

Self-Learning Material for the Learners of  
Non-formal Adult School and Open Education  
Basic Level (Class 6, 7, 8)

# English

English



Government of Nepal  
Ministry of Education, Science and Technology  
Centre for Education and Human Resource Development  
Sanothimi, Bhaktapur

**Self-Learning Material for the Learners of  
Non-formal Adult School and Open  
Education  
Basic Level (Class 6, 7, 8)**

**English**

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## PREFACE

The non-formal school has been brought into operation with the intention of providing formal education, through alternative means targeting the learners above the age group of 15 years who have not been able to get formal education being enrolled in the school at suitable age for various reasons. This learning material of English has been developed in line with the curriculum for basic level (Grade 6,7, and 8) developed by curriculum Development Centre to support the learners enrolled in non-formal adult schools and open schools.

Teaching activities should be carried out involving the learners in adult friendly and learner-centered activities. In the process of teaching and learning, the facilitator has to facilitate the teaching by organizing the experiences of the learners. With this in mind, efforts have been made to make the material activity-oriented and learner-friendly. Teaching learning activities including discussion, question answer, project work and other learner-centered activities have been included in this textbook. An attempt has been made to make this book more activity oriented following the principles of adult learning.

The authors of this book Mr. Narendra Raj Paneru and Mr. Bishow Raj Joshi, Deputy Director General Mr. Bishnu Prasad Adhikari, Director Mr. Rajkumar Thapa, Section Officer Mrs. Bhimadevi Koirala and language and content editor Ms Kunti Adhikari of CEHRD are to be acknowledged for their contribution in the development of this book. Mr. Jayaram Kuikel designed the cover page, layout and pictures.

Lastly, the CEHRD extends its gratitude to all those who have been involved in developing this learning material. In addition, appropriate and creative suggestion/feedback for improvement and revision of this textbook in the forthcoming days are always welcome.

Ashad 2077

Dr. Tulasi Prasad Thapaliya

Director General

Center for Education and Human Resource Development

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## UNIT: ONE

# TOURISM

### 1. Reading

#### A. Engage yourself.

- a. Work in groups. Prepare a list of tourist attractions in your locality. Share your list with your friends, and group the places into three categories. You can use the following table while grouping them.

Naturally beautiful places	Places of historical importance	Places of religious importance

- b. Look at the pictures below and guess what you can do there.



Now share your information with your friends. Have you ever visited such places on your holidays? Write down the places you have visited so far.

**B. Study.**

**a. Read the following text and note down the important information about tourism development.**

Nepal has typically fascinated and allured many tourists over the years. Those dreamlike shining mountains in the north, green forests, and valleys in the middle, lush plain fields in the south and beautiful countryside makes Nepal once in a lifetime experience. The year 2020 promises to be the glorious year for tourism in Nepal. The Government of Nepal has declared 2020 as Visit Nepal Year (VNY) 2020. As we all look forward to VNY 2020, the new and pristine places for the potential tourism destination are being explored. Many untouched destinations in this beautiful country are being seen as a good prospect to meet the goal of achieving two million tourists in 2020. Various organizations, NGOs, INGOs working on the tourism sector are working with the local bodies. They are collaborating with the government in advertising those places to let both internal and international tourists know about the newly explored tourist destinations.

The prospect of having a new tourism destination is a good thing. There should be a proper study on feasibility, accessibility, longevity, durability by the team of experts before up-scaling those places into the digital advertisement platforms. Digital advertising is a quick way to let other people know about a certain place, its culture, and various other aspects. However, if the advertisement is done without the proper study, there is a chance for backlash on the entire event.

The thing we want to address is that we must prevent the wrong information from being advertised. A proper study of the place should be carried out from the team of experts. The team will visit every potential tourist destinations of the project area, study about the feasibility, society, culture, flow of tourists that it can handle and various other aspects. The report and the documentary prepared based on the report will be submitted to the authorized body as soon as the study is completed. This will increase the credential of the place and its prospect as a possible tourist destination. There is a very fine line between successes or failure of an event, the proper study of the new destination before putting it on the advertisement platform will certainly work towards the success of Visit Nepal Year 2020.

**b. Ways with words.**

**i. Fill in the gaps with the correct word from the list below.**

<i>declared</i>	<i>fascinated</i>	<i>prospect</i>
<i>dreamlike</i>	<i>accessibility</i>	<i>lush</i>
<i>glorious</i>	<i>explored</i>	<i>backlash</i>

- (a) Lots of tourists like natural beauty. They are ..... by its beauty.
- (b) As the companies are not treating their shareholders properly, they have to face a ..... from their shareholders.
- (c) The lake has an almost ..... quality. It was really a beautiful place.
- (d) The ..... sunset I observed from Nagarkot is still fresh in my mind.
- (e) Nepal has a good ..... of tourism because it is full of cultural and natural diversity.
- (f) The village is best ..... on foot.



- (g) We must carefully examine whether the place has wheelchair .....
- (h) The government declared to reduce criminal activities in Kathmandu.
- (i) ..... green countryside is one of the major attractions for tourists in Nepal.

**c. Read and answer.**

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

- (a) Who are allured to visit Nepal?
- (b) What are the mountains and forests like?
- (c) What makes Nepal once in a lifetime experience?
- (d) Why should the pristine places be explored?
- (e) What is to be studied before putting information about tourist destinations?
- (f) What is a quick way to advertise a product or a service?
- (g) When will be a chance for backlash on the entire event?

**ii. Read the text again and write True or False against the following sentences.**

- (a) The researchers want to prevent the wrong information to be advertised.
- (b) A proper study of the place should be carried out by the team of tourist guides.
- (c) The report will be submitted to the authorized body before the study is completed.
- (d) There should be a proper study of a place before putting it on the advertisement platform.
- (e) The research is likely to promote the tourism industry.

**C. Activate.**

**Recall your exciting journey to a new place. Say what you see and observe there.**

**2. Time for grammar**

**A. Engage yourself.**

**a. Read the text and underline the articles.**

You will come across stories of Gods and Goddesses as you walk the streets and alleys of Nepal. Where each day is a celebration of life, there are numerous festivals throughout the year. The sounds of drums and cymbals, the flute players, the masked dancers and the quiet hum of sacred chants permeate the air in processions and parades that celebrate the culture and heritage of the nation. Nepal is home to the Living Goddess, the Kumari – a manifestation of female divinity, who is venerated and worshipped by devotees across the country.

**b. Now find the different contexts in which the articles are used.**

**B. Study.**

**a. Fill up the blanks with a, an or the.**

- (a) What ..... beautiful house!
- (b) This is ..... camera my has bought for me.
- (c) Mr Seema was holding ..... lighted match at ..... time of the explosion.
- (d) We found ..... dog lying on the road.
- (e) ..... old tree near our college was cut down.
- (f) ..... May is ..... the fifth month of the year.
- (g) I had ..... very bad night.
- (h) The children found ..... egg in ..... nest.

- (i) ..... poor are very sincere.
- (j) ..... honesty is the best policy.
- (k) I go to ..... temple every day.
- (l) He is ..... European.
- (m) He plays ..... flute well.
- (n) He is ..... one-eyed girl.
- (o) What ..... lovely child!

**b. Insert articles where necessary.**

- (a) What ..... beautiful scene this is!
- (b) Where did you buy ..... umbrella?
- (c) My favourite flower is ..... rose.
- (d) We started late in ..... afternoon.
- (e) I like to live in ..... open air.
- (f) She is very much fond of ..... tea. Please give her.
- (g) Draw ..... map of Nepal.
- (h) Have you ever seen ..... elephant?
- (i) Copper is ..... useful metal.
- (j) This is ..... plot where we intend building a house.
- (k) My sister is ..... M.A. student.
- (l) ..... sun shines brightly.
- (m) I first met him ..... years ago.
- (n) We played ..... volleyball yesterday.
- (o) ..... water is changed into ice by the cold.

### **C. Activate.**

- a. Read a text in a newspaper and find out the various definite and indefinite articles.**
- b. Write down a short story about two friends using both definite and indefinite articles. You may take help of the following clues.**

Two friends meet a bear .....one climbs a tree ..... the other lies down as if dead .....the bear smells his limbs .....goes away ..... the first man comes down and asks what the bear said ..... "beware of friends who run away in danger."

### **3. Listening**

#### **A. Engage yourself.**

- a. Have you ever talked to your friends or relatives on the phone? If yes, have you ever taken the message on the phone? Recall the recent message you got from your friend or your relative.**
- b. Look at the picture below. What is the person doing there?**



**B. Study.**

<b>From</b>	<b>To</b>	<b>Time</b>	<b>Phone number</b>	<b>Message</b>

- a. **Listen to the phone call and note down the message.**

**C. Activate.**

- a. Remember a phone call you have recently made and note down the information in a table as given above.
- b. Construct a telephone conversation out of the phone call you have recently made.

**4. Speaking**

**A. Engage yourself.**

- a. If you miss the way to go somewhere, what will you do?
- b. Have you ever asked someone to tell you the way to get somewhere?

## **B. Study.**

### **a. Read the following example.**

*"Shreehan" wants to know the way to the health post.*

Shreehan: Excuse me; I wonder if you could tell me the way to the health post

Sujal: Yes, if you come with me, I'll show you. It's opposite my house.

### **b. Work in pairs in the following situations. "A" asks formally for information and "B" replies it. If "B" gets confused he/she asks for repetition.**

- (a) "A" wants to know the way to a nearby hospital.
- (b) "A" wants to know where the cinema hall is.
- (c) "A" wants to know the way to a temple.
- (d) "A" wants to know how often we should take a bath.
- (e) "A" wants to know when Nepal enforced its Constitution of Nepal.

### **c. What do you say in these situations?**

- (a) You want to know the opening time of the school.
- (b) You want to know when your Maths class starts.
- (c) You want to know your friend's contact address.
- (d) You want to know the price of a school bag.
- (e) You want to know the best hotel in Palpa.

## **C. Activate.**

**a. Work in pairs. Ask your friend for some information. Begin your question from either of the following.**

(a) I'd like to know .....

(b) Could you tell me .....

(c) I wonder if you could tell me.....?

(d) Can you tell me.....please?

**b. Find an interview in a book or listen to the interview on TV and point out the language expressions used for asking for and giving information.**

## **5. Writing**

### **A. Engage yourself.**

- a. Have you ever written a letter to your friend? To whom have you written it?
- b. Differentiate between writing a letter to your brother/sister and writing a letter to the Chairperson of your Ward?

## **B. Study.**

### **a. Read the following letter and point out the following parts:**

*Address*      *Date*      *Salutation*      *Body*      *Closing*

Bardia

Jan. 8, 2020

Dear Sudikshya,

Thank you for your invaluable support during my examination. You know, I was alone there during those days. If had not met you and you had not supported me there, I could not have continued my study. Your financial, as well as academic support, will be in my memory throughout my life.

Sudikshya, you taught me a great lesson in my life. Right from that time, I have learnt that there is nothing more important in our life than helping others when they are in need. I have also learnt that 'friend in need is the friend indeed' as Bacon said.

Thanking once more for your great support.

Love,

Akriti

### **b. Read the letter again and write a reply.**

## **C. Activate.**

- a. Write a thank you letter to your friend who has helped you in business.
- b. Write a reply to the thank you letter you got recently from your friend on helping her to find a suitor.



## 6. Project work

- A. Recall some events that noticed the success of your relatives. Complete the following table supplying authentic information about what they have done.

Name of the Person	Task Done	Award Received	Award Handed over by	Date	How you felt when you heard it

- B. Now write a thank you letter based on the information that you have collected above.

### Listening text

Receptionist: Sathmandu Research and Event Management.

Purna: Hello, er... it's Purna Lama here. Um...could I speak to Salu Deuja, please?

Receptionist: Oh, just a moment, I'll see if she's in.

Purna: Ok.

Receptionist: Oh, I'm sorry, she's...er...out for a meeting. Can I help you at all?

Purna: Ah. Um...could you ask her to call me today, please?

Er...preferably before 5 pm.

Receptionist: Yes, can I take your number, please?

Purna: Yes, er...it's 010000000.

Receptionist: So, that's 0-1-0-0-0-0-0-0-0.

Purna: Yes.

Receptionist: OK, Ms Lama, I'll get Salu Deuja to call you as soon as she comes back to the office.

Purna: Thank you very much. Goodbye.

Receptionist: Goodbye.

**1. Reading**

**A. Engage Yourself.**

Look at the map below and locate the places where you can get the following places.



- a. Manakamana temple
- b. Muktinath
- c. Sagarmatha
- d. Se Phoksoundo
- e. Lumbini
- f. Pathibhara

**B. Study.**

**a. Read the following leaflet and find out its special features.**

**A Specimen of a Leaflet; Parsa Wildlife Reserve**

Parsa Wildlife Reserve, a place of sublime beauty, situated in the Terai Region welcomes you all. Everyone is interested to enjoy it.

## **Introduction**

Parsa Wildlife Reserve was established in 1984. It covers an area of 499 sq. km. It lies in some parts of Chitwan, Makwanpur, Bara and Parsa districts. Its headquarters is in Adhabar on the way to Hetauda Birgunj highway.

## **Salient features**

The reserve is rich in its flora and fauna. It is a good habitat of various types of animals and birds. Some of the endangered and rare animals such as wild elephants, tigers, leopards, sloth bears, wild dogs are found here. There are nearly 300 species of birds in the reserve. One of the endangered species of birds "The giant Hornbill' is found here.

This reserve is worth-seeing as it is a place of the stunning beauty of nature. The typical vegetation of the park is tropical and subtropical forest types with sal forest constituting about 90% of the vegetation. Chir pine grows in the Churia Hills. Khair, sissou and silk-cotton trees occur along watercourses. Sabai grass grows well on the southern face of the Churia Hills. An estimated 919 species of flora have been recorded including 298 vascular plants, 234 dicots, 58 monocots, five pteridophytes, and one gymnosperm.

## **Accessibility (How to get there)**

The reserve is easily accessible by bus. The reserve headquarter is 7 km away from Simara airport.

## **Fees statement**

S.N.	Fees	Foreigners	Nepali
1.	Entrance	Rs. 650/-	10/-
2.	Camping	Rs. 300/-	20/-
3.	Elephant ride	Rs. 650/-	100/-
4.	Jeep safari	Rs. 1650/-	850/-

For more information, please contact the headquarters of the reserve.

**b. Ways with words**

**i. Match the words with their meanings.**

sublime	established	salient
specimen	habitat	endangered
stunning	accessible	

- (a) The location of the hotel is .....
- (b) The campus was ..... in 2008.
- (c) She pointed out the ..... features of the new product.
- (d) Can you give a ..... of your book so that I can recommend it?
- (e) Nepal is a ..... of one-horned rhinos.
- (f) Tiger is one of the ..... animals. It is in danger of being extinct.
- (g) You look extremely attractive. You are absolutely.....
- (h) Dolakha is ..... via bus if you want to go there.

**ii. Construct the sentences using the following words.**

reserve	headquarters	leaflet
information	worth-seeing	species

**c. Read and answer.**

**i. Answer the following questions.**

- (a) Where is Parsa Wildlife Reserve situated?
- (b) Mention any two salient features of the reserve?
- (c) How many species of birds can we observe there?
- (d) Name the endangered bird found in the reserve.
- (e) How can we get to the reserve?
- (f) What is the text about?

**ii. Choose the best answer.**

**a. Parsa Wild Life Reserve is in.....**

- A. Bharatpur
- B. Hetauda
- C. Adhabar

**b. Parsa Wild Life Reserve is the .....of many birds.**

- A. home
- B. habitat
- C. market

**c. Parsa Wild Life Reserve is accessible by .....**

- A. roadway only
- B. airway only
- C. both roadway and airway

**d. Many people go to Parsa Wild Life Reserve for .....**

- A. enjoying with natural beauty
- B. picnic

- C. hunting animals
- e. **We can enjoy..... there.**
  - A. jeep safari
  - B. picnic
  - C. football and other games

**C. Activate.**

Work in groups. Collect the names of national parks and wildlife reserve in Nepal. Then, collect as many information as possible about any one of them.

**2. Time for grammar**

**A. Engage yourself.**

**Read this passage and underline must, have to, and can.**

I was wondering at Pashupatinath Area. I saw a tourist guide explaining what a tourist can and cannot there. “You can take the photographs outside the main temple. You know you have to buy a ticket before entering the area. After getting permission, you are allowed to observe various temples, carvings on them, people performing their rituals there. If you are in difficulty, you must contact the police nearby. You must not litter there.

In the passage given above, the words 'must' and 'have to' express obligation. When things are necessary to do we use these words. The negative of 'must' is 'mustn't' to say you can't do that as a rule or as it is harmful. The negative of 'have to' is 'don't have to' which means not necessary to do. When things are right to do, we use 'should' or 'ought to'. When it is a wrong thing to do we use shouldn't or oughtn't. When

we want to tell that something is permitted to do, we use 'can', 'be allowed to'.

**B. Study.**

- a. Work in pairs. Play the role of a doctor. You have to advise the patient what he/she must do and mustn't do. Begin your sentences from:**

You mustn't .....

