She speaks in a strange accent. Neither I nor my sister (understand) her.
- f. I forgot whether the singers or the actress (be) given the Film Fair Award last year.

- g. Neither the tracksuit nor the pajamas (fit) me perfectly.
 h. Neither the gas fire nor the electric heaters (be) suitable for room heating.

Answer

- a. Comes b. has c. wins d. is e. understands
 f. is g. fit h. are

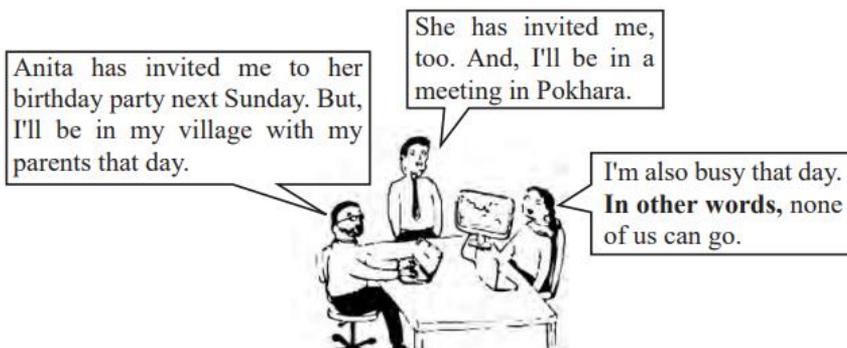
C. This passage contains agreement errors. Correct the subjects or verbs that don't agree with each other. Remember to use the present tense in your corrections.

Within the state of Arizona, Rob, along with his family, **moves** frequently, from city to city. After his arrival, one of his first tasks **is** to find an apartment close to work as he **does** not have a car. Usually, there **are** many different places to choose from, and he **considers** cost, location, and luxury. If one apartment has a washing machine and dryer and **costs** four hundred dollars a month, he **prefers** to rent it over another apartment which **has** significantly less rent located two blocks from a Laundromat. Rob's family never wants to live in an apartment on the thirteenth floor since all of them **fear** heights. He also **tries** to choose an apartment with landlords recommended by former tenants. Everybody **knows** that it is important to find a responsible landlord. Rob and his wife **love** to cook together when both **are** free, so he **needs** a spacious, well-equipped kitchen. Rob often also **looks** for a place with an air conditioner because there **are** so many scorching days and nights in Arizona. Whenever Rob **finds** a new apartment, all of his concerns **disappear**. He **feels** relieved and **calls** his mother. Someone understands!

Speaking

Summarizing

A. Read and act out the following conversations.



B. Respond to the situations below as in the example. You can use the expressions in the box to summarise.

In other words, ... Basically, ... What I'm saying is, ... In a nutshell, ...

The point I'm making is, ... In short, ... To sum up, ... To summarise, ...

Example: You want to know from someone about the best way to travel from Kathmandu to Pokhara. You want to do it cheaply.

A: How can I travel cheaply from Kathmandu to Pokhara?

B: The plane is too expensive. Perhaps you could go by bus. Or, cheaper still hitch-hike. On the other hand, the most convenient way is to hire a car.

But, then that's expensive, too.

C: To sum up, whether you hitch-hike or go by bus.

- a. You want your friends to tell you how to throw a dart in a game of darts.
- b. You want to know from your friends about their meeting with the principal regarding the school picnic.
- c. Your sister is receiving treatment in the hospital. You want the hospital staff to tell you about her condition.
- d. Your bike is out of order. You want to know from the mechanics what actually has happened.
- e. You missed a class and thus want to know about the assignment from your friends. (You can make similar dialogues like the example above)

C. You are going to conclude a speech on the need of modern technology in Nepal. How do you actually sum up your speech?

You can use the expressions like, In short....., To sum up....., In a nutshell....., To Summarize,etc.

Project work

People have been using different technologies for a long to make their works easy. In our communities too, people used many traditional technologies which are no longer in practice. Meet some elderly people in your community and ask them about such technologies. Write a report and share it to the class.

Ask people, what technology they used to make oil out of mustard seed, what they did to make flour from wheat, how they made wooden containers to keep milk and yogurt and many others.

The Story of My Childhood

Working with Words

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

Column 'A'

Column 'B'

- | | |
|----------------|---|
| a. expectantly | i. clothes, especially fine or formal ones |
| b. beckon | ii. the way food or drink tastes or feels in your mouth |
| c. grapple | iii. the science of the forces involved in movement |
| d. texture | iv. thin and easily torn |
| e. cobbled | v. to try hard to find a solution to a problem |
| f. flimsy | vi. in a way that shows you are hoping for something, especially something good or exciting |
| g. attire | vii. having a surface that is made of small round stones |
| h. marvelous | viii. to give signal to somebody to move nearer or to follow you |
| i. dynamics | ix. extremely good; wonderful |

Answer

a- v b-viii c-v d-ii e-vii f-iv g-i h-ix i-iii

B. An autobiography is a story of a person's life, written by himself/herself. Use a dictionary and find the meanings of the following words related to people's life stories.

hagiography	psychobiography	pathography	chronicle
obituary	character sketch	profile	memoir

hagiography	the writing of the lives of saints
psychobiography	psychological theories and research tools to the intensive study of an individual person of historic significance.

pathography	the study of the life of an individual or the history of a community with regard to the influence of a particular physical or mental condition
chronicle	a factual written account of important or historical events in the order of their occurrence
obituary	a notice, esp. in a newspaper, of a person's death, usually with details about his or her life
character sketch	a brief written description of a person's qualities
profile	an outline of something, especially a person's face, as seen from one side
memoir	a historical account or biography written from personal knowledge

B. An intonation refers to the way the voice rises and falls when speaking. They can be rising, falling, rising-falling or falling-rising. Listen to your teacher reading the following sentences and find out their intonation patterns.

Intonation: Generally by the term ‘intonation’, we understand the rise and fall of voice (tone) in our speech. The degree of highness or lowness is called pitch. We have to pay attention to sentence stress in intonation. All the stressed words are not of equal importance and a certain word is of prominence in a sentence. The prominent word is called nucleus or a focal point. The focal word or nucleus plays a major role in intonation patterns. The pitch either goes up or goes down from the focal word. If the pitch goes up, we call it a rising tone and if the pitch goes down, we call it a falling tone.

Where are you going? (Falling tone)

Are you comfortable? (Rising tone)

A short sentence generally contains one tone unit but if the sentence is long, it may contain more than two units. Different kinds of tones have been named in accordance with the combination of different kinds of sentences.

a. Rising Tone

i. Short yes/no questions have a rising tone.

Did he arrive? Are you fine? Is she a nurse?

ii. If a command works as request.

Please come in. Kindly close the door.

- iii. Greetings and farewells.
Good afternoon. Have a nice journey.
- iv. Wh question made for assurance or certainty.

A: She lives in the US.

B: Where does she live?

b. Falling Tone.

- i. Wh questions.
Who is making noise? Where do you work?
- ii. Any general statement.
I am a student. She has gone abroad. I have eaten my lunch.
- iii. Commands (Imperative sentences)
Close the door. Come in.
- iv. To express gratitude
Thank you.
- v. Short exclamatory sentences.
Well done.

c. Rising + Rising Tone

We use Rising +Rising tone for a long yes not question.

Do you know the man with an umbrella in his hand?

Is he the same boy whose name was on the top of the list?

d. Rising + Falling Tone.

- i. When there is a list of things.
I bought vegetables, fruits and bread.
She has been to India, Bangladesh and China.
- ii. Yes/no questions joined by or.
Will you study civil engineering or architecture?
Did you stay in a hotel, guest house or bed and breakfast?
- iii. A sentence joined by but.
He appeared in the entrance test but did not pass it.
She applied for the job but her name was not shortlisted.
- iv. When we introduce somebody to somebody, the first part is rising and the second part is falling.
Honorable minister, he is our new secretary.
Pravin, she is Gita.

- v. In a clause beginning with connectives, the first part is in a rising tone and the second in a falling tone.

When I am free, I read novels.

After it got dark, we returned home.

e. Falling +Falling Tone

- i. When there are two unrelated parts in a sentence joined by and semicolon, we use falling and falling pen.

I am reading and my wife is working in the kitchen.

- ii. When the second part of a sentence explains the first part.

He is Dr. Basudev Adhikari, our new English teacher.

She is Mamata Banarji, ex-chief minister of West Bengal.

- iii. In a question tag when the speaker wants agreement, when he is not confused about the statement, a falling and falling tone is used.

Today is Monday, isn't it? (The speaker knows today is Monday).

You are not a student, are you? (The speaker knows he is not a student)

f. Falling and Rising Tone

- i. In a tag when the speaker is not about the statement, the speaker is really confused, a falling and rising tone is used.

You have passed the exams, haven't you? (The speaker does not know whether his addressee has passed the exams or not)

- ii. In Imperative sentence + tag structure, falling and falling tone is used.

Close the door behind you, will you?

Pass me the newspaper, would you?

g. Fall Rise Tone

When the speaker speaks a sentence and wants to speak another. He actually does not speak the second sentence and his feeling remains unstated.

Asparagus is very delicious (But it is expensive to buy).

Your son is very nice. (But he drinks over)

The sentences in the brackets are not spoken verbally. They are only implied.

After reading the rules above, you can easily know the intonation pattern of the sentences.

Comprehension

Read the following passage and answer the questions given below.

‘Vanakkam, Aiya! I have some good news for you!’ It was my Mathematics teacher from class four and he was standing just outside the house and calling out to my father. He looked quite excited, so we all rushed out to greet him and invite him inside. My father offered him a seat and then looked on expectantly.

‘Abdul, come up here, to me,’ my teacher beckoned to me. I was standing with all the other children, peeping from behind my elder brother. I came up shyly to him. He pulled me close affectionately, then turned to my father and said, ‘Abdul has scored full marks in Mathematics in the exam! And not only in Mathematics but in Science as well, and he has done very well in English and Tamil too! We teachers are very proud of him.’ I was so pleased to hear this result. But I was even more pleased because my teacher had taken the trouble to come all the way to my house to tell us about this. He had finished his work at the school, and then instead of hurrying back home he had come here, to share his pride and happiness with my family. Our school was small, but it had many such teachers like him. They taught us with love and care and felt the same joy in our achievements as we did.

Write True or False after each sentence.

- a. Everybody was happy in the house because of the arrival of the teacher.
- b. The teacher told Abdul to go out to buy something.
- c. Abdul felt hesitation to meet his teacher.
- d. The teacher brought good news to the family of Abdul.
- e. The teachers were not happy with Abdul’s performance in the examination.
- f. Abdul was happier with the teacher’s arrival than with his result.
- g. The teacher had come straight from school to Abdul’s house.
- h. The teacher wanted to share cheerfulness with Abdul’s family members.
- i. Abdul studied in a big and famous school.
- j. All the teachers in Abdul’s school were friendly and cooperative.

Critical Thinking

- a. **APJ Abdul Kalam became a renowned aerospace scientist in his later life. Do you find any association of his childhood days in shaping his career? Explain with specific instances from the text.**

The proverb “Morning shows the day” completely applies to Abdul Kalam’s life.

He was a genius from his primary school. The mathematics teacher proves his genius in the first paragraph of the essay. There are many other instances to prove Abdul Kalam's intelligence.

- b. Kalam mentions an instance of discrimination against him in his school life. What picture of society does he want to depict by mentioning the incident? Discuss.**

Abdul Kalam faced discrimination because of his being born into a Muslim family. The Brahmin teacher did not allow Abdul to sit with the Hindu students and made him sit apart. This was the incident of discrimination in his early life. Such discrimination exists in the world in the name of race, religion, region, caste, gender, and many others.

Writing

Write a short autobiography featuring your childhood life using the following guidelines.

Writing

Biography and Autobiography

Both biography and autobiography are traditional forms of literature that describe a person's life and works. Biography is written by someone else on someone else's course of life whereas auto-biography describes the author's life and works from the author's own perspective. In other words, the author himself/herself writes about his/her life himself/herself. People write a biography of famous people like politicians, poets, scientists, businessmen, etc. Dr. Samuel Johnson's book *The Lives of the Poets* is a collection of biography and Adolf Hitler's book '*Mein Kampf*' is a famous autobiography.

- Both biography and autobiography describe and discuss the life of a real person. The information is based on facts.
- The information included in the biography/autobiography should come from a reliable source.
- The person's life story is told in the context of a contemporary scenario.
- The style of writing should look realistic, with no high-sounding words or phrases.
- Remember simple past, present perfect and simple present tenses are used in the biography and autobiography of a live person. If the person is already dead, we use only the simple past tense to write his/her biography.

Grammar

Although/Though/Even though and in spite of /Despite

These connectives are different from **because**, **so** and **therefore**.

Because/ So and **Therefore** are concerned with expected results whereas **although, though, even though** and **in spite of/despite** are concerned with unexpected results.

See the following examples

He ate a heavy meal because he was hungry.

Although /Even though/ Though he was hungry, he refused to eat anything.

In spite of / Despite his hunger, he refused to eat anything.

Structure:

Although/Though/ Even though + situation, + unexpected result.

Unexpected result + although/even though/though + situation.

Like because of, in spite of and despite also need noun phrases in the situation.

Structure:

In spite of /Despite +situation, + unexpected result.

Unexpected result +in spite of /despite+ situation.

Situation

She was angry

He had poor eyesight

The weather was very cold/hot/mild

He was very tall

She was beautiful

noun phrase

her anger.

his poor eyesight

cold/hot/mild weather.

his height

her beauty

Examples:

A. She behaved very politely. She was angry.

Although/ Even though/ Though she was angry, she behaved very politely.

She behaved very politely although/even though/though she was angry.

In spite of /Despite her anger, she behaved very politely.

She behaved very politely in spite of /despite her anger.

B. She was very beautiful. No one proposed to her.

Although/Even though/ Though she was very beautiful, no one proposed to her.

No one proposed to her although/ though/ even though she was very beautiful.

In spite of /Despite her beauty, no one proposed to her.

No one proposed to her in spite /despite her beauty.

Now you can do all the grammatical exercises in this unit.

Speaking

Expressing degrees of certainty

A. Act out the following pieces of conversation in pairs.

- a. A: We've meeting tomorrow at 9:00 am. Did you receive an SMS?
B: Yes, I got. I'll definitely be at the meeting, don't worry.
- b. A: My book was on the table a few minutes ago. It's not here now.
B: Somebody might have taken it to read.
- c. A: Mr. Shrestha's office is locked from the outside.
B: I'm sure. He has gone to the field.

B. Work in pairs. Have conversions in the following situations. Use **I am sure, probably, definitely, likely, certainly, undoubtedly, may/might, must, or can't**.

- a. My father had gone to the station but he has not returned home yet.
A: My father had gone to the station but he has not returned home yet.
B: I am sure the train is delayed.
The train is sure to be delayed.
The train is likely to be delayed.
- b. It's a holiday and their car is at home.
- c. He speaks with a German accent.
- d. You do not find the phone in your pocket.
- e. You are sure that Dolma is not in her school.
- f. You are expecting Suman to visit you. Then the doorbell rings.
- g. The sky is overcast.

Make similar dialogues like 'a' above

Project Work

Conduct an oratory contest on "Education is the Foundation of Development".
Invite your English teacher as a judge.

QR Code

Working with the Words

A. Match the given words with their meanings.

Words

- a. prominent
- b. vulnerable
- c. potentially
- d. transaction
- e. initiatives
- f. launched
- g. enduring
- h. robust

Meanings

- i. an instance of buying or selling of something
- ii. the power or opportunity to do something before others do
- iii. to introduce a new plan or product
- iv. exposed to the possibility of being attacked / harmed
- v. strong and unlikely to break or fall
- vi. standing out so as to be seen easily, conspicuous
- vii. the act of examining a problem to discover truth
- viii. with the capacity to develop or happen in the future
- ix. lasting over a period of time; durable

Answer

a-vi b-iv c-viii d-i e-ii f-iii g-ix h-v

B. There are different abbreviations used in the text. With the help of the internet, find their full forms.

QR ISO IEC URLs EMVC PIN

Abbreviation	Full Form
QR	quick response
ISO	International Organization for Standardization
IEC	importer exporter code
URL	Uniform Resource Locator
EMVC	Euro Pay, Master Card, and Visa Card
PIN	personal identification number

C. Pronounce the following words and identify the vowel sounds /ʊ/ and /u:/.
You can take help from a dictionary.

put, push, boom, fool, food, hood, loose full, bull, book, foot, boost, groom,
moon, soon, look, hook, cook, should, soot, room, soothe, stood

/ʊ/	/u:/
put, push, full, bull, book, look, hook, cook, should	food, fool, boom, hood, loose, foot, boost, groom, moon, soon, stoot, room, soothe, stood

Comprehension

Quick Response Codes – more commonly known as QR codes - are an increasingly common form of merchant payment, with its origins in South East Asia, in particular, Japan and, later, China. The international standard ISO/IEC 18004 for QR codes was approved in 2000. Its first adoption and use in mobile phones came with the rise of the smartphone, when it was used to access information (for example, extracting URLs from posters in public places). For payments, proprietary standards were adopted by Tencent and Alibaba, and the payments industry standard was developed by EMVCo in 2017.

As an important step in increasing customer familiarity with the codes, QR codes were adopted as an integration service for Tencent’s social media service WeChat, allowing face-to-face ‘friending’ by scanning a QR code displayed on a friend’s mobile phone screen. Later QR codes were adopted for use in the Alipay service to facilitate Alibaba payments. At the same time WeChat was extended to include WeChat Pay, a payment service directly integrated into the social media service. Both Alipay and WeChat Pay now support both face-to-face and remote payments, the latter encompassing e-commerce and bill payments, including utilities.

- a. QR Code originated in
 - I. Singapore II. Japan III. China IV. India
- b. The international standard of QR code was approved
 - I. At the beginning of 21st century II. At the end of 20th century
 - III. in the middle of 20th century IV. at the beginning of 20th century.
- c. The expansion of mobile phones.....
 - I. Made the QU Code easier II. made the use of QR code more difficult
 - III. did not help QR code system IV. gave set back to QR code.
- d. WeChat adopted QR code
 - I. After 2017 II. before 2017
 - III. after the introduction of smartphone. IV. after 2020.

- e. Alipay and WeChat are systems developed in
- I. Japan II. Japan III. Europe IV. India

Critical Thinking

- a. **Some business houses, shops and department stores in city areas have started to adopt QR code payment systems in Nepal, too. What should be done to make it more accessible? Discuss.**

The world is moving towards a cashless society. In China, people rarely see cash. They make all transactions via WeChat. The QR code system is very easy. The only condition is the smartphone. To make the QR code successful people should have a mobile phone and a bank account.

- b. **The payments landscape is shifting gears from cash to digital mode. Digital payment brings ease and convenience to the consumer. Is it possible to apply such cashless methods in payments in Nepal? Discuss.**

30 years before, we had not hoped of using a smartphone. The smartphone has now been used widely. It became possible because of the development of technology. Even if Nepal does not, there will be no escape from applying digital methods of payment.

Writing

- a. **Punctuate this paragraph with appropriate punctuation marks.**

it was a cold freezing day it had been snowing all day in new york mr tim cooked and i went outside to play in the snow we had not seen much snow since we went to skiing in sweden last year mrs smith was right because she had said that we'd see snow the next day we had really a wonderful time there didn't we

Answer

It was a cold freezing day. **It** had been snowing all day in **New York**. **Mr. Tim** cooked and **I** went outside to play in the snow. We had not seen much snow since we went to skiing in **Sweden** last year. **Mrs. Smith** was right because she had said that we'd see snow the next day. **We** had really a wonderful time there, **didn't we?**

- b. **Write a news article about digital payment systems in Nepal.**

The following notes will help you to write the essay.

The payment system is in historical phases: barter system, coins, paper notes, bank cheques, digital system.

Many banks: mobile banking, many people with bank accounts.

Urban areas easy, the countryside difficult.

Digital system was safe and easy.

Grammar

Yes/No questions and wh-questions.

The answer to the **yes/ no** question can be given in ‘yes’ or ‘no’.

Wh –questions begin with any of the wh words like (who, whom, whose, what, which, where, when, how, why, how many, how much, etc).

See the following examples.

Bharat told a joke.

Did Bharat tell a joke (yes/no question)

Who told a joke? (wh-question)

What did Bharat tell? (Wh- question)

Note: Bharat has been removed to make ‘who’ question and ‘a joke’ has been removed to make ‘what’ question. You have to remove certain information from the sentence while making a wh-question. See the following.

Wh word	Information to be removed	Example
who	person in subject	<u>My mother</u> prepared today’s meal. Who prepared today’s meal?
whom (m)	person in object	The police arrested <u>Mr. Shing</u> . Who (m) did the police arrest?
whose	person in possessive	I am using <u>my father’s</u> bike. Whose bike are you using?
what	object (thing)	She is eating rice pudding. What is she eating?
what	action (remove the verb and use do in place of the given verb)	She is reading. What is she doing? She threw away her old computer. What did she do with her old computer?
when	time	Hari arrived home yesterday. When did Hari arrive home?

where	place	She was born in Honolulu. Where was she born?
how	manner/ situation	He is speaking in a whisper. How is he speaking? She is not fine today. How is she today?
which	specific thing (with colour, measurement, etc)	I like red color. Which colour do you like? Spring is my best season. Which is your best season?
why	reason/purpose etc.	She is going to Pokhara for sightseeing. Why is she going to Pokhara? I am going to the market to buy some clothes. Why are you going to market?

Transform the following sentences into questions as indicated in the bracket.

- Hema works in Dubai. (where)
- The conductor blew the whistle. (who)
- I have sold my old car (what)
- He went to London yesterday. (when)
- She does her homework. (yes/no question)
- Saleema beat her brother. (whom)
- She is suffering from Covid-19. (what)
- He killed the snake using a stick. (how)
- I am wearing my mother's sleepers. (whose)
- Hitler was killed in the Second World War. (when)

How+ many/much/high/far/long/deep/tall/big, etc)

What+ type/size/height/kind/color/shape) etc

Remember how + adjective and what +noun. You can make a number of such combinations.

See the following Examples.

Mt. Everest is 8848 meter high.

How high is Mr. Everest?

80 million people were killed in the Second World War.
How many people were killed in the Second World War?

I want XXX pullover.

What size pullover do you want?

My brother has been promoted to a major in the Nepalese Army.

What rank has your brother been promoted to in the Nepalese Army?

Indirect Questions

Indirect Questions are different from indirect speech. See the following examples.

She asked, "What is your name?"

She wanted to know what my name was.

"Are you hungry? My mother asked.

My mother asked me if I was hungry.

D. Change these indirect questions into direct ones.

- a. Could you tell me where Market Street is?
- b. I'm longing to know what time the bank opens.
- c. Do you have any idea how he's managed to get in shape so quickly?
- d. I'd like to know how much this motorcycle costs these days.
- e. Did you notice if he had left the car in the park?
- f. Have you found out if the train has left?
- g. I was wondering if they speak English well.
- h. Would you tell us how we can get to the post office from here?
- i. Do you remember if I locked the front door?

Answer

- a. Where is the Market Street?
- b. What time does the bank open?
- c. Do you know how did he manage to get in shape so quickly?
- d. How much does this motorcycle cost these days?
- e. Has he left the car in the park?
- f. Has the train left?
- g. Do they speak English well?
- h. How can we get to the post office from here?
- i. Did I lock the front door?

Speaking

Expressing necessity

A. Observe these sentences carefully. What function do they serve: express necessity or express lack of necessity?

- a. He doesn't have to get up early.
- b. I needn't have taken my raincoat.
- c. You must come here early tomorrow.
- d. I don't need to take my umbrella. It isn't raining here.
- e. They won't have to take their thick clothes. It won't be cold there.

B. Act out the given conversation in pairs. When you finish, underline the phrases that express necessity or lack of necessity.

Teacher : You don't have to write a long essay; a short one would be OK!

Student : What about the grammar exercise? Do we need to revise the lesson?

Teacher : No, you needn't do the exercise at home as we will surely do it together in the next English lesson.

Student : OK! Good bye, sir.

Teacher : Good bye!

C. Choose one word from the box and one phrase from the list, and make meaningful sentences with a justification. One example has been done for you.

mustn't drive fast

You mustn't drive fast because you might have an accident.

must mustn't

need to needn't

- | | |
|-------------------|----------------------|
| a. lose your keys | b. go to the bank |
| c. eat too much | d. be late for class |
| e. get up early | f. see the doctor |
| g. wash your hair | h. study hard |
| i. stop smoking | j. have a shower |
| k. your hair cut | l. talk loudly |

must/mustn't expresses obligation and need/ needn't expresses necessity. You can make a sentence thinking about whether it is an obligation or a necessity.

Project work

Browse the internet. Find out the history of money and read. Write some interesting facts about money and tell your class.

Why do We Laugh Inappropriately?

Working with Words

A. The following words are synonyms and antonyms of the verb ‘laugh’. Group them into synonyms and antonyms.

chuckle chortle grimace crackle frown pout snicker scowl smile cry groan
moan sniggle giggle grin sob smirk whoop

Synonym	Antonym
chuckle, chortle, snicker, smile, sniggle, giggle, grin, smirk	grimace, frown, pout, scowl, cry, groan, moan, sob, whoop

B. Match the following emotions with their definitions.

- | | |
|----------------|--|
| a. fear | i. a feeling of strong disapproval aroused by something unpleasant |
| b. anger | ii. affected with grief or unhappiness |
| c. surprise | iii. a pleasurable or satisfying experience |
| d. disgust | iv. a great victory or achievement |
| e. sadness | v. a strong feeling of displeasure |
| f. happiness | vi. an unpleasant emotion caused by the threat of danger, pain or harm |
| g. relief | vii. the quality or state of being satisfied |
| h. triumph | viii. removal or lightening of something oppressive, painful, or distressing |
| i. contentment | ix. an unexpected event, fact, etc. |

Answer

a-vi b-vic-ix d-v e-ii f-iii g-viii h-iv i-vii j-vii

D. A unit of pronunciation at least with one vowel is called a syllable. Listen to your teacher saying the words and say the number of syllables.

charge, duty, laughter, commission, undertaking, responsibility, hilarity, persistent, infectious, ephemeral

charge (1), duty (2), laughter (3), commission (3), undertaking (4), responsibility (6), hilarity (4), persistent (4), infectious (4), ephemeral (4)

Comprehension

Read the following passage and answer the given questions below.

Indeed, mirth might be the primary way of maintaining relationships; she points to research, for instance, showing that couples who laugh with each other find it much easier to dissipate tension after a stressful event – and overall, they are likely to stay together for longer. Other recent studies have shown that people who laugh together at funny videos are also more likely to open up about personal information – paving more common ground between people.

Even the hilarity at the German man falling in the frozen swimming pool may have united the friends. “It’s interesting how quickly his friends start laughing – I think it’s to make him feel better,” says Scott. Along these lines, Robin Dunbar at the University of Oxford has found that laughter correlates with increased pain threshold, perhaps by encouraging the release of endorphins – chemicals that should also improve social bonding.

Scott is now interested in picking apart the differences between the “posed” giggles we might use to pepper our conversation – and the absolutely involuntary fits that can destroy a TV or radio broadcast, like this:

Tick **True** or **False**.

- Mirth is a kind of laughter that helps us to keep our relationship intact.
- People can decrease their tension by laughing with each other.
- People who laugh at funny videos are likely to be reserved.
- Studies have found that laughter works as a painkiller.
- Laughter does not help make social bonding strong.
- Giggle is a loud kind of laughter.

Critical Thinking

- Do you agree that ‘the couples, who laugh together, stay together?’ Is it important for married couples to have the same sense of humour? Why?**

A sense of humour unites people together. When you meet somebody and give a smile, he/she is likely to return the same smile. If people have a sense of humour, they are less likely to quarrel. They can coat their pains in laughter. It is not necessary to have the same sense of humour. It is not possible too. But if one of the partners is humorous, the other is sure to be changed in a long run.

- b. **Some people believe that sometimes crying is good for health. Do you believe it? Give your reasons.**

There is a poem in English entitled “Home they brought her Warrior Dead.” In the poem, a dead body of a soldier is brought to his home. His wife sees the dead body but she does not cry at all. All the people around her worry about her. They think she will die if she does not cry. They start praising her husband saying he was a brave warrior, he had fought for the nation and so on but she does not cry. They show her his medals given by the nation but she does not cry. Meanwhile, an old woman brings the widow’s two-year-old son and puts him in her lap. Then she bursts into tears saying, “Dear I will live for you.” The poem’s essence is that crying is good for health.

Writing

- a. **Write a paragraph narrating an event from your life when you were involved in contagious laughter.**

There are many instances in our life when we laugh by heart. Remember one of such incidents in your life. Give the background of time and place. The circumstances that caused your laughter. Write the paragraph in the simple past tense.

- b. **Write a description of your favourite comedian explaining his/her personality, acting, performance and uniqueness.**

You can write about Madan Krishna Shrestha, Haribhansha Acharya, Manoj Gajurel, Kedar Ghimire, Kunjana Ghimire, Sitaram Kattel, Himesh Panta, or any other comedian you like most.

Grammar

Adverbs

1. **Adverbs of Frequency:** An adverb of frequency explains how often a verb occurs.

never, ever, hardly ever, always, rarely, sometimes, normally, seldom, usually, regularly, occasionally, frequently, now and again, every day, from time to time, often

Sometimes, I go to the movies. I sometimes go to the movies.

I **usually** do homework in the morning. **Usually**, I do homework in the morning.

I **often** go to the school canteen for tea.

Occasionally, we go to restaurants. We **occasionally** go to restaurants.

We **frequently** visit superstores to buy goods. **Frequently** we visit superstores to buy goods.

Now and again we have a party. We have a party **now and again**.

We go to college **every day**.

From time to time, I visit my dentist. I visit my dentist **from time to time**.

More exact frequency adverbs.

Once, twice, thrice, four times, 12 times, 100 times, every four days, etc.

We go on holiday **once a year**.

The human heart generally beats **72 times a minute**.

I brush my teeth **twice a day**.

Saturdays occur **52 times a year**.

I get my hair cut **every two months**.

Now you can answer the questions asked in this unit.

Speaking

Expressing feelings, emotions and attitudes

A. Find and say the adjectival forms of the following verbs.

impress excite irritate upset interest surprise offend shock confuse amuse
attractive disgust

Verb	Adjective	verb	adjective	verb	adjective
impress	impressive	excite	exciting	irritate	irritating
surprise	surprising	interest	interesting	upset	upsetting
offend	offensive	shock	shocking	confuse	confusing
amuse	amusing	attract	attractive	disgust	disgusting

B. Work in groups. Study the following conversation and have similar conversations in the following situations.

A: What do you think of people who can't keep their promises?

B: I find people who can't keep their promises really disgusting.

C: Yes, people who can't keep their promises disgust me too.

D: Yes, I agree. I get terribly disgusted when people can't keep their promises.

a. social media b. politics

c. tourists d. slim people

- e. comedy shows
- f. people with colourful hair
- g. people who smoke in public places

Project Work

Nepali Television channels show many comedy shows these days. Which is your favourite show? Perform mimicry of your favourite character in the class.

Land of Plenty

Working with Words

A. Complete the given sentences with the suitable words from the box.

wrapped	embarrassment	abundance	ordinary
teetering	outskirts	dragging	

- a. The annual report has caused acute to the government.
- b. Ellen has worn high-heels. She is
- c. Look! The poor horse is a heavy load.
- d. As they approached the of the city, Ella's mood visibly lightened.
- e. The parcel was in plain brown paper. It still looks attractive.
- f. Fruits and vegetables grow in in the Terai region.
- g. They can abstract precious medicines from substances.

Answer

- a. embarrassment b. teetering c. dragging d. outskirts
- e. wrapped f. abundance g. ordinary

B. Word formation is a process in which new words are formed from base or root words by adding prefixes or suffixes. A root word can be a verb, noun, adjective or an adverb. See the following examples.

Root word	Suffix	New word
govern (v.)	-ment	government (n.)
perfect (adj.)	-ion	perfection (n.)
service (v.)	-able	serviceable (adj.)
beauty (n.)	-full	beautiful (adj.)
warm (adj.)	-ly	warmly (adv.)

C. Add suitable suffix to the root words given and write the parts of speech of each newly formed word.

neighbour, comfort, shop, husk, squeamish, change, shine, colloquial, collect, embarrass, persuade, type, differ, ship, tropic, drive, reside, brother, fresh
(*ment, ly, ion, hood, ness, er, ical, ic, able, y, ive*)

root word	suffix	new word
neighbour	hood	neighbourhood
comfort	able	comfortable
shop	er	shopper
husk	y	husky
squeamish	ly	squeamishly
change	able	changeable
shine	y	shiny
colloquial	y	colloquially
collect	ion	collection
embarrass	ment	embarrassment
persuade	ion	persuasion
type	ical	typical
differ	ence	difference
ship	ment	shipment
tropic	ical	tropical
drive	er	driver
brother	hood	brotherhood
fresh	ness	freshness

D. Look for the following words related to waste management in an English dictionary. Make sentences of your own using them.

sewage, sludge, organic waste, inorganic waste, methane, waste reduction, monofill, market waste, incineration, hazardous waste

word	meaning	sentence
sewage	a type of wastewater that is produced by a community of people	Bagmati River has been polluted because the inhabitants of Kathmandu drop sewage into the river.

sludge	thick, soft, wet mud or a similar mixture of liquid and solid components, especially the product of an industrial or refining process.	Industrial sludge is a problem in big cities like Mumbai, Delhi and Calcutta.
organic waste	biodegradable, compostable waste from homes, businesses, institutions, and industrial sources	Organic waste does not create a more harmful effect on the environment than inorganic waste.
methane	a hydrocarbon that is a primary component of natural gas	Methane is a greenhouse house.
waste reduction	the practice of using less material and energy to minimize waste generation and preserve	Kathmandu Metropolitan City is planning for waste reduction in the valley.
monofill	landfills that are intended to be used for only one type of waste	Monofills are found in industrial countries.
market waste	decayed or unsound vegetables, meat, fish and fruit, and all waste and offal thereof from markets, stores and factories	Kalimati vegetable market produces much market waste.
incineration	the waste material burning process	The incineration process cannot be effective in pollution reduction.
hazardous waste	waste that is harmful to human health	Hospitals produce hazardous waste.

Comprehension

Read the following passage and answer the questions given below.

On *sodaigomi* nights in Japan, we learn what kind of people we are. *Sodaigomi*, which rhymes with "oh my homey," means "bulky garbage." It's sometimes used colloquially to describe husbands who have retired from the salaryman life and now spend their time around the house. That *sodaigomi* problem may be a strain on Japanese families, but *sodaigomi* in its literal sense is a more serious trial for my family.

Three nights a week, the residents of our neighborhood in Yokohama deposit their household trash at specified areas on the street corners. It's wrapped in neat bundles, it looks like gifts, and it disappears at dawn. For two or three nights near the end of each month, they bring out the *sodaigomi*. These are articles no longer wanted around the house and too big for normal trash collection. Big garbage can really be big: I've seen sofas, refrigerators, bookcases, chairs, bed frames, vacuum cleaners, and an acetylene welding tank, a motorcycle, and numerous television sets.

- a. What does the word *sodaigomi* mean literally?
It means "bulky garbage" literally.
- b. What is the colloquial meaning of the word *sodigomi*?
The colloquial meaning of the word *sodaigomi* is retired husband.
- c. How often the people of Yokohama deposit household trash at specified areas?
They deposit household trash at specified areas three nights a week.
- d. What do the outgoing bundles of trash look like?
They look like gifts in neat bundles.
- e. When do the trash bundles disappear?
They disappear at dawn.
- f. What things are included in the *sodaigomi*?
They are the articles no longer wanted around the house.
- g. Give some examples of big garbage.
They are sofas, refrigerators, bookcases, chairs, motorcycles and television sets.

Critical Thinking

- a. **If you happen to be in Japan someday, will you collect articles from *sodaigomi*? Why or why not?**

It depends on the nature of the job I do in Japan and the place of Japan where I live. *Sodaigomi* is not found in all parts of Japan. We Nepali people are

habituated to buying second articles for a long time. The people who stay in foreign countries often buy second-hand articles. So, if I am in the situation of finding sodaigomi, maybe I will collect them.

- b. There are some second-hand shops in Nepal, too. But, people are not much interested in them. What practice would be suitable for managing second-hand items in Nepal?**

There are many second-hand shops in Nepal: second-hand cars, second-hand bikes, second-hand furniture, and second-hand books. Second-hand items are slowly attracting customers. If second-hand items are not worth selling, people should develop the habit of donating them. There are people who cannot afford even second-hand items.

Writing

- A. Write a paragraph elaborating on the idea of 3 Rs (reduce, reuse and recycle) in garbage management.**

First talk about the garbage problems in urban areas. The big cities produce a lot of garbage. Give examples of Kathmandu, Delhi, New York and some other cities.

In the second paragraph, talk about reducing garbage, using less material in the package and converting the organic wastes into fertilizer.

Talk about the reuse of packaging items, like bottles, containers, packets, etc.

Talk about the recycling of certain objects in another paragraph.

Write a concluding paragraph.

- B. Garbage management is a big problem in most of the cities in Nepal. Write a letter to the editor to be published in the daily newspaper suggesting the ways of 'Solving Garbage Problems.'**

This is a formal letter. Follow the format of a formal letter addressing the editor of a newspaper in your city/district. Give some ideas on how your locality solves the problem of garbage. You can suggest a new landfill site. You can give suggestions about RRR method and many others.

Grammar

Comparison of Adjectives

Most adjectives of quality and four adjectives of number and quantity (much, many, few, little) are used in three degrees to compare two or more nouns. An adjective has three degrees: positive, comparative and superlative.

- a. Positive Form: This is the simplest form of an adjective. Examples:
good, tall, sweet, warm, thick, etc.
Shankar is a good student. Gaurav is tall. This apple is sweet. Today is warm.
I want to buy a thick sweater.
- b. Comparative form: This degree is the form that is used to compare two persons or things.
Ex.
Mahesh is better than Shankar. Gaurav is taller than Pradeep. Yesterday was warmer than today.
better, taller, sweeter, warmer, thicker, etc.
- c. Superlative Form: This form is used when more than two things and a set of things are compared. Ex
Best, tallest, sweetest, warmest, thickest, etc.
Sushil is the best student in the class. Hari is the tallest boy in our group. Which is the warmest day of the year?

How to Change the Degree of Adjectives

- a. An adjective of one syllable (for syllable please see page) is changed into comparative and superlative by adding 'er' and 'est.'

Positive	comparative	superlative
short	shorter	shortest
fat	fatter	fattest
warm	warmer	warmest
high	higher	highest
tall	taller	tallest
dark	darker	darkest
few	fewer	fewest

- b. Like irregular verbs, some adjectives have irregular forms.

positive	comparative	superlative
good	better	best
bad, evil, ill	worse	worst
far	farther	farthest
little	less, lesser	least
many, much	more	most
old	older, elder	oldest, eldest

- c. Adjectives of two syllables that end in le y er and ow are changed into comparative and superlative by adding ‘er’ and ‘est.’

Positive	comparative	superlative
noble	nobler	noblest
subtle	subtler	subtlest
narrow	narrower	narrowest
happy	happier	happiest
dirty	dirtier	dirtiest
clever	cleverer	cleverest

- d. Adjectives of two or more syllables are changed into comparative and superlative by adding more and most and less and least.

Positive	Comparative	Superlative
difficult	more/less difficult	most/least difficult
active	more/less active	most/least active
important	more/less important	most/least
dangerous	more/less dangerous	most/least dangerous

Use of Degree

- The positive degree indicates the degree of a noun or pronoun.
Mahakali is a long river. Hari is intelligent.
- By using as+adjective+as, we can show the equal quality of two nouns.
Mohan is as intelligent as Hari. Gopal is as tall as Shyam.
- We can compare two nouns by using the comparative form of an adjective.
Deepak is more intelligent than Hari. Shiva is taller than Gopal.
- We can compare two nouns by using negative in positive form.
Hari is not as intelligent as Deepak. Gopal is not as tall as Shiva.
(The examples in c and d give the same meaning.)
- When a particular noun has the highest quality, we use the superlative form.
Naresh is the most intelligent student in the class. Maniram is the tallest boy in the group.

Like adjectives, adverbs also have three degrees. They are formed in the same rule of adjectives.

positive	comparative	superlative
well	better	best
badly	worse	worst
fast	faster	fastest
hard	harder	hardest
straight	straighter	straightest
clearly	more clearly	most clearly
neatly	more neatly	most neatly
dangerously	more dangerously	most dangerously
carefully	more carefully	most carefully

The use of degrees.

Sarina danced well.

Kamala danced better than Sarina.

Silpa danced best of all.

A: I am working hard.

B: It's not enough. You have to worker harder than that.

A: I can't. I am working as hard as I can.

(Now you can solve all the book questions easily.)

Speaking

Making comparisons and contrasts

A. Complete the second sentence in each pair orally so that it has the same meaning as the first sentence. Use the word given in the brackets.

- a. Nitesh thought that the party would be more exciting than it turned out to be.
The party as Nitesh had thought it would be. (not)
- b. Nimesh doesn't speak English nearly as well now as he used to.
Nimesh used to he does now. (much)
- c. There is not much difference between your essay and mine. Your essay is mine. (very)
- d. We have similar opinions on global warming. Our opinions on climate change common. (quite)

- e. The journals' titles are absolutely identical. The journals titles. (exactly)
- f. Our ideas on how to change the school have absolutely nothing in common. We on how to change the school. (different)
- g. Compared to his holiday, mine was luxurious. My holiday his was. (than)

B. Ask your partner about the similarities and differences between things. You can use the given clues.

- a. Is (exactly) the same as?/Are and ... (really) identical?
- b. Is similar to ?
- c. What's the difference between and ?
- d. How similar are and ... ?
- e. How different are and ?

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C. Work in pairs. Take turns to compare and contrast two things in the following questions.

- a. What are the differences between letters and emails?
- b. What are the differences between living in the city and in the countryside?
- c. How are the houses today different from the ones in the past?
- d. What changes have you seen in the past few years in your town/village?
- e. Do young and old people like listening to the same kind of radio programmes?

Project Work

Find someone, your relative, friend, or acquaintance who has been to a second-hand shop. Ask him/her about the experience of visiting the second-hand shop and prepare a report in about one hundred words.

Living in a Redwood Tree

Working with Words

A. The words/phrases in the box are from the text. Check their meanings in a dictionary and use these words to complete the given sentences.

redwood, propane, occasional, wake-up call, logging, detrimental, stint, resolution, transformation, debris

- a. is one of the main reasons behind the rapid deforestation in the world.
- b. That's one example of how the pandemic should be a
- c. is a gas used as a fuel for cooking and heating.
- d. Emergency teams are still clearing the from the plane crash.
- e. What a! You look great.
- f. My father made a New Year to give up smoking.
- g. He has worked in the Army for two years. He hates that two-year
- h. Emissions from the factory are widely suspected of having a/aneffect on health.
- i. My father is an smoker. He doesn't smoke often.
- j. is a very tall type of tree that grows especially in California and Oregon

Answer

- a- logging b- wakeup call c-propane d-debris
e-transformation f-resolution g-stint detrimental
i-occasional j-redwood

B. The words redwood, barefoot, single-burner, short-term, fast-paced, mudslide, windstorm and childhood from the above text are made of two words and they yield a new meaning. Compound words can be written in three ways: open compounds (spelled as two words, e.g., ice cream), closed compounds (joined to form a single word, e.g., doorknob), or hyphenated compounds (two words joined by a hyphen, e.g., long-term). Choose one word from each box to make sensible compound words.

rattle, sun, touch, moon, day, fire, water, basket, pass, wash, weather, grand, cross	down, port, light, snake, cloth, mother, walk, flower, dream, man, ball, works, melon
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Rattle snake, sunflower, moonlight, daydream, fireman, watermelon, basketball, passport, weather-light, grandmother, cross walk, wash cloth, touchdown.

C. Match the following words/phrases related to ecology with their meanings.

Words/Phrases	Meanings
a. sustainability	i. the height on a mountain above which the climate is too cold for trees to grow
b. tree line	ii. to keep in existence; maintain. To supply with necessities or nourishment
c. precipitation	iii. an agreement between countries to reduce their greenhouse gas emissions. It was established in Japan in 1997 but didn't become international law until 2004
d. tropical zone	iv. water that returns to the earth as rain, hail, sleet, or snow
e. Kyoto Protocol	v. items that are discarded
f. pollutants	vi. the soils, sediments, and rock layers of the Earth's crust, both continental and beneath the ocean floors
g. geosphere	vii. substances that destroy the purity of air, water, or land
h. deciduous	viii. an organism that has a short life cycle
i. ephemeral	ix. a plant that sheds all or nearly all its leaves each year
j. trash	x. the region between latitudes 23.5 degrees S and 23.5 degrees N

Answer

(a-ii b-I c-iv d-x e-iii f-vii g-vi h-ix i-viii j-v)

D. Pronounce the following pairs of words and notice the differences.

men: main	gem: game	sell: sale	dell: dale
pen: pain	bell: bail	well: wale	knell: nail
met: mate	hell: hail	shed: shade	fell: fail
fed: fade	bed: bade	bet: bait	pet: pate
set: sate	get: gate	let: late	cell: sail

Comprehension

Answer the following passage and answer the questions given below.

Imagine living in a 200-ft-tall redwood tree for more than two years. Twenty years ago, Julia Butterfly Hill did just that, to draw attention to the continued clearcutting of California's remaining redwood forests.

Hill did not set foot on the earth for 738 days. Instead, she learned to climb up and down the 1000-year-old redwood tree for exercise. She found that she felt safer to climb barefoot, without climbing gear. Her feet developed muscles she hadn't known they possessed.

She was cold and wet for much of that two years. There was no heat, no electricity. No artificial light. She had a sleeping bag, a solar-powered cell phone for media interviews, and a single-burner propane stove to cook and heat water. She had few necessities, and no luxuries.

Hill lived on two platforms, built from wood scraps and covered with tarps to theoretically keep the rain out. One measured 6 ft. by 8 ft. The smaller one, 4 ft. by 8 ft., was mostly used for storage.

She had occasional visitors—fellow tree-sitters staying over or bringing supplies, and other visitors including a couple of celebrities, as well as spiders, birds, and mice.

A pair of resident flying squirrels specialized in keeping her awake at night by noisily investigating all her supplies.

a. How long was the redwood tree?

It was 200 feet tall.

b. Why did Julia Hill sit on the tree?

She sat on the tree to draw attention to the continued clearcutting of California's remaining redwood trees.

c. How long did Hill stay in the tree?

She stayed there for 738 days.

d. How long was the tree?

The tree was one thousand years old.

e. Why did she climb up and down the tree?

She climbed up and down the tree to do exercise.

f. What kind of climbing was safer for Hill?

Climbing barefoot was safer for her.

g. How many things did Hill possess in the tree?

She possessed a sleeping bag, a solar powered cell phone and a single burner propane stove.

- h. Why did Hill keep a cell phone with her?
She kept a cell phone with her for media interviews.
- i. What was the length and breadth of her big platform?
It was 6 feet by eight feet.
- j. Why was the smaller platform used?
It was used for storage?
- k. What were the non-human visitors of Hill?
They were spiders, birds and mice.
- l. Who kept her awake at night?
A pair of squirrels kept her awake at night.
- m. How did the squirrels keep her awake?
They kept her awake by noisily investigating all her supplies.

Critical Thinking

Suppose you are Julia Butterfly Hill. After staying one year in the tree, the government offered you five million dollars and requested you to drop the strike. Write in about 200 words responding to them that the money is a mean thing for you in comparison with the woods.

Talk about the short life of money. Today's billionaire can be a beggar tomorrow. Talk about satisfaction. Rich people are not satisfied. If the environment is destroyed, the existence of human life is threatened. The redwood is related to life in America.

Writing

A. Write a review of a book/film which you have read/watched recently.

Read the following tips and write a review.

Book review	Film review
<input type="checkbox"/> Introduction (title, author, place of publication: publisher, date of publication, number of	<input type="checkbox"/> Introduction (with title, release date, background information, genre, starring) <input type="checkbox"/> Summary of the story <input type="checkbox"/> Analysis of the plot elements (rising action/ climax)

<p>pages, type of book-fiction, nonfiction etc)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Author's background (who the author is and where s/he stands in the genre or field of inquiry adding his/her contribution in literature) <input type="checkbox"/> Summary and plot <input type="checkbox"/> Theme and writing style <input type="checkbox"/> Writer's impression and evaluation of it/critique's opinion 	<ul style="list-style-type: none"> <input type="checkbox"/> Creative elements (dialogues, characters, use of colors, camera techniques, mood, tone, symbols, costumes or anything that contributes or takes away from the overall plot) <input type="checkbox"/> Opinion (supported with examples and facts from the story) <input type="checkbox"/> Critique's opinion/Conclusion announcing whether the filmmaker was successful in his/ her purpose, re-statement of the evidence, explanation of how the motion picture was helpful for providing a deeper understand of course
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B. Your school is going to organize a speech competition on coming Friday. The subject of the speech is “Let’s save the trees and protect our environment.” Draft a speech using the following prompts.

Natural world – plants, elements and animals – billions of living beings and billions of trees- environment – entire air, soil, trees, water- co-existence of all good environment- human being - greedy/selfish/consumerist- thinking him owner- other things property- urbanization- industrialization- road construction canal/dam construction- airport construction- loss of trees- control greed/appetite- good environment- quality life- bad environment- bad life.

Grammar

Reported Speech

A. Reported Speech/ Narration/Direct and Indirect Speech

Before entering the reported speech, let’s be familiar with sentences. In terms of form and meaning, there are five kinds of sentences

Assertive Sentence: This kind of sentence asserts/affirms something. This sentence begins with the subject and ends with a full stop. Both affirmative and negative sentences can be assertive.

I am reading.

They have not come home yet.

I have given your book to your sister.

She is not playing.

He arrived yesterday.

You are a student and he is a teacher.

Imperative sentence: This type of sentence is related to command, order, request, advice, etc. It begins with the main verb and ends with a full stop. (you) is understood subject of all imperative sentences.

Do your homework.

Don't make noise in class.

Stop making an argument.

Please help me.

Kindly close the door.

Work hard to get success in life.

Go to school in time.

Don't delay returning home.

Interrogative Sentence: Interrogative sentence ends with a question mark. There are two kinds of interrogative sentences.

- a. Yes/no question. This type of question begins with an auxiliary verb and ends with the question mark.

Are you comfortable?

Will you give me your pen?

Did he arrive yesterday?

Do you go to college?

Has she arrived from the market?

- b. Wh-question: Wh-question begins with wh-word and ends in a question mark.

Where are you going?

What is your name?

How are you?

Who do you want to see?

When will you return?

Exclamatory sentences: Such sentences express our feelings and emotions related to happiness, sadness, joy, sorrow, hatred, sympathy, pity, anger, etc. Such sentences end in exclamation marks (!).

Alas! My friend lost his mother.

Well done! You have secured good grades.

Hurrah! The out team won the match.

Sh! What a pity!

Optative Sentence: such a sentence expresses our wish for somebody.

May you live long.

May you have a pleasant journey.

God may bless you.

Happy birthday.

Congratulations.

Long live the queen.

Some General Rules for Reported Speech.

Reported speech has two parts: Reporting part and the reported part. See the following example.

He said to me, "I will help you."

He said to meReporting part

He.....Reporting subject

Said.....reporting verb

Me.....reporting object

"I will help you."reported part.

Tense Change

- If the reporting verb is in the present or the future tense, it is not necessary to change the tense of the reported part.
- If the reporting part talks about some universal truth, you don't have to change the tense.
- If the reporting verb is in the past tense, you have to change the tense in the following ways.

Simple present (verb1/verb+s)	Simple past (verb2)
Present continuous (is/am/are+ present participle)	Past continuous (was/were+ present participle)
Present perfect (has/have)	Past perfect (had)
Simple past (v2)	Past perfect (had +v3)
Past continuous (was/were+ present participle)	Past perfect continuous (had been +present participle)

was/were	had been
will	would
shall	should/would
can	could
must	had to
used to	had used to /no change
had better	no change
could/would /might	no change
may	might
have to/has to	had to
had to	had hand to/no change

Pronoun Change:

You must remember that you can change the person but not the case of the pronoun. (The position of the pronoun in the subject/object or the possessive remains the same). You have to change the pronoun of the reported part in the following ways

- a. The first-person pronouns (related to **I** and **we**) should be changed with the reporting subject.
- b. The second-person pronouns (related to you) should be changed with the object of the reporting speech. If there is no object, you have to assume ‘someone’ as an object. Sometimes the object is implied and you have to change the second-person pronoun with an implied object.

The teacher said, “Your class will be over after the interval.” The implied object in this sentence can be ‘students’, ‘them’ or ‘us’.

- c. Third-person pronouns (related to he, she, it and they) remain unchanged.

The pronoun change rule can be summarized 123/SON

Adverb Change.

Some words and adverbs used in the reported part should be changed in the following ways.

Given word/adverb	To be changed
today	that day
this	that

these	those
now	then
hence	thence
tomorrow	the following day
next week, month, year, etc	the following week, month, year, etc
yesterday	the previous day /the day before
last week, month, year, etc.	the previous week, month, year, etc.
here	there
come (verb)	come or go (depending on the situation.

Assertive Sentence:

- a. While changing the assertive sentence into indirect speech, the verb said remains unchanged if there is no reporting object. If reporting object is given, **said** changes into **told**.
- b. You have to remove the comma and inverted comma and join reporting and reported part with **that**.

Examples

She said, "I'm busy."

She said that she was busy.

He said to me, "I will lend you my camera."

He told me (that) he would lend me his camera. (You can omit **that** in assertive sentences)

Note: Sometimes reporting object is given inside the reported part. See the following example.

"You can use our official phone, Jenny," said the principal.

The principal told Jenny (that) she could use their official phone.

Imperative Sentence

- a. You must choose the reporting verb that gives the essence, the meaning of the sentence in the reported part. Some examples.

If it is a request.requested

If it is an order.....ordered

If it is command.....commanded.

If it is advice.....advised

If warningwarned
If it is recommendation.....recommended
If it is persuasion.....persuaded
If it is prohibition.....forbade

- b. You must use a reporting object even if it is not given in the question. You have to choose the object in accordance with the meaning of the sentence.
- c. After using reporting verb, you should write **to** or **not to** (affirmative-- to, negative -- not to) and change the pronoun, tense and adverbs wherever necessary.

See the following examples.

“Work hard if you want to rise in life,” said the old man.

The old man advised me to work hard if I wanted to rise in life.

Or

The old man advised us to work hard if we wanted to rise in life.

Or

The old man advised the students to work hard if they wanted to rise in life.

Note: The pronoun ‘you’ in the above sentence has been changed with the given reporting object in each example.

The teacher said, “Do the rest of the questions yourselves.”

The teacher told the students to do the rest of the questions themselves.

Please give me something to eat. I am very hungry,” said the beggar.

The beggar requested the land lady to give him something to eat. He said that he was very hungry. (The second sentence is assertive).

Note: If second or third sentences are given after the imperative sentences, you have to use proper reporting verbs and change tense, pronoun and adverbs.

“Go to Dr. Rijal for the treatment of your skin. He is a good dermatologist in our city.” She said.

She recommended me to go to Dr. Rijal for the treatment of my skin. He said that he was a good dermatologist in our region.

“Don’t talk in class,” said the teacher.

The teacher told us not to talk in class.

Or

The teacher told the students not to talk in class.

“Don’t enter the temple with your shoes on,” said the priest.

The priest forbade us to enter the temple with our shoes on.

Note: the verb ‘forbade’ is negative in itself and so it is not necessary to write ‘not to’.

Or

The priest forbade us from entering the temple with our shoes on. (The second example sounds better than the first).

Note: See the following examples of “Let Sentence.”

The student said to the teacher, “Let me come in sir.”

The student requested the teacher to let him go in.

But

She said to me, “Let’s go to the cinema today.”

She proposed that we should go to the cinema that day.

Interrogative Sentence

1. Two reporting verbs are commonly used in interrogative sentences: **asked** and **wanted to know**.
2. If you use **asked**, it is mandatory to use reporting object.
3. You should not use reporting objects with **wanted to know**.
4. If it is **wh question**, you have to use the same wh-word to join the reporting and the reported part.
5. If it is **yes/no question**, you have to use **if** or **whether** to join the reporting and the reported part.
6. After changing into indirect, you cannot use the sign of interrogation (?), instead, you have to use a full stop (.) at the end of the sentence. In indirect speech, interrogative sentences take the form of the assertive sentence.

Examples.

He said, “Who are you?”

He asked me who I was.

He wanted to know who I was.

“What do you want from me?” she said to me.

She asked me what I wanted from her.

She wanted to know what I wanted from her.

“Are you all right?” asked my mother.

My mother asked me if I was all right.

My mother wanted to know if I was all right.

The teacher said, "Have you done your homework?"

The teacher asked the students whether they had done their homework.

The teacher wanted to know whether they had done their homework.

Or

The teacher wanted to know whether we had done our homework.

There will be no problem in answering the book questions after studying the above rules.

Speaking

Reporting

A. Rabina was introduced to Jack by Peter. Now, read what Rabina says about her meeting with Jack.

Peter introduced me to Jack who said he was pleased to meet me. I replied that it was my pleasure and that I hoped Jack was enjoying his stay in Seattle. He said he thought Seattle was a beautiful city, but that it rained too much. He said that he had been staying at the Bay View Hotel for three weeks and that it hadn't stopped raining since he had arrived. Of course, he said, this wouldn't have surprised him if it hadn't been July! Peter replied that he should have brought warmer clothes. He, then, continued by saying that he was going to fly to Hawaii the following week, and that he couldn't wait to enjoy some sunny weather. Both Jack and I commented that Peter was a lucky person indeed.

Now, work in groups of three and act out the actual conversation that Rabina, Jack and Peter had.

B. Ask your partner the following questions. Make notes of his/her answer. When you finish, find a new partner and report what you have learned about your first partner.

- a. What is your favorite sport and how long have you been playing/doing it?
- b. What are your plans for your next vacation?
- c. How long have you known your best friend? Can you give me a description of him/her?
- d. What kind of music do you like? Have you always listened to that kind of music?
- e. What did you use to do when you were younger that you don't do anymore?
- f. Do you have any predictions about the future?

- g. Can you tell me what you do on a typical Saturday afternoon?
- h. What were you doing yesterday at this time?
- i. Which two promises will you make concerning learning English?

Project Work

Visit a community forest and collect information about the area, kinds of trees, wild animals, water resources, etc. Write a short report about the community forest. Also, discuss its impacts on human life and the environment.

Presenting Yourself

Working with Words

A. Complete the sentences with the correct words from the box below.

position redundant professional referee verification,
consultant competence opportunity imperative achievement

- a. You must learn about 2000 Kanji to developin spoken Japanese language.
- b. I can type both English and Nepali but not as fast as.....typists.
- c. When she was in class eight, she got theto participate in a national painting competition.
- d. The Prime Minister gave a long list of his
- e. He spent many years in jail before reaching theof a minister.
- f. About fifty workers were madebecause of the financial crisis in the factory.
- g. He is affiliated to the World Bank as a senior.....
- h. They registered my application after making.....of my documents.
- i. I requested my teacher to be myin my CV.
- j. To make our country self-sustained in food production isneed at present.

Answer

- a. competence b. professional c. opportunity d. achievement
- e. position f. redundant g. consultant h. verification
- i. referee j. imperative

B. Define the following employment-related terms and use them in the sentences of your own.

volunteering, on the job training, career opportunity, skill development, apprenticeship, career counselling, credentials, human capital, internship, soft skills, minimum wage, recruitment, role model, aptitude and assessment

word	meaning	sentence
volunteering	freely offer to do something	Degree students must spend four months volunteering in some organizations.
on-the-job training	at work	MBBS doctors must complete on-the-job training (OJT) in order to get their certificate.
career opportunity	a job that provides a chance for one to use his or her knowledge/skills	There are wide ranges of job opportunities in America.
skill development	the productive capabilities acquired through all levels of learning and training	You can make skill development if you work in a big firm or organization.
apprenticeship	a system for training a new generation of practitioners of a trade or profession receives	You can learn skills in furniture making by working in an apprenticeship.
career counseling	a process that will help you to know and understand yourself and the world of work in order to make career	There are career counselling desks in good colleges and universities.
credentials	certificates that give your identity	The ambassador of India to Nepal showed his credentials to the president of Nepal.
human capital	human population with knowledge and skills	Human capital is the most important thing for development and progress.
internship	the position of a student or trainee who works in an organization	Nursing colleges must establish their own hospitals for the internship of their would be nurses.

word	meaning	sentence
soft skills	personal attributes that enable someone to interact effectively	A person with soft skills is likely to get success easily.
minimum wage	the lowest wage permitted by law	Many private schools do not give their teachers even the minimum wage.
recruitment	the action of enlisting new people in the armed forces	The Nepal army makes recruitment every two years.
role model	a person looked to by others as an example to be imitated.	You must make someone your role model to get success in life.
aptitude	a natural ability to do something.	You have to pass an aptitude test in every job examination.
assessment	the action of evaluating someone or something.	Many colleges take assessment tests every two months.

- C. Based on their pronunciation, divide the following words into two groups so that the vowel sounds rhyme with here and hare.

hare	here
fare, fair, bear, bare, beer, care, air, heir, share, lair, chair, share, tear (v.), mare, dare, snare,	fear, beer, ear, leer, cheer, sheer, shear, tear, mere, deer, dear, clear, sneer, gear

Comprehension

Read the following passage and answer the questions given below.

We're going to devote a whole chapter to CVs (as we shall call them) because this is the single most important document that you will ever compile relating to your career development. You need to approach the compilation and maintenance of a CV as an ongoing, career-long task.

If you haven't already got one in a good state, you need to make a start now. Do not underestimate the amount of time and effort that this work will take. Remember that your CV needs to be accurate and truthful. A prospective employer may need to verify your statements regarding, for example, work permit status, and qualifications and may need to take a criminal record check (especially if the job

involves working with children). False statements made in job applications may invalidate any subsequent appointment. Don't risk it. Having said that, our aim here is to help you in the best possible way.

Curriculum vitae is a Latin term that literally means 'course of life'. In practice, it is a document that sets out a whole host of your personal details, experience and achievements as they relate to your working life. Your full CV should be a well-set out, up-to-date, thoroughly accurate and exhaustive data bank of all of these details, although you may well shape slightly different versions of your CV for different purposes.

- a. According to the author, why is CV important?
According to the author, CV is important because this is the single most important document needed in career development.
- b. How long do we need CV?
We need CV as an ongoing career-long task.
- c. What are two important qualities of CV.?
They should be accurate and truthful.
- d. How will a false statement affect?
False statements may invalidate any subsequent appointment.
- e. What is the meaning of CV in Latin?
It's 'course of life.'

Critical Thinking

- a. **CV may not represent a person's skills and abilities accurately because one's confidence cannot be rendered in a paper. What do you think employers should do to find the best people for the job?**
CV can be manipulated and employers can be cheated. The employer should check the history of the person, his/her background, and records in colleges, family, community and society. A person's real interview is made in the responsibility of the task.
- b. **If employers provide job opportunities by assessing one's CV, how can fresh graduates compete with experienced competitors?**
Fresh candidates have their own plus points too. The experienced candidates can be asked about the reason for quitting their former job. The inexperienced candidates do not have to bother about such subjects.

Writing

Job Application:

Job Application is the most important letter that we need to write even after completing our education. If you write a good job application, you are more likely to be selected for a job.

A job application is also a formal official letter but it is slightly different from other official letters.

In a job application, you have to refer to the advertisement whether it is published in a newspaper, or online portal, or it is stuck on the notice board of the office, etc.

In the first paragraph of the job application, you have to declare your application in connection to the advertisement you have read.

Talk about your qualification in the second paragraph.

Talk about your skills and interests in another paragraph.

Talk about your relevant experience if you have any. If not write directly that you don't have experience in the field yet.

In the conclusion paragraph, express your sincerity to handle the job if you get the opportunity.

You have to attach your **curriculum vitae** with the application. It is also called a resume, bio-data. A sample of CV is given hereafter.

Example

Read the following advertisement and write a job application.

The Kathmandu Post
23rd January, 2022.

Wanted

A reputed hydropower company is seeking a qualified and experienced accountant to be hired in the contract basis for two years. Please contact with your updated CV to Sunnani Hydropower, Arang Khola, Pyuthan. Minimum qualification: XII with management subjects.

Putalibazaar Municipality
Waling Syanjha
January 22, 2022

M/S Andhikhola Hydropower
Andhikhola, Pyuthan

Subject: Job Application.

Dear Sirs,

In response to the advertisement published in *The Kathmandu Post*, dated 19th January 2022, I would like to apply for the post of an accountant as, I believe, I meet all the basic requirements needed for the post.

I am a twenty-three year young, energetic and dynamic girl. After completing Grade XII from Mayadevi High School Tansen, Palpa in 2017, I joined Padma Kanya Campus, Bag Bazaar Kathmandu to study BBA. I have recently completed my Bachelor's degree with a 3.86 GPA. I have an inordinate desire to do a master's degree but I think a master's degree should be done after some job experience. I am seeking a good job that will give my financial support as well as basic skills for my master's degree.

Though I have not taken classes in computer, I know to run MS Word, and Excel very well. I am familiar with a few accounting software programmes too. Accounting is the subject of my interest and I have secured better marks in accounting than in other subjects.

To tell you the truth, I don't have any official experience working as an accountant but my studies have sharpened my knowledge of accounting. I can do the job confidently. I have worked in a bank for six months as an intern.

I am a girl of positive thinking. I believe in hard work, honesty and sincerity. If I am selected for this job, I assure you, I will do my best for the betterment of your company.

Looking forward to receiving your call for the interview.

Yours Faithfully
Mira Basnet

Preparing your CV

You will constantly update your CV throughout your career. There are different ways of preparing CV. We will give you a model that will be helpful throughout your life.

First: Write your introduction with your name, address, email and phone number.

Mention the objective of the CV. (Why have you prepared this CV)

Write your personal Detail.

Write your qualification.

Write about your experience.

Write your skills and interests

Write your publication (if any)

Trainings (If any)

Referees: Please include the names of two renowned persons who know you.

Curriculum Vitae

Ms. Prabha Adhikari

Madavi Village Municipality 1

Debisthan, Pyuthan

MBA Graduate from Trhbhuvan University

pravha055@gmail.com

Telephone: 9847898675

Objective: To work as an accountant in a reputed business/company

Personal Details:

Father's Name: Mr. Prem Raj Adhikari

Mother's Name: Mrs Sharada Adhikari

Date of Birth: 2055.10/28

Temporary Address: Kathmandu Municipality 13, Ratopul

Permanent Address: Mandavi 1 Debisthan, Pyuthan

Marital Status: Single

Language Proficiency: Nepali and English

Religion: Hindu

Academic Qualifications

S. N.	Qualification	Division/GPA	Board/Univ	Passed Year
1	SEE	3.65	Nepal	2015
2	XII (Management)	3.70	NEB	2017
3	BBA	3.86	TU	2021

Experiences

S. N.	Position	Employer	Period
1	In-turn	Nepal Everest Bank	Six months

Skills: Computer Word and Excel

Referees:

Dr. Deependra Parajuli, Assistant Professor (Physics) Trichandra Campus, Kathmandu

Netra Prasad Bhandari, Under Secretary Auditor General's Office, Kathmandu.

Grammar

If Sentence (conditional sentence)

If sentences are called conditional sentences. They are of three types.

The part with the word 'if' is called 'if clause' and the other part is called the 'main clause'. Remember **if clause** is always dependent on the main clause.

Type A: Cause and effect.

- a. If +simple present tense+ subject + will/shall/may/ can (not) + infinitive + object.

If you invite me, I shall/will/can come to your party.

If it rains, there will be more crops.

If they are at home, I will go to visit them.

If he is not selfish, he will help you.

- b. If +Simple Present+ Simple Present. (When the main clause gives information about some general or universal truth, both sides are used in simple present.

If you heat water, it changes into vapour.

If you put water in the refrigerator, it freezes.

- c. If + simple + imperative sentence.

If you find some unidentified object, inform the police.

Don't go outside your house if there is a curfew order.

Type B: Hypothetical (probable)

If + simple past+ sub+ would/ could (not) + infinitive+ obj.

If you invited me, I would come to your birthday party.

If it rained, there would be more crops.

If I were education minister, I would make education free.

Note: In type B if sentence, we use **were** even with singular nouns/pronouns and I. But if it is reasoning if sentence (see page), we use was/were as per the subject.

If she were here, she would help us. (Not If she was.)

If I were a boy, my parents would not scold me for being late in the evening.

Type C: Hypothetical (but improbable)

If you had invited me, I would have come to your birthday party.

If it had rained, there would have been more crops.

If I had been a boy, I would have joined the Navy.

Exercise

Put the verbs in the brackets of the following sentence in the correct form.

- a. If he tries harder, he (reach) his destination.
 - b. If you (watch) television, you would hear the news around the world.
 - c. She (come) to our party if she is not on holiday.
 - d. If you do not switch on the light, you (stumble) with the objects in the room.
 - e. I would have repaired your bathroom if I (carry) my toolbox.
 - f. If I had not taken extra classes, I (not secure) good marks.
 - g. If I (be) Bill Gates, I would donate money to educate the poor.
 - h. If I left home, I (be) homesick.
 - i. Don't smoke if you (have) heart problems.
 - j. If you put your sweater in the boiling water, it (shrink).
 - k. If you book the a ticket earlier, you (get) it at a cheaper price.
 - l. I (go) to the hospital if I had known you were hospitalized.
 - m. If she were a bird, she (fly) to the US to meet her husband.
 - n. If he (promise) for developmental works, he would win the election.
- You can solve all the questions given in your book.

Speaking

Clarifying

A. Study the following short exchanges.

A: You have to finish the website details today.	A: We are going to reduce some costs.
B: Can you repeat that?	B: Can you be more specific?
A: The website has to be ready today.	A: We are going to work from home.

B. Work in pairs. One of you will act as a candidate and the other as an interviewer. Now, conduct an interview with the help of the skeleton given below.

Candidate: May I come in sir/ma'am?

Interviewer: Please be.....

Candidate:

Interviewer: Give your academic and professional introduction.

Candidate: Thank you for..... My name is..... I am from..... I have completed my.....from..... I play regularly. I am interested in..... I am hardworking,.....and..... My father is a teacher..... and my mother..... I am still single....

Interviewer: OK, tell me why do you want to work here?

Candidate: Well,

Interviewer: Do you have any weaknesses?

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Candidate: Well,

Interviewer: What kind of working environment do you prefer?

Candidate:

Interviewer: Do you become nervous at work?

Candidate:

Interviewer: Why should we hire you, not others?

Candidate:

Interviewer: Will you be ready for overtime work?

Candidate:

Interviewer: Do you want any information from us?

Candidate:

Interviewer: Thank you. You may leave now. Please, wait for the result.

Candidate:

- C. Suppose you are the head teacher of a school. You are taking a job interview for the post of Secondary Level English Teacher. Draft some questions for the interview and then practise it with one of your friends.**

Project Work

Visit someone who has recently passed Public Service Commission or Teacher Service Commission examination. Ask him/her to give you some tips that may help you to face a job interview. Make notes and discuss in class.

On Walking

Working with Words

A. Find the words from the text which have the following meanings.

- a. a wave-like motion
- b. to make or do something again exactly in the same way
- c. decayed, deteriorated, or fallen into partial ruin especially through neglect or misuse
- d. a bright, smooth surface
- e. the feeling of having no energy and enthusiasm
- f. a state of noise, commotion and confusion
- g. being alone, often by choice
- h. to regard with respect, often tinged with awe
- i. said in a way that is not direct, so that the real meaning is not immediately clear

Answer

a- undulation b- replicate c- dilapidated d- sheen e- listlessness
f- cacophonous g- solitude h- revere i- obliquely

B. Find the meaning of the following words from a dictionary.

Sophisticated: having a great deal of worldly experience and knowledge of fashion and culture.

Conscious: clearly visible

Blistering: very hot

Proximity: nearness, closeness

Invisible: that cannot be seen

Comprehension

Walking has always been one of my favorite activities. To me it is the beginning of travel. The movement, the rhythm, the undulation of the senses and of the body that it initiates- I enjoy the very physical sensation of walking. When I was younger, I used to love proving how quickly and untiringly I could walk for long distances. I especially loved walking on roads that were unpaved and uneven, like the paths around my *mamaghar*. But back then, it was easy enough to find paths like that

even in Kathmandu. Some of my most vivid memories involve running down the slopes behind my house. You would begin by taking the smallest steps to balance yourself, then without even realizing it you would have broken into a run until you completely lost control over your body. You would reach the bottom in such a state of thrill. I'm sure it can never be replicated, even by a ride on the most beautiful and sophisticated roller-coaster.

- a. What is walking for the author?
It's one of her favorite activities. It's beginning of travel.
- b. What does she enjoy in walking?
She enjoys the very physical sensation of walking.
- c. How was her walking different in her younger age?
She used to love proving how quickly and untiringly she could walk for long distances.
- d. What were the paths like around her mamaghar?
They were unpaved and uneven roads.
- e. Where did she walk in Kathmandu?
She waked down the slopes of her house.
- f. How should one start walking?
One should start walking by taking the smallest steps.