You should .....

You shouldn't .....

You ought to .....

You must ....

You have to .....

You don't have to .....

- b. Rewrite the following sentences selecting appropriate modal verbs from the brackets.**

- a. Police \_\_\_\_\_ wear school uniform. (must/mustn't).
- b. We \_\_\_\_\_ play in the mud. (should/shouldn't).
- c. Bunu and her brother \_\_\_\_\_ get up early on Saturdays. (have to / don't have to)
- d. When we cut down one tree, we \_\_\_\_\_ plant the other two trees in its place. (should/shouldn't)
- e. If you are suffering from a fever, you \_\_\_\_\_ have hard drinks. (must/mustn't)



### C. Activate.

You might have visited the museum or the zoo. There might be some rules and regulations for visitors to follow. Write to them by using must, mustn't, should, and have to, are not allowed to etc. You can take help of the following example.

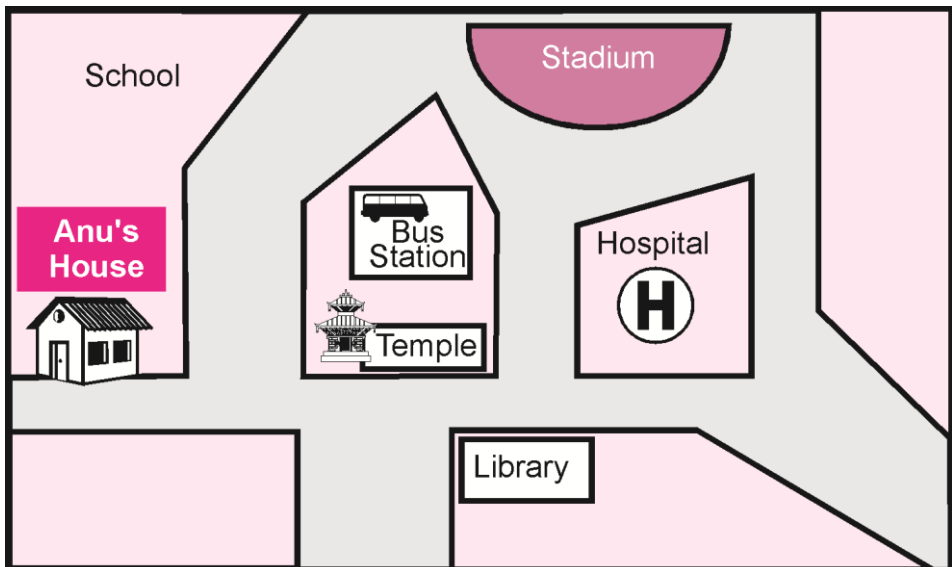
#### Rules and regulations for the visitor at the zoo.

1. Visitors mustn't tease the animals.
2. Visitors are not allowed to litter the garden.
3. Visitors mustn't smoke within the zoo premises.
4. Poking at the animals is strictly prohibited.

### 4. Speaking

#### A. Engage yourself.

If you want to visit a new place, you need to take a map with you. It helps you to follow the right path. Can you follow the direction to get the right path? Can you follow the direction to get to the hospital from the school in the following diagram? Draw a line along the way to get there.



**B. Study.**

**a. Read the following conversation carefully.**



Tourist: Good Morning! I'm Jack Brown from America.

Ram: Good Morning! I'm Kritika Tamang, a local of this city.  
How can I help you, sir?

Tourist: Would you please tell me a good restaurant to eat?

Ram: Would you like to eat local food?

Tourist: Yes, I want to taste Nepalese local food. Where is it available?

Ram: It's near the airport. There are some restaurants like Hetauda Local Food Restaurant, Sanskar Ethnic Food Restaurant ...

Tourist: Sanskar sounds good. How can I get there? Could you please show me the direction?

Ram: Oh! Sure. Turn right and go straight till you see a temple on your right. Then, you see the restaurant on your left.

Tourist: All right! Do I need to take a taxi?

Ram: Not at all. It's just five-minute walk from the bus stop.

Tourist: Thank you.

Ram: It's my pleasure.

**b. Now play the role of a tourist and a local person. Make a similar type of dialogue filling in the blank spaces with the clues given in the table.**

How long does it take to get there?	how can I go there
Good morning	you reach the bank of the river
Welcome	It's my pleasure
Would you please tell me what can I do here?	



**Tourist:** Good morning! I am Sallon Smith from England.

**Kanchan:** .....! I am Kanchan Shastri, a local of this city, Kailai. ....to our city.

**Tourist:** Thank you. ....?

**Kanchan:** Of course. You can take the photographs of the historical sites here. You can swim in the river. But be aware of water animals!

**Tourist:** Are there dangerous water animals too?

**Kanchan:** Yes, crocodiles may attack you.

**Tourist:** Kanchan, I haven't seen crocodiles swimming in the river yet. Could you tell me .....?

**Kanchan:** Oh, Sure. Take your left and go down the street till you see a bridge. At the bridge, you will see a way of heading down the river. Go down until you reach the bank of the river.

**Tourist:** All right! .....?

**Kanchan:** It's just ten minutes' walk from here.

**Tourist:** Thank you.

**Kanchan:** .....

**c. Now play the role of tourist and a student. The tourist asks for direction to get to the following places in your locality.**

- (a) nearest health post/hospital
- (b) nearest bus park/airport
- (c) nearest campus/school
- (d) nearest river/swimming pool
- (e) nearest picnic spot

**d. Read the diagram in 4. A. carefully and show the way to get to the following places.**

- (a) bus park to the health post
- (b) school to your house
- (c) shop to house
- (d) house to the bus park
- (e) tailor's to house

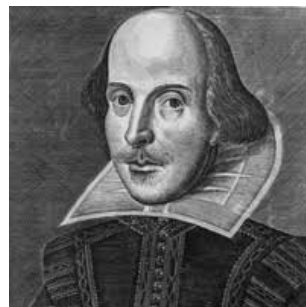
**C. Activate.**

- a. Work in pairs. Prepare a list of famous places like hospital, school, hotel, temple, monastery, lake, river, etc.
- b. Work in pairs. 'A' asks for direction and 'B' shows it.

**5. Listening**

**A. Engage yourself.**

- a. Do you know about the person in the picture? He is a great dramatist. He wrote many plays and poems in English. His plays are classified into three groups: comedy, tragedy and tragicomedy.



- b. Work in groups. Collect as many names of the person's plays and present in the class.

**B. Study.**

**a. Listen to the audio text and fill in the table below.**

Name	
Birth	
Father	
Mother	
Total number of patents he received	
Death	

**b. Listen to the text again carefully and fill in the blanks with the correct word(s).**

Thomas Edison was born on February 11, 1847, in Milan, Ohio. He was the ..... of seven children of Samuel and Nancy Edison. Thomas Edison was considered too ..... as a child in his school. Therefore, his school teacher sent his mother a letter requesting not to send him to school. After handing over the letter, Edison asked his mother about the ..... of the letter. She told him, "She has written that you are a ..... student. You can be a great person in the life studying at your home. So you don't need to go to ..... from tomorrow'. After that his mother homeschooled him. In ....., he became the first to project a ..... in 1896, at Koster & Bial's Music Hall in New York City. During his lifetime, Edison received 1,093 U.S. .... Edition ..... on 18 October 1931 at West Orange, New Jersey.

### C. Activate.

**Work in groups. Collect as many information as possible about a person you like most. Prepare his/her biography in a paragraph.**

## 5. Writing

### A. Engage Yourself.

A leaflet is a printed sheet of paper or a few printed pages. They are given free to advertise or give information about a place or thing. Have you ever collected such leaflets?

### B. Study.

- a. Read the passage about Parsa Wildlife Reserve again and make a skeleton of a leaflet.
- b. Study the short leaflet '*Visitors' Guide to Lumbini*' for helping visitors both foreign tourists and domestic tourists to visit without any difficulty.

### **VISITORS' GUIDE TO LUMBINI**

We warmly welcome you to Lumbini and wish you to have a good time. Here are a few things that'll help you to make your journey comfortable.

#### **Getting here**

Lumbini is in west-central Nepal. You can fly direct from the capital city, Kathmandu to Bhairahawa or you can also take any means of transport like a bus or taxi to get here. If you want to enjoy the beautiful scenery on the way, taking a roadway can be a good choice. It is not terribly easy to get to, and the site does not receive a large number of visitors. Most pilgrims to Lumbini come from Southeast Asia, Japan and Tibet, but westerners come regularly as well.

## **Accommodation**

You can find some luxurious hotels near Lumbini, a famous tourist place.

## **Places to visit**

Lumbini is a Buddhist pilgrimage site in the Rupandehi District of Province No. 5 in Nepal. It is the birthplace of Siddhartha Gautama 'Gautam Buddha'. There are lots of beautiful places to visit. Temples and monasteries built by different country in Lumbini area, Mayadevi temple, Ashoka's Pillar, sacred pool are the main attractions of Lumbini.

## **Time to visit**

Lumbini has both hot and cold climate. The temperature ranges from 0°C to 38.7°C. It is cold in winter and hot in summer. It rains in summer. However, spring and autumn are the very appropriate seasons to visit Lumbini in casual dresses.

## **Money**

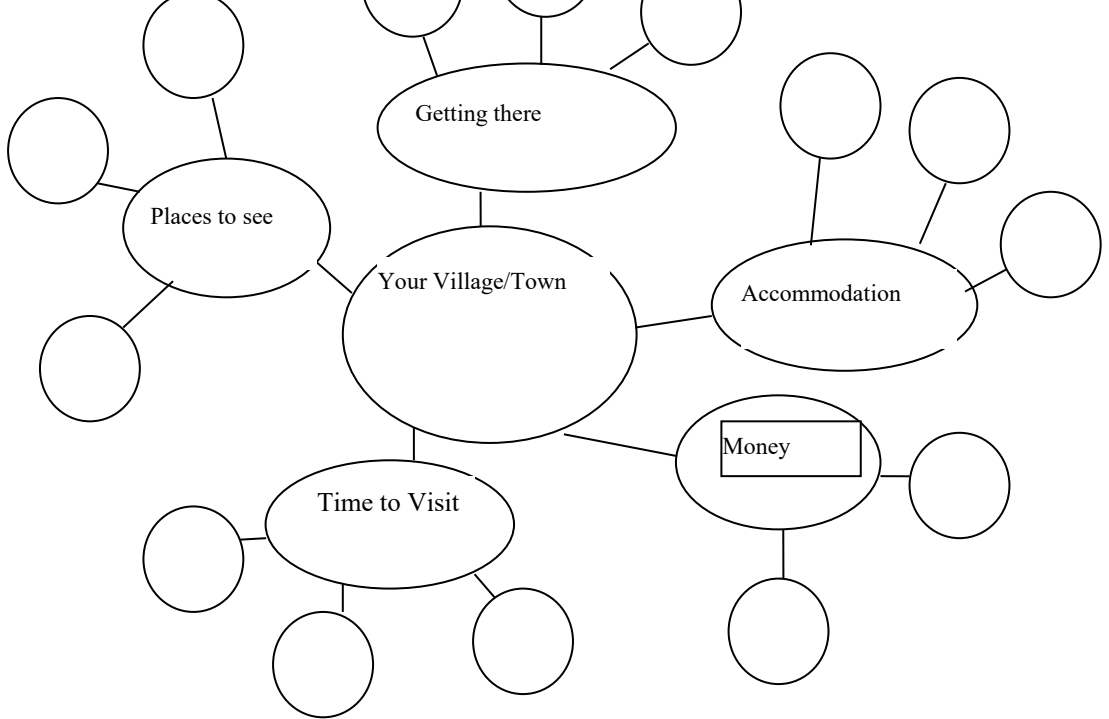
Nepali Rupees is the currency. Traveller's cheque is acceptable in most banks. US dollars are also acceptable. One US dollar is approximately 100 NRs. Money can be changed at any bank.

**c. Now let's do it. Student 'A' plays the role of a tourist and 'B' will answer it.**

- (a) How can I reach Lumbini?
- (b) Do I need warm clothes if I visit Lumbini in November?
- (c) Can I easily get a good hotel?

**d. Study the diagram carefully and complete the information.**





- e. Produce an attractive leaflet of your town/village. Follow the format of the leaflet in 5, B, b.

### C. Activate

**Work in pairs. Exchange your leaflet with your partner. Receive feedback from your partner and rewrite it and give it to your teacher.**

### 6. Project Work

- a. **Have you ever visited any beautiful place for a picnic or for any other purpose? Did you go with your friends? Or, is there any beautiful place near your village or hometown?**
- b.

- c. **List out special features of the place you've visited in the following table.**

**Name of the place:** .....

Getting there	
Accommodation	
Places to visit	
Time to visit	
Money	

- c. **Produce a well-designed leaflet of the place.**

### **Listening Text**

*In this audio, you will listen to the Quick facts about Thomas Edison. Listen to the audio and do the activities that follow.*

Thomas Edison was born on February 11, 1847, in Milan, Ohio. He was the youngest of seven children of Samuel and Nancy Edison. Thomas Edison was considered too difficult as a child in his school. Therefore, his school teacher sent his mother a letter requesting not to send him to school. After handing over the letter, Edison asked his mother about the message of the letter. She told him, "She has written that you are a brilliant student. You can be a great person in the life studying at your home. So you don't need to go to school from tomorrow'. After that his mother homeschooled him. In 1896, he became the first to project a motion picture in 1896, at Koster & Bial's Music Hall in New York City. During his lifetime, Edison received 1,093 U.S. patents. Edison died on 18 October 1931 at West Orange, New Jersey.

**1. Reading**

- a. What are the people doing in the pictures?
- b. Why are they there?



## B. Study.

### a. Read the speech delivered by Vivekananda in Chicago and do the activities that follow.

Sisters and Brothers of America,

It fills my heart with joy unspeakable to rise in response to the warm and cordial welcome which you have given us. I thank you in the name of the most ancient order of monks in the world; I thank you in the name of the mother of religions, and I thank you in the name of millions and millions of Hindu people of all classes and sects. My thanks, also, to some of the speakers on this platform who, referring to the delegates from the Orient, have told you that these men from far-off nations may well claim the honour of bearing to different lands the idea of toleration. I am proud to belong to a religion which has taught the world both tolerance and universal acceptance. We believe not only in universal toleration, but we accept all religions as true. I am proud to belong to a nation which has sheltered the persecuted and the refugees of all religions and all nations of the earth. I am proud to tell you that we have gathered in our bosom the purest remnant of the Israelites, who came to Southern India and took refuge with us in the very year in which their holy temple was shattered to pieces by Roman tyranny. I am proud to belong to the religion which has sheltered and is still fostering the remnant of the grand Zoroastrian nation. I will quote to you, brethren, a few lines from a hymn which I remember to have repeated from my earliest boyhood, which is every day repeated by millions of human beings: "As the different streams having their sources in different places all mingle their water in the sea, so, O Lord, the different paths which men take through different tendencies, various though they appear, crooked or straight, all lead to Thee." The present convention, which is one of the most august assemblies ever held, is in itself a vindication, a declaration to the world of the wonderful doctrine preached in the Gita: "Whosoever

comes to Me, through whatsoever form, I reach him; all men are struggling through paths which in the end lead to me.” Sectarianism, bigotry, and its horrible descendant, fanaticism, have long possessed this beautiful earth. They have filled the earth with violence, drenched it often and often with human blood, destroyed civilisation and sent whole nations to despair. Had it not been for these horrible demons, human society would be far more advanced than it is now. But their time has come; and I fervently hope that the bell that tolled this morning in honour of this convention may be the death-knell of all fanaticism, of all persecutions with the sword or with the pen, and of all uncharitable feelings between persons wending their way to the same goal.

**b. Ways with words**

**i. Read the words from the text and their meanings below.**

<b>Words from the text</b>	<b>Meaning</b>
unspeakable	Something that cannot be expressed in words
cordial	Pleasant and friendly
delegates	A person attends a conference
Orient	Eastern part of the world
toleration	Acceptance
persecuted	Treated with cruelty
bosom	Heart
remnant	Remains
shattered	Very shocked and upset
tyranny	Dictatorship

fostering	Promoting
convention	Conference
vindication	Proof that something is true, especially when other people had a different opinion
declaration	Announcement
Sectarianism	Strong support for one particular religion
doctrine	A belief or set of belief held and taught by a particular religious group
preached	To give a religious talk in a public place
Descendant	Children
fanaticism	Passion
drenched	Wet
despair	Hopeless
uncharitable	Unfair and unkind in judging people
wending	Moving or travelling slowly somewhere

**ii. Select any ten words from the above table and use each of the words to construct the sentences of your own.**

**c. Read and answer**

**i. Answer the following questions.**

- (a) Why is the speaker proud of his religion?
- (b) What has laid obstacles in the way to the advancement of human society?
- (c) What has possessed a beautiful world?

- (d) What is the speech about?
- (e) What should be the ultimate goal of religions?