Critical Thinking

- a. **Do you believe that walking helps us understand ourselves? Give reasons in support of your opinion.**

Ask your parents what they felt when you started walking? It was certainly one of the happiest moments of life. We walk from the moment we start it and do not stop it as long as we are able to do it. We have acquired much of our knowledge by walking from one place to another. Walking also helps us to understand our limitations and abilities. Everybody cannot walk to the summit of Mt. Everest. Everybody cannot go for a long trekking.

- b. **Think of one of your hobbies. How does this hobby relate to your psyche and self?**

People have different kinds of hobbies. Some people like to walk, some of them like going fishing, some of them like to go hunting, still some of them like painting. There are countelss hobbies people have. Think what hoppy you have. Perhaps you cannot quit your hobby.

- c. **Many people turn their hobbies into careers. Is it good to turn one's hobby into a career?**

Everybody does not get the opportunity of changing their hobbies into a career. Those who can turn it into a career are likely to get success in life.

Writing

Highlighting the advantages of walking, Henry David Thoreau says, “An early morning walk is a blessing for the whole day.” Write an essay on the advantages of a morning walk.

Write what people can do for exercise like walking, playing, gym, yoga, running, etc in the first paragraph.

Talk about the morning walk in the second paragraph. Talk about what kinds of people can take the best advantage of walking. Talk about why doctors suggest morning walk in the second paragraph.

Give examples of people who have got advantages of morning walk in the third paragraph.

Grammar

Passive Voice

A. See Unit 19 Class 11 book for the rules of passive voice.

B. Change the following sentences into passive voice.

- a. I want someone to love me.
I want being loved.
- b. Someone broke into our house while we were on holiday.
Our house was broken into while we were on holiday.
- c. I don't like people staring at me.
I don't like being stared.
- d. Is it true that someone stole your car?
Is it true that your car was stolen?
- e. The cat enjoys someone tickling him.
The cat enjoys being tickled.
- f. Would Swostika open the window?
Would the window be opened by Swostika?
- g. Did they confess the crime?
Was the crime confessed (by them)?

- h. He thinks that someone is teaching Jennie.
He thinks that Jennie is being taught.
- i. Sabina hates people laughing at her.
Sabina hates being laughed at.

C. Complete the following sentences as in the example.

Example: *People believe that the one billion defaulters are staying in the UAE.*

The one billion defaulters are believed to be staying in the UAE.

- a. English people think that the number thirteen is unlucky.
The number thirteen is thought to be unlucky by English people.
- b. What are you wearing for the wedding?
Actually, I am having a suit made. They will give it tomorrow.
- c. The carpet in our drawing room is very dirty.
It needs to be cleaned.
- d. There are rumours that the factory at the corner is manufacturing bombs.
The factory at the corner is rumoured to be manufacturing bombs.
- e. Some people believe that Silajit from Jumla cures all indigestion problems.
Silajit from Jumla is believed to cure all digestion problems.
- f. People claim that Changu Narayan temple is the oldest temple in Nepal.
Changu Narayan temple is claimed to be the oldest temple in Nepal.
- g. A: Your car is making a terrible noise.
B: Thank you. I am not a mechanic and I will get it repaired soon.
- h. The police suspect that the criminal left the country.
The criminal is suspected to have left the country.
- i. A: Where are you going?
B: I am going to the stationery to get my document photocopied.
- j. People allege that the corrupt leader has embezzled millions of rupees.
The leader is alleged to have embezzled millions of rupees.

Speaking

Reminders

A. Read the conversation below. Underline the expressions that are used for reminding.

Trishna : Hi, Bhim! What's up?

Bhim : Hi, Trishna! Nothing much. What about you?

Trishna : Fine. By the way, have you started packing things?

Bhim : Yes, I have. Why?

Trishna : You won't forget to take your guitar, will you?

Bhim : Yeah. Thanks. I must do that. But remember to carry plenty of popcorn.

Trishna : Sure. That sounds exciting!

Will you remind me how long the hiking to Ranimahal in Palpa is?

Bhim Not much. We can get there within a couple of hours from Tansen. I have been there twice with my family.

Trishna: But, I have never been there.

Bhim: You must hike to Ranimahal. Located by the side of the Kaligandaki River, the palace is marvelous. It's thrilling to walk on a path right above a raging stream right before reaching Ranimahal. This monument is compared with the Taj Mahal in India. Do you know who built it?

Trishna: Wow! Sounds Marvelous! I think Ranimahal was built by Khadga Shamsheer Junga Bahadur Rana in memory of Tej Kumari Devi, his youngest wife, who died in 1892.

Bhim: Excellent! You have good memories. You still remember the Social Studies teacher explaining about its history. But, it's a pity! I don't have a good camera phone.

Trishna: Ah yes, I will take my father's i-Phone. Well, Bhim, I don't have an extension cord. Can I remind you to take one? Just in case we don't get enough charging points at the hotel.

Bhim: Alright. I think we must share our preparations with other friends as well after the classes are over this afternoon.

Trishna: That's a good idea. Actually, I have already shared it with Niroj and Nirjala. They have already agreed. Remember to call Shreejala who is absent today.

Bhim: That makes sense. Let's get back to class. The break is about to be over.

B. Say how one can remind someone in the following situations. Use different expressions for each.

- a. You want your friend to return your books by Friday evening.
- b. You want to remind someone about the upcoming meeting.
- c. The driver wants to remind the passengers about having lunch at the next stop.
- d. You have your birthday the next week and you have invited your teacher for it.
- e. Your mother wants to remind your father about the loan payment schedule.
- f. The final examination is coming near. The teacher wants to tell the students about it.

Project Work

Take a short interview with three of your classmates about their hobbies. During the interview, try to explore how these hobbies can have impacts on their everyday life and career. Prepare a report including their responses and your opinion.

The Medusa and the Snail

Working with Words

A. Read the text and tick the best alternative to fill in the gaps.

- a. Persons who are related to you and who live after you, such as your child or grandchild are called
- i. relatives **ii. descendants** iii. siblings
- b. '.....' means to turn or spin around and around quickly
- i. Twirl** ii. Fold iii. Fetter
- c. are proteins which contain oligosaccharide chains (glycans) attached to amino acid side-chains
- i. Glycoproteins** ii. Legumes I iii. Meat products
- d. are carbohydrate-binding proteins that are highly specific for sugar groups that are part of other molecules and so cause agglutination of particular cells.
- i. Lactose ii. Legumes **iii. Lectins**
- e. ...are abnormal tissue growths that most often look like small, flat bumps or tiny mushroom like stalks found in the phylum Cnidaria and the medusa
- i. Polyps** ii. Buds iii. Tulips
- f. is a biological interaction where one organism, the predator, kills and eats another organism, its prey.
- i. Murder ii. Homicide **iii. Predation**
- g. is a genus of flowering plants in the buttercup family.
- i. Anemone** ii. Ammonia iii. Amoeba
- h. A/An person is extremely or excessively particular, exacting, or meticulous in taste or standards.
- i. arrogant **ii. finicky** iii. symbiotic
- i. is a group of soft-bodied, marine gastropod molluscs which shed their shells after their larval stage.
- i. Shell **ii. Nudibranch** iii. Jellyfish

j. Ais a free-swimming sexual form of a coelenterate such as a jellyfish, typically having an umbrella-shaped body with stinging tentacles around the edge.

- i. **medusa** ii. sea horse iii. sea slug

B. Look up a dictionary and write the meanings of the following words then use them in your own sentences.

arthropod, gastropod, biomass, calcification, metamorphosis, sturgeon

Word	Meaning	Sentence
anthropoid	resembling a human being in form	The ape is an anthropoid creature.
gastropod	a mollusc of the large class such as a snail, slug, or whelk.	Snail is a gastropod creature.
biomass	the total quantity or weight of organisms in a given area or volume	The Amazon rain forest has a large number of biomass.
calcification	a process in which calcium builds up in body tissue, causing the tissue to harden	Fish is supposed to help us in calcification.
metamorphosis	change of physical form, structure, or substance	In Kafka's novel <i>Metamorphosis</i> , a man is metamorphosed into a strange creature.
sturgeon	a very large primitive fish with bony plates on the body	Sturgeons were found in the Pacific Ocean.

Comprehension

Write True or False after each of the sentences below.

We tend to think of ourselves as the only wholly unique in nature, but it is not so. Uniqueness is so commonplace a property of living things that there is really nothing at all unique about it. The phenomenon can't be unique and universal at the same time. Even individual, free-swimming bacteria can be viewed as unique entities distinguishable from each other even when they are the progeny of a single clone. Spudich and Koshland have recently reported that motile microorganisms of

the same species are like solitary eccentrics in their swimming behavior. When they are searching for food, some tumble in one direction for precisely so many seconds before quitting, while others tumble differently and for different, but characteristic, periods of time. If you watch them closely, tethered by their flagellae to the surface of an antibody-coated slide, you can tell them from each other by the way they twirl, as accurately as though they had different names.

- a. Man thinks that he is the only one unique creature in the biosphere.
- b. Every creature in the world is endowed with certain uniqueness.
- c. The progeny of a single clone bacteria has no uniqueness.
- d. Spudich and Koshland made research on large animals.
- e. The twirling movement of a swimming creature distinctly expresses its uniqueness.

(true, true, false, false, true)

Critical Thinking

- a. **How does the author make satire on the modern idea of the ‘self’ based on individuality?**

Independence and uniqueness?

Man thinks that he is the only one creature who has a unique or distinct identity in the biosphere. Man thinks he is in the centre of the universe and the entire plants, animals and elements are his property. He has created a distance of self and other, man self and other creature the other. Man has been using or even misusing the others for time immemorial. The author makes satire on man’s vanity by giving examples of microorganisms and showing their unique features.

- B. **Analyze the essay as a creative defense of the interdependence observed in the ecosystem.**

The biosphere has billions of creatures. All balance among these creatures along with plants and the elements has helped the earth to exist. There is a chain of the ecosystem in which all living organisms are connected in this way or that way. The imbalance in one area brings disturbances in the other areas.

Writing

- A. Write an essay on “Independence vs. Interdependence” in about 250 words.
Talk about man and how he has used and misused other living beings in the world. Talk about interdependence among creatures in the natural world, the animal world and plant world, the cycle of carbon dioxide and oxygen.
Show man’s vanity in thinking of himself as independent of other creatures because man has no existence without the existence of other creatures.
- B. Write a newspaper article highlighting the increasing individualism in modern Nepali society.
Talk about the modern generation. How they are running for facilities and money. They have forgotten their social and filial duties. Talk about the people who have earned billions in foreign countries but their parents are living in elderly homes in their old age. Talk about the eroding values of human life.

Grammar

Passive Voice

- A. **Make passive sentences from the following information as in the example.**

Example:

Toyota cars/Japan/make: Toyota cars are made in Japan.

- a. volleyball/every/country/play
Volleyball is played in every country.
- b. spaghetti/boiling water/cook
Spaghetti is cooked in boiling water.
- c. each lesson/ exercise/follow
Each lesson is followed by an exercise.
- d. taxes/the price/include
Taxes are included in the price.
- e. extensive information/the internet/find
Extensive information is found on the internet.
- f. our order/the waiter/took
Our order is taken by the waiter.
- g. the schedule/the participants/will distribute
The schedule will be distributed to the participants.
- h. the police/footprint/found

- The footprint was found by the police
- i. the children/the sandcastles/built
The sandcastles were built by the children.
 - j. the father/the window/not going to open
The window is not going to be opened by the father.

B. Rewrite the following sentences in the passive voice using the correct form of verbs in the brackets.

- a. Call the ambulance! Two boys (injure) in a motorbike accident.
Call the ambulance! The boys are injured in a motorbike accident.
- b. The clock (use) since the 17th century.
The clock has been used since the 17th century.
- c. I had to wait outside the classroom while the classroom (clean).
I had to wait outside the classroom while the classroom was being cleaned.
- d. The problem (discuss) by the subject specialists at the moment.
- e. The problem is being discussed by the subject specialists at the moment.
- f. By the time I came back, the task (finish).
By the time I came back, the task had been finished.
- g. Women (say) to be happier than men.
Women are said to be happier than men.
- h. Look! The house (destroy) by the fire.
Look! The house is being destroyed by the fire.
- i. The other three reports..... (submit) by next month.
The other three reports will have been submitted by next month.
- j. Many people (rescue) from the floods by security persons this year.
Many people have been rescued from the floods by security persons this year.
- k. The state of Florida (hit) by a hurricane that did serious damage.
The state of Florida was hit by a hurricane that did serious damage.

Speaking

Expressing counter arguments

A. Read the following conversation between two friends on animal testing and notice the expressions of counterarguments.

A: Hi Pooja! How are things?

B: Fine, and you?

A: I'm feeling rather upset today. I could not see some animals being ripped off alive in the science lab.

B: Well, I must say using animals as test subjects for health products is justifiable.

A: As far as I am concerned, I take it as inhumane activity.

B: To be fair, animal testing has been used in the past to aid the development of several vaccines, such as smallpox and rabies. However, animal testing for beauty products causes unneeded pain to animals.

A: Don't you think it is possible to use human volunteers instead of using animals?

B: Exactly. Animals should not be exploited as far as possible.

B. Work with a small group to talk around the questions given below. Use the clues of expressing counterarguments from the box.

a. Is your hometown a good place to live?

b. What's the best thing to eat in your city/village?

c. Is teaching your dream job?

d. Is it better to seek jobs in a foreign country?

e. Is the reservation of quota for a particular sex or caste a good thing?

From my point of view,

It seems to me.....

Personally, I believe/feel.....

What I reckon is.....

If you ask me.....

I'm convinced that ...

Project Work

Go to the forest or a garden and observe how plants, insects and animals depend on each other. Present your observations in the class.

After the World Trade Centre

Working with Words

A. Match the words with their definitions/meanings.

- | | |
|-----------------|--|
| a. passion | i. like an uncle |
| b. surveillance | ii. powerful attraction |
| c. integrity | iii. the power or ability of a material to return to its original form, position, etc., after being bent, compressed, or stretched |
| d. avuncular | iv. any powerful or compelling emotion or feeling, as love or hate |
| e. livelihood | v. an unobstructed and wide view of an extensive area in all directions |
| f. fascination | vi. an idea, practice, or object that is perceived as new |
| g. innovation | vii. the removal of people or things from an endangered area |
| h. panorama | viii. continuous observation of a place, person, group, or ongoing activity in order to gather information |
| i. resilience | ix. a means of supporting one's existence |
| j. evacuation | x. the state of being whole, entire, or undiminished |

Answer

- | | | | | | |
|------|--------|-------|-------|------|------|
| a-iv | b-viii | c-x | d-i | e-ix | f-ii |
| g-vi | h-v | i-iii | j-vii | | |

C. Define the following professionals. One has been done for you.

architect, civil engineer, mechanical engineer, aerospace engineer, automobile zengineer, electronic engineer, electrical engineer, computer engineer, food engineer, chemical engineer, biomedical engineer.

Example: An architect is an engineer who designs buildings and advises in their construction.

civil engineer,	an engineer who designs and maintains roads, bridges, dams, and similar structures
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mechanical engineer	Mechanical engineers deal with the design, construction, and use of machine
aerospace engineer	aerospace engineer deal with the design, development, testing, and production of aircraft and related systems
automobile engineer	An automobile engineer designs, develops, fabricates, and tests vehicles or vehicle components from the concept stage to the production stage.
electronic engineer	Electronics engineers design, develop and oversee the production of electronic systems and products
electrical engineer	An electric engineer designs, constructs, and maintains electrical devices.
Computer engineer	a computer engineer designs, develop, and tests computer systems and components such as
food engineer	Food engineers design and develop systems for the production, processing, distributing, and storing of food and agricultural materials.
chemical engineer	Chemical engineers develop and design chemical manufacturing processes
Biomedical engineer	biomedical engineers focus on advances in technology and medicine to develop new devices and equipment for improving human health

- C. With the help of your teacher or a dictionary, pronounce these words. What vowel sounds do they contain? Make a list of them.

/ʌ/	/ɑ:/	/ə'/	/ɔ/	/ɜ:/
but, cut, sun, lust, fun, gun, run, jump, bulb, blood	top, lot, job, sob, box, bomb, dog, hot	the, ago, again, alike, father	caught, bought, thought, taught, naught, sought, born, torn	bird, first, fur, turn, girl, sir, firm, germ, learn, verb

Comprehension

Read the following passage and answer the questions given below.

In 1999, soon after moving to the Fort Greene section of Brooklyn, my wife and I were befriended by Frank and Nicole De Martini, a couple whose lives were closely twinned with the towers of the World Trade Center. Both Frank and Nicole are architects. As Construction Manager of the World Trade Center, Frank's offices were on the 88th floor of Tower 1. Nicole is an employee of the engineering firm that built the World Trade Center, Leslie E. Robertson Associates. Hired as a "surveillance engineer", she was a member of a team that conducted year-round structural integrity inspections of the twin towers. Her offices were on the 35th floor of Tower 2.

Frank is forty-nine, sturdily-built, with wavy salt-and-pepper hair and deeply-etched laugh lines around his eyes. His manner is expansively avuncular and nothing pleases him more than when the conversation turns to a subject on which he can offer his expert advice. For Frank, the twin towers were both a livelihood and a passion: he would speak of them with the absorbed fascination with which poets sometimes speak of Dante's canzones. Nicole is forty-two, blonde and blue-eyed, with a gaze that is at once brisk and friendly. She was born in Basel, Switzerland, and met Frank while studying 'design' in New York. They have two children, Sabrina, 10, and Dominic, 8, who are unusually well-matched with mine, in age, gender and temperament: it was through our children that we first met.

- a. The word twined is synonymous with the word.....
 - I. eparated
 - II. associated
 - III. influenced
 - IV. benefited
- b. Nichole and Frank both were.....by profession.
 - I. engineers
 - II. business people
 - III. supervisors
 - IV. clerks
- c. Both Nicole and Frank worked.....
 - I. in the same tower
 - II. outside the tower
 - III. in the separate towers
 - IV. basement of tower 2
- d. The word 'avuncular' means.....
 - I. like an uncle
 - II. unlike and uncle
 - III. like an elderly citizen
 - IV. like a young boy
- e. The word 'passion' in the above passage means.....
 - I. means of survival
 - II. strong dislike
 - III. strong conviction
 - IV. strong reason

- f. Originally Nicole was
- | | |
|----------------|----------------|
| I. an American | II. a European |
| III. an Asian | IV. a Canadian |
- g. The author had
- | | |
|-------------------------------|-----------------|
| I. two daughters | II. two sons |
| III. one daughter and one son | IV. no children |

Critical Thinking

- a. **Many innocent people lose their lives in ruthless attacks every year. What do you think the governments should do to protect their people from such attacks and make the world a safer place to live? Discuss with your friends.**

Terrorism has proved a losing battle for many governments of the world. Thousands of innocent people get killed every year. Terrorists are active in many parts of the world. All the governments of the world should form a solidarity to fight against the terrorists. There should be zero tolerance in case of terrorism.

- b. **Revenge and violence are integral parts of history and civilization. Present your logic.**

We, human beings, should take a lesson from history. History cannot be undone. It passed and it is now in the past. We can correct the course of our action. Desmond Tutu, a veteran South African leader once said “Forgive but forget not.”

Writing

- a. **Write a description of an event that you have recently witnessed.**

To give answer of this question, first think about an event in space and time, where it happened and when it happened. The events can be like accidents, fairs, programmes.

Write about the people who are involved in the event.

Talk in detail how it happened.

Write what you feel about the event

- b. **Human life does not pass as one expects. You might have also gone through different but memorable incidents. Write an essay on 'An Unforgettable Event in my Life' in about 500 words.**

Follow the same process as 'a' above to give answer of this question.

Grammar

Prepositions

A. Look at the following examples. Which parts of speech do the words in bold belong to?

- a. She was born **in** Basel Switzerland and met Frank while studying design in New York. Frank's offices were **on** the 88th floor of the tower.
- b. My wife and I were befriended by Frank and Nicole **in** 1999. **At** about noon, we took the children **to** Fort Green Park.
- c. He suddenly saw Sue **across** the room.
- d. I'd seen them walking **along** the road **past** my window several times before.
- e. The castle sat **in** the mountains above the town.
- f. She stood among all her friends **in** the room and felt very happy.
- g. He sneezed during the performance.
- h. You can't catch a big fish **with** a small rod like that.
- i. Do not throw stones **at** the dogs. They may bite you.

B. Complete these sentences with the correct prepositions.

- a. The relationshipthe two boys has changed significantly over the past few years. (**between**)
- b. In Nepal, many girls get marriedan early age. (**in**)
- c. I'm notthe mood for such silly games. (**in**)
- d. There were no security personnel.....duty at that time. (**on**)
- e. The new smartphone is similarthe one I bought a few years ago. (**to**)
- f. My dad insisted taking the later train. (**on**)
- g. People ambition always try to achieve their goals, no matter what happens. (**with**)
- h. Mr Jenkins has been disabled all his life as a result a childhood illness. (**of**)
- i. We bought the TV because it was sale. (**on**)
- j. She has no understanding how computers really work. (**of**)
- k. I gave him my new T-shirt in exchange a few cigarettes. (**of**)
- l. The company is run two people who hardly ever meet. (**by**)
- m. All the celebrations and parties were called because of the tragic accident. (**off**)

- o. There was a great need volunteers at the site of the crash (of)

C. Complete the following text with correct prepositions.

What are we seeing here? One very real possibility is that these are the educational consequences of the differences.....**between** parenting styles that we talked about**in..** the Chris Langan chapter. Think back to Alex Williams, the nine year-old whom Annette Lareau studied. His parents believe.....**in.....**concerted cultivation. He gets taken...**to.....**museums and gets enrolled**in.....**special programs and goes**to.....**summer camp, where he takes classes. When he's bored.....**at.....**home, there are plenty of books to read, and his parents see it as their responsibility to keep him actively engaged ...**in.....**the world**around ..**him. It's hard to see how Alex would get better...**at.....**reading and math**in..** the summer.

Simple future, future continuous, future perfect and future perfect continuous

A. Study the following sentences. Notice the verb forms in bold.

- a. She will win the competition.
- b. She will be waiting when we arrive.
- c. I will have finished this work by next week.
- d. I will have been living here for one-year next month.

B. Make sentences from the given clues as stated in brackets.

- a. Who/pass the exam? (future simple)
Who will pass the exams?
- c. How/you/get home? (future continuous)
How will you be getting home?
- d. I/come later. (future simple)
I will come later.
- e. She/catch the train by 3 pm. (future perfect).
She will have caught the train by 3 P.M.
- f. It/rain tomorrow. (future simple)
It will rain tomorrow.
- g. John/sleep at 4 am. (future continuous)
John will be sleeping at 4 AM.
- h. How long/you/see your boyfriend when you get married? (future perfect continuous)
How long will you have been seeing your boyfriend when you get married?

- i. It/rain in Kathmandu next week. (future continuous)
It will be raining in Kathmandu next week.
- j. How long/you/work here when you retire? (future perfect continuous)
How long will you have been working here when you retire?
- k. He / not / finish the cleaning by the time she gets home. (future perfect)
He will not have finished the cleaning by the time she gets home.

C. Complete the following sentences with the correct future tense form of the verbs in the brackets.

- a. It (snow) in Brighton tomorrow evening.
It will be snowing in Brighton tomorrow evening.
- c. On Friday at 8 o'clock, I (to meet) my friend.
On Friday at 8 o'clock, I am going to meet my friend.
- d. Wait! I (to drive) you to the station.
Wait! I will be driving you to the station.
- e. When they get married in March, they (to be) together for six years.
When they get married in March, they will have been together for six years.
- f. You're carrying too much. I (to open) the door for you.
You're carrying too much. I will open the door for you.
- g. Do you think the teacher (to mark) our homework by Monday morning?
Do you think the teacher will have marked our homework by Monday morning?
- h. When I see you tomorrow, I (show) you my new book.
When I see you tomorrow, I will show you my new book.
- i. After you take a nap, you (to feel) a lot better.
- j. After you take a nap, you will feel a lot better.
- h. I (to let) you know the second the builders finish decorating.
I will let you know the second the builders finish decorating.
- i. We (to wait) in the shelter until the bus comes.
We will be waiting in the shelter until the bus comes.
- j. I'm very sorry, but Dr. Jones (not be) back in the clinic until 2 pm.
I'm very sorry Dr. Jones will not be back in the clinic until 2 PM.
- k. This summer, I (to live) in Birgunj for four years.

- This summer, I will have been living in Brigunj for four years.
- m. I don't think you (to have) any problems when you land in Pokhara.
I don't think you will have any problems when you land in Pokhara.
- n. The baby should be due soon, next week she (to be) pregnant for nine months.
The baby should be due soon, next week she will have been pregnant for nine months.
- p. By the time we get home, they (to play) football for 30 minutes.
By the time we get home, they will have been playing football for 30 minutes.
- p. When you get off the train, I will be waiting for you by the ticket machine.
- q. This time next week, I (ski) in Switzerland!
This time next week, I will have been skiing in Switzerland.
- q. Now, I (to check) my answers
Now, I will check my answer.

Speaking

Speculating

- A. See what the following people are talking.



B. Read the following dialogue. Underline the expressions that express speculations.

Kripa: Have you heard the story about the recent acid attack on a young woman in Biratnagar?

Bijay: No, that sounds horrible! Can you tell me more about the incident?

Kripa: Well, her husband threw acid on her face.

Bijay: Her husband? Why would he do that?

Kripa: He could be a victim of depression.

Bijay: No, that's crazy. Instead, I dare say he was not satisfied with a dowry.

Kripa: Yeah, that's quite likely. Or, it seems to me that he wanted a male child from his wife.

Bijay: Definitely! That's most likely.

Kripa: I believe recent changes in the law will help mitigate all sorts of acid attacks against women.

Bijay: Let's hope so.

C. Choose the correct option for each of the gaps below.

- It be a good idea, but I doubt it. (must/ probably/ possible/ could)
- It's going to happen. (definitely/sure/hardly/well)
- There's a fifty percent of rain in the afternoon. (gamble/chance/odds/bet)
- There's a possibility of rain. (slight/medium/middle/wide)
- It might break down. (well/may be/certainly/have)

D. Work in pairs and take turns to speculate in the following situations. Use the structures from the box.

- What kind of food is most popular in your country?
- Why is fast food more popular among youths?
- Why isn't organic food more popular?

... seems / looks (like)
I guess / I imagine
..... is obviously / probably
.... might / may/ maybe / perhaps
I'm not sure exactly but

I suppose / I'm fairly sure

I expect

Project work

Visit a library and find a b

Project Work

Visit a library and find a book about the history of Nepal. Find an event which had caused the loss of many people. Study the event and prepare a report including the information based on the following questions. Present your report to the class.

- What is the event?
- When did it happen?
- Why did it happen?
- What were the consequences?

Unit 14 Human Rights

“I am Sorry”: The Hardest Three Words to Say

Working with Words

A. Pair the following words as opposites.

despair, kind, fresh, strange, normal, fierce, hope, selfish, corrupt, stale, familiar, eccentric, gentle, generous, cruel, honest

Answer

despair: hope kind: cruel fresh:stale strange: familiar
normal: eccentric fierce: gentle selfish: generous honest: corrupt

B. By adding a suitable suffix to each word in the table, form another word as in the examples below.

Examples: willing - willingness; heart - hearty; strength - strengthen
into noun into adjective into verb

	noun		adjective		verb
open-minded	open-mindedness	pain	painful	less	lessen
accommodate	accommodation	differ	different	sure	ensure
rehearse	rehearsal	behave	behavioral	real	realize
transgress	transgression	remark	remarkable	glory	glorify
angry	anger	indifference	indifferent	power	empower
mix	mixture	thought	thoughtful	prison	imprison

C. Pronounce the following words with the help of a dictionary.

- viewer, sure, cure, fluent, poor, affluence, flower, curious, tourist, allowance, usual, intellectual, visual, mature, endure
- join, coin, boy, voice, noise, soil, hoist, moist, avoid, toy, toilet, annoy, enjoy, poison

Comprehension

Read the following passage and answer the questions given below.

There were so many nights when I, as a young boy, had to watch helplessly as my father verbally and physically abused my mother. I can still recall the smell of alcohol, see the fear in my mother's eyes and feel the hopeless despair that comes

when we see people we love hurting each other in incomprehensible ways. I would not wish that experience on anyone, especially not a child.

If I dwell on those memories, I can feel myself wanting to hurt my father back, in the same ways he hurt my mother, and in ways of which I was incapable as a small boy. I see my mother's face and I see this gentle human being whom I loved so very much and who did nothing to deserve the pain inflicted on her. When I recall this story, I realise how difficult the process of forgiving truly is.

Intellectually, I know my father caused pain because he himself was in pain. Spiritually, I know my faith tells me my father deserves to be forgiven as God forgives us all. But it is still difficult. The traumas we have witnessed or experienced live on in our memories. Even years later they can cause us fresh pain each time we recall them.

- a. What were the terrible sights seen by the speaker every night?
He had to watch his father physically and verbally abuse his mother.
- b. What did the speaker see in his mother's eyes?
He saw fear in his mother's eyes.
- c. What had to be done by the speaker if he dwelt on memories?
If he dwelt on memories, he had to hurt his father in the same way he hurt his mother.
- d. Why does he sympathize with his mother?
He sympathizes with his mother because she did not deserve any kind of punishment.
- e. Why did his father cause pain?
His father caused pain because he himself was in pain.
- f. What does his faith tell him?
His faith tells him to forgive his father.
- g. Why is it difficult to forgive?
It is difficult to forgive because the traumas they witnessed or experienced live on in their memories.

Critical Thinking

- a. **Desmond Tutu once said, "Forgiving is not forgetting; it's actually remembering—remembering and not using your right to hit back. It's a second chance for a new beginning." Does this quotation apply to this text? Analyze.**

Yes, the quotation truly applies to this text. The black suffered the torture given by whites for a long time. The trauma given by the white is unforgettable for black people. After the black came in the power of South Africa, they did not like to take revenge on the white. If they had taken revenge, they would not have been different from the whites.

b. The author interprets ‘I am sorry’ as the three hardest words to say. How does it apply to your life?

Some people find it very difficult to say sorry but I do not belong to that category. Saying sorry does not decrease one’s height instead it creates an environment of reconciliation. Saying sorry should not be hard to anyone.

Writing

The author talks about the dual education system based on race in South Africa in the Second half of the twentieth century. We also have private schools and public schools in Nepal. What should be done to make education equal for all citizens of Nepal? Write a couple of paragraphs expressing your views.

Talk about the boarding schools and government schools in your area in detail in the first paragraph.

Talk about how the students go to private schools and how their teachers teach them in the second paragraph.

Talk about the government school students and teachers in the third paragraph.

Give your view in the last paragraph. The dual education system is producing two kinds of citizens in Nepal: English-speaking and English confusing. The private schools teach the students in English medium and most of the government schools.

Grammar

Connectives

A. Join the following pairs of sentences using when and while.

- a. Bibha Kumari was doing her homework. The doorbell rang.
Bibha Kumari was doing her homework when the doorbell rang.
The doorbell rang while Bibha Kumari was doing her homework.
- b. I heard the telephone ring. I picked it up.
When I heard the telephone ring, I picked it up.
- c. Dil Maya found a thousand rupee note. She was washing her pants.
Dilmaya found a thousand rupee note while she was washing her pants.

- d. Tenjing gave his measurements to the dressmaker. He was visiting the market yesterday.
Thnjing gave his measurements to the dressmaker while was visiting the market yesterday.
- e. I was at the butcher's shop. I met Harikala.
When I was at the butcher's shop, I met Hariala.
- f. The sales agent was dealing with the customer. A thief stole the jewels.
The sales agent was dealing with the customer when a thief stole the jewels.
- g. My small brother was sleeping. I played chess with my father.
While my small brother was sleeping, I played chess with my father.
- h. The old lady fell down. She was climbing up the stairs.
The old lady fell down while she was climbing up the stairs.
- i. The leader was giving a speech loudly. He lost his voice.
The leader was giving a speech loudly when he lost his voice.
- j. Kanchan broke her backbone. She was lifting up the load.
Kanchan broke her backbone while she was lifting up the load.

B. Study the following sentences.

- a. I know my father caused pain because he himself was in pain.
- b. All of us share the core qualities of our human nature and so sometimes we are generous and sometimes selfish.
- c. My father has long since died, but if I could speak to him today, I would want to tell him that I had forgiven him.

Now, fill in the blanks with one of the connectives from the box.

so because as since due to owing to because of

- a. We didn't go for a morning walk todayit was raining. (**because**)
- b. I wanted to go home early I was not feeling well. (**because**)
- c. My brother stayed at home.....his illness. (**because of**)
- d. I was late in the classtraffic jam. (**because of**)
- e. He didn't like dogs.....he was not happy when his wife brought a puppy home. (**so**)
- f. He was not included in the teamhis knee injury. (**because of**)
- g.I was tired, I went to bed early. (**since**)
- h. He was very unhappyhe lost one million rupees in share market. (**because**)

- i. We cancelled our trip to Rara Lake the bad weather.
(because of)
- j. These two lines intersect with each other.they are not parallel lines. (because)

Speaking

Criticizing

A. Observe how Anil's room looks.

The room is messy.

Things are scattered on the floor.



The table is filthy.

He hangs the washing on a line in the room.

He doesn't make his bed.

He doesn't sweep the floor.

He rarely dusts the furniture.

He is indolent.

Now, discuss in groups. What should (or shouldn't) he do?

B. Work in groups. Have similar conversations about the following people as in the example.

She should have taken tuition classes.

Ankit: Example: Anu always fails her exams.

Sanket: Anu always fails her exams.

Muskan: It's her own fault. She should have been regular to class.

Ramila: And, she shouldn't have watched TV a lot.

a. Kailash was bitten by a dog.

b. Gaurav was short of sleep.

- c. Sabina hit the lamppost while she was driving.
- d. Kriti couldn't submit her project on time.
- e. Chhiring got COVID - 19.
- f. Lunibha was scolded by her parents.
- g. Abdul got a huge loss in his business.

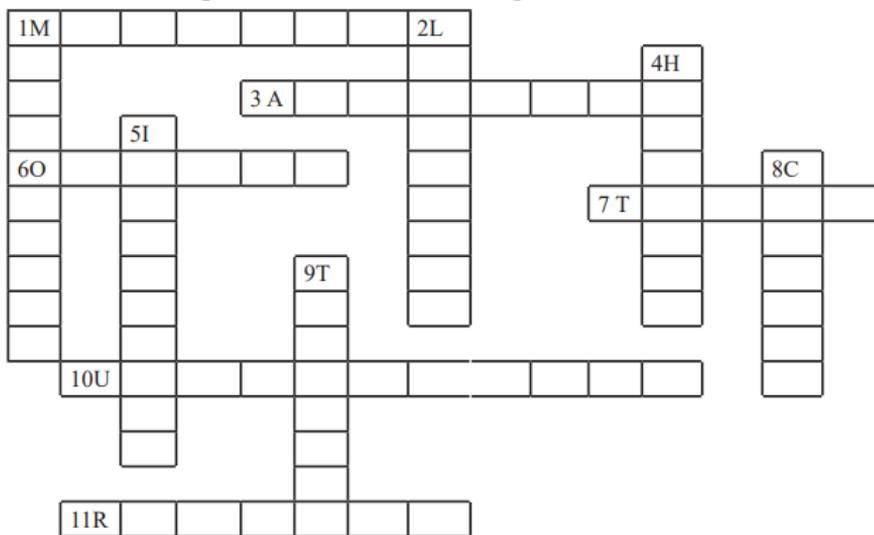
Project Work

There may be different kinds of discrimination in terms of race, gender, age, religion, disability, region, etc. in your community. Write a paragraph remembering an incident in which you experienced/witnessed discrimination and raised your voice against it. Share it with the class

A Journey Back in Time

Working with Words

A. The words in the crossword puzzle are from the text. Find them from the text to solve the puzzle based on the clues given below.



Across:

- 1. medieval
- 3. ambience
- 6. ornate
- 7. throb
- 10. unanimously
- 11. ravages

Down

- 1. metropolis
- 2. loitering
- 3. hellhole
- 4. insurgency
- 5. cobbled
- 6. thriving

B. Look up the meanings of the following words in your dictionary

amenities:	the pleasantness or attractiveness of a place
exquisite:	extremely beautiful and delicate
etiquette:	the customary code of polite behaviour in society
accommodation:	a room, group of rooms, or building in which someone may live
mainstay:	a person or thing on which something else is based or depends
antique:	a collectible object such as a piece of furniture or work of art that has a high value because of its age and quality

C. Underline the content words in the following sentences.

Noun, verb, adjective and adverbs are called the content words and pronoun, auxiliary, conjunction, preposition, article and interjection are called grammatical word.

Example: A brown fox jumps over the lazy dog quickly.

- The cat sat lazily on the dirty mat.
- She gives performances on the stage beautifully.
- Don't count your chickens before they are hatched.
- I came I saw I conquered.
- It is my life, my very identity.

Comprehension

Read the following passage and answer the questions given below.

Just fed up with the hectic pace of life in the Kathmandu metropolis, a few of us old classmates got together and decided to go on a little trip to a little town called Bandipur. A friend of ours, a native of the place, had told us so much about the place that at last after much delaying we set out for the weekend to discover the place where none of us had been before - a place where old Nepal lives on. Bandipur! The very name for us seemed to spell magic! We were soon to learn that there is a great deal of truth in the belief that time stops in the town of Bandipur. That a tiny piece of Old Nepal still lives on in that cool, cobbled Newar settlement. Our journey uphill to Bandipur, our destination branched off the Prithvi Rajmarg about two kilometres west of Dumre and which we reached by catching the local bus service. In less than an hour, we reached the medieval town. If we felt like a bit

of adventure, we could have done the two-plus hour steep climb up from Dumre. But with not much time on our hands, we decided otherwise and in about a three-hour bus ride from noisy Kathmandu, we suddenly found ourselves almost a century back in time. We were in the medieval town of Bandipur!

- a. The word 'hectic' is synonymous with the word...
 - I. pleasant
 - II. boring
 - III. restless
 - IV. lazy
- b. "Metropolis" means
 - I. an old City
 - II. a chief city of a country
 - III. an industrialized city
 - IV. a crowded city
- c. The word 'native' is the antonym of the word...
 - I. Simple
 - II. original
 - III. educated
 - IV. foreign
- d. The word 'medieval means'
 - I. In the middle of two things
 - II. very old
 - III. relating to the middle ages
 - IV. of modern period
- e. The word 'adventure' suggests.....
 - I. An exciting experience
 - II. a frightening experience
 - III. a luxurious experience
 - II. an unforgettable experience.

Critical Thinking

- a. **The writer seems to believe that rural life is better than urban life. Do you agree with him?**

We cannot exactly say which place is better to live. Seventy percent of the world's population lives in urban areas. There are both advantages and disadvantages of living in a city and the countryside. If one becomes happy by living in a place that is the best place for him/her.

- b. **Is the writer's way of looking at Bandipur just a gaze of an urban tourist? Why? Why not?**

Yes, it's a gaze. The writer lived in an urban area throughout his life. A momentary trip of Bandipur cannot be more than a gaze. There are many places in Nepal which have now started homestays. The people of the city go to the villages and stay at home stays for a couple of days. This kind of trip is only a gaze.

Writing

Write a letter to a business organization overseas describing the prospects of the tourism industry in your local place. Consider the following points in the letter.

- Propose to venture into the tourism business.
- Persuade the organization head to visit the place once.
- Clearly dig out the specialties and potentialities of the place.
- Explain its archaeological and historical importance.

This is a formal kind of letter. You must include factual information in the letter. You can choose a historical place in your area with old palaces or temples, gumbas, or mosques.

Grammar

Miscellaneous agreements

Most of the sentences in these exercises do not follow any grammatical rules. Read the rules about agreement given earlier in this book. Most of these questions can be answered with your knowledge of English. Some of the questions are tricky. Think before answering them.

A. Tick the correct one.

- He has obtained full mark/**marks**.
- More than two boys **were**/was absent.
- One of the boy/**boys** was not found there.
- His wonder knew no **bounds**/bound.
- I give you my words/**word**.
- He gave me **much**/many good **advice**/advices.
- He gave wrong **information**/informations.
- Give me two dozens/**dozen** eggs.
- Six miles **is**/are a long distance.
- The clock has struck four **hours**/hour.
- Would you lend me a ten rupees/**rupee** note?
- Nepal government makes five **year**/years development plan.
- They went to Singapore on a four days/**day** trip.

B. Which of the sentence is correct in each pair? Rewrite the correct one.

- My all books are lost. **All my books are lost.**
- His both brothers are ill.** Both his brothers are ill.

- c. Give me a hundred rupee. **Give a hundred rupees.**
- d. **Everybody except me was absent.** Everybody except I was absent.
- e. He was died of fever. **He died of a fever.**
- f. It is raining for a week. **It has been raining for a week.**
- g. I have seen my friend long ago. **I saw my friend long ago.**
- h. My friend has gone out before I arrived. **My friend had gone out before I arrived.**
- i. He said he has never seen him before. **He said he had never seen him before.**
- j. He assured he will come. **He assured he would come.**

Speaking

Expressing indifference

A. Study the following expressions of indifference.

So what?	It doesn't matter what you think.
Who cares!	What difference does it make?
I don't care!	I couldn't care less.
I'm easy.	Whatever you do?
I don't mind./ I don't mind whatever you do.	It's your decision.
Do as you like.	Who knows!
It's all the same to me.	Why should I care?
It doesn't matter to me.	It makes no difference to me.
I have no preference.	The whole thing bores me to death.
I suppose so.	

B. Read the conversation and mark the expressions of indifference.

Two students are talking in the cafeteria.

A: Hey, Sudhir! Are you OK?

B: Fine, Rajendra. What's up?

A: I suppose you are going to join the protest march this afternoon. Is it true?

B: Oh, why bother? Nothing's going to change from it.

A: You never know. The administration might listen to us this time....

B: It doesn't matter to me. I don't mind what you do, but exclude me.

C. Work in pairs. Have conversations in the following situations. Use expressions of indifference.

- a. You have no particular interest in something and your friend is still talking about it.
- b. You are in a restaurant and you ordered some appetizers and then there's just the last piece of the spring roll in front of you. Your friend asks if he could have it.
- c. You are waiting outside a mall for someone and then there's someone who's smoking around you. He asks if it's OK for you.
- d. You are going to a party and you are confused about selecting a good dress. You ask your friend about it and he is indifferent to any dress you choose.
- e. Two teachers are talking about their promotion. One of them is indifferent to it.
- f. Two women are talking about the development progress in Nepal.
- g. A student can't do well in an English exam. He is neither taking interest in English lessons nor he is doing any of the work.
- h. You are queuing in to pay for your electricity bill and one man jumps the queue. You let him do it.

Project Work

Work in a group of three and decide on a destination to travel to in winter/summer vacation.

Collect various information about accessibility, transportation, accommodation and other facilities you need. Prepare a short informative report to present to your class

Unit 16 Fantasy

The Romance of a Busy Broker

Working with Words

A. Match the following words with their definitions.

- | | |
|---------------|--|
| a. snappy | i. a lady whose job is to take care of a building such as a school or a block of flats |
| b. discretion | ii. happening only for short periods |
| c. radiant | iii. irritable and inclined to speak sharply |
| d. irresolute | iv. a very small spot |
| e. brusque | v. a quiet period between times of activity |
| f. fitful | vi. the ability to behave without causing embarrassment or attracting too much attention |
| g. harlequin | vii. showing great happiness, love or health |
| h. lull | viii. not able to decide what to do |
| i. janitress | ix. a humorous character in some traditional plays |
| j. speck | x. using very few words and sounding rude |

Answer

- a-iii b-vi c-vii d-viii e-x f-v
g-ix h-ii i-I j-iv

B. Consult a dictionary or search the internet and write definitions of the following terminologies used in the stock market.

- Liquidity: the availability of cash to a market or company
- IPO: Initial Public Offering
- NEPSE: Nepal Stock Exchange
- index: a sign or measure of something
- portfolio: a collection of a wide range of assets that are owned by investors.
- dividend: the distribution of a company's earnings to its shareholders
- turnover: the value of domestic shares traded divided by their market capitalization
- margin: the amount of equity an investor has in their brokerage account

C. Based on the pronunciation, find the odd word from the following groups.

a	sell, cell, see, set	b	stopped, laughed, saved, booked
c	hare, mere, beer, here	d	so, sew, sow, saw
e	book, food, pool, tool	f	fan, jam, past, van
g	sell, cell, sale, said	h	howl, bowl, fowl, growl
i	learn, verb, turn, torn	j	poor, sure, door, dog

- a. See b. saved c. hare d. saw e. book
 f- past g. sale h. growl i. torn j. dog

Comprehension

Read the following passage and answer the questions given below.

Pitcher, **confidential** clerk in the office of Harvey Maxwell, broker, allowed a look of mild interest and surprise to visit his usually expressionless **countenance** when his employer briskly entered at half past nine in company with his young lady stenographer. With a happy “Good-morning, Pitcher,” Maxwell dashed at his desk as though he were intending to leap over it, and then **plunged** into the great heap of letters and telegrams waiting there for him.

The young lady had been Maxwell’s stenographer for a year. She was beautiful in a way that was decidedly unstenographic. She forewent the pomp of the alluring **pompadour**. She wore no chains, bracelets or locket. She had not the air of being about to accept an invitation to **luncheon**. Her dress was grey and plain, but it fitted her figure with **fidelity** and discretion. In her neat black turban hat was the gold-green wing of a macaw. On this morning she was softly and shyly radiant. Her eyes were dreamily bright, her cheeks **genuine** peachblow, her expression a happy one, tinged with **reminiscence**. Pitcher, still mildly curious, noticed a difference in her ways this morning. Instead of going straight into the adjoining room, where her desk was, she lingered, slightly irresolute, in the outer office. Once she moved over by Maxwell’s desk, near enough for him to be aware of her presence.

Rewrite the following sentences replacing the underlined words form one of the bold words from the passage.

- Promod came to ask for money this morning. Honest words were coming from his heart.
- It’s very difficult to find an employer who works with trustworthiness.
- In old age, people take delight in their recollection.

- d. She has invited me for an afternoon meal but I have not decided whether to go or not.
- e. When Madan saw man being carried away by the river, he jumped into the river.
- f. Shyness was clearly seen in her expression.
- g. Please don't share this document with anyone. It's very secret.

Critical Thinking

- a. **What message does the writer want to give by presenting Maxwell as an extremely absent-minded person?**

Modern life in a metropolitan city like New York is very hectic. People are loaded with overwork and they forget what they are doing or what they have to do. Maxwell is a representative character of the busy life in New York. Life is like that in all populated cities of the world.

- b. **Imagine you are Miss Leslie. Write how you were troubled emotionally when your own husband came to you and made a marriage proposal**

It was my first day in the office after getting married to my boss Mr. Maxwell. I had worked in that office for a long time but it was my first day after being a wife to Mr. Maxwell. I had expected that my husband would come to me during the lunch break and take me to the nearest restaurant for lunch. I was waiting for that moment. To my frustration, he came to me as if he had never spoken to me and made a proposal about whether I would get married to him. I was shocked to hear him.

Writing

Summary

Writing a summary is a practical thing in our life. We see an event and narrate the event to our friends. We do not relay all the details of the events; we just tell them the summary. We go to a conference and listen to a speaker giving a talk. Later we summarize what the speaker said. We read a story/poem and write its summary. There are no clear-cut scientific rules for writing a summary. Yet, the following tips will be helpful to you.

Read the given text carefully.

Break it down into sections.

Identify the key points in each section/paragraph.

Make notes of main and secondary point

Write the summary with the help of the points.

Check the summary whether you have missed the main point.

Grammar

Relative Clause

See Unit 11 class 11 and read the rules.

A. Fill in the blanks with suitable relative pronouns: who, which, that, whom, whose, where, why, how, what, or when.

- a. There is a ladywallet has been stolen. (whose)
- b. Do you know the mansold these glasses? (who)
- c. The knifeyou cut the bread with is very sharp. (with which)
- d. Why do you blame him for everythinggoes wrong? (that)
- e. A cemetery is a place.....dead bodies are buried. (where)
- f. This school is for those children.....mother tongue is not Nepali. (whose)
- g. I don't know the name of the person.....I spoke over the telephone. (whom)
- h. I came to Kathmandu on the day.....the devastating earthquake took place. (when)
- i. In the application form she wrote.....she needed a good payment. (that)
- j. The pilot explainedhe made force landing on the road. (that)

C. Join the following pairs of sentences using who, which, that, whose, whom, where, when or what.

- a. The building was destroyed in the fire. It has now been rebuilt.
The building which has not been rebuilt was destroyed by fire.
- b. A new cricket stadium is being made in Chitwan. It can accommodate one hundred thousand people.
A new cricket stadium which can accommodate one hundred thousand people is being made in Chitwan.
- c. Shanghai is the most populated city in the world. I stayed there for five years.
Shanghai, where I stayed for five years, is the most populated city in the world.
- d. This is the man. I gave some money to him this morning.

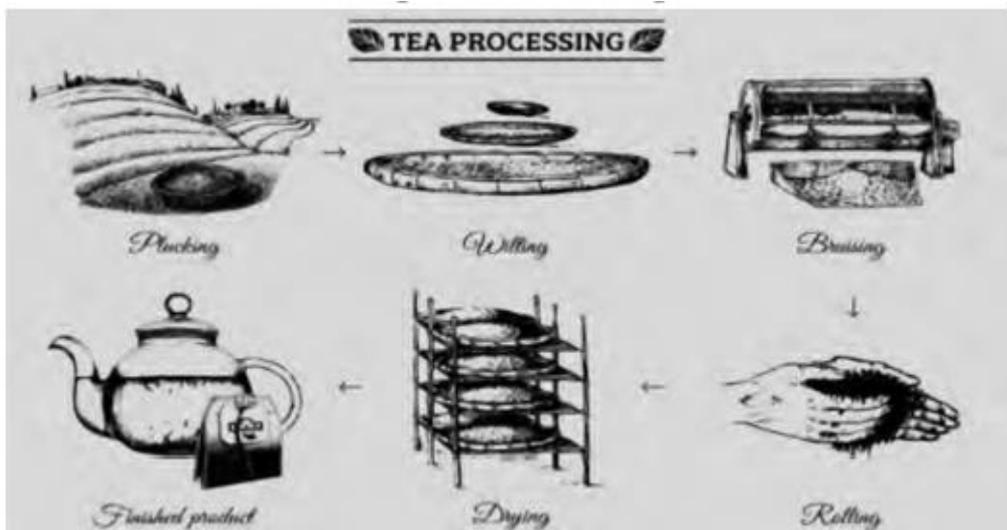
This is the man whom I gave some money this morning.

- e. Do know the man? His son was awarded in the school yesterday.
Do you know the man, whose son was awarded in the school yesterday?
- f. His step-mother was not very kind to him. He had been staying with her.
His step-mother, with whom he had been staying was not very kind to him.
- g. He can never forget Nakkhu Jail. He had spent 14 years there.
He can never forget Nakkhu Jail, where he had spent 14 years.
- h. He showed me his new tab. He had paid a hundred thousand rupees for it.
He showed me his new tab for which he had paid a hundred thousand rupees.
- i. Nelson Mandela joined ANC in 1930s. He was a student then.
Nelson Mandela joined ANC in 1930 when he was a student.
- j. She forgot to buy the things. Her mother had told to buy them.
She forgot to buy what her mother had told.

Speaking

Describing process

- A. The picture below shows the steps of how tea is processed. Talk about them.



B. Read the conversation and have similar conversations in pairs using the given situations.

A: Do you know how to set a mousetrap?

B: First, you cut off a piece of cheese. When you have cut off the cheese, you place it in the trap. When you have placed it in the trap, you set the spring.

- a. mend a bicycle puncture
- b. replace an electric bulb
- c. recharge a mobile phone
- d. withdraw money from an ATM
- e. wind the film in a camera

Project Work

Visit the website of Nepal Stock Exchange Limited (NEPSE) and prepare a short stock trade report of a particular day.

Train to Pakistan

Working with Words

A. What do the underlined words in the following sentences mean? Tick the best answer.

a. The shouting and clamour would continue until long after the train had left the station.

i. clapping

ii. music

iii. a loud and confused noise

iv. train whistle

b. There were dozens outside perched precariously on footboards holding on the door handles.

i. not securely

ii. carefully

iii. joyfully

iv. prudently

c. The book had gone round the compartment for scrutiny.

i. appreciation

ii. examination

iii. entertainment

iv. religious ritual

d. But Jugga had run away, absconded.

i. committed suicide

ii. killed a fellow friend

iii. surrendered

iv. hid somewhere secretly

e. His countrymen's code of morals had always puzzled him, with his anglicized way of looking at things.

i. characteristics of Indians

ii. characteristics of English

iii. characteristics of Pakistani

iv. characteristics of Aryans

f. Iqbal felt a little silly for coming out with these platitudes.

i. commonplace remarks

ii. philosophical remarks

iii. critical remarks

iv. doubtful remarks

B. Many words have been borrowed in English from different languages. Find the meaning of the following words which are borrowed from Hindi language.

Veranda: a roofed platform along the outside of a house, level with the ground floor.

Khaki: a strong cotton or wool fabric of a dull brownish-yellow colour, used especially in military clothing

Pashmina:	za shawl made from fine-quality goat's wool
Pajamas:	a loose-fitting jacket and trousers for sleeping in
Pukka:	excellent
Pundit:	an expert in a particular subject or field who is frequently called upon to give their opinions to the public
Avatar:	a manifestation of a deity or released soul in bodily form on earth; an incarnate divine teacher
Bangle:	a rigid ornamental band worn round the arm or occasionally the ankle
Cheetah:	leopard
Guru:	teacher
Jungle:	forest area with trees
Karma:	the sum of a person's actions in this and previous states of existence
Nirvana:	a transcendent state in which there is neither suffering, desire, nor sense of self, and the subject is released from the effects of karma and the cycle of death and rebirth
Shampoo:	a liquid preparation for washing the hair.
Raita:	an Indian side dish of yogurt containing chopped cucumber or other vegetables, and spices

C. Add the given suffixes to the following words to make new words. Notice whether 'e' is retained or dropped.

- | | | | |
|----|--|----------|----------|
| a. | change + -able / -ing / -ed / -less = changeable | changing | changed |
| b. | time + -ly / -ing / -ed / -less = timely | timing | timeless |
| c. | notice + -able / -ing / -ed = noticeable | noticing | noticed |
| d. | praise + -worthy / -ing / -ed = praiseworthy | praising | praised |
| e. | home + -less / -ing / -ly = homeless | homing | homely |

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D. Study a list of English vowels with their example words and write more example words with the help of a dictionary.

Monophthongs	Example words	Diphthongs	Example words
/i:/	sheep /ʃi:p/	/eɪ/	late /leɪt/
/ɪ/	ship /ʃɪp/	/əʊ/	go /gəʊ/
/e/	bed /bed/	/aɪ/	light /laɪt/
/æ/	bad /bæd/	/aʊ/	cow /kaʊ/

/ɑ:/	car /kɑ:(r)/	/ɔɪ/	boy /bɔɪ/
/ɒ/	hot /hɒt/	/ɪə/	dear /dɪə(r)/
/ɔ:/	law /lɔ:/	/eə/	fair /feə(r)/
/ʊ/	book /bʊk/	/ʊə/	tour /tʊə(r)/
/u:/	boot /bu:t/		
/ʌ/	luck /lʌk/		
/i/	happy /'hæpi/		
/ɜ:/	girl /gɜ:l/		
/ə/	the /ðə/		

Comprehension

In the afternoon, Iqbal stretched himself on the coarse string charpoy and tried to get some sleep. He had spent the night sitting on his bedroll in a crowded third-class compartment. Every time he had dozed off, the train had come to halt at some wayside station and the door was forced open and more peasants poured in with their wives, bedding and tin trunks. Some children sleeping in its mother's lap would start howling till its wails were smothered by a breast thrust into its mouth. The shouting and clamour would continue until long after the train had left the station. The same thing was repeated again and again, till the compartment meant for fifty had almost two hundred people in it, sitting on the floor, on seats, on luggage racks, on trunks, on bedrolls and on each other or standing in the corners. There were dozens outside perched precariously on footboards holding on to the door handles. There were several people on the roof. The heat and smell were oppressive. Tempers were frayed and every few minutes an argument would start because someone had spread himself out too much or had trod on another's foot on his way to the lavatory. The argument would be joined on either side by friends or relatives and then by all the others trying to patch it up. Iqbal had tried to read in the dim light speckled with shadows of moths that fluttered round the globe. He had hardly read a paragraph before his neighbour had observed:

Write True or False

- Iqbal woke up from his sleep in the middle of the night.
- He was sleeping on a bed-sitter made of strings.
- He had travelled by train the night before.
- The child stopped crying after being breastfed.
- There was peace in the train.
- The train was not crowded.

- g. People were travelling on the roof of the train.
- h. The people would quarrel after being touched by each other.
- i. Some people argued while others tried to calm them.
- j. Iqbal was trying to read a newspaper.

Critical Thinking

- a. **Iqbal is addressed as Babu Sahib by general folk simply because he knew English. Are Nepali people who can speak English taken with respect? Discuss the importance of learning English in the Nepali context.**

Till a few decades ago, people who could speak English were respected in society. The English teachers would feel proud of taking a degree in English. There were few boarding schools and most of the students from general schools would fail in English subjects. After 2048, boarding started to mushroom in Nepal and the number of English-speaking people grew and English lost its former charm in Nepal.

- b. Do you agree with Iqbal's comments on crime and punishment? In your view, what should the state, society and individuals do for peace and order in social lives?

The crime was there in the past and crime is even now. Education can stop crime. Where there is good education system, there is less crime.

Writing

- A. **Meet Singh says Jugga a badmash. There can be such people in your locality, too. Write a paragraph describing him/her.**

In our society, there are many bad people. Think about a bad person in your society. First introduce him by giving his personal, family and educational background in the first paragraph.

In the second paragraph write what he did and became a bad person. Write how people in your society think of him.

In the last paragraph, write what can be done to improve such people.

- B. **You may have travelled by bus or train. During your travel, you might have got different experiences. Write a letter to your friend describing your unforgettable journey.**

This is a kind of personal letter. The letter must be written in format. First, write your address and date on the top left-hand side.

Then write 'Dear' and your friend's first name. Talk about your health and wish his/her good health. Declare what you are going to write about in this letter.

In the body paragraph, describe your unforgettable journey. Talk about the time and place, the means of transport. Talk about the people who travelled with you. Write everything in the simple past tense.

In the last paragraph, conclude the letter with a kind of promise of writing more letters in the future.

Grammar

Simple Past, Past Continuous and Past Perfect Tense

Simple Past Tense (Subject+ verb past form + object.....)

Simple past tense is used for the actions which happened in the past.

I bought this book in Bhotahity.

My brother passed Bachelor's degree.

1. We use the simple past with the following adverbs.

yesterday, this morning, the previous day, ago, last week, last month, last year, last January, last winter, before, back, and past date.

I felt an earthquake a few seconds ago.

He went to India three days ago

My sister got married last year.

we had a party last month.

The students went hiking last week.

There was a devastating earthquake in Nepali in 2015.

2. You must compare the simple past with the present perfect. If the result or the effect of the past action can be seen in the present, the action is used in the present perfect. If there is no effect, then the action is used in the simple past.

A motorcyclist (fall) to the gutter. He is crying for help.

A motorcyclist has fallen to the gutter. He is crying for help.

But

A motorcyclist (fall) to the gutter. He was taken to hospital.

A motorcyclist fell to the gutter. He was taken to the hospital. In this sentence, there is no effect or result of the action in the present.

3. **It's (high) time+ Simple Past: This structure is sometimes used in conversation but this does not refer to the past time, it refers to the present**

It's time we went to a restaurant.

It's high time we went on holiday.

Past continuous Tense (Sub+ was/were+ present participle+ object.....)

Past continuous tense is rarely used alone. When used as a single tense it is used with adverbs like at this time yesterday/last week/ last month etc.

I was living in the US at this time last year.

What were you doing at this time yesterday?

Past continuous is used with **simple past** in relation to activities and actions often joined by when or while. In such cases, the short action is used in the simple past and the long one (activity) in the past continuous.

The structure: when+ simple past + past continuous.

Or

Past continuous + when +simple past.

While +past continuous+ simple past.

Or

Simple Past + while + past continuous.

Examples:

When I tripped on a stone, I was walking absentmindedly.

I was walking absentmindedly when I tripped on a stone.

I tripped on a stone while I was walking absentmindedly.

While I was walking absentmindedly, I tripped on a stone.

They hijacked the plane while it was flying over the Atlantic.

While the plane was flying over the Atlantic, they hijacked it.

When they hijacked the plane, it was flying over the Atlantic.

The plane was flying over the Atlantic when they hijacked it.

Past perfect Tense

(Subject+ had+ past participle+ object+....)

We use past perfect tense for the actions which happened in the past of past so past perfect is sometimes called pre-past or grand-past.

You reached the airport at 10 o'clock. The plane took off at 9.30.

You can join two sentences in the following ways.

The plane had taken off before I reached the airport.

When I reached the airport, the plane had already taken off.

I reached the airport after the plane had taken off.

The plane had taken off by the time I reached the airport.

The programme started at one o'clock.

The chief guest reached there at 1.30.

The programme had started before the chief guest reached there.

The chief guest reached there after the programme had started.

When the chief guest reached there the programme had already started.

The programme had started by the time the chief reached there.

Now you can do all the grammar exercise in unit 17.

Speaking

Making Announcements

A. Study the following announcements and practise them turn by turn.

a. Pre-boarding announcement

Good afternoon. May I ask for your attention, please? This is the pre-boarding announcement for the Silk Air flight to Singapore Flight No. 56B. We are now inviting business class passengers, passengers with small children, and passengers requiring special assistance to proceed for boarding. Please, have your boarding pass and identification ready. You are requested to proceed to gate No. 3. Thank you!

b. Final boarding announcement

Your attention, please. This is the final boarding call for passengers of Silk Air, Flight No. 56B to Singapore. All the remaining passengers are requested to proceed to gate No. 3 immediately. The flight departs on time. Thank you!

B. Here are some useful expressions used in making an announcement. Study them.

a. Attention, please.

b. Can I have your attention, please?

c. Ladies and gentlemen, I have an announcement to make.

d. I'd like to make an announcement.

e. Here's an announcement from the Prime Minister.

f. I'd like to announce that our space mission is a success.

C. How will you make announcements in these situations? Work in small groups.

- a. You are the chief judge of the beauty contest and have to announce the final results.
- b. You are the secretary of a community club. Make an announcement about the decisions taken by the board meeting.
- c. People are at a party. You've to attract their attention about a sudden change in the schedule.
- d. You're the ground staff of Nepal Airlines. Make an announcement to the passengers about the delays in the flights.

Project Work

Nepal is the country of Lord Buddha who is the advocate of peace. Like Buddha, Nepal has also been working for world peace. With the help of the internet or other sources, find information about Nepal's role in peace-building in the world. Then, prepare a report and present it to the class.

The Life of Sound and Silence

Working with Words

A. Find the single words for the following definitions. The words are given in jumbled letters at the end.

- A person who hates or distrusts mankind Imaseponrth = Misanthrope
- A sensation of noise, such as a ringing or roaring Stiniunt = Tinnitus
- An examination of a body after death to determine the cause of death.....osyaput = autopsy
- A musical composition or movement for five instruments or voices..... itqneut = Quintet
- A severe life-threatening illness caused by a bacterium. simetining = meningitis
- An object that directs one's attention away from something else.... Nodsitstarc = Distraction
- The action or process of becoming impaired or inferior in quality, functioning, or condition..... nedotietraroi = deterioration
- Failing to perceive something..... ntpimepcirepe= impercipient
- A hearing disorder that makes it hard to deal with everyday sounds..... sihpyraesuc = hyperacusis
- A bacterial infection usually spread by sexual contact..... pysslihi = syphilis

B. Put the musical instruments into different categories as below.

drum violin trumpet harmonica viola

clarinet cymbal conch tabla bell

trombone cello tambourine double bass, harp

wind instruments	trumpet, harmonica conch, clarinet, trombone
stringed instruments	violin, viola, cello double bas
percussion instruments	drum, tabla bell, cymbal, tambourine

C. Use a dictionary and find the definition of these genres of music.

grunge, breakbeat, reggae, disco and dubstep

Musical Instrument	Definition
rock music	a form of popular music that evolved from rock and roll and pop music during the mid and late 1960s
pop music	music that is popular in the mainstream
hip hop	a style of popular music of US black and Hispanic origin, featuring rap with an electronic backing
jazz	a broad style of music characterized by complex harmony, syncopated rhythms, and a heavy emphasis on improvisation
folk music	music that originates in traditional popular culture or that is written in such a style
classic music	music written in a Western musical tradition, usually using an established form
heavy metal	a genre of rock music that developed in the late 1960s and early 1970s, largely in the United Kingdom and the United States
blues	Blues is a music genre and musical form which originated in the Deep South of the United States around the 1860s.
gospel music	a genre of music born from the traditional hymns and spiritual songs the Africans sang during the slave era
country music	a form of popular music originating in the rural southern US
grunge	is an alternative rock genre and subculture that emerged during the mid-1980s in the American Pacific
breakbeat	a broad type of electronic music that tends to use drum
reggae	popular music of Jamaican origin that combines native styles with elements of rock and soul music

disco	a style of pop music intended mainly for dancing to, typically soul-influenced and melodic with a regular bass beat
dubstep	a genre of electronic dance music that originated in South London in the early 2000s

D. Word stress is an extra force given to one of the syllables of a word. Pronounce the following words with proper stress.

coffee, ho'tel, 'English, can'teen, 'holiday, to'morrow, voca'bulary, 'photograph, ge'oography, 'beautiful, bi'ology, responsi'bility, individu'ality, de'mocracy.

English is a stressed language. One of the syllables of an English word is pronounced with extra force and that extra force is called stress. Native speakers automatically speak the words with stress but second-language speakers need not use stress while pronouncing English words.

All words of the English language are not stressed. Only nouns, verbs, adjectives and adverbs are stressed. Pronouns, auxiliary verbs, prepositions, articles, determiners, interjections and conjunction are not normally stressed. The first types of words are called content or lexical words and the second types of words are called function or grammatical words. The stress is indicated by (') mark. A good dictionary uses stress in all the entries. The dictionaries indicate the word stress only in the words of two syllables and more. There are no hard and fast rules in English stress but a few rules will be useful to you.

- a. The words with suffixes are normally stressed on the first syllable
'Wonderful, 'speaker, 'beautiful, 'drunkard, 'speaker, 'outward,
- b. The words with prefixes are generally stressed after the prefix
be'come, be'lieve, for'get, for'give, un'pleasant be'side, up'hold, to'night, ig'noble fore'see,

The words ending in the following suffix are stressed on the syllable before the suffix.

En = 'burden, 'garden, 'often

On = 'button, 'cotton, 'lesson

Ent = 'agent, 'patient, 'different,

Ion = edu'cation, exami'nation, 'nation, con'gestion, at'traction, de'cision, con'clusion,

Iou = 'precious, de'licious, aus'picious am'bitious, in'fectious

Ia = 'social, bene'ficial, fi'nancial

Ic, fan'tastic, eco'nomiC, me'chanic, po'litic, fa'natic, fan'tastic

Ical = eco'nomical, 'classical, fa'natical

Logy- e'cology, bi'ology, zo'ology, meteo'rology

1. Two syllable words are stressed on the first syllable as a noun and on the second syllable as a verb.

noun	verb
'increase	in'crease
'present	pre'sent
'absent	ab'sent
'permit	per'mit
'object	ob'ject
'transport	trans'port
'desert	de'sert
'contact	con'tact

2. Generally three syllable words are stressed on the first syllable.

'Difficult, 'holiday, 'photograph, 'yesterday, 'energy, 'finally, 'organize, 'hospital

Comprehension

Read the following passage and answer the questions given below.

Ludwig van Beethoven was born into a musical family in Bonn, Germany, in December 1770. With the example of the young Mozart in mind, Beethoven's father relentlessly drove his son as a musical performer. As a child, Beethoven learned to play the organ, piano, violin, and viola. He gave his first public concert at the age of seven. At twelve years, he published his first composition. Beethoven moved to Vienna in 1792 to take lessons from Joseph Haydn, and within a few years was renowned both as a composer and as a performer. Beethoven claimed he had had an exceptionally keen hearing in early life. A loss of ability to hear high-pitched sounds, an indication of nerve deafness, first became apparent at the age of twenty-seven. By this age, he had written his First Symphony, the first two piano concertos, the piano trios of Opus 1 and Opus 11, the piano sonatas of Opus 13, the cello sonatas of Opus 5, and most of the work on the string quartets of Opus 18.

- a. Where and when was Beethoven born?
- b. Who was the model musician for Beethoven?
- c. Name the instruments Beethoven played at a young age.
- d. When did Beethoven give his first performance?
- e. Why did Beethoven go to Vienna?

- f. Which sense organ was very active in Beethoven's early life?
- g. When did Beethoven notice impairment in his sense organs for the first time?
- h. Mention Beethoven's achievements before he reached thirty.

Critical Thinking

- a. **Suicidal thoughts came in Beethoven's mind several times but he did not commit suicide and kept on composing music. Write a monologue in about 150 words from Beethoven's perspectives describing his suicidal thoughts and his will to live.**

Monologue writing is different from other kinds of writing. When a person comes in conflicting situations, he thinks about two sides. The monologue is like talking to oneself. The monologue is a conversation between two selves of a person. Beethoven's one self tells him to commit suicide and the other stops him from committing suicide. One self thinks about the pain and another thinks about the creation of music. Monologues are always written from the first person point of view, using 'I,' 'me,' 'my' and 'myself'. Think you are Beethoven and think why you should commit suicide and why you should not do it.

- b. **Was it divine inspiration or rigorous practice that made Beethoven one of the world's greatest musicians? Give the reasons.**

Everybody cannot be a musician or a painter even if he/she learns it for whole life. Musical and painting talents are gifts. A gift is not enough to become an iconic musician or legend. The god given gift must be sharpened with hard work, rigorous practice. Both, divine inspiration and rigorous practice have worked to make Beethoven one of the greatest musicians in the world.

Writing

Who is your favourite Nepali musician? Write his/her biography in about 300 words.

This kind of writing is called biographical writing. First choose a Nepali musician, Nati Kaji, Sambhujeet Baskota, Tika Bhandari, or any other. Find the information in the Internet. Write it including the major episodes in his/her life.

The birth of the musician, family and educational background.

Entry in the music field.

Famous creations.

Awards by the government or non-government organizations.

Public attitude towards the musician.

Grammar

Prepositions

A. Study the following sentences and underline the prepositions.

- a. Over seventy-three million Americans suffer from deafness.
- b. He did not admit to his deafness for another three years.
- c. The hearing crisis allowed him to listen to inner sounds without distraction.

B. Fill in the blanks with appropriate prepositions.

- a. I was accompanied to the hospitalmy friend. (by)
- b. I have great respectmy teachers. (for)
- c. The culprit was sentenced.....death. (to)
- d. His arguments are not based.....truth. (on)
- e. He has not contributedthe development of our nation. (to)
- f. He diedCorona at the age of thirty-five. (of)
- g. The young generation of Nepali people don't take interestpolitics. (in)
- h. Our village was not infectedCorona. (by)
- i. Why do you sneerme? (at)

C. Fill in the blanks with for, since, until, by or in.

- a. The classes will be over5 PM. (by)
- b. Karma Sherpa reached the top of Mt. Everest.....8 hours. (in)
- c. We had met after five years. So we kept on talking.....three in the morning. (until)
- d. She has been living in America.....she got married. (since)
- e. He has been playing video game.....ten hours. (for)
- f. She practices the Sitar every day.....five hours. (for)
- g. He lived in Jumla he passed high school examinations. (until)
- h. There is no chance of dry weather even today. It has rained last Saturday. (since)
- i. I can type 120 words.....a minute. (in)
- j. We take an early breakfast. It's generally ready six in the morning. (by)

Speaking

Predicting

A. Work in a group. Take turns and act out the following dialogue.

First Reporter : Hello, Will Smith.

Smith : Hello, Reporter!

How are you?

First Reporter: I am good, Sir.

What about you?

Smith: Ah, I am fine.

Second Reporter: So, when are we going to see your next picture, sir?

Smith: Soon. I have signed two movies simultaneously. They might be released one after another.

Third Reporter: Can you tell us the releasing dates?

Smith: They will probably appear in coming June and July respectively.

First Reporter: Your fans have been eagerly waiting for your movies.

Smith: Thank you very much. I would also like to thank all my fans for their support.

Second Reporter: Kindly tell us something about your upcoming movies?

Smith: The first is an action plus romantic movie and the second is a drama.

Second Reporter: Wow, that's interesting.

Smith: Hahaha. Let's wait for the details.