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

- (a) Hinduism accepts all religions are true.
- (b) Israelites invaded over India.
- (c) Every religion promise to assure human advancement.
- (d) According to the Gita, the ultimate God is always the same.
- (e) Religions should promote violence rather than tolerance.

**C. Activate.**

**Work in groups. Listen to the speech of any religious sage and produce its summary in brief.**

**2. Time for grammar**

**A. Engage yourself.**

**Underline and note down all the verbs which are in the present tense from the given passage.**

I am a thirty years old lady. I am a business person. While talking about my daily routine, I get up at 6.30 a.m. Then brush my teeth, wash my face and worship the God. Then I take my breakfast that my son prepares for me. After having breakfast, I read a newspaper. Then, I go to the kitchen with my husband. As we both work for our livelihood, we cook our lunch together and have it. Our son studies in a school. So, I take him to school. Then, go to my office. In the evening, I return back home and prepare our meal. We spend some time watching TV and go to bed.

## B. Study.

### a. Read the following table carefully.

	<b>Tense</b>	<b>Usage</b>	<b>Example</b>
1.	Simple Present	<ul style="list-style-type: none"><li>• to express true statement</li><li>• to denote habitual or repeated action</li></ul>	<ul style="list-style-type: none"><li>• Water freezes at 0°C.</li><li>• My father always gets up at six o'clock in the morning.</li></ul>
2.	Present Continuous	<ul style="list-style-type: none"><li>• to describe an action happening now</li></ul>	<ul style="list-style-type: none"><li>• My daughters are running in the garden.</li></ul>
3.	Present Perfect	<ul style="list-style-type: none"><li>• to express recent past event with effect in the present</li></ul>	<ul style="list-style-type: none"><li>• Sandesh has broken his leg in an accident. (He's in hospital)</li></ul>
4.	Present Perfect Continuous	<ul style="list-style-type: none"><li>• to express a past activity that is still continuing.</li></ul>	<ul style="list-style-type: none"><li>• They have been practising for 'Women's Day' for four hours.</li></ul>

### b. Rewrite the following sentences supplying a suitable form of verbs in the brackets. Use the only present tense.

- He (go) to temple every day.
- The moon (move) around the Earth.
- We (learn) English now.
- Good people always (work) hard.



- (e) Physical exercises (keep) us energetic.
- (f) Haribhakta (study) English for four years.
- (g) Nita already (answer) this question.
- (h) Ambika just (eat) rice. She can't eat anything now.
- (i) We (live) in the city for fifteen years.
- (j) Whenever he needs money, he (come) to me.
- (k) When the teacher enters the classroom, the students (stand) up.
- (l) He always (go) to the cinema.
- (m) He still (read)
- (n) It (rain) now.
- (o) Nowadays I (smoke) only five.
- (p) Don't talk so loudly. He (read) a book.
- (q) She generally (sing) in Nepali but today she (sing) in English.
- (r) Listen! Someone (knock) at the door.
- (s) She (come) to my room every Friday.
- (t) I always (drink) milk for breakfast.
- (u) Don't disturb her. She (do) her homework.
- (v) I just (arrive) from the meeting.
- (w) He seldom (drink) wine.
- (x) Two and two (make) four.
- (y) A barking dog seldom (bite).
- (z) I (cut) my finger. It is bleeding.

### **C. Activate.**

- a. Write a paragraph describing your village or town. Use the present tense.
- b. Make a live commentary on a football game that you are watching.

### **3. Listening**

#### **a. Engage yourself.**

- (a) Who are the people in the picture?
- (b) What are the people doing?



### **B. Study.**

#### **i. Listen to the text on meditation in Buddhism and answer the following questions.**

- (a) What are the two categories of meditation?
- (b) Who were the study population?
- (c) What are the three characteristics of existence?

- (d) What is the cause of *dukkha*?
- (e) What is a precondition to *Vipassana*?

**ii. Listen to the audio file again and match the following.**

	<b>Column A</b>		<b>Column B</b>
a.	Meditative practices	.....	Primary components for many Buddhists
b.	Samatha	.....	Concentration meditation
c.	Vipassana	.....	Insight meditation
d.	Anicca	.....	Nothing is stable
e.	Anatta	.....	All phenomena are interdependent
		.....	Suffering is inherent to conditioned existence.

**Speaking**

**C. Activate.**

**Have ever experienced meditation? How did you feel after doing it? Did you find any difference in your life? Share your experience with your friends.**

## 4. Speaking

### A. Engage yourself.

- (a) Do you bring your shoes yourself?
- (b) Have you ever tried to get a discount on the price?
- (c) What are the people doing in the picture?



### B. Study.

#### a. Read the following dialogue and underline the requests.

Ananda : Ah, right, here we are!

Raj : This is the supermarket I was telling about.

Ananda : Raj, let's choose a pair of shoes for you in this shop.

Raj : Ananda, I like it. How about the price? Can you call the salesgirl?

Ananda : Er, yes, of course. Er, salesgirl!

Salesgirl : Good evening, sir. Good evening, madam. Can I help you?

Raj : I like this. Could you tell me how much it costs, please?

Salegirl : Yes, let me check the price. Yes, it costs Rs. 2500.00 only.

Raj : It sounds expensive. Could you make some discount, please?

Salegirl : Oh yes. You know we have a special offer for one month. You can get 20% off.

Ananda : Raj, try it, please .....It really suits you.

Raj : Really? Madam, pack them, please.

Salegirl : Sir, I have to make the bill. I wonder if you could wait for a while?

Raj : Oh, yes, all right.

**b. Observe the dialogue above and find out the expressions of request and reply. Now complete the table.**

S.N.	Request	Reply
a.		
b.		
c.		
d.		
e.		
f.		

**c. Read the situations and write requests using Can you .....? Could you .....? Please .....**

Example:

*You're cooking the meal. You can't open the lid of a pot yourself. You see your husband standing near the door.*

*You: Could you open the lid, please?*

- (a) You are new in the village. You are in a restaurant. You want to go to the bus park but you don't know where it is. You see a man riding a bike. ....
- (b) You are in a meat shop. You want to buy a kilo of meat. You say to the sales boy .....
- (c) You are at your friend's house and you want to have a glass of water. You say to your friend .....
- (d) You want to borrow a friend's camera. You say to him .....
- (e) You want your son to buy a kilo of sugar. You say .....
- (f) You are writing a story. Your neighbour is playing music loudly. You say to her .....

**C. Activate.**

**Work in groups. Act out the conversation given above in 4 (B).**

**5. Writing**

**A. Engage yourself.**

- (a) Imagine you have a daughter and a son. You have to do many things to manage your household. Please mention what you do

daily?

- (b) Have you ever noted down details of your daily activities?
- (c) What do you call it if you keep it as your personal document?

**B. Study.**

- a. **Read the following excerpt which is taken from 'The Diary of a Young Girl' by Anne Frank (1929-1945) who died in the Bergen - Belsen**

**Sunday, 14 June 1942**

On Friday, June 12th I woke up at six o'clock and no wonder; it was my birthday. But of course, I was not allowed to get up at that hour, so I had to control my curiosity until a quarter to seven. Then I could bear it no longer and went to the dining room, where I received a warm welcome from Moortje (the cat).

Soon after seven I went to mummy and daddy and then to the sitting room to undo my presents. The first to greet me was you, possibly the nicest of all. Then on the table, there were a bunch of roses, a plant and some peonies and more arrived during the day.

I got masses of things from mummy and daddy and was thoroughly spoiled by various friends. Among other things, I was given camera, obscure, a party game, lots of sweets, chocolates, a puzzle, a brooch, tales and legends of the Netherlands by Joseph Cohen, daisy's mountain holiday(a terrific book), and some money. Now I can buy the myths of Greece and Rome-grand.

Then Lies called for me and we went to school. During recess, I treated everyone to sweet biscuits, and then we had to go back to our lessons.

Now I must stop. Bye-bye, we're going to be great pals!

- b. Write a diary for a period of seven two days including dates and important events you did.**
- c. Share your diary with your friend to get feedback from them.**

**C. Activate.**

Writing a diary can serve as a history book for you in future. Sometimes your diary can be a remarkable book useful for others as well like that of Anne Frank.

**6. Project work**

- (a) Visit your local market. Find a businesswoman/man and interview her/him. You can record or write her interview. Share your interview with your friends.
- (b) Visit some local offices in your village or town. You can meet the officials there and ask them about their success stories. Write their names, their jobs. Explain how they are progressing with their business.

<b>Name</b>	<b>Occupation</b>	<b>Years of employment</b>	<b>How he/she progressed</b>



## Listening script

Meditative practices are primary components for many Buddhists. According to some, there are two broad categories of meditation, *sammatha* or concentration which brings stability to the mind and is considered a prerequisite for *Vipassana*, or insight meditation. *Vipassana* means to 'see clearly' and may beg the question, 'to see what clearly?' Through the practice of *vipassana*, insight into what is known as the three characteristics of existence is said to be developed. These three characteristics are *anicca* (nothing is stable, all things change, and therefore, true comfort cannot be taken in any phenomenon, as it, too, is changing), *anatta* (non-self, there is no independent self; all phenomena are interdependent) and *dukkha* (unsatisfactoriness or suffering is inherent to a conditioned or interdependent existence continually in flux).

*Source: The Guerrilla Trek by Alonzo Lyons*

**1. Reading****A. Engage yourself.**

- a. Do you know the person in the picture? What facts do you know about her? What is she known for?**



- b. Remember some influential figures that had a great contribution to their nation? Complete the following table with the information about them.**

<b>Name</b>	<b>Date</b>	<b>Contribution</b>

## **B. Study.**

- a. Read the text and note down the important events happened in the life of Jhamak Kumari Ghimire.**

### **A great literary figure with cerebral palsy**

Jhamak Ghimire is a poet and writer. She has won many awards for her writing of literature. She is the Helen Keller of Nepali literature.

Ghimire was born in July 1980 in Kachide Village Development Committee of Dhankuta district. She is the first child of mother Asa Devi Ghimire and father Krishna Bahadur Ghimire. She was born into a poor farming family.

Ghimire has never attended any kind of school because she was born with severe disability i.e. cerebral palsy. It has prevented her from using her arms. She suffers from the limited movement of her body and slurred speech. She can not even hold her body because her legs are not strong enough to stand up. Her hands are unresponsive. Though she has powerful listening power, cerebral palsy snatched away from her speaking capacity. Though her visibility power is not sharp, she sees things wearing glasses.

Despite the cerebral palsy and the lack of formal education, she learned to read and write. She learned everything by hearing the words and sentences that her sister used to read. With many efforts of writing with her toes, she could write Nepali first alphabet 'ka' on the ground by a stick. It was the best and the happiest moment in her life. Then, gradually, she learned to write other alphabets and words.

Now, Ghimire has given true meaning to the expression 'differently-able' by writing several collections of poems, songs, journal entries, stories and essays. Her book of autobiographical essays 'Jiwan kaandaa ki phool' (Life, whether a thorn or a flower) is the highly praised work of Ghimire. It was published in 2010. She won the Madan Puraskar prize for this book.

While comparing her with other top-most literary figures with cerebral palsy, Ghimire is one of the eleven such figures in the world. So, Ghimire is one of the brightest stars in the field of Nepali literature.

**b. Ways with words.**

**i. Read the text above and fill in the gaps with correct words underlined in the text.**

- (a) If you work hard, your ..... never goes in vain.
- (b) ..... is a national prize given to Ms. Ghimire in 2010.
- (c) If there is a determination to do something great, physical ..... cannot stop it.
- (d) We are studying in school. So we are taking .....
- (e) Ms. Ghimire is a renowned writer and poet born with.....

**ii. Read the text above and match the words in column 'A' with their meanings in column 'B'.**

- | A                    | B  |
|----------------------|--|
| (a) Cerebral Palsy   | (i) education received in a school or college  |
| (b) Differently-able | (ii) a book about an author's own life   |
| (c) Formal education | (iii) a group of disorders that affects the function of the brain and nervous system |
| (d) Autobiography    | (iv) a person who writes poems, stories, essays, novels, dramas etc.                 |
| (e) Literary figure  | (v) lacking one or more of the physical or mental abilities that most people have    |

**Read and answer.**

**i. Read the text and write tick (✓) the correct option to complete the following sentences.**

- (a) Jhamak Ghimire was born in a ..... family.
- |                  |                  |
|------------------|------------------|
| i. rich business | ii. poor farming |
| iii. political   | iv. literary     |
- (b) Ms. Ghimire was born in .....
- |               |            |
|---------------|------------|
| i. Ilam       | ii. Morang |
| iii. Dhankuta | iv. Jhapa  |
- (c) Ms Ghimire learned to write with .....
- |               |              |
|---------------|--------------|
| i. a pencil   | ii. a pen    |
| iii. her hand | iv. her toes |
- (d) Cerebral palsy did not affect her .....
- |               |                   |
|---------------|-------------------|
| i. listening  | ii. body movement |
| iii. speaking | iv. visibility    |
- (e) She was born in .....
- |                |               |
|----------------|---------------|
| i. July 1981   | ii. July 1980 |
| iii. June 1980 | iv. June 2010 |

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

- (a) What did Ms. Ghimire win?
- (b) When was she born?
- (c) Can she write with her hand? How does she write?
- (d) Who is Ms. Ghimire compared with?
- (e) When was the best and the happiest moment in her life?
- (f) Write about Ms. Ghimire in five sentences.

(h) How has Ms. Ghimire proved the expression 'differently-able'?

**iii. Read the text again and find what happened in the life of Jhamak Ghimire. Write a sentence for each date given.**

<b>Date</b>	<b>Event happened in her life</b>
July, 1980	
2010	

**iv. Read the text again and write 'T' for true and 'F' for false statement.**

- (a) Jhamak Ghimire is a great political leader in Nepal.
- (b) She is Helen Keller of Nepali literature.
- (c) Her book of autobiographical essays 'Jiwan Kaandaa ki Phool' made her popular.
- (d) She won Nobel prize in 2010.

### **C. Activate.**

The text above is an example of a biography. It is about the life story of Jhamak Ghimire. It is written by someone else, i.e. not by Ghimire herself. The book 'Jiwan Kaanda Ki Phool' is about the author's own life. It is a good example of autobiography. In this autobiography, the author writes the self-life story.

Now, select a renowned person in your locality. Collect some important information about him/her. Then write a biography of the person.

## 2. Time for grammar

### A. Engage yourself.

You might have visited many places and people in your life. Recall one of your relatives whom you like most. Who is he/she? Can you describe him/her?

### B. Study.

#### i. Study the following text about a boy.

The man who is reading a book is my husband. He is 27 years old. He usually wears a shirt, pants and a cap. Football and cricket are the games that he likes most. Therefore, he is always found on the football ground which is near Chobhar. The girl who is playing volleyball is my daughter. She is a teacher who teaches English.

#### ii. Can you describe a person in a similar way? Now look at the picture and describe the person using the clues given in the box.

A lady in a sari – my sister – doctor- works in her clinic- 25 years old – usually carries a bag and an umbrella – likes staying in a homestay - singing and dancing, etc.

### C. Study.

**Study these examples.**

(i) A man is a doctor. He lives next door.

- The man who lives next door is a doctor.

(ii) A woman is writing with her leg. She is Jhamak Ghimire.

- The woman who is writing with her leg is Jhamak Ghimire.

**Relative clause:** A clause is a part of a sentence. A relative clause tells us which person or thing the speaker is talking about. To form relative clauses you can use relative pronouns like 'who', 'which', 'whom', 'where', 'that' etc.

**i. Now make one sentence from two.**

- (a) A boy answered the phone. He was my maternal uncle.
- (b) A waiter serves us. He was very polite.
- (c) A man wrote 'Seto Dharti'. He won Madan Puraskar.
- (d) My uncle met me at the party. He is a university professor.
- (e) A woman is working in the field. She is my wife.
- (f) A man is waiting for a plane. He is my father.
- (g) A receptionist received my call. She was very impolite.
- (h) A man is selling milk. He is Harimaya's husband.
- (i) This lady is Bandana's sister. She is delivering her speech.

**ii. Complete the following sentences choosing the correct option from the brackets.**

- (a) Indra ..... (which, whose, whom, where) everyone likes, works in a school.
- (b) I don't know the girl ..... is singing the folk song. (who, which, whose)
- (c) Monika..... I like very much has recently got a good job. (whom, whose, what)
- (d) Susan will be punished for ..... he has done. (what, when, while)
- (e) I don't know ..... Bishnu's house is located. (which, when, where)
- (f) This is the girl ..... (where, whom, when, which) I like.
- (g) This is the village ..... Namuna was born. (where/which/when)
- (h) This is the book ..... I wanted. (when/whom/that)



- (i) I don't know ..... Phewa lake is located.  
(which/when/where)
- (j) Sunday was the day ..... it rained heavily.  
(which/where/when)
- (k) Indu ..... lives in a town, is an honest girl.  
(who/where/whom)
- (l) You will be punished for ..... you have done.  
(what/when/while)
- (m) I went to the city ..... I found many artistic achievements.  
(which/where/what)

**iv. Complete the sentences with one of the relative pronouns from the box. Some pronouns might be repeated.**

which	who	whose	where
-------	-----	-------	-------

- (a) The woman ..... is sitting on the chair is my sister.
- (b) The Cinema hall ..... was destroyed in the fire has been rebuilt.
- (d) Tigers, ..... were nearly extinct, are now increasing.
- (e) Resunga is the place ..... they went for hiking.
- (f) They saw a man ..... wife is a business person.