Third Reporter: And who is the lead actress in your first movie? We would also like to know about her.

Smith: Definitely, Anne Hathaway is the lead actress. She is playing the role of a minister's daughter.

Three Reporters: That's great! We are really excited to see your movie. Good Luck.

Smith: Thank you.

Three Reporters: Bye, Mr. Smith.

Smith: Bye.

- B. Work in a group of three. Have a similar conversation between a popular singer and the reporters. Ask him/ her about his/her upcoming song.
- C. Look at the following pictures and talk about them using may, might, could, likely, probably, etc.



Project Work

Work in a group of three to research about one of your favourite singers. In the group, prepare a 5-10 minute oral presentation about his/her life and music. You may use magazines, the internet, and books to find information. You must use a minimum of three sources for your presentation. Based on the information collected for the oral presentation, develop his/her biography.

Dediasporization: Homeland and Hostland

Working with Words

A. Find the words from the text that have the following meanings. The first letter of the word has been given.

- a. s..... a person who resides temporarily in a place (**Sojourner**)
- b. t..... existing in or involving different countries (**transnational**)
- c. r..... a sum of money sent in payment or as a gift (**remittance**)
- d. a..... the process of allowing somebody to become a part of a country or community (**assimilation**)
- e. m..... a name or a word that is not appropriate or accurate (**misnomer**)
- f. c..... to give somebody an award or a particular honour or right (**confer**)
- g. d..... not active or growing now but able to become active (**dormant**)
- h. p..... the act of treating somebody in a cruel and unfair way (**persecution**)

B. Consonant sounds

- a. A consonant sound is one in which the air flow is cut off, either partially or completely, when the sound is produced. There are twentyfour consonants in English. They are given in the table below. The representing letters are underlined below.

Sound	Examples	Sound	Examples
/p/	pair, cup	/ʃ/	shape, push
/b/	bad, crab	/ʒ/	pleasure, beige
/t/ t	all, hit	/h/	hear, ahead
/d/	dark, head	/tʃ/	cherry, match
/k/	cab, lack	/dʒ/	judge, raj
/g/	good, tag	/m/	man, team
/f/	fine, wife	/n/	nail, tan

/v/	very, above	/ŋ/	ring, singer
/θ/	thing, both	/l/	let, tall
/ð/	this, father	/r/	right, scary
/s/s	aw, house	/w/	wet, away
/z/	zap, goes	/j/	you, young

b. Pronounce the following words. What sounds do the underlined letter(s) represent?

ribbon, filled, phone, often, ghost, who, back, edge, jellyfish, Christmas, acclaim, spell, summer, sink, tongue, happy, wrong, sun, batter, five, why, yellow, treasure, cheese, shark, thief, feather.

c. The vocal cords vibrate while producing voiced sounds. The initial sound /dʒ/ in jam is a voiced sound. The vocal cords do not vibrate while producing voiceless sounds. The initial sound /p/ is a voiceless sound. Pronounce the sounds in the above chart. While pronouncing notice whether the vocal cords vibrate or not and categorize them into voiced and voiceless sounds.

C. Write the number of syllables and mark the stressed syllable of the following words.

Certificate (4), holiday (3), zoology (4), photographic (4), geography (4), curiosity (5), mechanically (5), characteristics (5), examination (5), negotiation (5), paraphrase (3), paradoxically (6), territoriality (7)

Comprehension

Read the following passage and answer the questions given below.

In Haiti, the populace refers to returnees as diasporas, a distinct status that separates them from the rest of society. Likewise, Russian German returnees from Kazakhstan and Uzbekistan have confronted a similar dilemma after they have regained or acquired German citizenship and begun living in Germany. Regina Romhild notes that “in contrast to their official acknowledgement as German citizens with full rights from the day of their arrival onwards they are primarily perceived as Russians in everyday interactions with German and non-German residents.” Social recognition may not be crucial once the legal procedure is achieved, but it still marks a distinction between the group and the rest of society. Either because of this unresolved issue or because of the unwillingness of returnees to integrate, dediasporized citizens tend to form their own group, keep in contact with each other, speak a foreign language when they meet, maintain manners they acquired abroad, and sometimes participate in a transnational circuit of parents and friends who live abroad. In Israel, for example, some returnees have gone so far as

to form their own political party, as in the case of Israel Beiteiny, which caters to the interests of Israelis of Russian background, and to establish a separate organization, as in the case of the Association of Canadian and American Jews, which celebrates American holidays and serves as an ambassador of goodwill on behalf of these two countries.

- a. The word 'distinct' is a . . .
I. Verb II. adjective III. noun IV. adverb
- b. The word confronted isform of the verb 'confront.'
I. Infinitive II. present III. past participle IV. past
- c. She is in a dilemma whether to apply for the job or not. The word 'dilemma' means.....
I. Problem II. decision III. solution IV. difficulty \
- d. The word 'unwillingness' has.....
I. Prefix and suffix II. only prefix III. only suffix
IV. Neither suffix not prefix
- e. The returnees in . . . have formed a political party.
I. Russia II. Canada III. Nepal IV. Israel

Critical Thinking

- a. **Many Nepali people are living in foreign countries now and they are known as Non-Residential Nepalīs (NRNs). The NRNs are asking for dual citizenship rights. Do you think the Government of Nepal should address their demands?**

No, I don't support the idea of giving dual citizenship to NRNs. These people have gone to foreign countries not for the nation but for their own selfish desire. Brain drain is a burning issue in Nepal today. If the best minds stay in Nepal, the country can certainly be better. We should not give dual citizenship in order to discourage people from going to foreign countries.

- b. The NRNs celebrate festivals like Teej, Dashain, Lhosar, Id and Holi in foreign countries. What do these celebrations signify?

Migration is not a new issue. People are on the road from the origin of human civilization. Nation-states, languages, religions, and cultures are formed over the process of many years. The celebration of cultural festivals signifies the love of the homeland. They should be encouraged to continue such a tradition.

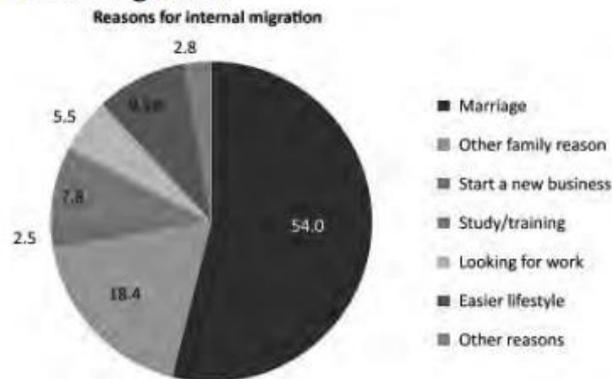
Writing

- A. The following words and phrases are used in interpreting data from different types of charts and diagrams. Study the words/phrases and put them in the right column.

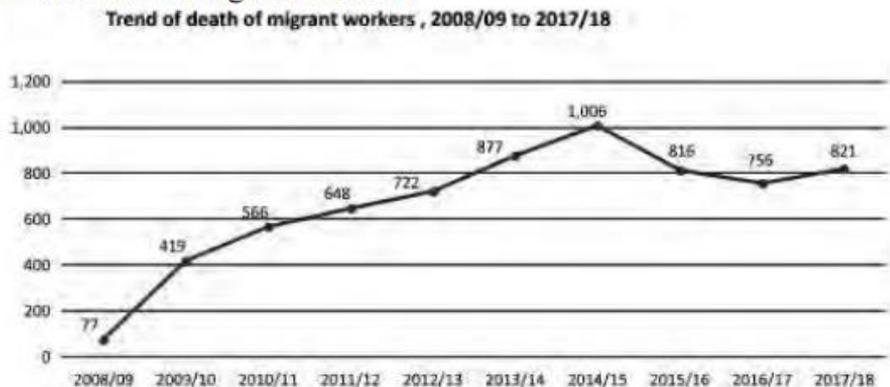
stay constant, decline, collapse, grow, go up to, boom, peak, fall, drop, dip, go down, reduce, level up, decrease, remain stable, rise, no change, remain steady, stay, maintain, the same level, crash, plunge, climb, increase, plummet

grow, go up to, boom, peak, level up, rise, climb, increase	decline, fall, collapse, drop, dip, go down, decrease, reduce, crash, plunge, plummet	stay constant, remain stable, no change, remain steady, stay, maintain the same level
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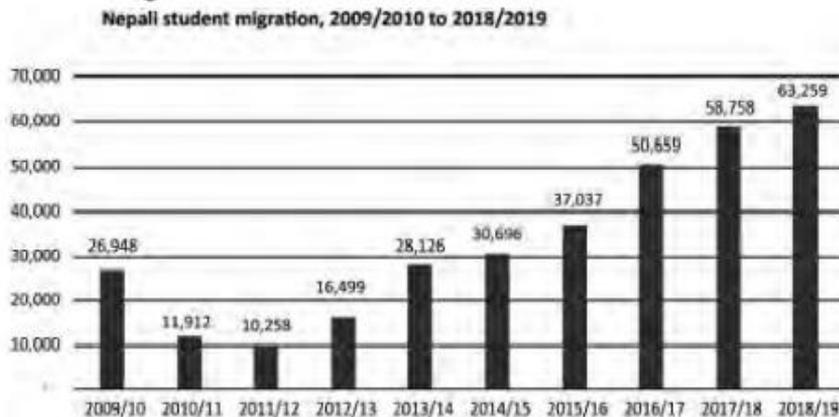
- b. Reasons for internal migration



- c. Trend of death of migrant workers



a. Nepali student migration



Grammar

Used to and would

Used to:

‘Used to’ is an auxiliary which is used for the **past habit** or **past state**. Habit is related to something a person did regularly and state is related to things that were true in the past but they not true anymore.

My father used to smoke a lot but he has left it. (Past habit)

I used to be very shy in primary school. (Past state)

State refers to non-action verbs like ‘be’ and ‘have’.

For Negative

Sub+did not (didn’t) +use to +verb1+...

Or

Subject+used not +to + verb1+ ...

She used to watch films in her school days.

She did not use to watch films in her school days.

Or

She used not to watch films in her school days.

(Note: the first is preferable to the second)

In question, we use the following structure.

We used to go to a park for exercise.

Yes/No question: Did you use to go to a park for exercise?

Wh- question: Where did you use to go for exercise?

Exercise

Re-write the following sentences using the proper form of 'used to'.

Ten years ago

- a. I was very talkative.
- b. I did not take alcoholic drinks.
- c. I did not like Pop music.
- d. I never read fantasy books.
- e. When did you visit your grandparents?
- f. Did you play cards at festivals?
- g. We lived in a small village outside the urban area.
- h. There were not many supermarkets in Kathmandu.
- i. We had a dog in our house.
- j. We had our breakfast served in the study room.

Used to and would

We can use 'would' for repeated past actions. Sometimes both would and 'used to' can be correct with past actions but only 'used to' is used for past states.

See the following examples.

My father read us bedtime stories in the evening.

My father would read bedtime stories in the evening.

Or

My father used to read bedtime stories in the evening.

Our family was not rich.

Our family did not use to be rich. (No would here)

Exercise

Write 'correct' or 'incorrect' after each of the sentences below.

- a. We used to go swimming in the school interval.
- b. My father would have lots of dogs.
- c. I used to wear power glasses in my school days.
- d. My mother would change the menu of our breakfast every week.
- e. My brother used to ride an Atlas bicycle.
- f. There would be a large pipal tree in our village.
- g. Our head teacher used to have a moustache.

- h. My mother did not use to wear Kurta salwar.
- i. My friends would call me by my nickname in school.
- j. Nepal would be a monarchial country.

Speaking

Narrating past events

- A. Read the narration of a past event and present it as your own event. One afternoon in late June, as the sun streamed into the ground, I sat gazing at my teachers. It was the Farewell Programme for the students who had just completed SEE. I was also a member of that batch. The teachers seemed so happy and excited. Our head teacher delivered a short speech and extended congratulation to us from the side of the school family. It was a surprise for me! I was invited to speak something on behalf of our batch. I don't know what I did speak there. It was a memorable day for me. I feel a vibration in my body, as I remember it.
- B. Make a presentation in the class narrating the following past events.**
- a. Welcome programme for new-comer
 - b. The Children's Day
 - c. Birthday party
 - d. Marriage ceremony
 - e. The first air travel
 - f. Educational excursion
 - g. Holiday trip
 - h. Road accident

Project Work

Interview a returnee from abroad who has decided to spend the rest of his/her life in Nepal doing something meaningful. Ask him/her why he/she returned to Nepal and what he/she has planned to do in the future.

An Open Letter to Mary Daly

Working with Words

A. Find the words from the text for these meanings. The first letters have been given to you.

- a. r..... unwillingness or disinclination to do something (**reluctant**)
- b. r..... preventing the expression or awareness of thoughts or desires (**repressive**)
- c. m..... the infliction of serious damage on something (**mutilation**)
- d. g..... restricted to an isolated or segregated place, group, or situation (**ghettoized**)
- e. h..... history viewed from a female or specifically feminist perspective (**his-story**)
- f. g..... relating to the human or animal reproductive organs (**genital**)
- g. h..... surgical operations to remove all or part of the uterus (**hysterectomies**)
- h. p..... obsessively anxious, suspicious, or mistrustful (**paranoid**)
- i. e..... thrusting forward of abdominal organs through the abdominal wall (**eventration**)

B. Complete the chart.

Verb	Noun	Adjective
Commit	commitment	committed
Nurture	nurturance	nurturing
legitimize	legitimization	legitimized
sterilize	sterilization	sterilized
oppress	oppression	oppressive
allude	allusion	alluding
defend	defensiveness	defensive
victimize	victimization	victimized

C. Consult a dictionary and define these terms.

racism, lesbian, radical, feminist, patriarchy

racism	prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized
lesbian	denoting or relating to women who are sexually or romantically attracted exclusively to other women, or to sexual attraction or activity between women
radical	relating to or affecting the fundamental nature of something; far-reaching or thorough
feminism	an advocate of women's rights on the basis of the equality of the sexes; a person who supports feminism.
patriarchy	a system of society or government in which the father or eldest male is head of the family and descent is reckoned through the male line

D. Underline the consonant clusters in the following sentences.

- a. Fluffy went flip-flop all over the floor.
- b. The whites sing a song about the striking stars.
- c. Here are some flowers and a flask of tea of your favourite flavour.
- d. Smita fell ill with the flu.
- e. My friend is frightened of frogs.
- f. Thumbelina stumbled out of the green bush.
- g. She heard a rumble and a cry.
- h. 'Climb up', said Tom.
- i. Freedom needs to be strived for.
- j. Children were munching crunchy French fries

Comprehension

When I started reading Gyn/Ecology, I was truly **excited** by the vision behind your words and nodded my head as you spoke in your first passage of myth and **mystification**. Your words on the nature and function of the Goddess, as well as the ways in which her face has been **obscured**, agreed with what I myself have discovered in my searches through African myth/legend/religion for the true nature of old female power.

So I **wondered**, why doesn't Mary deal with Afrekete as an example? Why are her goddess images only white, western European, Judeo-Christian? Where were Afrekete, Yemanje, Oyo, and Mawulisa? Where were the **warrior** goddesses of the Vodun, the Dahomeian Amazons and the warrior-women of Dan? Well, I thought, Mary has made a **conscious** decision to narrow her scope and to deal only with the ecology of western European women.

Then I came to the first three chapters of your second passage, and it was **obvious** that you were dealing with non-European women, but only as victims and preyers upon each other. I began to feel my history and my mythic background **distorted** by the absence of any images of my foremothers in power. Your inclusion of African genital **mutilation** was an important and necessary piece in any consideration of female ecology, and too little has been written about it. To imply, however, that all women suffer the same **oppression** simply because we are women is to lose sight of the many varied tools of patriarchy. It is to ignore how those tools are used by women without awareness against each other.

Replace the **bold-typed** words below with suitable **bold-typed** words from the passage.

- a. You must be **aware** of wild animals while driving through the national park.
- b. I **marveled** in front of the Taj Mahal by seeing its artistic design.
- c. He cannot hide anything. His anger was **clear** on his face.
- d. The bus accident left many people in complete **damage** to their vital organs.
- e. A soldier is a **fighter** for his/her country.

Critical Thinking

- a. "The oppression of women knows no ethnic or racial boundaries." Do you agree or not? Justify with your reasons.

I agree with the statement without any reservations. Women have remained in sexual oppression and violence from the beginning of human civilization. Human beings have been divided into different religions and races. There is domestic violence against women in all religious and ethnic groups. In some societies, women are not still allowed to vote. Even in developed countries, women were allowed to vote from the first decade of the 20th century. Women are under the veil (burka) in many Islamic countries even now. Many women are burnt alive just because of dowry. Many women are beaten because of not bearing a son. Violence against

b. Why is it important to question our beliefs and values? How are they set up in a person's mind?

Many beliefs and values get transformation in the course of time. Some values were established because of ignorance or supernatural belief. Our ancestors were conservative and they were unwilling to change. Many people still believe in the higher and lower caste. There is not any scientific evidence of higher or lower caste but people believe in it. The number of such people is decreasing and one day such faith will be eradicated from people's minds forever. We have to question our belief systems or values whether they are for human progress or not.

Writing

A. Have you ever faced or witnessed cases of racial or sexual discrimination? Write a short account.

I read the novel *Untouchable* written by an Indian writer Mulk Raj Ananda. In the novel, a sweeper goes near the beetle shop. He wants to buy a packet of cigarettes but he is not allowed to go near the shop. He keeps a coin about three metres far from the shop and asks for a packet of cigarettes. The owner flings a packet of cigarettes to him, washes the coin with water several times and picks it up. The sweeper walks about a hundred meters from the shop and smokes a cigarette. He is not allowed to smoke in the open place where the upper caste people walk. This description is an expression of social reality in India fifty years back. You can share your experience like this.

B. Write an article for a national daily on "The Status of Women in Nepali Society."

Talk about the status of women about three decades back and now.

Women have challenged men in all fields, politics, industry, trade, education and many other fields.

The laws are women-friendly now. People cannot harass women. You can give the example of two celebrities how they are jailed for exploiting under aged girls.

Now women have excelled in education and even in police and military services.

Women have a better status in urban areas. Talk about the rural areas where women are still in backward positions. They don't enjoy equal rights with their male counterparts.

End your essay with a positive remark saying women's status is getting better in Nepal now.

Grammar

Adjective Order

See the following situation.

Jaya has a beautiful house.

Jaya has a concrete house.

How can you combine these two sentences into one sentence? Which adjective will you write the first and which the last? You cannot write these adjectives haphazardly. You have to follow the rules of combining adjectives. It is called the order of adjectives.

The adjective of opinion comes before the adjective of fact. In the above sentences, the adjective 'beautiful' is an opinion and the word 'concrete' is a fact.

Thus,

Jaya has a beautiful concrete house. (You must use an article with singular nouns)

Exercise 15

Now divide the following adjectives into two groups: **opinion** adjectives and **fact** adjectives.

Boring, nice, comfortable, wooden, big, small, white, red, new, old, charming, ugly, good, bad, difficult, easy, hot, cold, thatched, muddy.

When there are many adjectives based on fact, the order comes in the following way.



Coat (long/black) = a long black coat man (middle-aged/tall) = a tall middle-aged man.

When there are adjectives of size and shape, size adjectives come before shape adjectives.

Small/round (table)= a small round table. Rectangular/large plot= a large rectangular plot

Speaking

Denying

A. Study the following pieces of conversation and practise how to deny in specific situations.

- a. An old man is trying to get his heavy bag down from the rack on a train.
A: Would you like me to help you?
B: Thank you for your trouble, but I can manage things.
- b. After a meeting your boss offers you to drive home, but your friend is picking you up in about 5 minutes.
Boss: Shall I drive you back home?
You: That's extremely kind of you, but I'm expecting Subash.
- c. A student is talking with his teacher.
Student: Madam, can I request you for a thing?
Teacher: Of course, what's that?
Student: Will you please come to my home on Saturday? We're having a big party.
Teacher: What a splendid idea! Thank you. But, I can't because I have to go to Pyuthan on Friday.

B. Study some useful expressions for denying.

- No, thank you.
No, really, I can manage. Thanks.
No, it's all alright, really.
No, don't bother, really.
Thank you for offering, but.....
Nice thought, but.....
Please don't trouble yourself about...
I'm afraid I find myself unable to accept your invitation.

C. Work in pairs. Have conversations in the following situations.

- a. You are invited for dinner by your close friend, but you are very busy and cannot attend it.
- b. Somebody offers you a long trip but you are not interested in it.
- c. A friend offers to post a letter for you, but you can quite easily do it yourself.

- d. You are at a party given by an important person. Now it has become very late at night and the host offers you a bed for the night. But you feel you must go home.
- e. You and your parent are at the cinema. It is full inside except for the two seats on either side of an old lady. The lady offers to move so that you may sit together.

Project Work

Organize a debate competition on “The Greatest Power Is not Money Power, but Political Power” in the class. Invite your English teacher as a judge.

Section II : Literature

Unit One: Short Stories

1. Neighbours by Tim Winton
2. A Respectable Woman by Kate Chopin
3. A Devoted Son by Anita Desai
4. The Treasure in the Forest by H.G. Wells
5. My Old Home by Lu Xun
6. The Half Closed Eyes of the Buddha and the Slowly Sinking Sun by Shankar Lamichhane
7. A Very Old Man with Enormous Wings by Gabriel Garcia Marquez

Unit Two: Poems

1. A Day by Emily Dickinson
2. Every Morning I Wake by Dylan Thomas
3. I Was My Own Route by Julia D Burgos
4. The Awakening Age by Ben Okri
5. Soft Storm by Abhi Subedi

Unit Three: Essays

1. On Libraries by Oliver Sacks
2. Marriage as the Social Institution by Stephen L. Nock
3. Knowledge and Wisdom by Bertrand Russell
4. Humility by Yuval Noah Harari
5. Human Rights and the Age of Inequality by Samuel Moyn

Unit Four: One Act Plays

1. A Matter of Husbands by Ferenc Molnar
2. Facing Death by August Strindberg
3. The Bull by Bhimnidhi Tiwari

Neighbours

Summary and Analysis

Neighbours is a story about a newly married couple living in a multicultural and multilingual suburb neighborhood. The story shows that cultural and linguistic barriers cannot stop people from bestowing love and compassion. Furthermore, it also ridicules theoretical knowledge and gives emphasis to realistic and practical wisdom.

The story begins by a young couple's move to a new neighborhood. The young man (the husband) is unhappy that the new place is full of migrants with different cultures and languages. He feels uncomfortable. Next to his door lived a Macedonian family and on the right was a widower from Poland. The couple walked about with their dog. The neighbors seemed cautious about their dog and about their activities.

The culture of the neighbour's was odd and uncommon, which the young man did not like. The Macedonian family shouted, ranted and screamed during their day-to-day chores. They raised their eyebrows at the late hours at which the couple rose in the mornings. The old Polish man hammered the nails the whole day and the young boy next door urinated in the street. The young man was nervous to see the boy standing at the fence with his 'cobalt eyes'. He also sensed the disapproval of the neighbors at his staying home to write his thesis while his wife worked.

Earlier, the couple had lived all their lives in an expansive outer suburb where the neighbors were seldom seen or heard. But in their new place, they were loud and irritating. He was annoyed by the noise and actions of the variety of people. He was not happy about the condition.

In the autumn, the young couple cleared their land and manured the soil. They planted leeks, onions, cabbage, Brussels sprouts. Their new neighbors watched them work and offered free advice about spacing, hilling, mulching, etc. The young man resented the interference but still took careful note of what was said. He and his wife then built a henhouse, but it fell down. It was being watched by the people. The Polish widower slid through the fence, uninvited, and rebuilt it for them. The couple wasn't able to understand his language.

Winter came and by then, the young man was a little more used to his neighbors. They offered heads of cabbage and took gifts of firewood and grappa. The husband was still busy with his thesis on the twentieth-century novel, but the wife worked.

Time passed. The winter came. The neighbors sat around the blocks and told stories that weren't understood by the young couple. They were engaged in their own

works, own ways. The young couple became little used to the manners and culture of the people around them.

The young woman became pregnant. Soon the couple realized that the whole neighborhood knew the news. The people started smiling tirelessly at the couple. They gave presents and chocolates to the woman. Italian woman offered names. Greek woman stopped the young woman in the street, pulled her skirt up and felt her belly. She then told that it was a boy. By late summer, the woman next door completed knitting a baby suit, bootie and beanie. When the husband was thinking of making a complaint about the noise made by the Polish widower at his construction works, he soon found that the widower was coming over with a barrowful of wood scraps for the fire for them.

The labor time was close. The young man abandoned his twentieth-century novel and began preparations. A midwife came for assistance. As the man went outside for more woods, he saw twelve curious faces of the neighbors, at each fence who were there to know the condition of the wife. He saw the Macedonian family waving and calling out what sounded like best wishes.

It was difficult for the young woman during the delivery process. She sweated and strained. Her face was blushed red due to the labor-pain. Finally, the baby was born. It cried. The young man heard shouting and cheering outside. He opened the door. In seeing the happy noise of the neighbors, he found himself in tears. He realized the twentieth-century novel which he has been focusing on, had not prepared him for all this.

Tim Winton, the writer is satirical to the formal and bookish knowledge people generally focus upon. He believes in practical, utility-based knowledge. The mere theory makes a person impractical and anti-social, just like the young man in the story is. In society, generally, a person in his higher education is found to be more detached from the realities of society than the commoners are. The young man had been harboring prejudices against people from another culture. His biased mindset was shattered at once when he saw the abundance of humanity in the people whom he had been hating without reason for so long. The same people whom he hated and was annoyed with forever were the same persons to cherish his happiness the most. At last, the young man was disillusioned. He realized that the knowledge earned from his textbook was not enough for his understanding of the world.

The story's focus is on the importance of practical knowledge and harmonious attitude for a tolerant society. Bookish knowledge is not adequate to form ideas about other people. Human emotions, feelings and sentiments are universal. The prejudices we form about other cultures other languages or other nationalities might prevent us from understanding the truth. Cultural or racial intolerance, biased judgements and discrimination are the product of a suspicious mind and a lack of harmony

Answer the following questions.

1. Describe what the young couple's house looked like.
→ The newlywed's house was small with high ceilings and paned windows. From the window pane, they could see out, over the rooftops and car yards outside of the house.
2. How did the young couple identify their neighbours at the beginning of their arrival?
Ans: At the beginning of their arrival, the young couple identified their neighbors as uncivilized, noisy loud and uncultured people.
3. How did the neighbours help the young couple in the kitchen garden?
Ans: The neighbours helped the young couple by giving them garlic cloves to plant, by giving ideas on spacing, hilling, covering, etc.
4. Why were the people in the neighborhood surprised at the role of the young man and his wife in their family?
Ans: The neighborhood was surprised at the role of the young man and his wife because the young man stayed at home but the wife went to work. This type of altered duties between men and women was unusual for them.
5. How did the neighbours respond to the woman's pregnancy?
Ans: The neighbours expressed their happiness by offering gifts, by smiling at the couple, taking interest in the woman's condition and by knitting clothes for the baby.
6. Why did the young man begin to weep at the end of the story?
Ans: He was sorry for his intolerant behaviour and irritation for the neighbours which was in him until then. He realized his mistake at the end, which made him weep.
7. Why do you think the author did not characterize the persons in the story with proper names?
Ans: The author did not characterize the persons in order to give a message that is applicable to all persons of all societies. The story is the story of each and every individual, not only of a particular person.

Long Answer Question

- Q. A Nepali proverb says "Neighbors are companions for wedding procession as well as for funeral procession." Does this proverb apply in the story? Justify
- Ans: Nepali proverb rightly says that the neighbors are companions for wedding processions as well as for funeral processions. It is because it is the neighbours who are in front of us all day and all the time. Our parents may not and our children may not be with us but neighbours are always there. They are

there for our happiness and for our sorrows. They are there for sharing and caring and during emergencies. This availability of the neighbours all the time for us makes them the most needed people. It is neither practical nor social to have bad terms with the people who are always with us. Better we need to understand their value and utility and have harmonious relations with our neighbours.

A Respectable Woman

Summary and Analysis

Mrs. Baroda was a little provoked to know that Gouvernail, her husband's college friend was coming. She was thinking of a period of rest with her husband and she had presuppositions about Gouvernail. But as she met him, she found him different than she thought. She rather liked him when he presented himself in person. His manner was courteous and normal. He made no direct appeal to her. Instead, he listened attentively to Gaston and heard many things about his sugar plantation. He showed keen respect and liking to the works of her husband.

Despite her reservations about him, Gouvernail's personality attracted Mrs. Baroda. She liked him. She found him a lovable, inoffensive fellow. She found herself drawn towards Gouvernail. Just because a strange feeling disturbed her, she left her husband and her guest, for the most part, alone together. She wanted him to leave their place faster but couldn't tell clearly why she wished so. Her husband couldn't see any reason his friend should leave nor could he understand her odd wish. She told her husband, that Mr. Gouvernail was not interesting and not clever either. The husband couldn't understand why she wanted to avoid him. He told her that Gouvernail was tired and needed some rest.

Mrs. Baroda told her husband that she wanted to visit her aunt Octavie until the time Gouvernail is gone. It seemed that she expressed her disapproval at Gouvernail's presence. She herself found her thoughts and intentions to be confused. Mrs. Baroda felt a clear necessity to quit her home by the next morning.

In the evening she heard his footsteps and hoped to remain unnoticed. But then she found him upon the bench beside her without a suspicion that she might object to his presence. He gave her a shawl a parcel given to him by her husband. She accepted it oddly and murmured thanks. He maintained courtesy by standing close to her and talking freely. He talked about her husband and his good deal of college life. Mrs. Baroda on the other hand was hesitant for no apparent reason. She felt some pleasantness in his talk but was not able to talk back. Her mind only vaguely grasped what he was saying. She was not thinking of his words but instead was tuned to the tone of his voice. She felt the desire to reach out her hand in the darkness and touch him with the tips of her fingers upon his face or on the lips. She desired to draw close to him and whisper against his cheek. She wished she did not care what the consequences might be, but all this was not possible because she was a 'respectable woman'. The impulse to reach him grew stronger, but she controlled herself and left the place.

Mrs. Baroda wanted to tell her feelings, the whims that had seized her, to her husband thinking that he was her close friend. But she could not. She knew that besides being 'a respectable woman' she was also a sensible woman. She knew that there are some battles in life that she must fight herself.

When Gaston arose in the morning, his wife had already departed. She had taken an early morning train to the city. She did not return till Gouvernail was gone.

Gaston desired to get his friend back the following summer but he wished for his wife's agreement.

This time Mrs. Baroda herself proposed, to have Gouvernail visit them again. Her husband was surprised and delighted with the suggestion coming from her. She said that she was glad that she had overcome everything and this time would be very nice to him.

The story is about a psychological conflict between the mind and heart of a married woman. Despite being a respectable woman, Mrs. Baroda was attracted to her husband's friend Gouvernail. This was the response of her heart. But her society, her status and her position did not allow her to express her attraction. The trap and the psychological dilemma between her mind and heart was the reason of her escaping from her own house to aunt Octavie's place. It was difficult for her to deal with her emotions normally if she hadn't escaped. It took time for her to come to normalcy and to accept that she had indeed not treated Gouvernail better in his earlier visit. So, she proposed to have him as their guest the second time so that she can treat him better as she has overcome 'everything' now.

The use of Mrs. Baroda's 'overcoming everything' is ambiguous in the sense it may mean that she has overcome her fear of losing her respect or her timidity in accepting her true feelings for him. This open-mindedness has made the story much more artistic and interesting.

Answer the following questions.

1. Why was Mrs. Baroda unhappy with the information about Gouvernail's visit to their farm?

Ans: Mrs. Baroda was unhappy with the information about Gouvernail's visit to their farm because she had thought of spending time with her husband during that time.

2. How was Gouvernail different from Mrs. Baroda's expectations?

Ans: Despite her presuppositions, Gouvernail was an attractive man. She had thought him to be tall, slim, cynical, putting on eyeglasses and with hands in pocket. She rather liked him when she met him in person.

3. How does Mrs. Baroda compare Gouvernail with her husband?

Ans: He was not brilliant with promising traits like that of her husband. He was not talkative quite silent and listened carefully. He was respectful of their hospitality.

4. Why and how did Mrs. Baroda try to change Gouvernail's solitary habits?

Ans: Mrs. Baroda did not like his silence habit. He did not make any efforts to influence or interest her. She wanted him to be talkative and frank.

5. How does Gaston disagree with his wife on Gouvernail's character?

Ans: Gaston says that he is neither unfriendly nor expects silence from his hosts as his wife thinks. He says that his friend needs a little rest from his work.

6. Why is Gaston surprised by his wife's expression towards the end of the story?

Ans: Gaston is surprised by his wife's expression when she says that she has overcome 'everything' and from now onwards she shall be friendly with his friend. He couldn't understand what that 'everything' is.

7. What is the cause of conflict in Mrs. Baroda's mind?

Ans: The cause of conflict in Mrs. Baroda's mind is due to her feelings for Gouvernail which has sprung from her heart and due to the fear of falling from the grace of her identity as 'a respectable woman'.

8. Why does Mrs. Baroda not disclose her feelings towards Gouvernail to her husband?

Ans: Though she regards her husband as her best friend, she does not disclose her feelings to Gouvernail because she realizes that some struggles are there for a person to fight alone in life. She may make him and herself more unhappy if she has shared.

Long Answer Question

- Q. What role does Mrs. Baroda 'being a respectable woman' play in the story?

Ans: Mrs. Baroda 'being a respectable woman' is able to control herself in the situation she has faced. She knows that she is a married woman who has an attractive, bold, brilliant and frank husband whom she regards her best friend too. In seeing Gouvernail, she finds herself attracted to him. Being trapped between the battle of her heart and mind, she is confused for some period. Yet she is sensible enough to pull herself out of the confusion not allowing her to be drowned in the quicksand of emotions and feelings. This has made her clearer than before at the end.

A Devoted Son

Summary and Analysis

Rakesh bowed down to touch the feet of his father in respect and gratitude because he was able to pass the exam being the first in position from all over the country. The family rejoiced the happiness with garlands, gifts, appreciation and halwa parties.

Varmaji was showered with ‘congratulations’ from all his relatives, kith and kins for his son had brought him glory and pride. The thesis Rakesh wrote for his M.D. further brought bigger glory for the family. He won a scholarship to study in the most prestigious of all hospitals in the USA. Once he completed his course, he returned back to his own country. The first thing he did when returned back was he touched his father’s feet and expressed his thankfulness and reverence. The mother was delighted that her son had not brought a foreign wife from the USA as the neighbors had warned. He instead married the girl she had picked for him and had a son with her.

Rakesh’s success continued. He worked in the city hospital and very soon rose to the top of the administrative organization and became a director. He took his parents in a car and owned a big clinic. His fortune increased. He was recognized not only as the best but also as the town’s richest doctor. Rakesh knew that his name and fame were the outcomes of his lifetime of honest efforts, modesty and dedication in the work.

Though being born to illiterate parents, Rakesh was not only a devoted son but was equally concerned for his children, wife and patients. He was an excellent doctor and a fine surgeon. He was a kind-natured, humble person.

Vermaji, the father grew older. He had retired from his forty years of work in a kerosene dealer’s depot. Rakesh’s mother died soon after his father’s retirement. She was attended to by her own son during her last illness. She was thus happy even to die, having such a dedicated son.

After the death of his wife, Vermaji recurrently started getting ill. He was caught up in a mysterious illness that even his son could not diagnose. All of a sudden, he was serious and turned stiff. The very next moment he was found sitting up. Once, the birthday party of the youngest son was destroyed due to Varmaji’s strange health. He was alright at once and the very next moment he lay down flat and turned gray as a corpse.

Rakesh himself took care of his father and made sure that the servants had done accordingly as directed by him. He instructed and supervised his father’s diet, did not permit him to eat *halwa* with sweet and forbade fried and spicy dishes. He

allowed light dish rather. The father stared at the son in dissatisfaction at such restrictions in his diet. Eventually, most of the things were cut off from his plate which Vermaji loved most. For avoiding another risk of illness, he was given boiled lentils and vegetables, dry bread and sometimes boiled chicken or fish. Old Vermaji bribed the grandchildren for *jalebis*. Once one grandchild was caught by Rakesh. Seeing all this, Rakesh had to scold his father for his activity. He was careful that his father would not suffer from cholera or typhoid by eating filthy food from the local bazaar. The father was mad at such control over his food. Due to anger, he sighed and lay down as a corpse, but no one cared.