**A. Activate.**

Work in pairs. Describe your friends using a relative clause. You can use some simple sentences too.

### 3. Listening

#### A. Engage yourself.

Look at the picture. What are the men doing?



#### B. Study.

a. Listen to the sports news and complete the table below.

Country	Number of Medals			
	Gold	Silver	Bronze	Total
India		93	45	
Nepal	51			206

Srilanka		83		251
Pakistan	31			131
Bangladesh			87	138
Maldives		-		5
Bhutan	-			20

**b. Listen to the description again and write ‘T’ for true and ‘F’ for false statement.**

- (i) It is the sports news on television.
- (ii) The news is read by Pooja Awasti.
- (iii) Nepal achieved the highest number of medals.
- (iv) It was 11<sup>th</sup> South Asian Games.
- (v) Nepal achieved more than it had expected.

**C. Activate.**

**Prepare a similar type of news and read it for the audiences.**

**4. Speaking**

**A. Engage yourself.**

Observe your friends in the class. Describe their nose, eyes, hair etc.

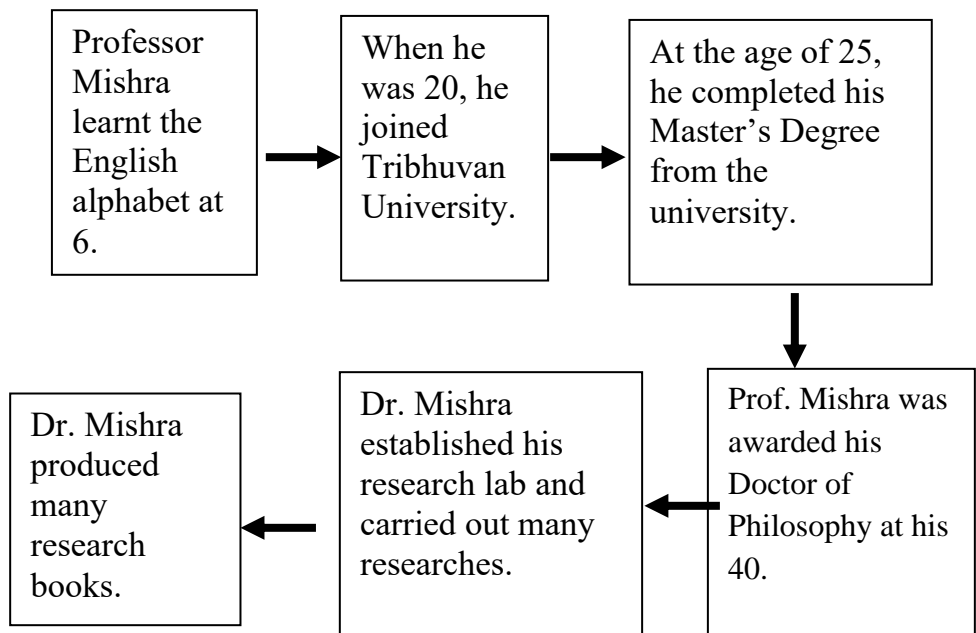
**B. Study.**

**Study this example.**

There is a girl sitting in a folding chair. She has got straight dark hair and thin eyebrow. She has wide dark eyes and pointed nose. She is wearing a panama hat. She is wearing a white shirt and knee-length

black trousers. She is also wearing sport-shoes and shocks. She's also got a pair of headphones on her ears. There is a table in front of her. On the table, there is a cell phone. The headphones are connected to the cell phone.

- i. Now make a similar description of your friend and tell it to the class.
- ii. Work in pairs. 'A' selects a person in the class and describes him/her. 'B' tries to identify the person on the basis of his/her description. If 'B' cannot name the person, 'A' adds more information about the person until 'B' recognizes him/her.
- iii. Look at the flow-chart below and describe how Prof. Mishra became a researcher.



### C. **Activate.**

Now describe your teacher in your own words.

## 5. Writing

### A. Engage yourself.

While applying for a job, one needs to submit his/her curriculum vitae (CV) along with the application. CV is a summary of a person's personal details, educational background, and professional experience for a particular job. Have you ever seen such CV?

### B. Study.

#### i. Study the following curriculum vitae (CV) carefully.

**Name** : Anupam Jha

**Personal details:**

DOB : 28/10/1979

Address : Tamghas, Gulmi

Phone : 0166000000

Mobile : 9800000000

Email : [anupam@yahoo.com](mailto:anupam@yahoo.com)

**Profile** : self-motivated graduate with practical experience of working in a school

**Education** :

Year	Institution/University	Level	Division
At present	Tribhuvan University, Sanothimi Campus, Bhaktapur	Masters	Running
2009	Tribhuvan University, Mahendra Ratna	B.Ed.	1 <sup>st</sup>

	Campus, Kathmandu		
2005	Tribhuvan Higher Secondary School, Tanahun	10+2	1 <sup>st</sup>
2003	Nepal Commerce Campus, Kathmandu	SLC	2 <sup>nd</sup>

**Work experience** : **January 2013 – January 2016:** Trainer at Sathmandu Training Centre

**October 2010 – September 2012** : Teacher at Him Laxmi Secondary School

**June 2009 to August 2010** : Primary level teacher at Bag Bhairab School, Sindhuli

**Interests** : Teach, dance, travel, research

**Additional Information:** I have conducted three researches on the area ‘poverty in Nepal’. I have taken three different banking training.

**References** : **Prof. Chandreshwor Mishra, PhD (Retired)**  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal

**ii. Now complete the following skeleton of the CV using the information below it.**

**Name** : .....

**Personal details** : .....

**DOB** : .....

**Address** : .....

Phone : .....

Mobile : .....

Email : .....

**Profile** : .....

Year	Institution/University	Level	Division
		M.Ed.	Distinction
		B. ED.	1 <sup>st</sup>
			1 <sup>st</sup>

**Work Experience** : .....

**Interests** : Singing, Dancing, and teaching

**Additional Information:** I have taken three different ELT trainings.

**References** :

### C. Activate.

Collect the authentic information about yourself. Using the following clues, prepare your own CV. If you lack something, please leave it out.

**Name** : .....

**Personal details: DOB** : .....

Address : .....

Phone : .....

Mobile : .....

Email : .....

**Profile** : .....

**Education** :

<b>Year</b>	<b>Institution</b>	<b>Class</b>	<b>Division</b>
		1	
		2	
		3	
		4	
		5	
		6	
		7	

**Interests** : .....

**Additional Information** : .....

**References** : .....

## 6. Project work

**Read the following advertisement and prepare a CV for the post.**

### **Vacancy Announcement**

A newly established software marketing company is looking for energetic and self-motivated employees for marketing their new product. It is a challenging job but has a lot of opportunities and return. Selected candidates will be trained on various marketing skills in Kathmandu.

Post: Marketing Officer

Minimum Qualification: 10+2 (specialization in management)



Essential Qualities: Knowledge of various computer application and operating systems.

Experience: at least five years

Interested candidates may send their application along with CV to [antata12@wlink.com.np](mailto:antata12@wlink.com.np) before 25<sup>th</sup> September.

### **Listening Text**

Good morning! This is Radio Nepal. The news is read by Pooja Baral.

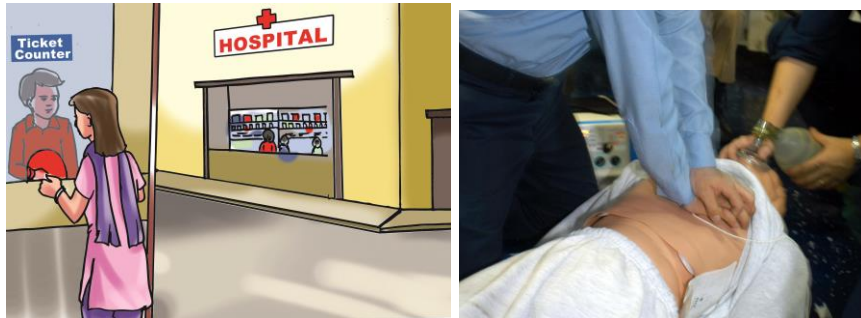
This is the time for sports news.

The 10 Days long 13<sup>th</sup> South Asian Games have come to an end. It remained special for Nepal achieving the second-highest number of gold medals after India. Nepal had targeted 50 gold but, after the football finals, the tally increased more than the expectation. Nepal has a total of 51 gold, 60 silver and 95 bronze. India has won the highest, 310 number of medals including 174 gold, 93 silver and 45 Bronze. Srilanka has received a total of 40 gold, 83 silver and 128 bronze. Pakistan is with the 31 gold, 41 silver and 59 bronze. Ranking the fifth position in the medal tally, Bangladesh has a total of 19 gold, 32 silver, and 87 bronze. The Maldives scored 1 gold and 4 bronze only. While Bhutan is confined in 7 silver and 13 bronze.

This is the end of news today. Have a good day.

**1. Reading****A. Engage yourself.**

- a. Look at the picture below and say what is happening.**



- b. You might have heard about heart attack and its consequences. Share it with your friends in the class.**

**B. Study.**

Read the following text and note down the important points you text.

Read the following interview between Dr. Rajan Poudel, Cardiologist in Shahid Gangalal National Heart Centre and a reporter.

Reporter: Good morning Doctor Rajan.

Dr. Rajan: Good morning Mr. John.

Reporter: Nowadays we have heard many deaths due to heart attack. It is believed that Hypertension (HTN) is the main cause of heart attack. Dr. Rajan, would you please tell us what Hypertension is?

Dr. Rajan: Very nice question. By the way, hypertension is a condition in which blood pressure is high. It can lead to

severe health complications and increases the risk of heart disease, stroke (paralysis), kidney failure, blindness and sometimes death.

Reporter: I wonder if you could make us clear what normal blood pressure is.

Dr. Rajan: Normal blood pressure is less than 120/80 mm of HG. When Blood pressure reaches equal to or more than 140/90 mm of HG , it is called Hypertension.

Reporter: Could you tell us the average age at which most of the people are affected by Hypertension?

Dr. Rajan: The prevalence of hypertension increases with advancing age. More than half of people of 60-69 years of age, and approximately three-fourths of those 70 years of age and older are affected with HTN but can occur in young age.

Reporter: Doctor, prevention and management of hypertension are a major public health issue all over the world. Would you mind telling us how can such problems be prevented?

Dr. Rajan: If the rise in blood pressure with age could be prevented or diminished, much of hypertension, heart attack, heart failure, kidney failure and stroke might be prevented.

Reporter: By the way, what are the causes of hypertension?

Dr. Rajan: There are some barriers to the prevention of hypertension. They include cultural norms, insufficient attention to health education by health care practitioners, lack of access to place to engage in physical activity, large servings of food in restaurants, lack of availability of healthy food choices in many

schools, worksite and restaurants, lack of exercise programs in schools, large amount of sodium added to foods by food industry and restaurants, etc.

Reporter: Is it necessary to measure our Blood Pressure (BP)?

Dr. Rajan: Yes, it is important to take an accurate measurement of BP. It should be measured by trained personnel with validated equipment with standardized technique and the patient must be properly prepared and positioned.

Reporter: Would you please tell us some of the risk factors for hypertension?

Dr. Rajan: umm.... they are age genetic factors, obesity, excess salt intake, saturated fat intake, excess alcohol intake, inadequate intake of fruits, vegetables and potassium, physical inactivity, and environmental as well as job stress.

Reporter: Please tell us the symptoms of hypertension?

Dr. Rajan: Symptoms of high blood pressure are severe headache, fatigue, confusion, vision problems, chest pain, difficulty in breathing, irregular heart rate, blood in the urine

Reporter: How can we prevent us from hypertension, Dr. Rajan?

Dr. Rajan: Primary prevention includes reduction of salt intake, moderate fat intake, avoidance of high alcohol intake, restriction of energy intake appropriated to body need, adequate intake of fruits, vegetables and potassium. Others include weight reduction, exercise promotion, behavioural changes like a reduction of stress and smoking, modification of personal lifestyle, yoga, meditation, health education, self-care, etc.

Reporter: Don't we have other alternatives?

Dr. Rajan: Yes, we have but it is to detect and control high blood pressure in affected individuals. If we take modern antihypertensive drugs under the supervision of doctors, it can effectively reduce high blood pressure and consequently reduces excess morbidity and mortality from a heart attack, heart failure, kidney failure, Stroke (Paralysis), etc.

Reporter: Dr. Rajan, do you have anything to share with your audience?

Dr. Rajan: Thank you Mr. John. In the end, I would like to advise all the people to maintain their food habits and manage their work habits to be safe from hypertension.

Reporter: Thank you very much doctor for providing us with your invaluable time.

Dr. Rajan: I am also indebted to you as you gave such an opportunity to share my experiences with your audiences.

**b. Ways with words**

**i. Find the synonyms of the following words.**

- |            |                 |
|------------|-----------------|
| a. reduced | b. occurrence   |
| c. about   | d. difficulties |
| e. change  | f. hurdles      |
| g. control | h. much         |

**ii. Construct sentences using the following words.**

- |           |          |              |
|-----------|----------|--------------|
| validated | engage   | insufficient |
| equipment | symptoms | intake       |

**b. Read and answer.**

**i. Read the text again and answer the following questions.**

- (a) What is hypertension?
- (b) What causes hypertension?
- (c) How can we control hypertension?
- (d) Is it always necessary to take drugs for preventing ourselves from HTN?
- (e) Are old aged people mostly affected by HTN?

**b. Write true or false against the following sentences.**

- (a) A large amount of sodium added to foods by the food industry and restaurants increase BP.
- (b) It is not important to take an accurate measurement of BP.
- (c) Physical inactivity may cause HTN.
- (d) Severe headache and irregular heart rate is the symptom of high BP.
- (e) Yoga may control our BP.

**C. Activate.**

Read the text again and write its summary including what hypertension is, its causes, symptoms and ways to control it.

**2. Time for grammar**

**A. Engage yourself.**

Read a story and make a list of prepositions used there. Then observe the contexts they are used.

## **B. Study.**

### **i. Rewrite the following sentences selecting the correct prepositions from the brackets.**

- (a) He always goes to school ..... 10 O' clock. (in, on, at)
- (b) Room rents must be paid to the house owner ..... the end of the month. (at, in, on)
- (c) He has been in prison in 2001. (for, since, from)
- (d) Students must study 8 a.m. (until, for in)
- (e) Life was very cumbersome in World War II. (in, during, at)
- (f) Romi has married the age of 21. (at, in, on )
- (g) My birthday falls on 5th of January every year. (at, in, on)
- (h) I shall wait for you at 8 a.m. Sunday. I hope you will come. (from/to, until, up, on)
- (i) The coat is hanging the wall. (on/onto/in)
- (j) Pravat will have finished it tomorrow. (at/from/by )
- (k) The boy put a piece of chalk his pocket. (in/into/on)
- (l) A pen is different a pencil. (from/at/than)
- (m) He is good ..... English. (at/in/on)
- (n) The teacher writes a letter ..... a pen. (by/with/in)
- (o) I beat him ..... hand. (by/with/of)

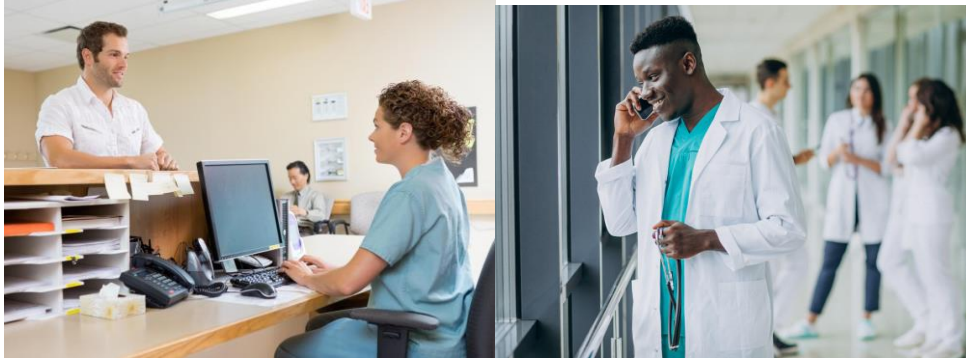
## **C. Activate.**

Describe your room/ classroom using any ten different prepositions.

### 3. Listening

#### A. Engage yourself.

Look at the following picture and discuss in your group who these people are.



#### B. Study.

##### i. Listen to the text and answer the following questions:

- (a) Who is calling in the Nursing Home?
- (b) Why is he calling there?
- (c) When does the doctor Shrestha come?
- (d) Can Mr. Santosh see Dr. Shrestha tomorrow morning?
- (e) What is Santosh's contact number?

##### ii. Write True or False against the following sentences.

- (a) Mr. Santosh is calling to Radha Nursing Home.
- (b) Mr. Santosh is a doctor.
- (c) The doctor is available 24 hours in the Nursing Home.
- (d) Mr. Santosh is free before 5 p.m.
- (e) Dr. Shrestha gives his number to Santosh.



### **C. Activate.**

- a. Listen to the audio again and narrate conversation in a paragraph.

## **4. Speaking**

### **A. Engage yourself.**

**Study the following expressions. Then, write 'L' if it expresses likes and 'D' if it expresses dislikes.**

- (a) I like travelling by bus/cars.
- (b) I like living in a dense area.
- (c) I like joining colleges as my wish.
- (d) I like having fun with computer, TV and other recreational things.
- (e) I dislike the city being polluted.
- (f) I don't like living in a noisy environment.
- (g) I dislike the way people behave with us.
- (h) I hate the people who develop negative attitude all the time.
- (i) I detest the way of keeping dirt aside of the road.

### **B. Study.**

#### **i. Answer the following.**

- (a) What do primary school children like/dislike? Give four examples.
- (b) Suppose you have just seen a film (any). Tell us four things that you prefer and the other four that you don't like.
- (c) Tell us what you like about our political system.
- (d) Express what you don't like about our present educational system at school.

**ii. Now complete the following dialogues.**

a. Suna: I like visiting new places. What about you Minu?

Minu: .....

b. Mandira: I like to play football but my parents don't let me. What about you Nita?

Nita: .....

**C. Activate.**

Now work in pairs. 'A' asks about the preferences and 'B' tells his/her preferences.

**5. Writing**

**A. Engage yourself.**

**i. Now observe how we write an essay on "National Unity".**

**National Unity**

The word 'national' originates from the word 'nation' – i.e. the country and the word 'unity' means coming together. Jointly 'national unity' means the togetherness of the people of the nation regardless of their religion, economic status, sex, occupation educational background etc. Such national unity empowers the nation and its people through peace and stability.

It is believed that if the people of the nation are united, it certainly helps to generate power. It will be suitable for the nation to be safe from any external or internal attacks. There is one slogan in English "Unity is strength". Like water in its single drop has to do nothing at all but when the drops of water combine to form a river, it can be used for various purposes. Similarly, for the overall development of the nation, the people living there should be united.

In the past, our country was a haven of peace. People were united. They were living in true brotherhood. There was national unity. However, it is our bad fortune that we, Nepalese, could not remain united for long. Consequently, our country got degenerated in the process of development. Now, it is time to be united and develop my nation.

Unless complete peace is restored, we cannot hope of national progress. Peace cannot be restored without unity. Therefore, the establishment of peace is the urgent need of the nation. If there is any little love and sympathy left inside our heart, we should not delay for unity.

In conclusion, national unity is inevitable for empowering people and their country. Peace is the foundation for national unity and national unity helps people to develop their country. Thus, complete peace is the immediate demand of the country. We should, therefore, stop any violence oriented activities and come together in our positive thought for the development of the nation.

**ii. Now underline the main sentences of each paragraph.**

**B. Study.**

Write an essay on:

- (a) Student Life
- (b) Importance of Discipline in Student Life
- (c) Tourist destination in my Village/Town

**C. Activate.**

**Now explain how you wrote an essay.**

## 6. Project work

Write a couple of paragraphs on 'Cultural Diversity in my Village/Town'.

### Listening script

- Receptionist : Good morning. Radha Nursing Home. Hold the line, please,(Music) how can I help you?
- Santosh : I wonder if I can make a doctor's appointment sometime tomorrow?
- Receptionist : Yes, certainly. With Dr. Shrestha?
- Santosh : Yes, please.
- Receptionist : When would you like the appointment?
- Santosh : What about tomorrow morning? Would that be all right?
- Receptionist : I'm afraid not. Doctor Shrestha comes only in the evening from four O' clock.
- Santosh : Four o'clock Okay, well, could we make it for the quarter to five, please?
- Receptionist : Sure, What's the name, please?
- Santosh : The name is Santosh, S-A-N-T-O-S-H.
- Receptionist : By the way what's your contact number?
- Santosh : Please note down 9-8-0-0-0-0-0-0-0-0.
- Receptionist : Thanks. We will see you at quarter to five.
- Santosh : Um, I haven't been there before.
- Receptionist : That's no problem, I'll take all your details when you come here
- Santosh : Thanks.
- Receptionist : You're welcome.

**1. Reading**

**A. Engage yourself.**

- a. Observe the following texts and share the ideas about them to each other.**

**HEARTFELT CONDOLENCE**




05-10-1977 16-05-2013

We are deeply saddened by the news of the untimely demise of our Veteran Mountaineering Member **Mr. Namgyal Sherpa** - a Ten time Everest summiteer, while descending back from summit to Base Camp on 16th May, 2013. He was quite popular for his congeniality, diligence and great virtue. At this time of grief, we want to express our sincerest condolences to his bereaved family and pray for the strength to bear this irrecoverable loss. We will always cherish his wonderful memories. May the departed soul rest in peace in heavenly abode.

Suman Pandey  
President  
Explore Himalaya Travel & Adventure Family

**CONDOLLENCE**

**The Community of the Rachol Seminary**  
*deeply mourns the sad demise of*



**REV. FR. EDUARDO D'SOUZA**  
**(Ex-Procurator)**


*I came that they may have life,  
and have it abundantly (Jn. 10,10)*

*May God grant him eternal reward in heaven!*

**We convey our condolences and  
prayerful support to his bereaved family.**

Rebello Publicity & Funeral Services Margao 9822383992

**Our Deepest Sympathy**



14 Asadh 2020 BS 20 Shrawan 2073 BS  
28th June 1963 4th August 2016

**Mr. Hari Bahadur Rai**

We are deeply grieve to know about the sudden, untimely and eventual departure of a social worker at Maiti Nepal, Kathmandu.

**Late Hari Bahadur Rai**  
was fell down by a massive heart attack.

He was helpful and popular all over the country because of his contribution towards poor people, girls and women.

We enhance our heartfelt condolence to his bereaved family and friends lamenting the irreparable loss.

May the deceased soul be at eternal peace with our Heavenly God!

**Maiti Nepal Society  
Kathmandu Nepal**

## 2. Study.

### Condolence

i. Read the following message of condolence published by The Tanahun Voices.

#### HEARTFELT CONDOLENCES

Birth: 2079		Demise: 2019
-------------	---	--------------

#### **Late Madhav Karki**

We are deeply shocked to learn about the sudden and untimely demise of

#### **Mr. Madhav Karki**

A mason working in Zebra Construction Pvt. Ltd. had kidney failure due to shortage of water in his body. He was helpful as well as popular among his friends.

We extend our heartfelt condolences to his bereaved family on such irreparable loss.

May the departed soul rest in peace in heaven!

Sangam Thapa

Chief Executive Officer

Zebra Construction Pvt. Ltd.

Manechauka, Tanahun. Gandaki Province

Nepal

- ii. **Read the sympathy letter by Deepak who was unable to attend Madhav's funeral. He had gone to Kathmandu at that time. No sooner had he returned home, he sent a letter to Madhav's sister Parbati Karki.**

Bhanu - 11

Tanahun,

December 26, 2019

Dear Parbati,

I was shocked to hear about your brother's untimely demise. He was a wonderful person and was always ready to help others. His death has caused an irreparable loss not only to your family but to all of us. He was never lazy in his work. As his company CEO said he was an ornament of his office. He used to complete every assigned task on time. Like his friend, he is in my heart. I never forget him and his behaviour.

At last, I express my sincere sympathy to you and pray to God to grant you enough courage to withstand this shock!

Deepak

### 1. **Ways with Words**

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

- (a) surprised and upset
- (b) early
- (c) death
- (d) lack
- (e) deepest
- (f) dead

## 2. Read and Match

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

A	B
(a) Madhav Karki	(i) extend condolence to the family.
(b) Sangam Thapa	(ii) was untimely.
(c) Madhav's death	(iii) writes a letter to Madhav's sister.
(d) Deepak	(iv) was a mason.
(e) Parbati	(v) is Madhav's sister.

## 3. True or False

State whether the following sentences are true or false.

- (a) Madhav Karki passed away in his old age.
- (b) The message of condolence is for his family.
- (c) Deepak didn't attend the funeral because he didn't like it.
- (d) His friends liked him very much.
- (e) Deepak is one of his friends.
- (f) The loss of life can be repaired.

## 4. Read and Answer

Read the text again and answer these questions.

- (a) What was the name of the company where Madhav Karki worked?
- (b) What was the cause of death?
- (c) According to the texts, what was Madhav Karki like?
- (d) How are the texts in the first and the second box different?



- (e) Who is the message of condolences for and who will receive the letter?

**C. Activate.**

**How do you feel after reading this message of condolences and the sympathy letter?**

**2. Time for grammar**

**A. Engage yourself.**

**Read the news report in the text and note down the direct speech.**

A car heading to Kathmandu from Dhankuta collided with a truck at Kavre yesterday. "The car was in high speed," said the police inspector. "When I heard a yell, I ran to this place," an eyewitness said to the police. "Was anyone killed in the accident?" I asked. "No" a lady replied. "But the people in the car were seriously injured," a man said.

**B. Study.**

**Go through the following examples and do the activity that follows.**

<b>Direct speech</b>	<b>Reported speech</b>
Anuj said, "I'm doing yoga".	Anuj said that he was doing yoga.
Suprava asked, "Are you a teacher?"	Suprava asked if you were a teacher.
Rita asked, "Where do you live?"	Rita asked where I lived.
Bikram said to me, "You're lucky."	Bikram told me that I was lucky.

**i. Change the following sentences into reported speech.**

- (a) Milan said, "I've done my homework."
- (b) Manita said to me, "What's your interest?"
- (c) The teacher said to the students, "Stand up."
- (d) Mother said to the father, "I'm happy with you".
- (e) Mala asked, "Have you finished your work?"

**ii. Change the following sentences as indicated in brackets.**

**Example:** My mother said to me, "I will buy you a pen." (into indirect)

- (a) My mother told me that she would buy me a pen.
- (b) Yam said to Rita, "I will buy you a pen". (into indirect)
- (c) She said, "I have not done this work". (into indirect)
- (d) My Dad said to me, "This is what I wanted". (into indirect)
- (e) She said to me, "I have often told you to play the guitar. (into indirect)
- (f) The prince said, "It gives me great pleasure to be here with you". (into indirect)
- (g) I said to my mother, "Where are you going?" (into indirect)
- (h) She said to me, "Can you read a book?" (into indirect)
- (i) The police said, "When did the stealing take place?" (into indirect)
- (j) Uriya said to me, "Do you have a pen?" (into indirect)
- (k) She said, "Have you brought your book?" (into indirect)
- (l) Reagan said, "Bring me a glass of water".(into indirect)
- (m) Mackey said to Ram, "Don't make a sound". (into indirect)

- (n) He said to me, "Do not waste your time in talking". (into indirect)
- (o) Ram said to Rita, "Please don't call your sister here now". (into indirect)
- (p) I told her that I had not seen her for months. (into direct)
- (q) I told them to be quiet. (into direct)
- (r) Suma asked Rama if she would change books with her. (into direct)
- (s) Rohan said that he wanted to be a soldier. (into direct)
- (t) Urmila said that she had seen that picture. (into direct)

**B. Activate.**

- i. Work in pairs. Make five sentences about your friends using indirect speech.**

My friend told me that he was from Birgunj.....

- ii. Work in groups. Select a list of things that your children/brother/sister tell you. Report them to your friends.**

### 3. Listening

#### A. Engage yourself.

Look at the following pictures and make a short conversation on them.



#### C. Study.

a. Listen to the TV news and tick ( ✓ ) if the statement is correct or cross ( × ) if the statement is incorrect.

S.N.	Statements	Remarks
1	It is radio news.	
2	The news is read by Ram Chaudhary.	
3	Bidhya wanted to be a writer after the presidency.	
4	She was asking votes.	
5	She was a Nepali prime minister. .	

**b. Listen to the radio news again and fill in the blank spaces.**

- (i) Mrs. Bhandari has ..... to give some amount to the charitable organizations.
- (ii) Helping people leads us to the .....
- (iii) She has written many .....
- (iii) Mrs Bhandari is in ABC television station to give an .....

**4. Speaking**

**A. Engage yourself.**

Observe the following pictures and guess what they are saying.



**B. Study.**

**Study this example.**

*(A phone call for the news report)*

Reporter : Hello, I am Anya - a reporter from The Sathmandu

Post, a weekly national paper.

Parbati : Nice to meet you. It's me Parbati, sister of Madhav Karki.

Reporter : I am very sorry to hear about the death of Madhav Karki.

Parbati : It's okay. It's a natural phenomenon.

Reporter : By the way, can I talk to you about the death of Madhav Karki?

Parbati : Okey.

Reporter : Well, ....Could you tell me when he died?

Parbati : Um, he died on December 25, 2019. He had been suffering from the kidney problem.

Reporter : How was his health at that time?

Parbati : He went through kidney surgery just a month ago.

Reporter : Okey. By the way, when did he pass his SLC?

Parbati : In ....., 1995, just when he was 16 years old.

Reporter : I'm impressed with his modesty and simplicity. Was he from a rich family?

Parbati : No - no, he was born in a village and middle-class family.

Reporter : At last, how was he for you, I mean, family?

Parbati : Very loving and encouraging.

Reporter : Do you want to say something through our media?

Parbati : Nothing more.

Reporter : Thank you very much.

Parbati : You are welcome.

### C. Activate.

- a. Now work in pairs. Student 'A' plays the role of a reporter, student B is Parbati. The reporter has to ask contextual questions to Parbati and she answers.
- b. Look at the pictures and make the news report on it. Then report it orally.



## 5. Writing

### A. Engage yourself.

- i. Read the message of condolences and the letter of sympathy under reading activity above. Now produce a similar type of message of condolences and a letter of sympathy to the people killed in an accident.
- ii. Collect some messages of condolences from the newspaper and paste them in your copy.

## **B. Study.**

### **i. Study the following news reports carefully.**

#### **5 Die, 8 Injured in Parbat Bus Accident**

January 21, 2020

Lamjung: Five people died and eight others were injured when a passenger bus fell some 500 meters down the road at Sundar Bazar Municipality, Paudi Bazar on Monday night.

Area Police Office, Chetraj said Sundhara Bhattarai, 68, Man Bahadur Kandel, 54, Dilli Ram Bhushal, 44, Gem Bahadur Thapa, 54, and his daughter Hit Kumari, 18 died in the incident. All the victims are residents of Bhotewodar. The injured returned home after receiving treatment at a local health centre.

The vehicle (GA 1 Ja 4679), which was heading to Besishar from Syangja, crashed at around 8:30 a.m. Police suspect that the bus driver lost control of the bus. Security personnel reached the accident site at around 9 a.m.

### **ii. Prepare a similar type of news report based on the following clues.**

#### **Five killed in a Road Accident**

- bus from Kanchanpur to Kathmandu
- Fell near Gajuri
- 5 killed and 15 injured
- 3 serious
- injured passengers were taken to Chitwan District hospital
- Other went home

## **C. Activate.**

Collect news report from the national daily. Cut them out and observe the structure of a news report.



## 6. Project work

Observe an event in your locality. Note down the important aspects of the event. Now including the collected points, prepare a news story. Present it in the class.

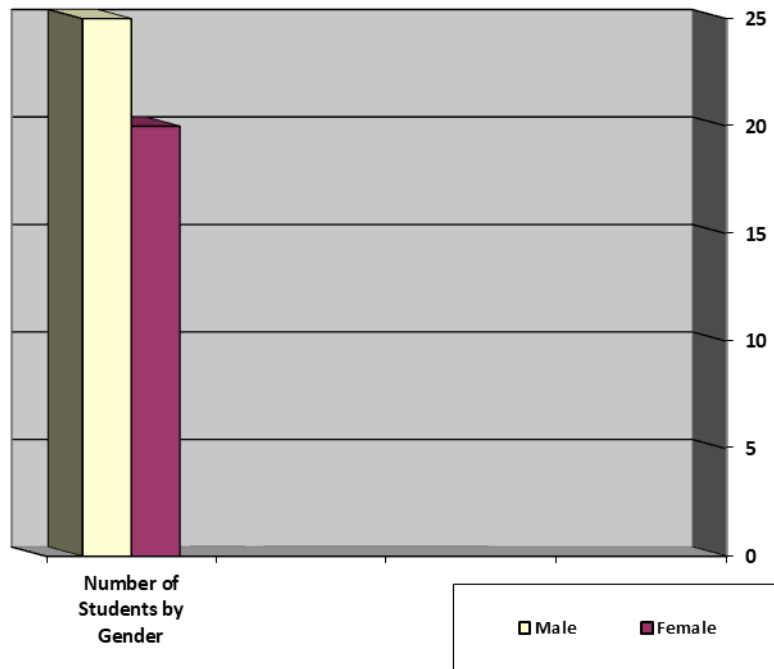
### Listening text

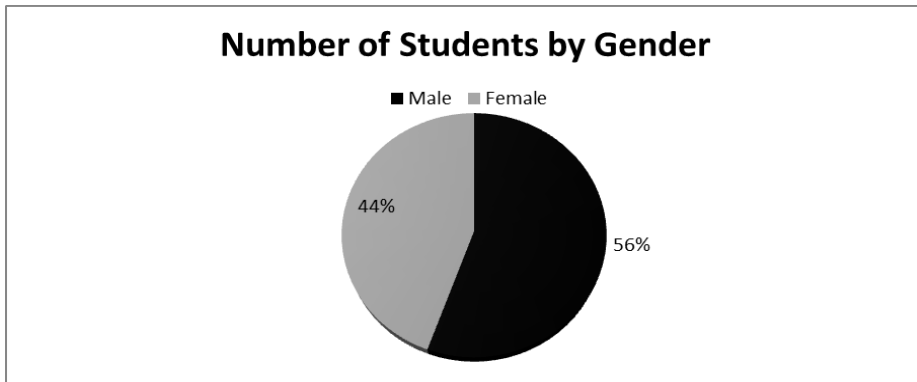
#### *Radio news*

Good evening. This is ABC Television. The news in English is read by Kumari Raut. President Bidhya Bhandari has told that she wanted to return to writing when she leaves the presidency. President Bidhya has written many articles for twelve years before she joined the Senate. Her appearance on TV talk-show added some height on her. Mrs. Bhandari has declared to give some amount to the charitable organizations. She thinks helping people freshens us and leads us to the right path.