Slowly the old man began to dislike his own son and complained about him to his neighbor, Mr. Bhatia for not giving him enough to eat. He complained that after bringing up a son, caring him for his entire life and making him a great doctor, now his own son has disregarded his interests. And so, at his old and weak stage, he doesn't even give enough to eat. According to him, one of the reasons he had become frail is due to the cut off of food which he favoured.

The neighbor was aghast at what was been told. Varmaji felt comfort after complaining.

Only the pills and medicine had made him much weaker and he did not want to live eating too much of medicines. There were pills to regulate his bowel movements, pills to bring down his blood pressure, pills to deal with his arthritis and pills to keep his heart beating. He was surviving on medicines.

There was a complete difference in understanding of the situation between the son and the father. Their relations slowly started to go erratic. The father was alone, sick, feeble and helpless. He couldn't manage things by himself and needed help in each and every personal work. Besides, his condition forbade him to eat or do whatever he liked.

The family members on the other hand had their other responsibilities and work. Rakesh had familial as well as professional responsibilities. The father had to remain in one spot lying like a corpse, wherever he was kept by his daughter-in-law. The son brought tonics but the father was determined to deny all. He was angry, irritated, annoyed with his situation including with his son. The story ends with old Vermaji's stubborn wish to die and nothing more

'A Devoted Son' is a realistic story set in a middle-class Indian family. It reveals how the parents cherish their ambition towards their children and how a son should fulfill his duty towards his parents. It is not only the story of Rakesh and his father but is a story of each and every ordinary household. Unlike in some foreign countries, in our culture, elderly members live together with their younger family members. As such, young members are found to be complaining about the habits and choices of old ones and vice versa. Guilty, in most cases, is age, not the people.

Old age has its own limitations and deformities that young members may not be able to feel. And the young ones also have their own interpretations which old members cannot easily accept. So, it is most challenging, in most situations to have perfectly harmonious relations between people of different generations.

The son thinks that he has sacrificed his career, status and economic opportunities for the happiness of his parents. The parents, on the other hand, think that it is them who have made the children who they are, and thus, they must get credit for that. Confusion and clashes are there in most families. The story is thus, universal in its appeal. In the text, the son seems much wiser and more capable of understanding that one day he will also meet the same stage and so he must have patience and tolerance at the odds of his father. He remains lovable, caring and dutiful to his dad. Despite being busy, he has kept his father's health as the top priority and has understood that it is he who has to take care of him. Thus, he is a devoted son.

Answer the following questions.

1. How did the morning papers bring the ambiance of celebration to the Varma family?

Ans: The morning paper brought an environment of celebration in the Varma family because it delivered the news of Rakesh, the son, being successful in his exams by securing the first position in the entire country.

2. How did the community celebrate Rakesh's success?

Ans: The community celebrated Rakesh's success by cherishing, dancing, accepting gifts, eating *halwa* and so on.

3. Why was Rakesh's success a special matter of discussion in the neighbourhood?

Ans: Rakesh's success was a special matter of discussion in the neighbourhood because his family background was ordinary. The father had never been to school in his life.

4. How does the author make fun with the words 'America' and 'the USA'?

Ans: The author says that the family of Vermaji told 'USA' not America to the same country. Vermaji did not want to tell 'America' because the ignorant neighbors said 'America' and probably he wanted to sound different for his status.

5. How does the author characterize Rakesh's wife?

Ans: The author characterized Rakesh's wife by telling her as a plump, uneducated girl, so old-fashioned and placid. She was indeed the choice of his mother.

6. Describe how Rakesh rises in his career.

→ Rakesh wins a scholarship and gets an education from the USA. He got an opportunity to pursue his career in one of the top hospitals in the USA. He returned back and worked in a city hospital. Then soon he rose to the top of the administrative organization and became a director.

7. How does the author describe Rakesh's family background?

Ans: Rakesh's grandparents were vegetable vendors. His father worked in a kerosene depot. They were mostly ordinary people.

8. What is the impact of Rakesh's mother's death on his father?

Ans: Rakesh's mother's death had a negative impact on his father. He became lonely and was affected by a mysterious illness time and again.

9. What did Rakesh do to make his father's old age more comfortable?

Ans: Rakesh himself attended to his father. He read newspapers for him, monitored his food and made sure that he was comfortable and healthy.

10. Why did the old man try to bribe his grandchildren?

Ans: The old man tried to bribe his grandchildren in order to eat the forbidden *jalebi*.

11. Are Mr. Varma's complaints about his diet reasonable? How?

Ans: Mr. Varma's complaints about his diet seem reasonable, but in reality, certain food were prohibited to him for his good health. He seemed not to understand the motif behind such restrictions.

Long Answer Question

Q. Do you call Rakesh a devoted son? Give reasons.

Ans: Yes, I call Rakesh a devoted son. It is because he returned back from USA, which is called the land of opportunities, keeping in mind his family responsibility. He respected his parents and bowed down before their feet. He made sure that the parents are happy by marrying the girl who was chosen by his mother. He shared his success and happiness with his parents. He ministered to his mother during her last illness and took good care of his father after the death of his mother too. All these examples justify that he was a devoted son. He did whatever was in his capacity and access for his family. Due to this, we can say that Rakesh was a devoted son.

The Treasure in the Forest

Summary and Analysis

Evans and Hooker were two men paddling to find a way towards an island. They had a map with them. The map showed the location of the place they were supposed to reach. Pointing to the reef and the gap in the map, Evans was trying to locate the place. Their destination was indicated by a star. They had to fight with a Chinese man Chang-hi, in order to get the map. Chang-hi had got the treasure left behind by a shipwrecked Spanish galleon and had buried it in the location indicated by the map. Evans was unable to understand the signal of little marks and dashes pointed down on the map. The language used in it was Chinese.

The two were tired and thirsty after a long night voyage. Though the map indicated that they were closer to the treasure, extreme exhaustion and the blazing heat made Evans doze off. It was now Hooker's turn to row the paddle.

Evans dreamt of Chang-hi and the treasures. In his dream, he saw the struggle between himself and Chang-hi and Chang-hi's face become overwhelmingly prominent. He also dreamt of heaps of gold turned into a roaring furnace, and a vast devil that looked like Ching-hi, feeding himself with coal and his mouth burning horribly.

He was woken up by Hooker.

They were still rowing. Evans shouted at Hooker in his thirst. He said they were too slow and it was getting late. Little further, at the river mouth, they eagerly drank some water. By then it was getting dark. They rowed faster and reached a place where there was thick vegetation, varieties of plants, flowers and creepers. The place was cool and had shadows of trees and wild undergrowth. There was a canopy of plants and branches. Evans shivered in the cold, yet they kept on moving. A little farther they noticed a bulge on the ground. In their close observation, it turned out to be the corpse of a Chinaman. They knew that someone had been there before in search of the treasure, and the person was killed. The body's neck was puffed and purple and its hands and ankle were swollen. Hooker thought that the man was probably killed by the bite of a poisonous snake in the jungle.

Evans put a few ingots into his jacket. During the process, he noticed a little thorn puncture his skin. The corpse was still lying there. Hooker shivered to see the blue figure of the corpse close to them. It was terrible. As they advanced a few steps, Evans felt a deep pain in his arm. His face turned white and he sweated. Hooker was angry at Evan's idea of taking some rest. He wanted to leave as soon as possible but it was not possible because Evans became more serious. Finally, he collapsed,

unable to utter a single word, he lay silent and motionless. Hooker felt helpless and horrific.

Hooker then tried to handle the ingots himself. He also felt a little prick on the ball of his thumb. While examining the thorn of his thumb, he sensed that they were Dyaks poison. It was then he understood that the poisonous thorns were nothing but Chang-hi's safety of his treasure. He also realized the meaning of Chang-hi's grin during the time of his murder. The story ends with both companions' horrific conditions of approaching death.

'The Treasure in the Forest' is thus a story with a message of how stupidity and greed become the cause of the destruction of human beings. The way to easy money leads a man to his downfall. The story tells us that desire to accumulate wealth is not free of problems. It is better to live a contented life in whatever a person has by an honest way of earning. Dishonesty and crooked way of attaining treasure is always problematic.

If a person keeps a dream of becoming rich, it must be followed by hard work and an honest heart. Short-cut ways of attaining success and achievements are rarely safe.

Answer the following questions.

1. Describe the expository scene of the story.

Ans: The expository scene of the story begins with two men Evans and Hooker looking at a map, paddling their canoe towards an island, as indicated in the map. The two are in search of a particular location.

2. What does the map look like and how do Evan and Hooker interpret it?

Ans: The map looked a worn-out paper. The line in it was interpreted by Evans as a river and a star in it was the place they were in search of.

3. How did Evan and Hooker know about the treasure?

Ans: Evan and Hooker knew about the treasure from the talk of the Chinese man Chang-hi and from the map he had.

4. Describe Evan's dream.

Ans: In his dream, Evans saw Chinese men who came from different provinces, sitting down and conversing in pigeon-English. From the conversation, he came to know that Chang-hi has got the treasure from a Spanish shipwrecked ship. They have a duet. Evan pulled his pigtail. In the end, Chang-hi grinned the most incomprehensible grin.

5. What do the two treasure hunters see when they walk towards the island?

Ans: The two treasure hunters saw that it was a cold dark dense jungle. A dead man lay close to the spot which was dug.

6. In what condition did the treasure hunters find the dead man?
Ans: The treasure hunters found a dead man with a puffed purple neck and swollen hands and ankles. He was not buried properly.
7. How did the treasure hunters try to carry gold ingots to the canoe?
Ans: The treasure hunters tried to carry the gold ingots up to the canoe with the help of Evans' jacket.
8. How were Evans and Hooker poisoned?
Ans: Evans and Hooker were poisoned by the use of poisonous Dyaks poison thorns.
9. How do you know the story is set on a tropical island?
Ans: The story mentions the two characters paddling in the blazing heat. Later, when they entered the forest, it was full of dense tall trees, thick undergrowth and a canopy of branches and leaves above the ground. It was the place where rivers met the sea.
10. Why do you think Evan and Hooker took such a risk of finding the buried treasure on a desert island?
Ans: Evan and Hooker must have taken such a risk of finding the buried treasure on a desert island in order to be rich by easy means. They might also have been tempted by adventurous journeys.
11. Do you think the narrator of the story is racist?
Ans: To some extent, the narrator sounds racist because he had woven a story where Chinesemen speak pigeon English which two of his major characters do not completely understand.

Long Answer Question

Q. What do you think is the moral of the story?

Ans: The moral of the story revolves around the theme of the consequences of greed and easy money. It is human nature to have a dream of becoming rich, but it is not wise to catch the wrong path to attaining wealth. If one does so, he is bound to meet his downfall.

Similarly, lust for gold is not good. There is a Nepali proverb that says 'if you find gold, it brings a bad omen'. To some extent the proverb is true. Desiring expensive jewelries may lead a person to debt. Debt brings mental burdens and pressure on a person. In the story, the unethical desire for gold has led to an unhappy ending for the two young characters.

My Old Home

Summary and Analysis

The writer had returned to his hometown after twenty years. It was difficult for him to believe a completely different picture of the place. He had a beautiful picture of the place in his memories, but the present reality was different. The writer's visit during the time was to bid an everlasting farewell to his old family compound. It was the place where members of his family clan had lived for so many years. He had come to his ancestral land to finally leave the comfortable old rooms the house had and move to the strange faraway place where he worked.

The writer found that his eight-year-old nephew Hong'er was not happy about the move.

The writer's mother had assented to his idea of selling the household goods and then using the money to buy whatever else they might need. She had packed their baggage and had done preparations. She had also sold the heavy furniture, but had not yet, been able to collect the money.

The writer had his childhood memories associated with Runtu, the son of a "busy-monther". Being a 'busy-monther', his father worked for the family only during the holidays and Runtu used to come with his father to assist the family. He was only twelve years old then. He was active and bravely used to stab 'zha' during the tradition of offering sacrifice to the ancestors. Runtu was a clever boy who knew all about how to set snares and catch birds and talked confidently with the writer about varieties of things. During those days, for the writer, Runtu's mind was like an inexhaustible treasure-house of exotic things. He used to tell interesting stories about badgers, porcupines, zha and other animals. The writer had long recollections of the old memories associated with Runtu. He was meeting Runtu, the writer was excited about the reunion. He eagerly wanted to see him, talk to him and revive the old memories.

The writer met Mrs. Yang. She was the person who used to hold him in her arms when he was small. Mrs. yang had a beancurd shop. People used to call her "Beancurd Beauty". She was a good-looking lady during the old days. People used to say that her beauty was the reason her shop doing good business.

At first, the writer was not able to recognize her. She was not positive about the writer forgetting her. She thought that the writer was rich but didn't accept that he is rich. Her manner was not able to impress him. He saw that she had lost all her beauty now.

The writer finally met Runtu. He had now grown up to be a big young man. His round and rosy face had turned pale and grey and it had wrinkles. The rims of his

eyes were swollen and red. His clothes were so thin that he was shivering. His hands were not the smooth and nimble as the writer remembered. He stood in front of the writer with a mixed expression of happiness and melancholy. He now treated the writer as someone respectful and higher in status by calling him “Master!”

The writer then understood the difference between his expectation and reality. He was speechless.

Runtu told his son, who was hiding behind him, to greet his master. Actually, the little boy was the fifth child of Runtu. He looked exactly what Runtu looked like some twenty years back. But he was paler and thinner. Runtu had one more child. He narrated his pains regarding the problems of his harvest to the writer. His plight was quite deprived. The writer felt unhappy for Runtu. The mother offered him some food. She wrote that they offer him the furniture as much as they weren't going to take with them.

On the day of their departure, Runtu came early with one of his daughters. Several other people had also come, some to see them off and others to get the things.

The writer left with his family. When they proceeded upriver, Hong'er, his nephew asked him when were they returning. He was worried about Shuisheng, his friend and Runtu's son, inviting him to have fun at the place.

On their way back, the writer felt that there was a high and invisible wall all around him, that isolated him from his fellow human beings. It was the same wall that was making him squeeze the breath out of his body. He also realized that his and Runtu's roads were different. But he hoped that Hong'er, should not lose his friendship with Runtu's son. He didn't want his nephew to have that vagabond life as he has for the coming generation. He wanted them to have a new life, a different one, a more equal one.

'My Old Home' is thus a story about the writer Xun's memories, from youth to middle age that depicts the conflict between memories and realities. The story describes how the writer feels while being away from home for many years. Upon arriving at his long-past home, his memories were forced to come to confront the realities. His prior conceptions and understandings of the world came into conflict with his realities.

During his childhood stage, the writer was not concerned with the difference between his and Runtu's economic and class differences. He was acquainted with the disparity only when he was grown up and met him after a long time. The picture of his mind was completely different than that of reality. This made him realize that life is not the same for everyone. Witnessing the class difference between himself and his close friend made him disillusioned in life. Hope and expectations are completely different for people, in a society full of inequalities. We can see the

writer's longing for an equal and just society. He hopes the coming generation does not have to face such disparities.

Answer the following questions.

1. How does the narrator describe his feeling at the arrival of his old home?

Ans: The narrator found the total difference between the expectation and reality when he arrived home.

2. What were the three kinds of servants in China then?

Ans: If the servants worked the whole year long for one family, they were "yearlongs"; if they worked by the day, they were "short-timers"; and if they tilled their own land but worked for a specific family just during the holidays or when rents were collected, they were "busy-monthers." In this way, there were three kinds of servants in China then.

3. What does it indicate about contemporary Chinese society?

Ans: This indicated that in China there existed class differences. There were different types of workers who were given different kinds of wages on the basis of their categories.

4. What makes the narrator nostalgic?

Ans: Mainly the reminder of Runtu, his childhood mate makes him nostalgic.

5. What did he do with Runtu in his teenage?

Ans: In his teenage, he used to collect different kinds of shells, talked about different interesting things, set snares and catch birds.

6. How did Runtu hunt a zha in the young age?

Ans: In his young age, Runtu hunted a Zha using a pitchfork in his hand.

7. How does the narrator make a humorous picture of Mrs. Yang?

Ans: The narrator makes a humorous picture of Mrs. Yang by saying that she sat from one end of the day to the other in the beancurd shop diagonally across from the people. She used to powder her face and do excessive make-ups that would make her cheekbones high and her lips very thin.

8. How does the narrator help Runtu before leaving the old home?

Ans: The narrator and his mother gave the old furniture that they were not taking with them to Runtu. This helped him.

9. According to the narrator, what were the different factors that made Runtu a poor man throughout his life?

Ans: According to the narrator, some of the factors that made Runtu a poor man was due to having too many children, excessive taxes on his harvest, lack of proper market for his products, and unequal social positions between peoples.

Long Answer Question

Q. After reading the story, what inferences can you make about the contemporary Chinese economic and social system?

Ans: After reading the story, we come to know certain information about the contemporary economic and social system of China. The then society had a division of laborers as 'yearlongs' (if they worked the whole year long for one family), were 'short-timers' (if they worked by the day and they were 'busy-monthers' (if they tilled their own land but worked for a specific family just during the holidays or when rents were collected). In this way, there were three kinds of servants during the time.

This kind of division clearly indicated the existence of class hierarchy in society. The class divisions further showed inequalities prevalent among the people. Though dreaming of a socialist society, the above division elucidates that there was a form of capitalism prevalent in Chinese society during that time.

The Half-closed Eyes of the Buddha and the Slowly Sinking Sun

Summary and Analysis

As the tourist enters Nepal, he begins to feel the beauty of the geometric fields, earthen houses and peaceful atmosphere. He lives in a plane land beside the sea, so the hills and mountains of Nepal fascinate him. Unlike the vastness of the never-ending plainland, the enclosure of the hills appeals to him. He feels that the half-closed eyes of the Buddha welcome him at the airport.

The tourist says that the Nepalese have given the West, varieties of valuable things like the Puranas, the ivory-ornaments, manuscripts of palm leaves, inscriptions on copperplate, the wise civilization and garlands of jasmine flowers around the necks. Though a tourist, he knows many things about Nepal because he has read many volumes on the country. So, according to him, he probably is a better guide than the guide he has for his travel. He knows about the history of Kathmandu, and how Manjushree had struck his sword at Chovar. He knows about the Samyak gaze of the shaven-headed monks. He calls the gaze of the monks the purest perception of the truth. The tourist is impressed with the artistic hands of the Nepalese sculptors and the religious tolerance in the people. He is grateful for the Nepali and Newari food served to him, the hot momos the old and the young enjoy together. He knows the stories narrated by an old grandfather to his grandson that tells how Bhrikuti took with her each and every Nepali item when king Amshuvarma sent her off to Tibet. He knows how different religious groups live here in harmony. To enjoy all these flavors with his own senses, he has come to Kathmandu for visit. Mere bookish information could not satisfy him, so he is here for direct observation.

The other reason, he says, for his visit is to see the warm smiles of Nepalese people. The smile is so familiar that he says, they seem to him that he is the farmer's eldest son, coming home after a long day's work in the fields and is content to see his father. For him, the Nepalese smile is like the smile of his own family members: the smile full of wisdom, the smile from the soul and the smile peculiar to Nepal.

He also says that Nepal is the land of the eyes. He likes the eyes of the carved antique windows, the eyes painted on the door panels, the eyes of the Himalayas and the stupas and the eyes of the people. So, for him, it is a land of eyes, a land guarded by the half-closed eyes of the Lord Buddha. These eyes have the power to rejuvenate Nepalese civilization. His appetite for eyes is still not satisfied. So, on the coming day, he wanted to go to a lonely place where there is a stupa with eyes, the clear eyes of the Buddha.

Now the guide is beginning to talk to his guest. He wants his guest to see some more things, probably the guest doesn't know of his country.

The guide talks of Chobhar hill, the place where the tourists come to see the cleft that was made by Manjushri's sword and the outflow of the Bagmati River. There is an old rock, where a young village artist has drawn pictures of birds and temples. Nearby, there is a temple of Adinath- the lord Shiva. There he could see several Buddha images, and prayer wheels inscribed *Om mani padme hu.*' This is the perfect example of religious tolerance and coexistence.

The guide then takes the tourist to show the reality of one of the Nepalese families. Unlike the family described by the tourist, the family the guide is showing does not cook momos in their hearth, nor do they discuss Bhrikui's dowry. There is a child in the home, who is attacked by polio. The child is incapable of movement.

The guide here wants to show the tourist how his understanding is different from what he had read in libraries about Nepal. What he had told the day before to the guide was not the final truth. There are eyes full of pain as well in Nepal. For example, the child's whole body had been useless; he could not speak, move his hands or chew his food, or even spit. His eyes were the only living parts of his body and it is only his eyes that indicate that he is actually alive. The guide says that he doesn't know whether the sick child's eyes have the *samyak* gaze or not. The child could do nothing with the help of his hands. He could not speak; his nerve and bones were powerless but yet he was alive. It was a perfect example of an extraordinary ability of endurance.

The gaze of the boy is uninterested, without resolution or any expression; it is inactive and lethargic, unexercised and it lacks contemplation. The guide thus shows the tourist one more reality of Nepalese eyes.

The guide had lied to the parents of the boy telling them that the tourist was the doctor. Due to the hope of a cure, there was an overflow of intimacy and gratitude in the eyes of the family members. The family members thought that the elder brother had brought a life-restoring remedy across the seven seas for his younger brother. The guide said that the smile shall remain on their faces as long as he was there and soon will extinguish when he returns back. The family will have to live in the same hopeless condition once he was back. So, he needs to understand the meaning of one more quiet gaze.

The sister of the boy, on the other hand, was alright. She could move, could speak and do all those activities appropriate to her age. She could weep and laugh with people around her. She could do everything a normal person could physically and emotionally do, but the brother could not. The brother had to see each and every activity of his sister and speak his pains, dissatisfactions, sorrows, happiness and hopes through his eyes.

Thus, the story deals with the monologues of the two characters: a tourist guide in Kathmandu valley and a foreign tourist. It tries to give both a hopeful as well as a sad picture of the country. In this sense, the story is realistic. Nepal is not only full of wonders and beauty but has equally serious problems as well.

The story is different from conventional stories, in its form. Instead of showing actions and events, the story records what the two characters think in a stream-of-consciousness style. Stream-of-consciousness style tries to expose the thinking process of a character in an unrestricted manner.

Answer the following questions.

1. How does the tourist describe his initial impression of the Kathmandu valley?

Ans: The tourist describes his initial impression of the Kathmandu valley as a place having geometric-shaped green fields, with beautiful earthen houses. The eyes of the Buddha welcome each tourist who arrives in Kathmandu. The place is well known for its peaceful and extraordinary beauty.

2. According to the tourist, why is the West indebted to the East?

Ans: The West is indebted to the East for its religious culture, rich sculptors, the *Puranas*, ivory ornaments, manuscripts, etc.

3. How does the tourist interpret the gaze of the monks and nuns?

Ans: The tourist interprets the gaze of the monks and nuns as ‘*Samyak gaze*’.

4. Why do the tourists think Nepali people are wonderful and exceptional?

Ans: The tourist thinks Nepali people are wonderful and exceptional because of their ability to live in religious tolerance with perfect harmony with people from different cultures. They are good at art, craft and sculpture. They create beautiful wooden images of their deities, and they smile with the warmest smile to their guests.

5. What are the different kinds of communities in the Kathmandu valley and how do they co-exist with each other?

Ans: The different kinds of communities in the Kathmandu valley are Aryans, Non-Aryans, Hindus and Buddhists. They live with religious and cultural tolerance, in perfect harmony.

6. What does the tourist feel about the temple of Adinath?

Ans: The temple of Adinath is one of the best examples of religious tolerance. There are both Hindu and Buddhist deities together at the same place.

7. Why does the guide take the tourist to the remote village?

Ans: The guide takes the tourist to the remote village to show one more reality the tourist does not know about the Nepalese eyes.

8. What does the innocent village couple think of the doctor?

Ans: The innocent village couple thinks that the tourist is a doctor who had come all the way from a foreign land to treat his younger brother who is ill.

9. What are the differences between the paralyzed child and his sister?

Ans: The paralyzed child could do nothing physically, except express pains and sorrows through his eyes. The sister, on the other hand, could do every physical activity that a normal person could do.

10. Why does the guide show instances of poverty to the tourist?

Ans: The guide shows the instances of poverty to the tourist so that he can have a better and clearer picture of the country he adores. He thinks that a tourist should not have a misunderstanding Nepal. It may also help the tourist think from a more responsible angle towards the countrymen.

Long Answer Question

Q. Which narrative technique is used by the author to tell the story? How is this story different from other stories you have read?

Ans: The narrative technique used by the author is the stream-of-consciousness technique. Stream of consciousness is a style or technique of writing that tries to capture the natural flow of a character's thought process, often by incorporating sensory impressions, incomplete ideas, unusual syntax, and rough grammar. When we read the story, we find the flow of many ideas, as it appears in one's mind, in a non-stop mode. The story lacks a conventional plot, climax and resolution.

The narrative simply expresses the feelings of two characters in an interior monologue style. Not much attention is paid to coherence, structure and paragraph division. Thus the story differs from the other ordinary stories we have read.

A Very Old Man with Enormous Wings

Summary and Analysis

It had been raining and Pelayo and Elisenda had killed many crabs inside the house. Pelayo crossed his drenched courtyard to throw the crabs and rotten shellfish into the sea. Their newborn child had a fever and they thought it was due to the bad smell. The light wasn't bright. Pelayo hardly could see someone moving and groaning in the rear of his courtyard. Reaching closer, he was terrified to see a very old man with enormous wings, lying face down in the mud, trying to get up, but was not able due to his heavy wings.

Pelayo ran to get Elisenda, his wife because he was frightened by that scene. They both looked at the fallen body with curiosity and surprise. The man was bald-headed with only a few teeth in his mouth. His wings were huge and half-plucked. They were entangled in mud. He was dressed like a ragpicker. He spoke some incomprehensible dialect with a strong sailor's voice. They guessed that he was a lonely survivor of a shipwreck. He must have been there due to the storm.

They called a neighbor woman who knew everything about life and death. Looking at the man, she told him that he must be an angel who have come to their place for the sick child but the heavy rain must have knocked the poor old man down.

On the following day, the news of the angel, who was held captive in Pelayo's house, spread. Pelayo had ensured his safety during the afternoon. At night he locked him up with the hens in the chicken coop.

The couple found that the child's fever was over. Then they decided to put the strange man on a raft with fresh water and food for three days and leave him to his fate on the high seas. But as they went out, they found the whole neighborhood had gathered in front of the cage. Some of them were having fun with the man as if it were a circus animal.

Alarmed at the news, Father Gonzala, the Parish priest, arrived. The spectators were making predictions about what should be done to the man. Some told them that he should be named mayor of the world. Others said that he need to be promoted to the rank of five-star general in order to win all wars. Some said that he could be kept for breeding so that the earth shall get a race of winged men who could take charge of the universe.

Father Gonzaga, wanted to take a close look at that pitiful man who looked more like a huge decaying hen. He was lying in the corner, drying his open wings in the sunlight. There were fruit peels and breakfast leftovers that the people had thrown him in the cage. He seemed totally unknown of the disrespect of the world. He lifted his antique eyes and mumbled something in his dialect when Father Gonzaga went

close and bid him good morning. The father at first suspected him to be a cheat when he saw that he did not understand the language of God neither knew how to greet his ministers. On a much closer look, he found the man similar to that of a human. There was an unbearable smell of the outdoors, the back side of his wings had parasites and his feathers had been mistreated by winds. Nothing about him could be comparable to the proud dignity of the angels.

Coming out of the chicken coop, the father warned the curious mob not to be gullible. He reminded them that the devil had the bad habit of tricking people and creating confusion. He argued that mere wings wouldn't make anyone an angel. The father then promised to write a letter to his bishop so that he would write to his chief bishop and then to the Supreme Pontiff in order to get the final decision from the highest courts.

The crowd to see the man increased. The mob was so huge and uncontrollable that they had to call in troops with force to disperse it.

There was marketplace trash brought by the people all over Elisenda's place. She had to sweep for the whole day to clean. She then decided to fence the yard and charge five cents for admission to see the angel. The curious people including a travelling carnival came from far away. Thousands of people arrived from different places to consult their ill health. Pelayo and Elisenda were happy because within less than a week, they had packed their rooms with money. The queue to see the strange old man was up to the horizon.

The angel was concerned with nothing else except trying to make himself comfortable. He was puzzled by the hellish heat of the oil lamps and sacramental candles put by the people. He ate nothing but only eggplant mush. He didn't eat the food supposed to be eaten by angels. His only supernatural virtue seemed to be patience. He sat motionless for long hours. People tried to make him stand by doing different things, but he did not stand until they burned his sides with a hot iron. He was enraged when it burnt him, with tears in his eyes he flapped his wings. The wings brought on a whirlwind of lunar dust and a windstorm of panic that did not seem to be of this world.

Father Gonzaga warned the people not to provoke the old man. He told it may bring disaster.

The mail from Rome showed no sense of urgency.

A carnival attraction arrived at the place. It was a traveling show of a woman who had been changed into a spider for having disobeyed her parents. The admission to see her was not only less than the admission to see the angel, but people were permitted to ask her all manner of questions about her absurd state and to examine her up and down. She was a frightful wolf spider, the size of a ram and with the head of a sad maiden. She had a sad story. She was indeed a child, who had sneaked

out of her parents' house to go to a dance, and while she was coming back, a fearful thunderbolt changed her into a spider. She ate meatballs given by the people.

Everyone was so attracted by the new miraculous event that now Pelayo's courtyard started to be empty. There was no reason for Pelayo to lament because he had already earned much by exhibiting the old man. He had already constructed a two-story mansion with balconies and gardens with the money. In the new house, the crabs couldn't enter. It had nets and iron bars. The couple had improved everything except the chicken coop.

The sun and rain had caused the chicken coop to collapse. So, the angel went dragging himself about here and there like a wandering dying man. They would drive him out of the bedroom or from a kitchen with a broom. They started to get angry with the angel-man. Elisenda started to shout telling that it was awful living with such a creature. He could scarcely eat. His antiquarian eyes had also become foggy that he went about bumping into posts. All he had left was his last feathers. He was helpless now.

Pelayo threw a blanket over him and let him sleep in the shed. They noticed that he had a temperature at night, and was delirious. They thought he was going to die. But he survived.

His health improved on sunny days. He remained motionless for several days in the farthest corner of the courtyard, where no one would see him. At the beginning of December some large, stiff feathers began to grow on his wings. He sometimes sang during the night.

One morning when Elisenda was working in the kitchen, she noticed him attempting to fly. It was difficult for him but his effort helped him. He managed to gain altitude. Elisenda was relieved to see him fly away because her annoyance had flown away with him.

The story is an example of magic realism. Magic realism is a narrative technique in which the storyteller narrates commonplace things with magical colour and the events look both enchanted and real at the same time.

In the story, the man with wings, his unique disposition, the woman's prediction of him being an angel, his murmuring of some strange language, a girl transforming into a spider, the wonders that happened to some people in seeing the old man, the feathers re-appearing in the man's body, his invigorated ability to fly, etc. are some examples of magic realism used in the story.

Besides, the story shows how humans respond to someone from a different background. Man is capable of cruel treatment of the weak and feeble ones for no apparent reason. The mob hits the man with stones and burns him with an iron rod just to see him standing. After earning so much money by displaying the man, the couple even does not give him a proper place to live. They keep him in the shed and

take him as a burden when they no longer earn from him. This dark aspect is another truth of humanity. They make speculations about the man in their own way. They misuse his freedom. He hurts nobody but displays extraordinary patience. Instead, he lets the family earn from him. The family, on the other hand, doesn't even provide a clean and comfortable space for him to live. They treat him like a circus animal. The woman who earns quite a lot from him feels comforted to see him go away. This is the selfish nature of the common man.

Answer the following questions.

1. How does the narrator describe the weather and its effects in the exposition of the story?

Ans: It had been raining for three days. The land and the sky all appeared grey. There were crabs everywhere inside and outside of the house. The courtyard was drenched. The newborn baby was in fever probably due to the bad smell of rotten shellfish.

2. Describe the strange old man as Palayo and his wife first encounter within their courtyard.

→ The very old man was moving and groaning in the rear of the courtyard, his face lying down in the mud. He was trying to get up but wasn't able to. His dress was like that of a ragpicker. There were only a few faded hairs and a few teeth in his mouth.

3. Why did Pelayo and Elisenda imprison the old man in the chicken coop?

Ans: Pelayo and Elisenda imprison the old man in the chicken coop because of his strange identity and unclear mission.

4. Why was Father Gonzaga not sure about the old man being a celestial messenger?

Ans: Father Gonzaga was not sure about the old man being a celestial messenger because he did not understand God's language nor he knew how to greet his ministers.

5. Why do you think the crowd assembled to see the old man at Palayo's house?

Ans: The crowd assembled to see the old man at Palayo's house because the old man looked strange with wings on his body.

6. What are these miracles that happened while the crowd gather to see the strange man?

Ans: Some miracles that happened while the crowd had gathered to see the strange man was a blind man who got three new teeth, a paralytic who almost won the lottery and a leper's sores sprouted sunflowers.

7. State the irritating things that the people did with the strange old man.

Ans: The people irritated the strange old man by throwing stones at him, trying to get him to rise in whatever ways possible and by burning his side with an iron bar.

8. How and why was the woman changed into a spider?

Ans: The girl was changed into a spider because she had disobeyed her parents and had gone dancing all night through the woods.

9. Describe how Elisenda saw the strange man flying over the houses.

Ans: One morning, Elisenda saw the old man attempting to fly when she was cutting some onions for lunch. His attempts were clumsy in the beginning but finally was able to flap his wings and gain altitude.

10. Why do the neighbor woman, the father and the doctor who come to the old man, give three different interpretations of the man?

Ans: The three people giving three different interpretations signify that people generally tell things from their own angle and no one's interpretation is absolute.

Long answer Question

Q. The taste of children is different from grown-ups. What are the elements in the story that make 'The Old Man with Enormous Wings' a children's story?

Ans: The story 'The Old Man with Enormous Wings' falls into the genre of magic realism. This genre is also called the children's genre because children are more fascinated by the unique and odd descriptions full of magical plots and events. In magical realism, a realistic narrative and naturalistic technique are combined with weird elements of fantasy. They are dreamlike for grown-ups but for children, who are still in the process of developing their reasoning faculty, these stories are more interesting.

The story doesn't contain symbolic elements and metaphors which are complex to understand for the children. Instead, they have a simple narrative full of fun and wonder. For example, a sunflower appearing from a leper's sore, or teeth growing in a blind man's mouth, etc. make the story unique and suitable for the children.

Poem: A Day

Summary and Analysis

The speaker of the poem is a child who is telling how the sun rose early in the morning and how it finally set in the evening. The poem is a description of a single day from sunrise to sunset.

In the first stanza, the child is sharing her experience of sunrise. She says that the sun rose like an unfolding of a ribbon. The innocent mind of a child compares the beams of sunlight to the pleats of ribbons folded neatly in equal length and breadth. The news of sunrise spread so quickly and fast, all over the land, that she compares it with the swift fast motion of a squirrel. With the sunrise, the high steeples of the churches look swimming in the fresh purplish color of the dawn. Very soon, the hustle and bustle of people begin. The news of the sunrise spread within no time all over the land.

The tone is delightful in the first stanza.

As the sun rises, the sunlight brightens the peaks of the hills. The mist and dew drop, on top of the mountain, which are like a bonnet on a head, evaporates with the warmth. Then bobolink, a songbird, begins to sing signaling that it is morning.

In the third stanza, the speaker seems a little confused about how the sun sets. She says that she is not sure how the sun sets. The yellow boys and girls climb the stile all the while during the evening. The colour yellow here indicates the loss of innocence and purity in children. It is because they have become grown-ups now. They are adults busy with their full-time work, i.e., they climb all the while.

The final stanza is again a symbolic stanza where the poet uses Christian references like “flock” and “Dominie in gray” to show the poet’s or speaker’s understanding of death. The flock is led by ‘A ‘Dominie in gray’ i.e., the “God”. ‘Flock’ refers to human beings. Dickinson believes that God leads human beings to his place after they die. The word ‘dominus’ means ‘lord’ in Latin. God starts to collect the children when it is evening because now it is their time to rest. He then closes the bars taking the flock to his house. ‘Evening bar’ is a metaphor for the end of a day or the end of life.

The poem is lyrical. It portrays the beauty of life and the uncertainty of death as a unified whole. The speaker is able to tell the listener confidently about the day i.e., about life but she is uncertain about death. Man does not know when shall s/he encounters death.

Sunrise and sunset form a single entity, just like day and night. Without night, the day is not complete nor does a life without death. It is a cyclic process, a journey from innocence to wisdom or experience is completed after the sun sets. Likewise, life is complete after meeting death.

The poem contains single-sentence stanzas. There is the use of simile and metaphor. Alliterations, rhyme, rhythm and assonance have made the poem sonorous. The words are frugal but loaded with philosophical meanings.

Answer the following questions.

1. How does the poet describe the morning sun in the first stanza?

Ans: The poet describes the morning sun as the constituents of ribbon-like beams that unfolds suddenly and so fast that it reaches everywhere in no time.

2. What does the line 'The news like squirrels ran' mean?

Ans: It means that everyone knows about the sunrise very fast. For a child speaker, the fast motion is equitable with the fast-moving squirrel.

3. What do you understand by the line 'The hills untied their bonnets'?

Ans: The hills untied their bonnets means that there is cap-like dew covering the peaks of mountains. Once the sunlight falls upon them, the cap of dew and mist disappears and it becomes clear.

4. Is the speaker watching the morning sun?

Ans: Yes, the speaker is watching the morning sun. Not only that, she is watchful of the setting sun as well.

5. How does the sun set?

Ans: The speaker is not totally sure how the sun sets. But she knows that it surely sets and the walking folks are led by 'A dominie in gray' who gently puts up the evening bars.

6. What, according to the speaker, is a day?

Ans: A Day is a life of a man. It begins with hopefulness, innocence and colourfulness.

7. What purpose does the hyphen in the first line serve in the poem?

Ans: The hyphen (--) in the first line indicates the pause after her claim. She claims that she will tell her audience how the sun rose. She wants to give time for attentiveness to what she says.

8. What makes this poem lyrical and sonorous?

Ans: The alliteration, rhythm, rhyme and hyphen used in the poem make the poem sonorous.

9. Who are the target audience of the speaker?

Ans: The targeted audience is not only children. It is targeted at all young, youth and old listeners.

10. State some metaphors used in the poem.

Ans: Ribbon is a metaphor for sunrays, 'A dominie in gray' is a metaphor for God, 'evening bars' is a metaphor for the separation between life and death and flocks are metaphoric of common people.

Long Answer Question

Q. The poem seems to describe a day for children. How would adult people respond to this poem?

Ans: The poem 'A Day' is a philosophical poem about life and death. Though the speaker in the poem is a child, the poem is actually targeted at the adult who can ponder upon the meaning of life. Human life begins with the innocence of childhood. During babyhood, it seems that there is only brightness in life. But as the day progresses, he senses the evening. He has information about the approaching death but he is not sure how and exactly when shall he face it.

The poet sounds religious in the poem. She says that it is 'A dominie in gray' who leads the 'flock away'. The 'dominie in gray' leading the 'flock' is a reference to her Christian faith and the belief that God awaits humans at the end of their lives.

Every Morning I Wake

Summary and Analysis

In the first stanza, the speaker says that he begins his day with a prayer to God, requesting him to have a merciful eye upon the creatures of the world. The poor creatures are there, born to die.

Each night the men who go to bed are not sure whether they are going to wake up the next morning or not. But, the speaker says, if there is a blessing of God on them, they shall surely continue.

In the third stanza, he says that no man is good and no man is bad, but all are similar because they have the same fate and they are puppets in the hands of destiny. They do their activities according to their level of knowledge and wisdom. Each one is trying in his own way. So, the discerning eyes miss the truth. Only God knows the best as well as worst aspects of man. No man has the capacity to judge.

The speaker poet makes a prayer to see another day because according to him, each breath is the grace of the supreme God. He hopes to receive mercy and remain alive. So, he bows to the setting sun, bids goodbye to them and goes to sleep.

The poem is about the trivialness of human life. Man is nothing more than a marionette in the hands of his creator. His every other breath is uncertain. He doesn't know which one shall be his last breath. He will remain alive only if he gets the compassion of his creator, God. So, he should always be grateful for the blessings received in life.

Human beings criticize each other as good or bad, but in reality, no one is absolutely good and no one is undeniably bad. His circumstances, background, education level, opportunities, experiences, point of view and upbringing make him appear either good or bad. It is not we, the common men, to make the standards of verdicts. Our judgement is not worth it. There is a supreme judge, the almighty who knows what is right and what is wrong. His justice is final and complete.

We all human beings are travellers of the same boat. So, let's not judge people this way and that way. Let's be happy about being alive because there are thousands of lives who have died the previous day. At least we are alive. This is because we have received the kindness of God. Thus, we need to learn that we are blessed and happy. It is our good fortune that we are active.

The poem values life. It gives a message that man must be grateful for whatever is bestowed upon him. Satisfaction and gratitude are the paths to eternal happiness.

Answer the following questions.

1. When does the speaker pray to the Lord?
Ans: The speaker prays to the lord before going to the bed.
2. What does the speaker pray for?
Ans: The speaker prays for letting him see one more day.
3. Who are the 'poor creatures'?
Ans: All living beings are poor creatures.
4. Why does the speaker call them 'poor creatures'?
Ans: The speaker calls them poor creatures because they are born to die. Their life is in the hands of someone else.
5. What does Milk Wood sound like? A type of wood or a place? Why?
Ans: Milk Wood sounds like a place because if it was to mean wood or jungle, it would have been 'a Milk Wood'.
6. Why do the inhabitants of Milk Wood bow to the setting sun 'but just for now'?
Ans: The inhabitants of Milk Wood bow to the setting sun for expressing thanks to have remained alive that day.
7. How does the poet highlight the magnificence of God?
Ans: The poet highlights the magnificence of God by saying that we are nothing in front of the greatness of God.
8. Why do people offer prayers to God?
Ans: People offer prayers to God for receiving blessings and for asking God for his mercy.

Long Answer Question

- Q. How does the rhyme scheme of the poem reinforce its message?
Ans: The poem is lyrical. The rhyme scheme is aabb ccdd eeff gghh. The words used are simple and short with equal meters. There are four stanzas in the poem. Each last word rhymes with the last word of the second line. The rhythmic tone of the lines resembles the simple prayer songs we sing. Each line is short and sweet. The rhythmic stanzas have made it easy to memorize the lines of the poem just like we memorize the *Bhajans* in Nepalese culture.

I Was My Own Route

Summary and Analysis

The writer says that she once tried to be as men wanted her to be but she couldn't. It was difficult for her to pretend what she was not. She felt that she lost her personality and her individuality in not being herself. She is a progressive woman who wants to move ahead, not backwards. She wanted to kiss the newer paths and challenge the patriarchal norms. She has abandoned the traditional path where she had to be a follower of patriarchy. Now she prefers not to follow the rigid traditions. Instead, she is on her new journey of tracking her own choices.

The new path of framing her own identity was not easy. But she tried her best and step by step was successful in unpinning the stereotypes. Her new look was different, was unfamiliar to the society but that was the sign of liberation. She doesn't want to live her life in the bondage of past norms or in the fear of future. She wants to rejoice the present. She wishes to cheer her own ways, her own dreams. Spending her life trying to satisfy the male, trying to please them, she could not be contented.

Now with her new standards, she finds that the past was ripping off from her body. She is flapping her new wings in an effort to fly. Her energy supported her. She was capable of quitting the stale morale and separating herself from the history. At present her face is brightened because she has got intimate liberation. The bold decision has made her happier and brighter. At present she feels pride blossoming inside her. She feels life. The new bloom is without history. The light feeling it gave is limitless, it is up to the infinity.

When she was living in the standards of patriarchy, it was like playing hide and seek with her own life. She had to forcefully hide her desires but it used to expose automatically time and again. She was not a past being anymore. But it is not easy. The old principles try not to let her liberate. They want her to follow the norms directed by men instead because the male dominance is still there, the patriarchal models are still there.

In the struggle between her own and her society's ethics, the poet seems stronger to take her own stand and follow her soul. She has experienced the value and essence of being herself and she will not return back in her mission.

Answer the following questions.

1. Why did the speaker try to be the way men wanted her to be?
Ans: She did not try to be the way men wanted her to be. It was her moral obligation to try to obey them. But she realized that it was not worth for her liberation.
2. What do you understand by her feet 'would not accept walking backwards'?
Ans: After realizing the value of self-worth and self-respect, she could not undo her knowledge. Her legs wanted equality. She wanted to walk forwards, not backwards.
3. Who are the old guards?
Ans: The old guards are the conservative people who prefer status quo. They did not like women on equal footing as male are.
3. Why did they grow desperate?
Ans: The old guards grew desperate because they were not used to woman marching ahead on her own steps.
4. How did the speaker have 'a feeling of intimate liberation'?
Ans: The speaker had a feeling of intimate liberation because she was having courage to accept who she was.
5. Why did the speaker's desire to follow men warp in her?
Ans: It was not easy for both the society and for her to leave the traditional ways and to follow the newer paths. The hangover of patriarchy was the reason behind the experience that the desire to follow men desire wrap in her.
6. What does the speaker mean when she says she was playing a game of hide and seek with her being'?
Ans: When the speaker says she was playing a game of hide and seek with her being she meant to say that she was obliged to hide her inner desire due to the social obligation making male members happy. At the same time, she was unhappy in doing so. It was like a game of hide and seek.
7. Why, in your view, was her back ripped by the old guards as she was advancing forward?
Ans: Her back was ripped off by the old guards as she was advancing forward. This meant that the traditional people criticized her badly for her bold decision.
8. What, according to the speaker, did it feel like to be free?
Ans: It was a feeling of intimate liberation to be free.

9. Why does the speaker prefer the present to the past?

Ans: She prefers present to the past because of her new experience of liberation and happiness in the present.

10. How can we achieve our identity?

Ans: We can achieve our identity by pursuing our dream and by walking in our own standards.

Long Answer Question

Q. Not all people, however, seem to agree with the kind of freedom upheld by Burgos in this poem. For example, William Faulkner, in his novel *Requiem for a Nun*, says, “The past is never dead. It’s not even past. All of us labor in webs spun long before we were born, webs of heredity and environment, of desire and consequence, of history and eternity.” Do you agree with Faulkner? Why? Why not?

Ans: To some extent I agree with Faulkner who says “The past is never dead”. Man is the product of his environment, heredity and fate. This is true.

Everyone in this earth wants to be happy, prosperous and successful. Each one wants to be healthy and independent. Unfortunately, all dreams are not possible for all. Some are born in wealthy families and some are born in paupers. Some are born physically handicapped and some are born healthy. For those whose present is painful, their memories rewind them to their past. Forgetting past can become difficult for them whose present is sore than the past. But this does not apply to everybody. Some people compromise with their fate and take every experience of life easily.

Some people who are born low, also have achieved status and fame by their genuine efforts. So, generalizations can sometimes can be tricky.

The Awakening Age

Summary and Analysis

The history of colonialism, civil wars, diseases, the slave trade and racial discrimination are some of the major causes behind the backwardness of Africa. In the poem, *The Awakening Age* the writer makes a call for unity, peace and solidarity among human beings from different parts of the world. In the literal sense, 'The awakening age' refers to the period of African people's realization, or coming into awareness of their condition, and the beginning of their new world. It is the age with a new vision, style and education of Africa.

The poet addresses the people who have travelled across the meridian line from the North to the South and expects solidarity between them. People, mainly from economically poorer countries have left their mainland in search of jobs and opportunities. He wants them to realize their inner potential and work for the new era, the era of awakening and achievement.

He wishes the vision of a new world, i.e., the world of economic prosperity and hopefulness. The Africans have realized that they have lived in poverty and discrimination for many years. From the time of history, they have fought different kinds of wars, for the sake of independence, prosperity, identity and equality. It is time for them to understand the value of unity and solidarity to achieve their mission.

He says that change in perception begets many good things. The best is realized only after discussions and brainstorming. Together, the Africans should and can achieve what they want. Instead of pain, suffering, disease, suppression, poverty and problem, they deserve creativity and wisdom. They justly deserve affluence and order. For that, they need to pull themselves from the quicksand of obstacles.

The speaker-poet wants people all over the world to live a peaceful, enjoyable and joyous life by making the best use of their resources and wisdom.

The Awakening Age is thus the poem of equality, solidarity and brotherhood. The poet thinks that when people are united, they can achieve the best harvest of their potential. For success, people must be awakened from within and they must be united in their mission.

Answer the following questions.

1. Who are the people 'who travel the meridian line'?

Ans: The people who travel the meridian lines are people who cross the border of their countries in search of opportunities and jobs.

2. What does the poet mean by ‘a new world’?
Ans: ‘A new world’ for the poet is the world of self-confidence and potentialities that is within the person.
3. How are people connected to each other?
Ans: People are connected to each other in their histories and hopes (dreams).
4. What can we gain after our perceptions are changed?
Ans: When we change our perceptions, we understand the things we otherwise are not able to understand. We see opportunities in problems.
5. How are we benefited by new people?
Ans: New people are without old biases and prejudices. So, they can contribute the society with their innovative and reformatory ideas.
6. Describe the rhyme scheme of this sonnet.
Ans: The rhyme scheme of the sonnet is aa bb cc dd ee ff gg. Each line rhyme with the other line that follows. It has added a simple rhythm to the poem.
7. What does the poet mean by ‘the awakening age’?
Ans: According to the poet, the awakening age is the age of economic prosperity.
8. Why, in your view, have these people ‘lived with poverty’s rage’?
Ans: In my view, the people in the past had to live amidst poverty. They were not able to explore the potentials that were within them.
9. Why does the poet appeal for solidarity among the people?
Ans: The poet appeals for solidarity among the people because when people are united, unprecedented achievements are possible.
10. Does the poet present migration in a positive light? Why? Why not?
Ans: The poet thinks that different perceptions are acquainted when a person migrates to a new place. This can allow him to realize the best perceptions, concepts and ideas.

Long Answer Question

- Q. Nepal is also known for its economic as well as educational migrants. Have you noticed any change in the perceptions and behaviors of these migrants when they return home from abroad?
Ans: Nepal is also known for its economic as well as educational migrants. I have noticed a lot of changes in the perceptions and behaviors of these migrants when they return back home. They get a chance to see and realize the reasons why people and their country are backward socially and economically. They get conversant with the best practices of the countries and can suggest the best

things to the policymakers and implementors. They receive knowledge of different customs and practices. They become broad-minded, wiser and understand the value of work and independence. They become a new man which would otherwise not have been possible if they had not been there. When a Nepali is educated at foreign universities, he receives better skills than that of Nepal. The person develops an inner eye to see things from a totally different perspective. This makes him tolerant, wiser and broader. So, from this angle, educational and economic migration is good for the country.

Soft Storm

Summary and Analysis

In the poem 'Soft Storm', the speaker expresses his dissatisfaction with the absurdities of contemporary times. According to him, the irrationalities are due to the result of the bad time. The contemporary time has become corrupt. Violence, indifferences and disorder are seen in his city. The city has lost its charm.

The poet became sympathetic or tender-hearted to see the problems of his city-dwellers. As the evening was approaching, he was walking through the city of Kathmandu. He saw that people were discussing politics and reasons and nearby in a corner, a homeless child was crying in hunger. Thamel, the affluent city, was not touched at all to see the destitute hungry child. The people danced in their mad steps, The crowd was indifferent to the sorrows of the poor. The poet became sad to see the indifferent eyes of the city where at one corner, the destitute are crying while at the other, the well-to-do people are dancing, pretending not to notice the sorrow. So, the poet is sad about the lost humanity in his city. Anarchy is prevailing elsewhere. The beauty of the place is destroyed and the hustle and bustle of the city are at its own pace. It is seamless.

The poet becomes unhappy to know that the people have become insensitive to the sufferings of people around them. He also saw the miserable child crying for his mother who has become the victim of the violent history of the place. He became sad to see the man beaten mercilessly before his own family, who were not able to stop him from being beaten. The people of this city have become a victim of bad and insensitive politics. They are hurt and bruised for no apparent reasons. With his blood-stained shirt, the man is asking mother earth for justice. His lips are bruised, he cannot speak for his rights anymore.

The poet feels unfortunate about the political leaders' promises to their countrymen. They promise high work but fail to fulfil their words. Instead, these shameless leaders give trouble to the citizen. That is the reason the public has storms inside them. They have turned rebellious. They will show the storm inside them soon someday, just like the storm inside the poet is seen in his poem. His pen has become rebellious.

The speaker-poet is still contemplating, walking along the streets of the city, which was also called the natural abode of the gods sometimes in the past. He is saddened to see the culturally and religiously important places of the city, occupied by concrete debris. The cultural and religious heritages have been buried under the heaps of modern constructions and he blames time to be the major culprit. The present time has become mad, and it seems to be winding all over the place with its wild effects.

He sees stone growing in flowers i.e., now the same people who used to be kind in the past, have changed into insensitive stone-like beings. They have forgotten their history. The trees have been chopped down and lampposts are erected in their places. The birds have flown away to a foreign land and rhododendrons are no more. The earth is sad in its uproar and so is the heart of the poet.

Thus, the poem 'Soft Storm' is a silent rebellion against the poet's own city and its dwellers. It appeals to clean and constructive politics. His words are rebellious. He wants his city to be peaceful, clean, and green and for its dwellers to be happy and sensitive individuals.

Answer the following Questions

1. When does the speaker grow soft? Enlist the occasions when he grows soft.
Ans: The speaker grows soft in seeing a homeless child crying in hunger and people being insensitive at others' sufferings.
2. What do you understand by 'this seamless city' in the poem?
Ans: "This seamless city" means the city without any disruptions or problems. In the poem, the seamless city is the city without sensitivity.
3. Describe the poor children portrayed in the poem.
Ans: In the poem, the poet feels sad to see the poor homeless and parentless children crying due to hunger.
4. What do you understand by 'the unwedded gardens of history'?
Ans: By the 'unwedded gardens of history', the poet means to say the naïve and unpolluted city, since the time of history.
5. Why was the forlorn child wailing?
Ans: The forlorn child was wailing to find his mother the victim of the violent history.
6. What do you understand by 'soft storm'?
Ans: I think 'the soft storm' means the dissatisfaction in the poet caused by the anarchy of the city.
7. Why does the speaker call our time 'mad time'?
Ans: The speaker calls our time a 'mad time' because all anarchy and ills of society, according to him, are the outcome of the overambitious and greedy contemporary time.
8. What does the speaker want to do in "hard times"?
Ans: In 'hard times', the speaker wants to melt like a rainbow. He wants to forget his dissatisfactions just like the rainbow vanishes.

Long Answer Question

Q. What is the speaker's attitude towards the time he describes in the poem?

Ans: The speaker is not happy about the chaos of the current time. He thinks that present-day Kathmandu has become the debris of rocks. People are selfish, so are the leaders. The walls are polluted by the posters and the people speak of reasons. They only speak but in reality are insensitive to the poor and destitute. The homeless child is crying alone in the affluent city. There used to be the beauty of cultural dance and music. But, now, only the ugliness is there. The poet is sad and rebellious. He wants to melt like a rainbow but he turns out to be a silent rebel. There is a storm of dissatisfaction in him. He is moving with the same dissatisfaction.

Essays

On Libraries

Summary and Analysis

On Libraries is written in praise of intellectual freedom and community work by the writer Oliver Sacks. Sacks was a voracious reader, a neurologist by profession and a writer of a number of books. In the given essay, narrating his personal experience, Sacks persuades the readers to value library culture. For him, choosing the books of one's own interest is the basis of a knowledgeable life.

When the writer was a child, his favorite room at his home was the library room. The room was filled with books and bookcases. His father who was a Hebrew scholar had set up the library in his home. It was in the same library where he read *The Jungle Book* and got fascinated with Mowgli, the major character and his adventures. There were medical books also in the library.

Sacks' mother was also fond of reading. Her favorite writers were Dickens, Trollope, Thackeray and Bernard Shaw. She had a separate bookcase in the lounge. There were Shakespeare's and John Milton's works. The poetry books that his mother had got as school prizes were also there.

The library was his quietest and most beautiful favourite room for him. He used to curl up in a chair and become completely absorbed in what he read. Due to his concentration, he used to be late for lunch and dinner. The library is thus, deeply in his memories.

The Willesden Public library, the local public library, was his next favorite place where he spent many of the happiest hours of his growing-up years. He believes that he received his real education there. He did not like school. He disliked sitting passively in class, receiving instruction and information. He believed that he was not a good pupil but was a good learner. In Willesden Library, he had the freedom to select whatever fascinated him. He was able to look at the thousands of books; free to roam and to enjoy the special atmosphere and the quiet companionship of other readers.

As he got older, he started being biased toward astronomy and chemistry. When he was twelve, he was at St. Paul's school, which had an excellent general library, the Walker Library. There he read the volumes of Mellor's *Comprehensive Treatise on Inorganic and Theoretical Chemistry* and the *Gmelin's Handbook of Inorganic Chemistry*. Later, when he went to university, he had access to Oxford's two great university libraries: The Radcliffe Science Library and The Bodleian. In 1602, at Bodleian, he read Theodore Hook and became so fascinated by the writer that he

decided to write a sort of biography or “case history” of him. The British Museum Library provided him with the materials he needed to write.

But the library he most loved at Oxford was at the Queen’s College. There he adored many books including Darwin’s in their original editions. Sir Thomas Browne’s *Religio Medici*, *Hydrotaphia*, and *The Garden of Cyrus (The Quincunciall Lozenge)* were the best. The language was magnificent. By reading many books, he really gained a sense of history in the Queen’s college library.

He came to New York in 1965 where he could not find enough space for comfortable reading in his apartment. He longed for wider space. Fortunately, the library at the Albert Einstein College of Medicine, where he worked, had enough space. He would sit at a large table to read and write comfortably. There, he would sometimes discover extremely valuable books and would bring them to his seat and read contentedly.

Though the library was a quiet place, where all read their own books, silently, absorbed in their own worlds, and yet, the writer feels that there was a sense of community and intimacy.

But the writer found a complete change in library culture by the 1990s. Then also he visited libraries and noticed the students ignoring the bookshelves and accessing the materials from their computers. He found the majority of users no longer use the books. The college decided what to read for them. He was quite surprised to find the libraries disposing of the books no longer in use.

The writer had no idea why this was happening. This was happening not only in the AECOM library but in college and public libraries all over the country. He was horrified when he visited the library a few months back and found the shelves empty. Over the last few years, most of the unused books had been thrown out, with little objection from anyone. To see all this the writer felt that a murder or a crime had been committed. He was very sad. He thought that the people were destroying centuries of knowledge. He then came to know that everything the students needed was digitized. This information was new to him. He did not use a computer- library and was deeply saddened by the loss of the physical books. He felt that there were things irreplaceable about physical books: their look, their smell, their weight and their bodily appearance.

He once cherished old and rare books with their special room, and how in 1967, searching through the stacks, he had found an 1873 book, Edward Liveing’s *Megrim*, which had inspired him to write his own first book.

Thus, the essay is a sharing of the writer’s inspirational experience with libraries. For him, libraries were the foundation of his wisdom and happiness. He was made a voracious reader by access to the library. He thinks digital books cannot replace physical ones. They have their own importance, utility and value.

The proverb ‘Nothing is pleasanter than exploring a library’ applies best for the essayist’s life.

Answer the following questions.

a. Where could the author be found when he was late for lunch or dinner?

Ans: The writer was found in his library when he was late for lunch or dinner.

b. What are his first memories?

Ans: A large library room of his house, the bookcase, a solid table for writing and studying, and his fascination to the adventurous character of *The Jungle Book* ‘Mowgli’ are his first memories.

c. Why did he dislike school?

Ans: He disliked school because, in his school, he had to be a passive listener. He didn’t have the freedom to choose the books of his interest.

d. What did he feel about at the library?

Ans: He felt that the library is the best place for those who want to read comfortably and earn deep knowledge. A library is a heritage of wisdom for him.

e. Why was he so biased about science especially astronomy and chemistry?

Ans: He was biased about astronomy and chemistry. He probably wanted to get depth knowledge of those subjects.

f. Why did he become so fascinated by Hook?

Ans: For the writer, Theodore Hook was a man greatly admired in the early nineteenth century for his wit and genius in theatrical and musical creativity.

g. Describe the library at Queen’s College.

Ans: The library at the Queen’s College had a magnificent building that was designed by Christopher Wren. In an underground maze, there were heating pipes and shelves. There were vast underground holdings too.

h. Why did the students ignore the bookshelves in the 1990s?

Ans: The students ignored the bookshelves in the 1990s because most of the materials they needed had already been digitized.

i. Why was he horrified when he visited the library a couple of months ago?

Ans: The writer was horrified when he visited the library a couple of months ago because he found most of the book shelves empty. The books there were either digitized or thrown out.

Long Answer Question

Q. The author says, “I was not a good pupil, but I was a good listener.” Justify it with textual evidence.

Ans: The author says, “I was not a good pupil, but I was a good listener”. This was true because as a student he disliked school. He did not like to listen passively being an obedient pupil but it didn't mean that he didn't like to learn and attain knowledge. The only thing was that he liked to read only those books that interest him. He understood the books of his choice but did not prefer the coursebooks prescribed by the school. He listened to the words of the books, not to the monotonous words of the teachers and instructor. He was the master of his own choice and freedom. Probably this was the reason he turned out to be one of the most renowned scholars in his life.

Marriage as a Social Institution

Summary and Analysis

In this essay, the author examines the national marriage debate by studying the social and demographic tendencies that have changed the role of marriage and the family in the present-day world. He views that marriage and parenthood are private matters, relevant only to the individuals directly involved.

He points out the programs that have strengthened marital relationships, lowered divorce rates, reduced out-of-wedlock births, and encouraged responsible fatherhood.

The essayist begins the argument by saying that marriage is more than the union of two spouses because the relationship in marriage comes along with legal, moral, and conventional hopes. He says marriage is an *institution* just like other culturally patterned institutions such as education, economy, and politics. It has rules, the 'soft boundaries' that influence the partners. The boundaries in marriage are behavioral limits. Married couples are tied to principles that help them organize their lives.

The writer claims that marriage organizes the ambitions of men. He provides validity to the claim he makes, by presenting a quote from Emile Durkheim, a French Sociologist.

Durkheim demonstrated that marriage prevents suicide in men. He observed that marriage is an institution that sets limits around the desires of a man like comfort, luxury and prestige. It forces a man to attribute himself forever to the same woman and fulfil his desire for and affection. This boundary is legitimate and can be attained from marriage. Marriage prevents transgression from duty in men for the sake of finding happiness and luxury. It ties them in discipline and order.

Durkheim believed that the unrestrained longings and desires in men must be checked and marriage can do that.

In fact, many Americans seem to believe that instead of marrying 'a living together' can provide more freedom to decide how the couple will arrange their relationships. In case each partner decides on how to deal with the other's parents, or whether vacations will be taken together or separately or money may or may not be held in separate accounts or single, etc., it is more of a freedom. But the writer says, there is confusion regarding how to treat the couple. Do they need to be treated as a married pair or not? The responsibility and obligation to their close relative are also not clear in 'a living together' relationship.

Married spouses have a pattern to follow and that lacks in 'a living together'. It is not clear who they are obligated to or what the limits to their behaviours are. The

things that govern them are also not clear. Without the answer to these questions, the writer says, such a relationship cannot be an institution.

He further says that marriage is also taken as a form of 'social capital' just like other physical or human capital. It is an individual asset and an interpersonal relationship that exchanges knowledge, information, accessibilities, love and trust between two people. It sets the example of trustworthiness and interdependence. Through their marriages, husbands and wives become connected to new kith and kin. The kinship ties in marriage are different from other casual relationships. The ties are woven with moral obligations. In times of need, one may call upon their relatives and expect assistance. The relatives also assist happily. The couple finds their in-laws and their family members to share their happiness. There is a mutual bond even relatives and families together. So, marriage is no less important than other assets.

The writer goes on to explain the soft boundaries of marriage. The boundaries are the various rules that define marriage. These rules affect the spouses. Those six dimensions that define normative marriage in America are as follows: i) marriages are entered in the own will of the spouses, ii) It happens when they are mature, iii) the adults are heterosexual, iv) there is an expectation that husbands will be the principal earner and protector, v) both partners will be sexually faithful and vi) the married partners will become parents. These six ideals are the core of normative marriage. The same is expressed in law, religion, and custom. Normative marriage is a form of social control. It is a way by which behaviors and aspirations are channeled properly. It is not only about the couple but is about the collective sentiments of other members associated with it.

Thus, in the essay, the writer dissects the most important topic of man's concern. His claims are backed up by the expert's ideas and opinions. The text is convincing and informative.

Answer the following questions.

1. How does the author define marriage?

Ans: According to the author, marriage is a relationship between two spouses based on love and faith. There are legal, moral, and conventional assumptions associated with marriage.

2. How is marriage an institution?

Ans: Marriage is an institution because it is culturally patterned and integrated just like other social institutions. It has certain widely accepted rules to be followed and limitations too.

3. Who was Emile Durkheim?

Ans: Emile Durkheim was a French Sociologist.

4. What are the rules of marriage?

Ans: The rules that marriage may depend on society. But the universal rules are being sexually faithful to the partner, agreeing upon being a parent, entering only when one is mature, treating the spouse's parents and kith as one's own, etc.

5. Why does marriage matter to men?

Ans: Marriage matters to men because it is believed to make them more resolute, and restrain them on their otherwise uncontrollable impulses, making them happier and more responsible. It is also said to have prevented the males from suicide rate.

6. What is one of the central problems in modern society?

Ans: One of the central problems in modern society is the search for limitless freedom and an uncontrollable desire for prestige and luxury.

7. What does social capital consist of?

Ans: Social capital consists of wide networks of individuals connected by bonds of dependability and trust.

Long Answer Question:

Q. What is normative marriage? Explain.

Ans: According to the essayist, normative marriage in America has six dimensions. They are as follows: i) marriages are entered in the own will of the spouses, ii) It happens when they are matured, iii) the adults are heterosexual, iv) there is an expectation that husbands will be the principal earner and protector, v) both partners will be sexually faithful and vi) the married partners will become parents.

It is a force greater than the individuals involved because, in most societies, it represents the collective sentiments of the parents, guardians, friends and relatives of the spouse involved. Normative marriage is the same marriage system accepted by the law, religion, society and by family members.

Knowledge and Wisdom

Summary and Analysis

In this essay, Russell differentiates between knowledge and wisdom. He says knowledge and wisdom are different things. Knowledge is defined as the acquisition of data and information, while wisdom is defined as the practical application and use of knowledge to generate value. Wisdom is gained through learning and practical experience, not just by memorization.

We all agree that people of our age are far ahead in knowledge than our ancestors. This does not mean that we are full of wisdom. It is important to know the difference between wisdom and knowledge. The essayist discusses the question of how to attain wisdom.

According to the writer, there are several factors needed for wisdom. Wisdom is the intuition to understand the proportion of different variables in a problem, the causes and consequences of an activity. For example, when a scientist succeeds in inventing a medicine that drastically lowers the infant death rate. But due to his most absorbing work, he fails to consider the effects of medicine outside of his field, then the discovery may result in other serious problems like inadequate food supply for the growing population, low standards of life and so on. Similarly, the composition of atom bombs to destroy the world is another example of the implementation of knowledge without wisdom. The pursuit of knowledge that leads to newer problems is not wisdom. Knowledge without wisdom is not a need of humanity. Perfect knowledge should be value-oriented and that is the product of insight.

The writer says one's ability to comprehend is also not wisdom. Indeed, wisdom must meet the ends or goals of human life. He gives an example of history. Hegel, the popular German philosopher, had a good comprehension of historical knowledge. But he gave a message that from the year 400 AD until his time, Germany had been the most important nation and the leader of progress in the entire world. His statement encouraged the Germans to feel that they were the superior race of all. This further led to warfare. His knowledge was thus wide but feelings were narrow. It didn't contribute to social harmony and human welfare.

Wisdom is needed in both public and private life. It is required for emancipation from personal prejudices. He further says the way towards wisdom is to release ourselves from the grip of our sense organs. Wisdom demands us to be objective but not biased. It is the capacity to analyze all sorts of causes and its effects of a problem. Wisdom is the proper application of knowledge. To make our knowledge fruitful, to be free from preconception, to understand our potentiality and limits, we need wisdom. It is also needed to avoid being

impractical and to keep ourselves away from complications. Wise people are patient.

To understand that enmity is harmful, we need wisdom. Wisdom frees us from our selfishness and prejudices, it helps us to avoid the ego and helps us be impartial. It makes us understand that we all have flaws and they can be improved.

The writer is of the opinion that wisdom can be taught. He says the aim of education should be to achieve wisdom and not only to accumulate knowledge. Wisdom begets kindness and empathy.

Wisdom starts when we begin to love people, when we let go of our ego and when we put the welfare of humanity above our personal interests. The writer says our duty is to love and help our neighbors, whether they be good or bad as the Samaritans do in the Christian parable. We need to be kind to the ones who hate us because if we hate them instead, it is equally harmful, nor can we correct them by hatred. Hatred of evil doesn't liberate us from hatred. It rather attributes us to negative qualities. The wise people thus, understand people and their situations but do not hate them.

The author gives the example of Queen Elizabeth I of England, King Henry IV of France and Abraham Lincoln of America who had lived in the ages of orthodox Catholics and protestants but still, they refrain from hatred and became the wisest and most popular leaders of the world.

The author does not think that specialized knowledge or specific human skills is wisdom.

As knowledge continues to increase, the world needs wisdom because arguments keep on increasing with the increment in skills and knowledge. So, the writer thinks that the present world needs wisdom the most. It is the demand of the time.

The essay is highly intellectual. The language of the author is direct and clear and the style is convincing. The write-up has explained the difference between knowledge and wisdom using practical illustrations. We can get knowledge easily, but attaining wisdom is like attaining the most valuable asset from the knowledge that we receive. Wisdom and knowledge must go together for the betterment of humankind.

Answer the following questions.

1. What are the factors that contribute to wisdom?

Ans: According to the writer, the factors that contribute to wisdom are practical knowledge, the ability to analyze the variables in a problem, objective knowledge, identification of the value of work and so on.

2. What message does the writer try to convey with the example of technicians?

Ans: With the example of technicians, the writer tries to convey the message that mere knowledge of technology or skills without insight is harmful to human society.

3. Which leaders does Russell say were able to mix knowledge and wisdom soundly?

Ans: leaders like Queen Elizabeth I of England, king Henry IV of France and Abraham Lincoln of America were able to use their knowledge and wisdom in a balanced way.

4. Why is the wisdom needed not only in public ways but in private life equally?

Ans: Wisdom is not only needed for public life but also for private life in order to get liberation from our personal preconceptions and biases. Without wisdom, a person may fail in different spheres of his life.

5. What, according to Russell, is the true aim of education?

Ans: The true aim of education, according to Russell, is to think for the well-being of the people is quitting our personal ego and biases and aiming for the best of all.

6. Can wisdom be taught? If so, how?

Ans: Yes, according to the writer, wisdom can be taught. The practical application of kindness, empathy, utility-based activity and value-oriented education can bring wisdom.

7. Why does the world need more wisdom in the future?

Ans: The current world is producing more and more knowledge. With knowledge comes ambitions and arguments. So, to save the world from clashes and conflicts, wisdom is needed.

8. Why is wisdom necessary for education?

Ans: Wisdom is necessary for education because knowledge without wisdom is never beneficial for men. The essence of education must be attaining wisdom.

Long answer question:

Q. According to Russell, “The pursuit of knowledge may become harmful unless it is combined with wisdom.” Justify this statement.

Ans: “The pursuit of knowledge may become harmful unless it is combined with wisdom”. This is a true statement. Different kinds of arms and ammunition including nuclear weapons of the present world are the product of human knowledge. The division of lands and countries, explorations up to space and excavations of the mines, fossil fuel, scientific discoveries and

inventions are all the products of knowledge. All these have not necessarily done good to humankind. But the access to knowledge and information, and its application has opened the eyes of the man in many ways, which is called wisdom. The well-being motive connected to the practical applicability of knowledge and information is wisdom.

Humility

Summary and Analysis

In the essay, the writer Yuval Noah Harari exposes humanity's illusions of superiority and mastery. He claims morality, art, spirituality and creativity are universal human abilities embedded in our DNA. For him, humbleness and equality among the tribes are the most important.

The writer begins by saying that most people believe they are the center of the world, and their very culture is the foundation of human history. For example, Greeks believed that history began with Greek philosophers like Homer, Sophocles and Plato, and important ideas of the world were born in Athens, Sparta, Alexandria, or Constantinople. Chinese nationalists, on the other hand, reply that history truly began with Xia and Shang dynasties of China. They claim that Chinese innovations were the basis for Westerners, Muslims or Indians' achievements.

Hindu nativists, on the other hand, deny the Chinese boasts. They claim that the concept of airplanes and nuclear bombs was invented by the Indian *rishis* long before Confucius or Plato or the Wright brothers did. According to them, it was Maharishi Bhardwaj who invented rockets and aeroplanes and *rishi* Vishwamitra invented and used missiles. It was Acharya Kanad who was the father of atomic theory, and the Mahabharata foresees nuclear weapons.