**1. Reading****A. Engage yourself.**

- a. In the para-orthographic text, there are many ways of presenting the information. Data is particularly presented in graphs and charts. Have you seen such graphs and charts in some documents? Where have you seen them?
- b. Work in groups. Discuss why we present data in such diagrams, charts, bars, etc.
- c. Name the diagrams below.



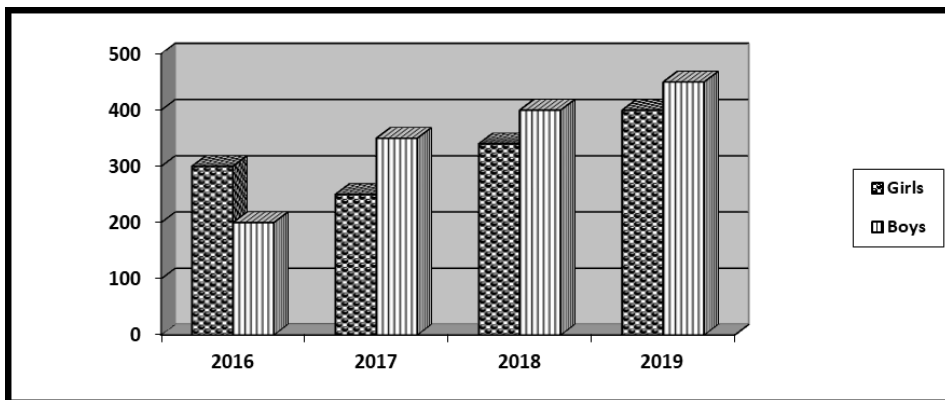


## B. Study.

- a. Read the following bar graph and chart and their interpretation. Then do the activities that follow.

## A. Bar chart, pie chart and graph

### Number of Students enrolled in Om Memorial School from 2016 to 2018



The above bar chart reveals the number of girls and boys enrolled in Om Memorial School from 2016 to 2019. The data shows that the number of new students increased every year in school.

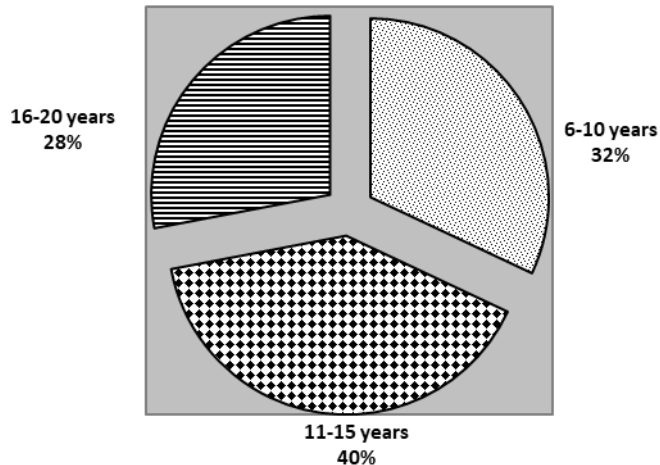
In 2016, altogether 300 girls and 200 boys got enrolled in the school before reaching 600. Altogether 250 girls and 350 boys were admitted in the school in 2017. The number of girls dropped and the number of

boys increased in this year. In 2018, 740 students got admitted including 400 boys and 340 girls. In the subsequent year, both girls' and boys' number increased by 90. In that year, altogether 450 boys and 400 girls were enrolled in the school.

Thus, the number of girls in Om Memorial School was higher than the number of boys in 2016 but at the end of 2019 boys outnumbered the girls.

**B. Agewise Participants in Farewell Programme in Shree Janata Secondary School, Gorkha**

Participants in Farewell Program in Shree Janta Secondary School



**b. Ways with words**

**i.** Read the text above and match the words in column ‘A’ with their meanings in column ‘B’.

	<b>A</b>		<b>B</b>
(a)	inter-censal	(i)	a diagram that uses rectangles or boxes

(b)	outnumbered	(ii)	a drawing consisting of a line or lines
(c)	pie chart	(iii)	be more than
(d)	bar chart	(iv)	between two census
(e)	graph	(v)	a diagram consisting of a circle that is divided into sections

**ii.** Make a list of words that you use to interpret graphs and charts.

**b. Read and answer**

**i. Read the charts and graphs and answer the following questions.**

- (a) What is the first graph about?
- (b) How many students were enrolled in 2019?
- (c) How many girls were enrolled in 2018?
- (d) What is the trend of student enrollment in Om Memorial School?
- (e) What is the pie chart about?

**ii. Write 'True' or 'False' against each statement.**

- (a) 28% of participants were between 16 to 20 years.
- (b) 11-15 years old participants comprised of 32% of total participants.
- (c) 40% of students were on between 6 to 10 years.
- (d) The total percentage of the participants between the age 6-15 was 68.
- (e) The highest number of participants was in between 11-15 years.

### C. Activate.

Present your family members into a pie chart and interpret it.

## 2. Time for grammar

### A. Engage yourself.

- a. Read the following conversation. Then underline the question tags.

Anjila : It's lovely weather, isn't it?

Kabaj : Yes. We can go for trekking, can't we?

- b. Do you know the purpose of using tags in a conversation?  
Share your idea with your friends.

### B. Study.

- i. Look at these sentences and write question tags.

1.	The plane will land here, .....?	won't it?
2.	Bishnuhari is very clever, .....?	
3.	Come and have a look at it .....?	
4.	Pallavi respects everybody, ..... ?	
5.	Nischal sleeps a lot, ..... ?	
6.	Aman doesn't love studying hard, ..... ?	
7.	You'd better finish it now, ..... ?	

- ii. Complete each sentence with an appropriate tag.

- (a) Have a wonderful day, ..... ?  
(b) Do come tomorrow, ..... ?

- (c) They won't help you, ..... ?
- (d) Katrina, bring me a pen, ..... ?
- (e) The punishment was severe and unfair, ..... ?
- (f) He's his lunch at 12, ..... ?
- (g) You'd better buy a motorbike, ..... ?
- (h) No one gave me a call yesterday, ..... ?
- (i) One should redeem one's promises, ..... ?
- (j) There used to be a big castle, ..... ?
- (k) Let's see what happens next, ..... ?
- (l) These are the main ideas, ..... ?
- (m) You and I seldom go to that place, ..... ?

**C. Activate.**

- i. Talk about your last year's achievement in your business or study. Add question tags to check the statement.
- ii. Construct some statements of your own and add question tags to them.

### 3. Listening

#### A. Engage yourself.

Look at the pictures below and guess the names of the places.





## B. Study.

### a. Listen and complete the following table.

Name of the museum	Male	Female	Total Number of Visitors
Narayanhiti Durbar Museum			
National Museum of Nepal			

The graph shows how many people have visited the Narayanhiti Durbar Museum and National Museum of Nepal in 2019. The total number of visitors in Narayanhiti was 11500. A total number of female visitors were more than male visitors. 7000 visitors were female, whereas only 4500 visitors were male. By contrast, the National Museum of Nepal received fewer visitors. The number of people who visited the National Museum of Nepal was 8000 during this period. In the National Museum of Nepal, about 60 per cent of visitors were males and only 40 per cent of visitors were female.

### b. Listen and write 'True' or 'False' next to the following statements.

- Forty percentage of visitors were males in the National Museum of Nepal.
- Majority of the visitors were females in Narayanhiti Durbar Museum.
- More visitors visited Narayanhiti Museum than Narayanhiti Durbar Museum.
- The chart presents the number of visitors to three museums in Nepal.
- The text is about the marketing of a product.

### C. Activate

Visit your local government website to find out the number of people living in your ward. Convert the information into a pie chart and interpret it.

## 4. Speaking

### A. Engage yourself

- i. Look at the picture below. What is the man doing? Can you do it?



- ii. We can do many things. Make a list of activities that you can do in your community.

### B. Study.

- i. Read the following example.

*play - the madal*

Koshan : Can you play the madal?

Poshan : Yes, I can. I can even play the *Flute*. But I can't play the Guitar.

ii. Look at the pictures and make similar conversations.



iii. Work in pairs. 'A' asks 'B' about his/her ability when he/she was ten years.

*Example: play football*

A: Were you able to play football?

B: No, but I could play Cricket.

- (a) Sing pop song
- (b) Ride a bike
- (c) Repair the TV
- (d) Write a story
- (e) Type in Nepali

iv. Work in pairs. Look at these traffic signs and make their interpretations as in the example.



Jalja : Can I park my car here?

Tara : Sorry, it's no parking zone. You cannot park it here.



### C. Activate.

- List the activities that you can do and cannot do. You can use 'can', 'cannot' and 'be able to...' for expressing ability and inability.
- List the activities that you could do using 'could' or 'was able to...'

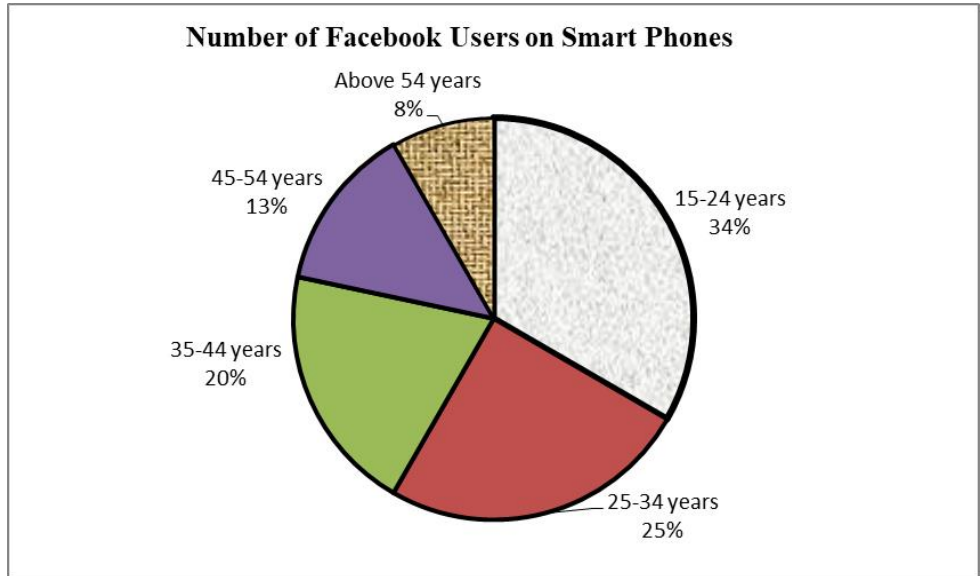
## 5. Writing

### A. Engage yourself.

- i. How many people are there in your village or community? How many males and females are there?

### B. Study.

#### i. Study the following chart and its interpretation.



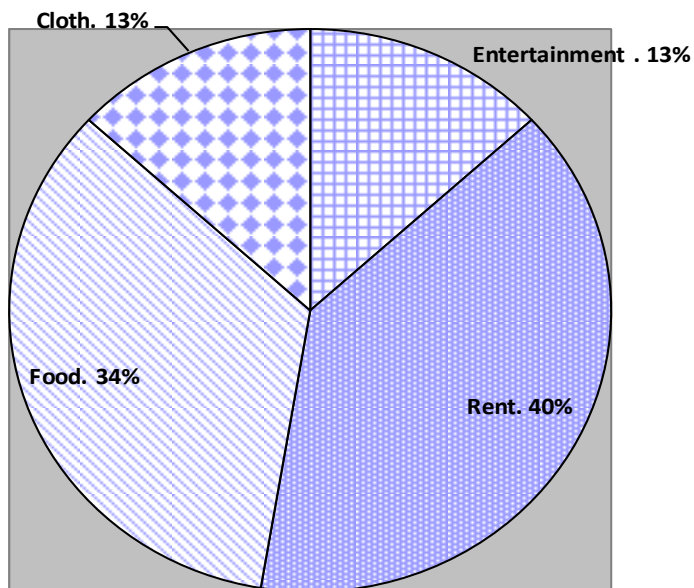
The pie chart above presents the number of people who use Facebook on their smartphones. It categorizes the total population based on their age group. The age interval between the groups is of ten years. The total population, here, is converted into percentage and distributed them into five groups.

The pie chart clearly shows that the majority of Facebook users on smartphones are between 15 to 24 years. This group of users comprises of 34 percentage of total smartphone users. The second-largest age group of Facebook users, i.e. 25 percentage are between 25 to 34 years. Similarly, 20 percentage of facebook users on smartphones are between 35 to 44 years. Likewise, only 13 percentage of facebook users on smartphones are between 45 to 54 years. The

least number of people who use facebook on smartphones are above 54.

Thus the significant number of people who uses Facebook on their smartphones falls under 15 to 24 years age group. It comprises of the highest number of Facebook users. However, the lowest number of users is from 54 above age group.

- ii. **The pie chart below shows the monthly expenses of Chameli Pratik. Now, interpret the following pie chart in about 75 words.**



- iii. The following table presents the grade awarded to Mr. Anuska Aryal Sharma in four subjects. Interpret it in about 75 words.

SN	Subjects	Grade Awarded
1.	English	A+
2.	Nepali	B+
3.	Mathematics	A+
4.	Science	B+

- iv. Look at the tables below and then convert them into a bar graph.

The number of school in Sidda Baba School, Tamghas

Students	Percentages
Grade 1	125
Grade 2	222
Grade 3	300
Grade 4	250
Grade 5	300

### C. Activate.

Go and find out how many of your friends have different types of mobile phones. Then convert the data into a pie chart.

## 8. Project work

### i. Complete the following table with authentic information.

Name of your home town/village: .....

Age Group	Boys	Girls
Children below 16 years		
16 to 29 years		
30 to 44 years		
51 to 64 years		
65 years and above		

### ii. Now change the table into a bar chart.

#### Listening text

The graph shows how many people have visited Narayanhiti Durbar Museums and the National Museum of Nepal in the summer of 2019. Most visitors went there between June and September. The number fluctuated between 5000 and 5650. A total number of female visitors was more than male visitors. 7000 visitors were female, whereas only 3650 visitors were male. By contrast, the National Museum of Nepal received fewer visitors. The number of people who visited the National Museum of Nepal dropped gradually from 2000 thousand to 1500 from June to August then increased to 2500 in September. In the National Museum of Nepal, about 60 percentage of visitors were males and only 40 percentage of visitors were female.




**1. Reading****A. Engage yourself.**

- a. We get services and facilities from many institutions, organizations, offices, etc. Write down the major places that you usually visit for such purpose.

Institutions	Organizations	Offices	Other

- b. Share your list with your friends.  
 c. Look at the cheque below and say why you use it.

	राष्ट्रिय बाणिज्य बैंक RASTRIYA BANJYA BANK	
		S/69      0820211
		Branch Office .....
		Date.....
		PAY .....OR BEARER
		AMOUNT (in words) .....Amount in figure.....
		Savings A/c No. ....

## B. Study.

- a. Read the following text and find out where you can collect such form.