Muslims find world history before the time of Prophet Muhammad as completely irrelevant. Turkish, Iranian and Egyptian nationalists further claim that even prior to Muhammad, their respective nations were the source of all that was good for humanity.

British, French, German, American, Russian and Japanese are convinced that humankind would have lived in barbarous conditions if they had not invented modern gadgets and machinery. The Aztecs who are member of the indigenous people of Mexico believed that without the sacrifices they perform each year, the sun would not rise and the entire universe would not be possible.

The writer sees that all these claims are false. He says this is the product of ignorance and deep-rooted racism. None of the religions or nations existed when humans first inhabited the world and tried to sustain themselves. The people then were busy taming animals and doing cultivation. Slowly, they build the first cities or invented writing and money. So, all of them had similar needs and sentiments. After all, they were human beings.

According to the writer, it is nothing more than a stupid ego to associate people with a more recent place and time whether it be China or Arabia. All humans are from the same history.

The writer gives the example of the ego of his own tribe. The Jews, his own people, also thought that they were the most important being in the world. They quickly claimed credit for any human invention. The writer had once gone to a yoga teacher in Israel, who in the introductory class explained in all his seriousness, that yoga was invented by Abraham and that all the basic yoga postures were derived from the shape of the letters of the Hebrew alphabet! The teacher also added that Abraham had taught the postures to the son of one of his mistresses, who had then gone to India and taught it to the Indians. Being dissatisfied with the teacher's claim, the writer asked for some evidence but the master quoted a biblical passage as evidence. The writer was not convinced.

The writer says considering Abraham to be the inventor of yoga is a fringe notion. i.e., neither a majority nor a respected minority believes so. Yet mainstream Judaism seriously has faith that the entire cosmos exists just because the Jewish leaders can study their holy scriptures and if they stop reading their holy scriptures, the universe will collapse. They thus believe that the Jewish people are the central heroes of history.

Analyzing critically and most objectively, the writer says that it is not good to speak without rationality and research. He thinks it is humbler to criticize his own people than to criticize foreigners, so he is doing it, but the analogy equally applies to all. This type of overconfidence and self-pride is absurd. They are nothing more than self-important narratives. So, it is the readers' duty to puncture the hot-air balloons inflated by their own tribes.

A wise citizen indeed criticizes his own and his own people's prejudices and motivates the readers to be critical and analytical. It is very important to be humble and open-minded. Only analytical eyes can discern the truth. Being gullible and turning blind eye to false claims can lead to communal riots. It will promote racism and bigotry. Thus, it is our responsibility to understand that no civilization is super intelligent and no civilization is awfully disreputable.

The essay is interesting and full of wisdom. The content is interesting and the style is lucid.

Answer the following questions.

1. What do the Greeks believe?

Ans: The Greeks believed that history began with Greek philosophers like Homer, Sophocles and Plato and that all important ideas were the product of the Greek mind.

2. What do Chinese Nationalists report?

Ans: The Chinese nationalist report that history really began with the Yellow Emperor and the Xia and Shang dynasties. They say they were the ones to show the path to the Westerners, Indians, or Muslims.

3. According to Indians, what did Maharishi Bharadwaj invent?

Ans: According to Indians, Maharishi Bharadwaj invented rockets and areoplanes.

4. What do pious Muslims believe about human history?

Ans: The pious Muslims believed that human history before the prophet Mohammad is highly irrelevant.

5. What did the Aztecs firmly believe about the universe?

Ans: The Aztecs believed that without the sacrifices they performed each year, the Sun would not rise and the universe would disintegrate.

6. What, according to the essay, are universal human abilities?

Ans: According to the essay, morality, art, spirituality and creativity are universal human abilities.

7. How are the basic yoga postures derived from the shape of the letters of the Hebrew alphabet?

Ans: The *trikonasana* posture imitated the shape of the Hebrew letter *aleph*, *tuladandasana* imitated the letter *daled*, etc.

8. Do people believe that Abraham invented Yoga?

Ans: No, people all over the world believe that yoga is the invention of Eastern sages.

9. Who believes that Jewish people are the central heroes of history?

Ans: Orthodox Jews believe that Jewish people are the central heroes of history.

10. Why should we puncture the hot air balloons inflated by our own tribes?

Ans: We should be critical of the information received and should accept that all human tribes are equal because we all are humans of different races and thus no one is superior and no one is inferior.

Long Answer Question:

Q. The author has dealt with a controversial debate on human history. Why do you think history has been a major contested issue in the present world?

Ans: Man is a creature that always wants to rise higher, whether it be his opinion or ambition. History is the origin of a tribe or community and

civilization. It is the mother of evolution. History exposes the root or source and no one probably wants to accept that their origin or start is from something low or negligible. All have a feeling of pride or superiority over their start. It might be the reason that each tribe and community seem to claim that their ancestors were the most innovative, their history the most glorious and their civilization the basis of a progressive society. It can also be regarded as the product of one's ego. To some extent, it is the product of misunderstanding and little knowledge. We have been taught to take pride in our ancestors, our motherland, our mother tongue and the birthland.

But the basic cause is the lack of proper research and objective knowledge in the historians. Knowledge and information should be objective for unbiased knowledge.

Human Rights and the Age of Inequality

Summary and Analysis

In this essay, the writer Samuel Moyn says that there is a dramatic mismatch between the current crisis of egalitarian notion and the human rights provisions in practice. According to him, human rights management and movements are not equipped to challenge global inequalities. There needs to be *equality among people in social, political, and economic affairs*. In reality, it has not been possible. According to him, human rights movements are simply unprepared to confront global inequalities.

Moyn opens the essay with a folktale where he states about Croesus, the wealthy king of Lybia, who used to think of himself as the happiest person of all. He wished his citizens be happy and free from suffering, but he didn't want to invest his money to solve the poverty of his people. His collection of huge wealth was for himself and his property was captured by the army of the Persian King of Cyrus the Great after his defeat. The author associates this situation with the modern world where inequality exists but the resources are distributed unequally among the countries and people. So, he points out to the necessity of the substitute for human rights provision.

A democratic regime needs to respect basic civil liberties. Extreme poverty needs to be eliminated from society. There are several challenges to human rights. Atrocities of war, torture and cruelty are some. It is hateful that some people are at the top of affluence while others are at the bottom. Social rights should matter deeply.

The writer opines that human rights after 1940 suffered much. The world was divided into two groups: US-led democratic nations and USSR-led communist nations. It resulted in the cold war. Likewise, the decolonization of the world during the post-war era made the countries think only of themselves. The states favored 'national welfare' instead of supporting universal human rights.

American president Franklin Roosevelt issued his famous call for "a second Bill of Rights", a year before his death. But the bill was criticized for missing three important points. It marked provincial America's entry into the North Atlantic consensus and nothing more. Secondly, he understated the real egalitarian aspirations which could not be beneficial for the mass but privileged only the few. It was like a national project of reconstruction, similar to other existing versions of welfarism.

There is a wealth gap between the rich and the poor. The universal declaration of human rights acts as the directing principle saying that all

human beings are born free and are equal in dignity and rights, but despite the declaration, inequality prevails. People's rights and laws are limited in official documents and not in practice. There is racism and hierarchy. During the period of the cold war, the capitalist nations signed enthusiastically to welfarism, but it remained only in the documents. After the world wars, welfarism has been limited to national concerns. It has overseen global importance.

The wealth gap between the rich and the poor after the decolonization was another reason that countries adopted national welfarist ideas.

The author Samuel Moyn does not opine that the replacement of the human rights forms that are in practice shall correct this mistake. The moral significance of the existing form is not problematic. He says there should be a match between the need and the remedy for the guaranteeing of human rights. He cites the example of truth and reality mentioned in Herodotus' history which dealt with the need for redistribution of global socioeconomic justice from the rich to the poor.

December 10 is celebrated as Human Rights Day each year. Besides celebrating the day, there are no measures forwarded for equal access to rights and property among the rich and poor. The solution to these all sorts of obstacles, according to the writer, is to distribute the means and resources equally. But he finds it almost impossible in practice. Though human rights activists argue that the declaration of human rights emphasizes equal freedom and rights to all but they are confined only in the papers. It has not been applicable in real-life situations.

The writer says all people, irrespective of their countries and race, cannot receive freedom and human rights in the existing sociopolitical structure. Human rights management and programs are simply not equipped to challenge the worldwide disparities to meet the needs of an equal society.

Massive and radical movements, equal distribution of wealth from rich to poor, relocation of means and resources, formulation of laws for maintaining justice and effective implementation of law and order by the respective governments are some of the solutions the writer forwards. The equal distribution of wealth between people, which is the major solution, seems almost unrealistic or inapplicable in the current structure. Our common destiny is like that of the people of Croesus where rich enjoy the happiness, luxury and freedom while the poor have to live in misery.

The essay is centered on a subject that is essential in order to be a happy human being. The writer has brought examples from historic and mythical

sources for validating his points. The language is quite complex but the subject matter is vital for every individual.

Answer the following Questions:

1. What is the first human rights declaration adopted by the United Nations?

Ans: The first human rights declaration adopted by the United Nations is all human beings born free are equal in dignity and rights.

2. When is Human Rights Day observed?

Ans: Human Rights Day is observed on 10th December, each year.

3. What is the goal of the Universal Declaration of Human Rights?

Ans: The goal of the Universal Declaration of Human Rights is to convey the message to the world that human rights are universal i.e., it is to be enjoyed by all people, no matter who they are or where they live. The declaration includes civil and political rights, like the right to life, liberty, free speech and privacy.

4. What are two big stages that involve writing the history of human rights in relation to that of political economy?

Ans: The two big stages that involve writing the history of human rights in relation to that of political economy are i. the heroic age of the national welfare state after the First World War. ii. The age after the 1940s when the political economy ascended beyond the nation.

5. What are the facts that have been missed in Roosevelt's call for a "second Bill of Rights"?

Ans: Roosevelt's call for a 'Second Bill of Rights' was only able to mark provincial America's entry into the North Atlantic consensus. Secondly, the bill understated the real egalitarian aspirations and it could not be beneficial for the mass but for the "privileged few" only. It was like a national project of reconstruction, just like other existing versions of welfarism.

6. Why is the Universal Declaration of Human Rights important to you?

Ans: The Universal Declaration of Human Rights is important to me because as a human being, I am also one to be affected by its decisions.

Long Answer Question:

- Q. What are the challenges in maintaining human rights in Nepal?

Ans: Nepal has been a politically unstable country for many years. The corruption rate is high. Impunity prevails as a major social problem. Power and force are used purposely to accomplish political goals. Equality, equity and human rights are ignored. Article 16 to Article 46 of the Nepalese constitution

guarantees 31 fundamental rights to Nepalese people. These include the right to freedom, the right to live with dignity, freedom of speech and expression, religious and cultural freedom, right against untouchability and discrimination and so on. The bureaucracy of the country is time-consuming, procedure-oriented, indolent and leisurely. Favorism, nepotism and widespread corruption have hindered human rights and a principle of a dignified life. Social evils like gender discrimination, the dowry system, child marriage, human trafficking, drug abuse and untouchability which are widely prevalent in society have ridiculed the constitutional provisions of human rights.

One-act Plays

A Matter of Husbands

Characters:

1. A Famous Actress
2. Earnest Young Woman: A wife of a lawyer.

Setting: A stage of the theatre which shows the drawing room with a sofa and a chair.

Summary and Analysis

A Matter of Husbands is a play that tells how cinema or theatre actors are capable of fooling their audience with their realistic acts and flowery words. At the beginning of the play, as implied by her name, the Earnest Woman, the wife of a lawyer is seen waiting in a room. She has got realization that her husband has started a love affair with the Famous Actress. So, she is restlessly waiting for the Famous Actress to talk with her. The actress arrives. The Earnest Woman yells desperately to the actress, begging her husband back from her. She is shown to be very impatient and nervous. She blames the actress for luring her husband by putting on make-ups, lipsticks and face powder. She says that the actress is a clever woman to make her husband fall prey to her fake love. At first, the actress pretends not to know who the woman is telling about. When the Earnest Woman gives her the physical description of her husband and shows her his love letter for her, then the actress pretends to recall the man. She cleverly weaves a story that this happens all the time with famous and successful actresses like her. She says that the woman's husband has been playing a little comedy to make her jealous so that he can get her attention. She also says that it happens all the time that authors, composers, lawyers, orchestra leaders and even the managers themselves try to be jealous of their wives by showing false associations with a beautiful actress like her. They do all that just to make their wives envious and to regain the love they deserve. She gives her the impression that leaving the love letter intentionally so that the wife could see or sending flowers to someone are indeed the normal activity a husband does in conjugal life. These activities increase the love between the couple. The Earnest Woman is fully convinced of the story of the Famous Actress. She thinks that she had been stupid suspecting her husband. She feels that

she has realized her foolishness. She then kisses the actress for opening her eyes from the illusion and she leaves happily.

After the woman is gone, the actress goes to the door of the boudoir, where she had hidden the lawyer, her lover and the husband of the Earnest Woman, and tells him to come because his wife had gone now!

A Matter of Husband is an interesting play. It sheds light on the basic function of the actors: to make the audience believe in the illusion. The reality of theatre is all about impressions and pretending, but the audience is touched by their realistic acting and gets moved. They shed tears in misery or get satisfied and happy in the reunion of the characters. They think that celebrities are God-like people without faults, which is not true. But the work of theatre and cinemas are to fool people with fake tears and false hope.

Answer the following questions.

1. What favour does Earnest Young Woman ask from The Famous Actress?

Ans: The Earnest Young Woman asks the Famous Actress to return back her husband from her.

2. What, according to The Earnest Young Woman, are the indications that her husband has fallen in love with Famous Actress?

Ans: According to the Earnest Young Woman, her husband has been sending flowers all the time to her and has also written love letters to her. She has one letter with her as proof.

3. Is Earnest Young Woman convinced by the argument of Famous Actress? How?

Ans: Yes, the Earnest Young Woman was convinced by the argument of the Famous Actress because the actress was able to give justifications that the husband was playing comedy to his wife in order to get more attention and love from her.

4. Where is the Earnest Young Woman's husband hiding himself as they are talking about him?

Ans: The Earnest Young Woman's husband was hiding himself inside the boudoir of her room as they were talking about him.

5. When do you feel that Famous Actress is really good at acting?

Ans: When we come to know that the Famous Actress is able to give equally convincing reasons for each of the doubts of the Earnest Woman, relating it to the lives of popular pretty actresses, we come to know that she is good at acting.

6. How do we come to know that the Famous Actress and the husband of Earnest Young Woman are in love?

Ans: we come to know that the Famous Actress and the husband of Earnest Young Woman are in love when we get the information that he has been hiding inside the closet of her room.

7. Sketch the character of a Famous Actress.

Ans: The Famous Actress is a woman who is clever in persuading people with her extremely good acting. She, without any doubt, is able to convince the Earnest Woman of a false story. At first, she pretends not to know who the husband of a woman is. Later when she is shown proof, then, she weaves clever reasoning and advises the Earnest Woman not to doubt her husband's love.

8. Shed light on the difference between an ordinary woman and an actress.

Ans: The Earnest Woman, as her name implies is earnest and naïve. She doesn't have a doubting nature because she takes other people as honest as she is. On the other hand, the actress is clever, cunning and excellent at acting.

Long Answer Question

- Q. What do you think about the ending of the play?

Ans: The ending of the play is shocking. The playwright's wit is seen at the end of the play when the husband of the Earnest Woman comes out of the chamber of the room. The ending makes a complete turn of the story making the play interesting and humorous and full of wittiness.

When the Earnest Woman is persuaded by the words of the actress and goes away, the actress then reveals the secrecy of her hidden relationship to the audience by calling him out from the boudoir. The scene proves her cleverness. The innocence of the Earnest Woman and the deception of the lawyer-husband is revealed at once.

Facing Death

Characters:

1. Monsieur Durand: a former railroad employee, widower and pensioner
2. Adele: His twenty-seven years old daughter
3. Annette: His twenty-four-year-old daughter.
4. Therese: His twenty-four-year-old daughter
5. Antonio: An Italian army and a paying guest at Durand's lodge
6. Pierre: Their work boy

Setting: The dining room of Durand's lodge

Summary and Analysis

Monsieur Durand, a former railroad employee, widower, and pensioner, is the primary character in this play. Durand lives with his three daughters, Adele Annette and Therese. The daughters do not like their father. They pretend to be tired and accuse their father of not doing the work properly. They mistreat him and blame him for wasting their dowry. Due to the shortage of money, the family has converted their home into a lodge. Adele works in the kitchen and Durand serves the visitors, cleans, delivers food, brings meals and does every sort of work of his lodge-house. The other two daughters attempt to not help their father.

For the last ten years, the Durand family has lived and spent their lives borrowing money from others. The expenses pile up. Durand tries to find out ways to help his daughters economically. He has to pay to everyone, including the baker, butcher, and grocer. Their work boy Pierre returns empty-handed because no shop gives him bread without money. He is instead given the unpaid bills by the dealers.

Durand misses his late son Rene who died when he was a child. Though he has no money to buy food, he buys candles to commemorate the death anniversary of Rene. He still misses him and feels that it is his duty to give him his annual rituals.

Antonio, an Italian army lieutenant, is the only paying guest in Durand's lodge now. Durand doesn't want to house him even though he is desperately in need of money. Antonio offers to pay in advance and stay for another month but Durand denies the offer. There is a reason for that. Therese flirts with Antonio and Durand sees them kiss each other. Shocked and enraged Durand, aggressively drives Antonio away from the house. He also throws back the gold given to him by Antonio. Therese and Annette are dissatisfied with their father's deed. They do not want Antonio to be gone. They do not

side with the father. Instead, they say to Antonio that their father will kill them, so he must stay with them.

The daughters still blame their father for finishing their ancestral property. They accuse him disrespectfully. Therese takes away the glass of milk brought by Adele to him and accuses him of throwing away the gold given by Antonio. Adele tells him 'Lunatic' because he has sent Antonio away. Therese also steals the match stick as he attempts to light his briar pipe. She says that he doesn't deserve to waste a match stick. Durand drinks nothing but water.

Durand has not eaten for so long. The daughters give no food. Due to his hunger, he eats rats' bait. It was his good luck that he didn't die eating that. His three daughters continue accusing him unkindly and use hurtful words telling him that if their mother was alive, the ancestral property would not have been ruined.

But the truth behind the property is totally different. Mrs. Durand had spent all her housekeeping money on lottery tickets. She even petrified her husband saying that she will do prostitution if the money is finished. She was successful in making her children believe her and putting all the guilt of finishing the money on her husband. The more she became indebted to him, the more she started to hate him. She wanted people to support her weakness, so she persuaded her children against him. She passed away but the pain she gave him repeated and echoed in his daughters' hurtful words.

It begins to blow wind outside of the house. Durand instructs Adele to extinguish the stove fire and correctly handle the insurance documents. He tells Therese and Annette that he will deliver the insurance money to them which is six hundred if he sells and five thousand if he dies.

The daughters now behave properly to him. Seeing Therese's dissatisfaction, Durand agrees with her to marry with Antonio if she sincerely loves him and if she is happy with him. Therese is happy and returns the match to him. Durand asks Adele, his eldest daughter for candles and instructs her to safely put the insurance documents away from fire.

At this moment Durand opens up his heart and says all about his past life. He tells about his birth in the village of France, his recruitments in the army, his love with a woman, his coming back to Switzerland with the woman and getting Swiss citizenship to marry, his serving the Swiss Army and fighting against the French and all. Fighting against the French meant being unpatriotic, as he was originally from France. So, to conceal his guilt, he claims to be a Swiss. He also tells the daughters that actually he lost the ancestral and maternal properties as a result of his wife's carelessness and

unwise activities. He also says that he remained silent for he did not want his daughters to be adverse about their mother who, after all, is already dead. He didn't want his children to doubt their mother's decency. So, he had remained quiet.

Durand advises Adele to look after her sisters like a mother. He says farewell to his youngest daughter Annette, who thinks he is going on a journey. For Adele, he says she should be able to guide, like a teacher, so that she can get up in the world and be in good company. He also advises her to manage money when it falls due.

A distant clanging bell is heard. Then his head falls on the table. Adele is shocked to notice that he had taken poison.

The house is then shown burning.

Durand had actually set the home on fire and poisoned himself so that his children get the insurance money and could safeguard their future.

Facing Death is a story about a father's responsibilities towards his children. A responsible father is capable of sacrificing himself in order to ensure the safe and happy future of his kids. The story also reveals the reality of greed and selfishness in human beings. The daughters treat their father most rudely and hatefully when he has no property but the same daughters treat him well when they learn about the insurance money he is planning to receive. So, the play is also a critical analysis of human relations and their motives regarding money.

Answer the following questions.

1. Where does the play take place?

Ans: The play takes place in the dining room of Monsieur Durrand.

2. Why do the grocery, the baker and the butcher send their bills to the Durand household?

Ans: The grocery, the baker and the butcher send their bills to the Durand household because they have not been paid.

3. Why does Monsieur Duran spend money on candles when he doesn't have money to buy even bread?

Ans: Monsieur Duran spends money on candles when he doesn't have money to buy even bread because he wants to commemorate his late son's death anniversary.

4. Why did Monsieur Duran sell his life insurance?
Ans: Monsieur Duran sold his life insurance policy to pay back his debt when the debtor was quite angry with him for not paying.
5. Why has Monsieur Duran paid fire insurance?
Ans: Monsieur Duran paid fire insurance to be safe in case the house was on fire and his children may be homeless.
6. How did Monsieur Duran and Mrs. Duran run out of their inheritances from both sides?
Ans: Mrs. Duran spent all her money through carelessness and foolish speculations, buying lottery tickets. Mr. Durand had to give up his business and start a pension. Part of Mrs. Durand's inheritance was used up in bringing the children.
7. Why does Monsieur Duran tell a lie about his birthplace?
Ans: Monsieur Duran told a lie about his birthplace because he had fought against his own country France, which he had left in order to marry the lady he loved.
8. What business is Monsieur Duran running to make a living?
Ans: To make a living, Monsieur Duran is running a lodge service in his own house.
9. What plan does Monsieur Duran have to help his daughters with money?
Ans: Monsieur Duran has to set his own house on fire killing himself in it, in order to get the fire insurance money.
10. How does Monsieur Duran die?
Ans: He died by drinking poison and setting himself on fire.

Long Answer Question

- Q. 'Money determines the relationship between characters in this play. Elaborate this statement with examples from the play.'
- Ans: 'Money determines the relationship between characters in this play'. This is a true. In the play affairs related to money seems to be the prime reason behind the cold relationship between Mr. and Mrs. Duran. The carelessness in spending money by Mrs. Duran made her husband unhappy but she continued to torture him silently. She was also successful in convincing her children that their father was accountable for the wastage of their parental property. The daughters, on the other hand, were rude and disrespectful to their father for he had no money. They, crossing the limit of their hatred in their inhumanity, even snatch away a glass of milk from him and give him no food for so long. He

had to eat rat's bait of hunger. The same daughters started treating him well once they knew that he has insurance backup as a final solution. Their behavior towards him changed all of a sudden. By showing this, the writer wants to prove that all relations in our lives is revolved by the authority of money. When one has money, he is well treated when not, even his own family treat him cruelly. No relationship is value-free. All are biased.

The Bull

Characters

1. **Ranabahadur Shah**-The king, 23 years old
2. **Laxminarayan Dahal (Jaisi)**- Subedar of a company, a *bichari* of the Ita Chapali court, and bull doctor, around 40 years
3. **Jitman**- Cowherd
4. **Gore**- Cowherd

Setting: Scene I: Yard; Scene II: a courtyard of Basantapur palace; Scene III: A cowshed at Thulo Gauchar

Month: Ashwin (1854 B.S.)

Summary and Analysis

King Ranabahadur Shah, the grandson of Prithivi Narayan Shah was fond of bulls. According to the playwright Bhimnidhi Tiwari, Rana Bahadur Shah liked to rear four-footed animals and he was mainly fond of rearing bulls. Shah was the very person to start the custom of releasing a bull with a burnt mark every month at Pashupatinath Temple. He was also the one, to maintain Thulo Gauchar (a large cow pasture), where an airport has been built now. In the play, we can read a story of a bull named 'Male' which fell sick and eventually died. The cowherds and the bull doctor were scared to tell the news to the king. They knew that the king's words were like the final verdict and if angry, the king could even behead them. King Rana Bahadur Shah had told the bull doctor "You would get shaved if you came to tell me that a bull died!" So, they knew that to dare to tell the news of the death would certainly aggravate the moody king.

This satirical play has been written on the same backdrop. It also satirizes the custom of polygamy and the suppressing and dominating attitude of male members to their wives of the contemporary society.

Scene I: Yard

The two cowherds Gore and Jitman arrive at Laxminarayan *baje*'s house. They have lost their nerve because King Ranabahadur Shah's bull has died and it brings panic in them. Laxminarayan *baje* was also terrorized to listen to the update. *Baje* thinks that he will get shaved and Jitman and Gore shall be beheaded by the short-tempered king. They know that the information will certainly aggravate the king. The three see the awaiting punishment.

Laxminarayan *Baje* remembers his lips being burnt by the king, as a punishment for speaking loudly. Since then, his moustache never developed on that side.

But yet, *baje* tries to assure the two, to do his best in order to save them.

Gore thinks that the cause of death was fine rice, lentil soup of split red gram, guavas, bananas, and sticks of sugarcane being given to the bull daily. It was indeed a creature supposed to feed on green grass. He thinks he can't tell the cause because his low position doesn't allow him to share what he knows. He must only quietly follow the instructions that came from the high ranked personnel.

Laxminarayan *baje* instructs the cowherds not to utter a single word about the death of the bull at any cost. He tells them to keep taking care of it as if the bull is only sick and not dead.

Scene II: A Courtyard of Basantapur Palace

Laxminarayan *baje* has gone to the palace. In front of the king, he stands quietly, looking out of the window. When the king asks his reason of the visit in a commanding voice, he respectfully bends down, opens his mouth and begins to speak in a polite manner. He signals the king of the bull's bad health. He does not notify directly that the bull has died but says that he is sick, so he doesn't move or eat anything but only sleeps with his eyes closed. When the king questions the *baje* whether the bull has died, *baje* replies that the bull stares with his still eyes and is sleeping as if he is relaxed. He pretends not to know about the death.

The king wants to observe the bull's condition himself.

Laxminarayan *baje* then starts to admire the great physique and strength of the bull. He says that the bull's majestic style of walking, his valiant fighting is not comparable to any other bulls in the world. He suggests the king that the bull should be transported to the hill so that it will be easier for him to adapt to climate change and it can better his health. The medicine given to him has only helped him a little.

The king now decides to personally inspect the bull's condition and leads a convoy on the palanquin to the cowshed.

Scene III: A cowshed at Thulo Gauchar.

The bull has been laid on a thick mattress. Jitman and Gore are squatting and waiting impatiently at the cowshed for the king's decision. Jitman thinks he and Gore both are going to be beheaded and soon their two bodies shall turn

out into four pieces. So, they should run away for life. But Gore has a little hope that Laxminarayan *baje* may explore some ideas to save them.

They then see the palanquin at the front, *Baje* following on foot and Khatri walking towards the horse. They are restless about what will be the king's decision.

In order to save their lives, they dare to give it a try. As the king is about to enter, Jitman starts to massage the hind feet of the bull and Gore starts waving a fan from the front. They bow down, not looking up and not uttering that "the bull had died" from their mouth. Nearby, Laxminarayan *baje* started to grind medicine. The bull is still lying. He isn't either breathing or eating.

King Ranabahadur Shah comes and examines the beast. He sees its ears have drooped and its tail has loosened. He neither moves nor eats. So, the king says that the bull is dead.

Listening to this, Jitman starts to cry, drumming his chest, saying that he has now become an orphan without the bull. Gore also imitates Jitman and pretends to wail in sorrow. He says that he wants to die with the bull because the bull is everything to him. The King tells Laxminarayan *baje* to console the cowherds and he gives 400 and 500-rupee tips to Jitman and Gore respectively because they are wailing in sorrow. Seeing them getting tips, Laxminarayan also begins to cry and act as if he is in agony. This time the king scolds the *baje* saying that a man who has become Subedar of the company and a *bichari* should not cry! He tells him to bury the bull with his own hand and supervise the burial procedure. The king then goes away.

Gore and Jitman are relieved. They become happy at being alive.

The play powerfully depicts the feudal system of the time, in which ordinary people were oppressed and degraded. The animals of feudal lords got greater respect than the animals of commoners. The play explores the low position assigned by the rulers to ordinary citizen and workers. The enslavement of Lords/Kings' servants and the domination of the higher classes has been exposed in the play. The animals of the king were given fine meals and fruits while the commoners couldn't afford to eat two meals a day. This also shows the misuse of the tax by the then rulers.

The satirical mode of writing has made the play humorous. It is ironic that the king of the country doesn't know that grass is the best food for bull. It is inhuman that a courtier gets his moustache burnt just for speaking in a loud voice. The terror of the cowherds reveals how brutal the system might have been to the suppressed ones. Playwright Tiwari is critical of the female domination of the time. He also echoes a rebellious against the societal and gender biasness of the time.

Answer the following questions.

1. Why have Gore and Jitman come to see Laxminarayan?

Ans: Gore and Jitman have come to see Laxminarayan because the favorite bull of king Ranabahadur Shah has died and they are terrified that they might be executed with an accusation that they haven't taken proper care of the animal. So, the two have come to meet the Subedar for getting help.

2. What, according to cowherds, is the reason behind the death of *Male*?

Ans: Feeding fresh rice, lentils and fruits to *Male* in the instruction of the king was the reason behind his death.

3. Why does Ranabahadur Shah want to see the bull himself?

Ans: Ranabahadur Shah wants to see the bull himself in order to be sure about what has happened to him.

4. Why does Laxminarayan run ahead of the convoy at Thulo Gauchar?

Ans: Laxminarayan runs ahead of the convoy at Thulo Gauchar in order to reach the shed beforehand and instructs Gore and Jitman to act as per his instruction.

5. Why do Gore and Jitman cry when the king declares that *Male* is dead?

Ans: Gore and Jitman cry when the king declares that *Male* is dead so that it may seem to the king that they do not know about the death beforehand.

6. How do we learn that the bull is dead?

Ans: The bull was neither moving nor eating anything nor did it produce any sound. Its tail had loosened down and ears had dropped. So, we learnt that the bull was dead.

7. How does the play make a satire on the feudal system?

Ans: The play presents how the commoners and workforce were under continuous threat of the power and moody decisions of the then rulers. The workers knew what should be given to the domestic animals and what not. But the rulers did not keep the worker's knowledge in priority. Instead, they imposed their whimsical decisions upon the powerless. The Subedar and *bichari* kept many wives and treated them like slaves. The wives did not even have their own names. They lacked identities in their own homes.

Long Answer Question:

- Q. Discuss the late eighteenth-century Nepali society as portrayed in terms of the relation between the king and his subjects as portrayed in the play.

Ans: It is human right to live in peace, to enjoy the freedom and to speak the truth one sees. But the ordinary men, during the feudal system, were treated like slaves and they had to live at the mercy of their masters and lords. Those

who were supposed to ensure human rights and security were the biggest threat to the commoners. In the play, the cowherds Jitman and Gore are terrorized of being killed when the king's favourite bull dies by eating the wrong food instructed by the king himself. It elucidates that the value of feudal workers was less than the animal they reared. King's cattle could get bananas, fresh rice, guavas, sugarcane and gram lentils while the commoners were poor. The *Subedar* and *Bichari* used to have many wives. The wives were called 'ugly faced ones', 'butterflies', 'flat-nosed ones', etc. The husband could wish them to die when he was in bad temper.

During that time, the king's words were the final judgment. They were moody and unpredictable. They could burn the moustache of their courtiers when their voice was loud. If they were happy, they instantly gave gifts but if angry, they could give the death penalty for no significant reasons.

The play also shows the practice of polygamy during the time. Women lacked their identities and were like the slaves of their husbands.

Key

Exercise 1

- a. The two meanings are a member of a race of Muslim people and an open area.
- b. The abbreviations are adj, BrE, AmE, C, pl, U, SYN and sth.
- c. Two
- d. Mooring and moorland
- e. To give examples
- f. To suggest another word.
- g. Example separation
- h. Example
- i. Tie up
- j. To tie

Exercise 2

- a. Hundreds of human rights activists and social workers are speaking for the rights.
- b. They are peace, education and equality.
- c. Thousands of people have been killed by the terrorists?

- d. They are right to live in peace, right to be treated with dignity, right to equality of opportunity and right to be educated.
- e. The speaker was shot on 9th October, 2012.
- f. The terrorists shot her on the left side of her forehead.
- g. The terrorists shot them to silence them.
- h. The three things were strength, power and courage.

Exercise 3

- a. If someone reads a freewriting, he/she does not give any reaction.
- b. The writer compares freewriting with a bottle of water in the sea.
- c. The teacher of our class helps us by providing maximum feedback.
- d. Freewriting helps us by providing no feedback at all.
- e. No, there should not be any discussions and comments on freewriting.

Exercise 4

We always go to a movie after school.

We often go to a movie after school.

We usually go to movie after school. Usually, we go....

We generally go to a movie after school. Generally, we go to a movie after school.

Now and again, we go to movie after school.

From time to time, we go to a movie after school. We go to a movie after school from time to time.

We hardly go to a movie after school.

We seldom go to a movie after school.

We frequently go to a movie after school. Frequently, we go to a movie after school.

Nowadays, we go to a movie after school.

Exercise 5

Answers

- a. True
- b. True
- c. False
- d. True
- e. True
- f. False

Exercise 6

- a. Shi Huangdi died in 210 BCE.
- b. He died on a journey through the realm.
- c. He was looking for an elixir of immortality.
- d. In his later years, Shi was obsessed with death and the hope of eternal life.
- e. He did not sleep in the same room of his palace two nights consecutively because of the fear of assassination.
- f. He ordered to construction his elaborate tomb including his Terracotta Army of 8000 warriors.
- g. No, the cause of his death was not known.

Exercise 7

- a. True
- b. True
- c. False
- d. True
- e. False
- f. False

Exercise 8

- a. Knowstheir
- b. doestheir
- c. hastheir
- d. cares
- e. is
- f. goes
- g. Has
- h. Have
- i. is
- j. Understands

Exercise 9

- a. No, the author did not receive any financial support from the Kenyan government.
- b. The Kenyan government took the office away because the author's organization had criticized them.
- c. Women all over this world supported the author.

- d. United Nations Development Fund for Women gave her one hundred thousand dollar.
- e. The author received support from United Nations Development Fund for Women in 1981.
- f. The Danish Voluntary Fund and the Norwegian Agency for International Development helped the author.
- g. African Development Foundation helped the author.

Exercise 10

- a. Does not drink, is drinking
- b. Works
- c. Is getting
- d. Go
- e. hear
- f. Flow
- g. Freezes, does not freeze
- h. Are waiting
- i. Listening
- j. Smell

Exercise 11

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

Exercise 12

- a. Whose b. which c. where d. who e. who
- f. when g. what h. which i. which j. whom

Exercise 13

- a. Sharmila must have passed the examination.

- b. She can't failed the examination.
- c. She must a billionaire.
- d. They must be coming from India.
- e. She must not have told the truth.
- f. He must have earned a lot of money.
- g. They must have been from developed countries.
- h. The bus must come within five minutes.
- i. She must have had lunch earlier.
- j. The police must arrested the thieves

Exercise 14

- a. He may/might not arrived.
- b. He may/might be busy.
- c. She may/might have gone home early.
- d. It may/might be raining in Dang.
- e. She may/might not have been happy with the result.
- f. She may/might not have got the invitation.
- g. He may/might not coming to the party.
- h. They may/might have been going to the restaurant.
- i. He may/might go home by bus.
- j. They may/might have left the party.

Exercise 15

- a. I used to be very talkative.
- b. I did not use to take alcoholic drinks.
- c. I did not used to like Pop music.
- d. I did not use to read fantasy books.
- e. When did you use to visit your grandparents?
- f. Did you use to play cards at festivals?
- g. We used to live in a small village outside the urban area.
- h. There did not use to be many supermarkets in Kathmandu.
- i. We used to have a dog in our house.
- j. We used to have our breakfast served in the study room.

Exercise: 16

Put the verb in the bracket either in gerund or in to infinitive form.

- j. I delayed to submit my assignment.
- k. She demanded speaking the principal in person.
- l. She offered to help me in mathematics.
- m. I missed going to the party yesterday.
- n. I always remember Rita dancing in my birthday party.
- o. I'd love come but I have this exercise to complete.
- p. The culprit admitted stealing the money.
- q. She waited for me playing her mobile.
- r. He considered moving to new job.

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