अनुमोची - २ क (नियम ३ को उपनियम १ सँग संवन्धित)  
**Government of Nepal**  
Ministry of Foreign Affairs, Department of Passport

**PASSPORT APPLICATION FORM**

Please fill in each box with one character and leave an empty box for space. Use only CAPITAL letters.  
एक कोठामा एक अक्षर गर्ने गरि अरुको ठुलो अक्षरमा भर्नुहोला । स्पष्ट दिनका लागि कोठा खाली छाड्नु होला ।

**Personal Information/व्यक्तिगत विवरण**

35mm X 45mm  
Borderless Colour Photo

GLUE

Affix the photo with a dab  
of glue in the box

1. Surname/परि *	
<input type="text"/>	
2. Given Names/नाम *	
<input type="text"/>	
3. Place of Birth/जन्मस्थान *	4. Nationality/राष्ट्रियता *
<input type="text"/>	<input type="text"/>
5. Date of Birth/जन्म मिति 5A. A.D./इ.स. * YEAR/बर्ष MONTH/महिना DAY/दिन 5B. B.S./बि.स. * YEAR/बर्ष MONTH/महिना DAY/दिन	6. Sex/लिंग * <input type="checkbox"/> M for Male/पुरुष <input type="checkbox"/> F for Female/महिला
7. Citizenship or Permit No./नागरिकता वा अनुमति नं *	8. Date of Issue B.S./आवृत्त/जारी मिति बि.स. (शुक्रबारसम्म) *
<input type="text"/>	<input type="text"/>
9. Place of Issue/जारी भएको स्थान *	10. Old Passport or Travel Document No./ प्राचीन यात्रादानी वा यात्रा अनुमतिपत्र नं
<input type="text"/>	<input type="text"/>
10A. Date of Issue A.D./जारी भएको मिति इ.स. * YEAR/बर्ष MONTH/महिना DAY/दिन	10B. Place of Issue/जारी भएको स्थान
<input type="text"/>	<input type="text"/>
11. Address/ठेगाना	
11A. District/जिल्ला *	11C. Ward No./वडा नं *
<input type="text"/>	<input type="text"/>
11B. Municipality/ VDC/नपा/गा.वि.सं *	11E. House No./घर नं *
<input type="text"/>	<input type="text"/>
11D. Town/Village टाउन/गाउँ *	11F. House No./घर नं *
<input type="text"/>	<input type="text"/>
12. Email/इमेल	13. Phone No./फोन नं
<input type="text"/>	<input type="text"/>
14. Next of Kin/आपत परेमा खबर गर्ने निकटतम व्यक्ति	
14A. Fullname/नाम थर *	
<input type="text"/>	
14B. Address/ठेगाना	
14C. District/जिल्ला *	
<input type="text"/>	
14D. Municipality/ VDC/नपा/गा.वि.सं *	
14E. Ward No./वडा नं *	
<input type="text"/>	
14F. Town/Village टाउन/गाउँ *	
14G. House No./घर नं *	
<input type="text"/>	
15. Relationship/नाता *	16. Phone No./फोन नं
<input type="text"/>	<input type="text"/>
17. Email/इमेल	
<input type="text"/>	

भारि उल्लेखित विवरण खोचो हो । पुनर्जात गर्नुन बसोबास अपराध टार्निने कुनै काम गरेको छैन ।  
मानुन बसोबास यात्रादानी प्रयोग गर्नेछु ।

<p>Thumb Impression/थुँटाको छाप *</p> <table border="1" style="width: 100%;"><tr><td style="width: 50%; height: 60px;">Right Thumb/दायाँ</td><td style="width: 50%; height: 60px;">Left Thumb/बायाँ</td></tr></table>	Right Thumb/दायाँ	Left Thumb/बायाँ	<p>Applicant's Signature/निवेदकको सही *     Date/मिति *</p> <p>Verifying Officer</p> <p>Name &amp; Signature: _____</p> <p>Designation: _____     Date: _____</p>
Right Thumb/दायाँ	Left Thumb/बायाँ		

**FOR OFFICE USE ONLY** ▼ Please fill in the appropriate box with an "X" mark.

Application Source & Name	Name	Validity
<input type="checkbox"/> DOP <input type="checkbox"/> District <input type="checkbox"/> Mission	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Year: <input type="checkbox"/> <input type="checkbox"/> Months: <input type="checkbox"/> <input type="checkbox"/>
Application Type		Revenue Receipt No.
<input type="checkbox"/> Regular <input type="checkbox"/> Emergency <input type="checkbox"/> New <input type="checkbox"/> Lost <input type="checkbox"/> Renewal		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Document Type		Date
<input type="checkbox"/> Ordinary <input type="checkbox"/> Diplomatic <input type="checkbox"/> Official <input type="checkbox"/> Travel Document		YEAR: <input type="checkbox"/> <input type="checkbox"/> MONTH: <input type="checkbox"/> <input type="checkbox"/> DAY: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**b. Ways with words.**

**Read the form above and match the words in column ‘A’ with their meanings in column ‘B’.**

	<b>A</b>		<b>B</b>
(a)	Passport	(i)	An official document that gives somebody the right to do something, especially for a limited time
(b)	Nationality	(ii)	Relative
(c)	Permit	(iii)	The mark made by the pattern of lines on the top of a person’s thumb
(d)	Kin	(iv)	An official document that identifies you as a citizen of a particular country, and that you may have to show when you enter or leave a country
(e)	Thumb impression	(v)	Citizen


**c. Read and answer.**

**i. Read the form again and answer the following question.**

- (a) What is it about?
- (b) Why do we fill up such forms?
- (c) What is to be written first while filling the form?
- (d) Do we need both right and left thumb impressions while filling this form?
- (e) Is there anything to be filled by the office staff only?
- (f) Who shall be responsible to tick document type?

**C. Activate.**

- i. Make a photocopy of your cheque book. Now write a cheque for 5000 rupees to your friend. You may write the following cheque if you cannot manage yourself.**

	s/69 0820211
	Branch Office .....
	Date.....
PAY .....	OR BEARER
AMOUNT (in words) .....	Amount in figure.....

**2. Time for grammar**

**A. Engage yourself.**

- i. Read the following story and underline the past forms of the verbs.**

There was a crow in a forest. He was absolutely satisfied in life. One day he saw a white swan and allured by its whiteness. So he thought that the swan was the happiest bird in the world.

The crow expressed his thoughts to the swan. Then, swan said, "You know I am only white but the parrot has two colours. So when I saw him, I realized that he is the happiest bird in the world." Then the crow decided to meet parrot. When he met the parrot, I expressed his though. But the parrot explained, "I lived a very happy life until I saw a peacock. I have only two colours,

but the peacocks have multiple colours." So the peacock is the happiest bird in the world.

After listening to the parrot, the crow visited a peacock in the zoo and saw that hundreds of people gathered around him. After the people had left, the crow approached the peacock and asked "Dear peacock, you are so beautiful that every day lots of people come to see you. You know when they see me, they immediately shoo me away. I think you're the happiest bird in the world. However, the peacock replied, "Dear crow, I used to think that I was the most beautiful bird in this world but when people entrapped me to keep in the zoo. I tried to enjoy the freedom I could not. When I observed all the birds in the zoo, the only animal that is not kept in the zoo is a crow. Therefore, for the past few days I have been thinking that if I were a crow, I could happily roam everywhere."

**ii. Tell a moral story to the class.**

**B. Study.**

**i. Put the verbs given in the brackets into the correct form (past tense)**

- (a) Nanda (visit) Pakistan last year.
- (b) She (buy) that house in 2018.
- (c) When the teacher (come) students stood up.
- (d) The train (leave) an hour ago.
- (e) When we arrived, they (dance).
- (f) Sunita (finish) her homework before she went to bed.
- (g) When the telephone (ring) I was watching a movie.
- (h) When we reached the cinema hall, the film already (start)

- (i) She (bring) a cup of tea just now.
- (j) The bridge broke down after the truck (cross) it.
- (k) When thieves stole my bag, I was really upset. I (have) it for ten years.

**ii. Recall any event happened in your life. Narrate it using past forms of verbs.**

### **C. Activate.**

Narrate what happened on the first day of your school. Use the past tense.

## **3. Listening**

### **A. Engage yourself.**

**a. Look at the pictures and discuss the questions in the box.**

- (a) What are the people doing in the picture?
- (b) Have you ever participated in such activities?



## **B. Study.**

### **i. Listen to the audio file and tick the best answer in the box.**

- (a) Kanchan is doing nothing .....(usual/special/normal)
- (b) Altogether ..... boys are going on the picnic.  
(fourteen/fifteen/fifty)
- (c) Kanchan asks also about the ..... (amount to be spent/bus  
to be taken/food to be carried)
- (d) Kanchan will be in the meeting before (6 a.m./6 a.m/5 p.m.)
- (e) They are planning to collect ..... (Rs. 800/Rs. 500/  
Rs. 900) to go for a picnic.

### **ii. Listen to the tape again and fill up the gaps with correct words.**

- (a) The place they have chosen for the picnic is .....
- (b) Most of the boys are from Krishna's.....
- (c) The boys are getting together to plan for.....
- (d) They are planning to go for a picnic on .....
- (e) The text is about .....

## **C. Activate.**

- a. Remember the dialogue and practise them with your partner in a dramatic form**

## **4. Speaking**

### **A. Engage yourself.**

- a. Study this example.**

A : We must use new technology in our classroom if we're going to learn a lot.

B : I agree.

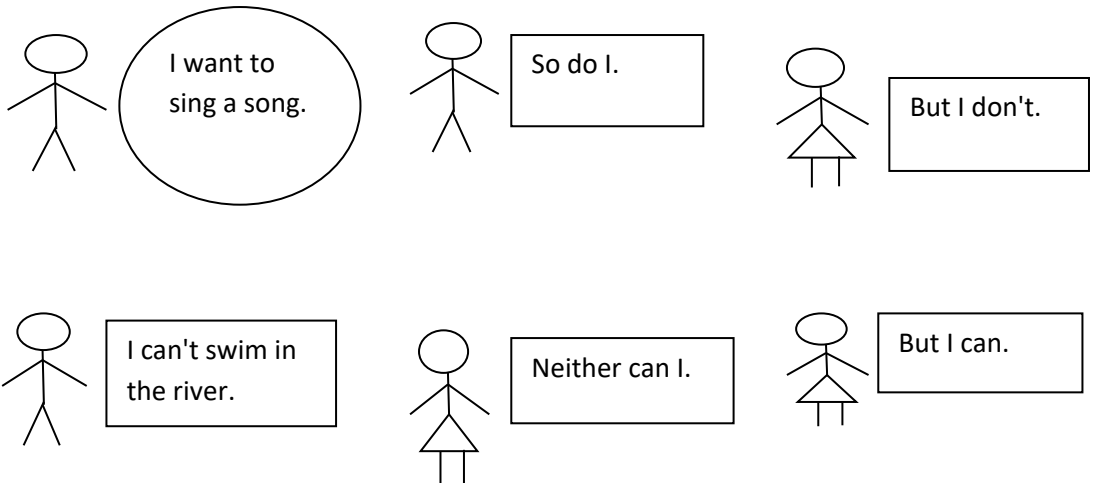
B : Absolutely.

B : True enough, but the problem is how to manage money.

- b. In your daily life, you may respond to the statement of other people in brief. Recall the recent conversation in which you have responded briefly.

**B. Study.**

- a. Read and point out the brief responses in the following example.



- b. Work in pair. Respond to the following statements in brief.

- I can dance.
- I went to Rara last year.
- I don't smoke.
- I like the spring season.
- I play football.



- (f) I'm interested in research.
- (g) I'm writing a letter.

**C. Activate.**

**Work in a group of three. They must make a statement about themselves or give an opinion about something. The others in the group must respond individually as in the example.**

**5. Writing**

**A. Engage yourself.**

- a. Collect your admission form.
- b. Have you ever filled up such official forms in your life?

**B. Study.**

**i. Fill up the following forms.**

**a. REMITTANCE COLLECTION FORM**

IME control No. 

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

Sender's Name	
Sender's Mobile No.	
Amount	
Receiver's Name	
Receiver's Mobile No.	
Purpose of Transfer	
Bank/Branch/Account No.	
Signature	

## **b. REMITTANCE CLAIM FORM**

### *International Remittance Domestic Remittance*

IME control No.

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

Receiver's Name	
Receiver's Mobile No.	
Amount	
Sender's Name	
Sender's Mobile No.	
Relationship	
Bank/Branch/Account No.	
Signature	

### **ii. Collect the following forms and fill up them with the required information.**

- a. Registration form of class eight
- b. Passport application form
- c. Cash deposit form of a bank
- d. Exam form

### **C. Activate.**

Collect any form from your Municipality/Rural Municipality and fill it up.

### **6. Project work**

- A. Visit the bank near your school and collect the account opening form. Then fill-up the form with your authentic information. You may leave some blank spaces if you lack the information.**

- B. Discuss the problems you faced while filling up the forms with your friends. If you leave some blank spaces in the form, tell the reason to your friends in the class.**

### **Listening text**

Krishna: Hi, Kanchan, how are you?

Kanchan: Oh, hi, Krishna! I'm fine to thank you. How about you?

Krishna: Fine, thanks what are you doing this Saturday?

Kanchan: Nothing special. I'm staying at home, as usual. But we go together?

Krishna: Well, I'm thinking of going on a picnic. Shall we go?

Kanchan: Most certainly. I've not gone on a picnic for a long time. Where shall we go?

Krishna: We're planning to go to Kakani. What do you think of that?

Kanchan: That sounds great. I really love that place. By the way, how many people are going and who else are there?

Krishna: Um, we shall be 15 including you. Most of them are from my locally and I think you know many of them.

Kanchan: That's OK. How much is each person spending?

Krishna: Only 800 rupees. Is it reasonable?

Kanchan: Yes, it is Perhaps.....

Krishna: Why don't you come to my home this evening? We are all getting together and planning for everything.

Kanchan: That's a good idea! I'll be there before 6 pm.

Krishna: OK. Bye.

**1. Reading****A. Engage yourself.**

- a. Have you ever seen someone ill-treating his/ her mother? How did you feel then? Tell your friends.
- b. Work in groups. What type of behaviour should we do for our parents? Write it down and share it with your friends.

**B. Study**

- a. **Read the following story and underline the sentences which express wishes.**

**Mother's Sacrifice**

My mom had only one eye. For that I hated her. She would run a small tea shop at a market and manage money for anything we needed. She would love me a lot and fulfill my every need. Despite that fact, I always found her odd and embarrassing to me.

It was the time when I was in an elementary school. I remember that it was a field day, and my mom came. I was so embarrassed. How could she do this to me? I threw her a hateful look and ran out. The next day at school 'Your mom has only one eye?' – my friends taunted me.

I wished that my mom would disappear from this world so I said to my mom, 'Mom, why don't you have another eye? You're only going to make me a laughing stock. Why don't you just die?' My mom did not respond. I guess I felt a little bad, but at the same time, it felt good to think that I had said what I'd wanted to say all this time. Maybe it was because my mom hadn't punished me, but I didn't think that I had hurt her feelings very badly.

That night I woke up and went to the kitchen to get a glass of water. My mom was crying there so quietly as if she was afraid that she might wake me. I took a look at her and then turned away. Because of what I had said to her earlier, something was pinching at me in the corner of my heart. Even so, I hated my mother who was crying out of her one eye. So I told myself that I would grow up and become successful because I hated my one-eyed mom and our desperate poverty.

Then I studied hard. I left my mother and went to Kathmandu and studied hard. I completed my university degree and got married. I bought a house of my own. Then I had kids, too. Now I am living happily as a successful man. I like it here because it's a place that doesn't remind me of my mom.

This happiness was getting bigger and bigger when someone unexpected came to see me 'What? Who is this?' It was my mother, still with her one eye. I felt as if the whole sky was falling apart on me. My little girl ran away, scared of my mom's eye.

And I asked her, "Who are you? I don't know you!" as if I tried to make that real. I screamed at her "How dare you to come to my house and scare my daughter! Get out of here now!" And to this, my mother quietly answered, "Oh I am so sorry. I may have gotten the wrong address," and she disappeared. Thank goodness! She doesn't recognize me. I was quite relieved. I told myself that I wasn't going to care or think about this for the rest of my life.

Then a wave of relief came upon me. One day, a letter regarding a school reunion came to my house. I lied to my wife saying that I was going on a business trip. After the reunion, I went down to the old shack that I used to call a house. Just out of my curiosity there, I found my mother fallen on the cold ground. But I did not shed a single tear. She had a piece of paper in her hand. It was a letter to me.

She wrote:

My son,

I think my life has been enough now. And, I won't visit Kathmandu anymore but would it be too much to ask if I wanted you to come to visit me once in a while? I miss you so much. And I was so glad when I heard you were coming for the reunion. But I decided not to go to school for you. I'm sorry that I only have one eye, and I was an embarrassment for you.

You see, when you were very little you got into an accident, and lost your eye. As a mother, I couldn't stand watching you having to grow up with only one eye. So I gave you mine. I was so proud of my son that was seeing a whole new world for me, in my place, with that eye. I was never upset at you for anything you did. The couple of times that you were angry with me, I thought to myself, 'It's because he loves me.' I miss the times when you were still young around me.

I miss you so much. I love you. You mean the whole world to me.

-Your Mother

My world shattered. I hated myself. I cried for my mother. I didn't know of any way that will make up for my worst deeds.

**b. Ways with words.**

**i. Make sentences using the given words.**

embarrassing

taunt

reunion

unexpected

scared

relief

**ii. Read the text and find out similar words to the given words.**

required

teased

extinct

pain

distressed

activities

**c. Read and answer.**

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

- (a) Why did the boy hate his mother?
- (b) How did the mother manage her living?
- (c) What did the boy wish to his mother?
- (e) Why did the son get back to his village?
- (f) What was there in the hand of the mother?
- (g) How had the mother lost her eye?
- (h) Why was the boy shattered?

**ii. Read the text and write 'T' for true and 'F' for false statements.**

- (a) The boy had lost his one eye in an accident.
- (b) The mother was unknown about the hatred of his son.
- (c) The mother went to the reunion program hearing that her son would come.
- (d) The boy was a noble person.
- (e) Ultimately the boy felt regrets about all he had done to his mother.

**C. Activate.**

Have you ever done anything to your parents you feel regret about?  
Write down a paragraph describing it.

## 2. Time for grammar

### A. Engage yourself.

Read the following *If* – sentences and underline the if-clauses.

- (a) Had I joined the army I would have fought in the jungle.
- (b) If you drop a glass, it breaks.
- (c) If she had invited me, I would have participated.
- (d) You will pass the exam if you study hard.
- (e) If you smiled at somebody, you would be smiled back.

### Study.

#### A. Complete the if-sentences given below.

- (a) Would it be all if ....?
- (b) He would have joined us if we....
- (c) She would go on a trip she....
- (d) Water freezes if it.....
- (e) I will come to see you if I ....

#### B. Complete the sentences below using the correct form of the verb in the brackets.

- (a) If Rama had ..., she would have been heard. (scream)
- (b) If Aman .... a joke, I couldn't help laughing. (crack).
- (c) Sudha will help you if you .....her. (request)
- (d) If we don't dam up, water ....down. (flow)
- (e) What would you do if I .... Alone? (leave)

#### C. Activate.

Write a reply to the above letter making use of if-clauses.



**3. Listening**

**A. Engage yourself.**

- a. Look at the picture. What is the man doing?**



- b. You must have seen many women breastfeeding their babies. Do you remember your mother at that time? What do you feel then?**

**B. Study.**

- a. Listen to the story and list the names of the people mentioned in the story.**

- (a) .....
- (b) .....
- (c) .....

- b. Listen to the story again and write 'T' for true and 'F' for false statements.**

- (a) The story is a legend from Ramayana.

- (b) Dashratha was fishing in the lake.
- (c) Both of Shravan's parents were blind.
- (d) Shravan's parents cursed Dashratha.
- (e) The curse did not turn out to be true.

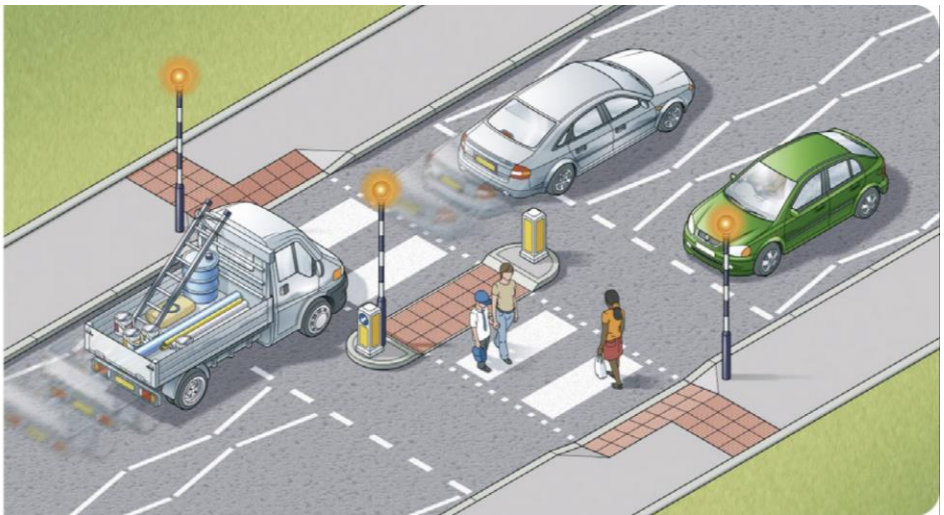
**C. Activate.**

Write down a short folk story you have heard.

**4. Speaking**

**A. Engage yourself.**

Look at the picture below. What is the boy doing in the picture?  
What will you do if you see a blind person crossing a road?



**B. Study**

- a. Study the following examples and have a similar conversation with your friend in the following context.

**Example 1:** You need some money.

Sujan: Hi Hardik, can you give me some amount now? I urgently need Rs. 5000.

Hardik: I'm afraid, I can't. Had I got, I would have given you.

**Example 2:** *I'm hungry.*

Shreju: I am so hungry, Preju. I think I am dying.

Preju: I wish I could feed you something.

- (a) I have had a severe headache.
- (b) I am thirsty.
- (c) I couldn't solve this mathematical problem.
- (d) I need a torch.
- (e) I need a note copy.

### C. Activate.

Work in pairs. Share the activities that you wish to do with your partner.

## 5. Writing

### A. Engage yourself.

**Go through the paragraph below. Note down the advice you get there.**

My son, do obey the commands of your father and don't neglect your mother's teachings. Keep their words always in your heart and tie them around your neck. Wherever you walk, their counsel can lead you. When you sleep, they will protect you. When you wake up in the morning, they will advise you.

**B. Study.**

Read the paragraph above and write a similar paragraph addressing a daughter. Include what you wish her to do.

**C. Activate.**

Write a letter to your brother describing your duties to your parents.

**6. Project work**

Visit around your locality and make a list of activities the children do to support their parents.

Name of the children	Supportive activities to the parents

Now, write down a paragraph incorporating the activities mentioned above.

## Listening Text

According to the legend in Ramayana, while hunting in the forest of Ayodhya, then-prince Dashratha heard a sound near a lake and unleashed an arrow thinking that it was an animal. When he went to collect his prey, he found that his arrow had fatally struck a poor boy and he was bleeding. The boy was Shравan. He had come there to fetch water for his sick and old parents. With his dying breath, Shравan requested Dasharath to take water to his parents and to tell them what had happened. Dashratha took water for his parents and told them of his tragic mistake. They were unable to bear that shock and cursed Dasaratha that he too would experience "Putrashoka" (Sanskrit, "*Putra*" is child/son and "*shoka*" is grief; grief due to loss of a son). A curse which turned out to be true when he had to suffer the departure of his most beloved and able son Rama who had to be exiled at his orders.

**1. Reading****A. Engage yourself.****a. Prepare a list of different types of therapy you know.**

<b>S.N.</b>	<b>Names of therapy</b>

**b. Look at the picture below and discuss the types of natural therapy.**

## C. Study

- a. Read the following text and underline the important points you text.

### **Spa and Therapy**

The great yogis of ancient time say: the benefits of yoga are lightness and healthiness of the body, absence of desire, clear complexion, and pleasantness of voice, sweet odour and slight excretions. Yoga, spa and massage are a kind of therapy practised from the ancient time. Even in the eastern tradition, it has been in use from the ancient time. An infant is oil massaged so that s/he could combat his/her ailments and get the strength to overcome the pains and agonies. This practice shows the therapeutic importance of spa and massage. This traditional way of therapy has been commercialized and expanded now.

Even in our country, many such therapy centres have been opened. The main reasons to open these centres are for better services for Nepalese and Foreigners. On the other hand, receiving training from these centres get recognized for employment opportunities in Nepal and abroad. These Spa Centers are well equipped with state-of-art technology, peaceful environment and are the perfect places to soothe away the pain, stress, anxiety, etc. and rejuvenate the mind and body. At the same time, one can beautify him/herself with their beauty treatments.

#### **Sirodhara**

Sirodhara is a unique treatment where specific medicated oils are poured to the THIRD EYE (forehead) in a regular stream for a definite period. It is an effective therapy for mental relaxation. It cures insomnia, stress, depression and decreases mental agility.

## **Ayurvedic Massage**

In Ayurvedic massage, herbs and essential oils are used to improve the blood circulation and relieve stress. Certain ailments related to muscles, ligaments and nervous system can be completely healed through this massage. It also helps to create more clarity and regenerate the mind and body for better functioning.

## **Trekker's Massage**

This massage is specially provided to those people who go for a short or long trek. It is a mixture of Thai and Ayurvedic massage where the trekkers get relief from many agonies.

## **Spinal Massage**

A spinal massage is best given as part of an overall body or back massage. For an initial general massage one may or may not use massage oil. Spinal massage relieves stress and anxiety.

## **Hot Stone Therapy**

Heated smooth stones are placed on certain points on the body to warm and loosen tight muscles and balance energy centres in the body. Holding heated stones and applying gentle pressure gives the comforting warmth. It is good for people who have muscle tension but prefer lighter massage.

## **Deep Tissue Massage:**

Deep Tissue massage is one kind of massage technique that focuses on the deeper layers of muscle tissues. It aims to release the chronic patterns of tension in the body through slow strokes and deep finger pressure on the contracted areas, either following or going across the fibres of the muscles, tendons and fascia.



**b. Ways with words.**

**i. Read the text above and fill in the gaps with correct words from the box.**

rejuvenate	relaxation	regenerates	relieves	chronic
------------	------------	-------------	----------	---------

- (a) Yoga and spa ....our mind and body.
- (b) Ayurvedic massage... our body for better functioning.
- (c) Sirodhara is an effective therapy for mental...
- (d) Trekker’s massage ....the trekkers from agonies.
- (e) Deep tissue massage helps to soothe away the ....pattern of tension.

**ii. Read the passage again and give the opposite words to the given words.**

hazards                  relief                  stress                  final                  stretched

**b. Read and answer.**

**i. Read the passage and write ‘T’ for true and ‘F’ for false statements.**

- (a) The text above talks about the importance of spa only.
- (b) Spa and massaging are therapeutic practices.
- (c) Children these days are fond of massaging.
- (d) Hot stone therapy makes our muscle tight.
- (e) The third eye refers to our conscience.

**ii. Answer the following questions.**

- (a) According to the ancient Yogis, what are the benefits of yoga?
- (b) Name the different types of massage mentioned in the text.

- (c) Which massaging do you think is more beneficial to you and why?
- (d) Which massaging is more beneficial to people with muscular tension?
- (e) What is the main purpose of trekker's massage?

**C. Activate.**

Make a chart showing the importance of spa and massaging and display it to your friends.

**2. Time for grammar**

**A. Engage yourself.**

Study this context and observe how the causative verbs 'get', 'have' and 'make' can be used.



The cell phone of Ambar was not functioning, so he arranged the mechanic to repair it. He didn't repair it himself. It can be expressed as:

- (a) Ambar had a mobile phone repaired.
- (b) Ambar had the mechanic repair the mobile phone.

- (c) Ambar made the mechanic repair the mobile phone.
- (d) Ambar got the mobile phone repaired.
- (e) Ambar got the mechanic to repair the mobile phone.

*Note: If we arrange for somebody else to do something, we use causative verbs i.e. 'have', 'get' and 'make'.*

## B. Study.

### a. Read this table to know the use of 'have' and 'get'.

	<i>Have/get</i>	<i>Something</i>	<i>Done</i>
You should	have/get	your car	serviced regularly
She	has/gets	her TV	repaired
Dipa	had/got	his hair	cut
Pemba and Pasang	are having/getting	their photograph	taken

### b. Look at the table below and make as many sentences as possible.

Mayank		her food	cooked
Anu	had	his suit	stitched
Anju	got	her son	to wash the plates
Gita	made	his son	write a report
		my son	to clean the room

- c. Now write a sentence using either 'have', 'get' or 'make' for each situation below.**

*Example: Ramesh (whose photograph was taken)*

*Ramesh had his photograph taken in a studio.*

- (a) Karna (whose coat was cleaned)
- (b) Sunita (whose documents were photocopied)
- (c) Shobha ( whose copy was checked)

- d. Complete the sentences below using the correct form of the verb in the brackets.**

- (a) Rama had her daughter ..... (clean) the room.
- (b) The joker made me ..... (laugh).
- (c) Subarna got his passport ..... (prepare).
- (d) Dipendra had his clothes ..... (wash).
- (e) Yadu is having his house ..... (paint).

- e. Complete for the following sentences with appropriate causative verbs.**

- (a) Sabi..... Yagya repair his house.
- (b) Ansu ..... me laugh.
- (c) Dhruva..... his eyes checked.
- (d) Biren ..... his clothes stitched.
- (e) Binu ..... her house decorated.

**C. Activate.**

**a. Write ten sentences using 'have', 'get' and 'make'.**

**3. Listening**

**A. Engage yourself.**

Have you ever had trouble with your motorbike? If yes, share your experience with your friends.



**B. Study.**

**i. Listen to the dialogue and complete the following sentences.**

- (a) The man has a problem with his-----.
- (b) He was riding his bike when it stopped....
- (c) The bike had a problem with its.....
- (d) The mechanic .....plug.
- (e) He paid 1000 rupees to the mechanic.

**ii. Answer the following questions.**

- (a) Where did the conversation take place?
- (b) At what time did the conversation take place?
- (c) Where was the man going to?
- (d) How long did it take for the mechanic to repair the bike?
- (e) Why did the man thank the mechanic?

**C. Activate.**

Based on the listening text, prepare a similar type of dialogue between a shopkeeper and a customer.

**3. Speaking**

**A. Engage yourself.**

**You might have got someone to help you in a difficult situation. Share your experience with based on the following clues.**

- (a) What was the problem?
- (b) What were you doing then?
- (c) Whom did you ask to help you?
- (d) Did he help you?
- (e) How did you feel when you got your problem solved?

## **B. Study.**

**Practice the following debate in the class.**

### **Brain vs Brawl**

Honourable Chairperson, respected judge panel, teachers and all others who are present at the moment,

I am very thankful to you all for getting this opportunity of expressing my views. Today I am speaking in favour of the topic- the brain is stronger than a brawl.

In my opinion, the works with the use of the brain cannot be done with the help of physical strength. In this 21<sup>st</sup> century making ourselves in favour of physical strength is worthless. All the progress that has taken place is due to the contribution of mental power. Even our history has also shown the importance of mental power. No inventions would have taken place in the world if there were not the people who utilized their brain for achieving success. Even the games that require physical strength are the result of mental power. If physical strength was more important than mental power, all the people of the world would have engaged themselves in the process of increasing physical power.

Thus, I would like to conclude my words saying, comparison of physical strength with mental power is worthless and nothing was ever and will be achieved without mental power.

Thank you.

## **C. Activate.**

**Now it is your turn. Give your views against the topic "Brain is stronger than Brawl"**

## 5. Writing

### A. Engage yourself.

- (a) Have you ever tried some natural therapy or ayurvedic treatment to cure your ailment? If yes, did it help you?
- (b) How can the natural therapy system be useful?

### B. Study.

Collect the information about the natural therapy system or ayurvedic treatment and note down the information as far as possible.

### C. Activate.

Write down a couple of paragraphs about the importance of natural therapy.

## 6. Project work



Work in groups. Divide the class into two groups and make a debate on: 'Naturopathy is better than allopathy.'



## Listening Text

A: Namaste!

B: Namaste! Is there anything that I can help you with?

A: My bike won't start now.

B: Oh really? Mmmm...let me see!

A: I was coming but suddenly it stopped working.

B: Did you check the fuel?

A: There is no problem with fuel. It's almost full- tank.

B: Oh...there can be some problem with the plug then. Let me see it.

A: Is the plug all right?

B: Not actually! It's rusted and it needs cleaning.

A: I am getting late to my office. Please make it work as soon as possible.

B: Don't worry, it won't take more than ten minutes.

(after a while)

A: Now it works. You can start on.

B: Oh... yes! It's working now. How much shall I pay for it?

A: It's only 100 rupees, please!

B: Here you are! Thank you!

A: You are quite welcome!

**A. Engage yourself.**

- (a) Do you like travelling? What type of places do you prefer for travelling? Which is the best place you have travelled so far and why is it the best one?
- (b) Look at pictures below and describe it.

**B. Study.****a. Read the following text and give a suitable title to it.**

Nepal is a rich country in natural resources. It has many beautiful and heart-touching snow-capped mountains, hills and plains, green forests, mighty and gentle rivers, lakes, waterfalls and many more.

In the past, about one-third of its land was occupied by jungles, a big resource to fulfill our different needs. Forest is the greatest wealth of

our country. For this reason, there is a proverb 'Green forest is the wealth of Nepal' ( Hariyo ban Nepalko dhan).

Unfortunately, in the present days, such great wealth is clearing up because of the growing population. People are clearing up the jungles for different reasons like housing, cultivating, livestock farming etc. Moreover, many people are cutting down trees illegally to earn money. Because of these reasons forest areas are diminishing day by day. If such activities are not checked in time, a big crisis is sure to appear and we are likely to suffer many problems.

One of the main problems sure to appear is the climatic and ecological problem. We know that jungles are the source of water and fresh air. They help to control soil erosion and landslides. They help to keep the environment neat and clean. Without a sound environment, we can be the victims of many diseases. On the other hand, different flora and fauna, which are essential to maintain an environmental balance and run the ecosystem smoothly, will disappear and there appears a serious threat even to human existence.

So, if we want to continue our life, we must save the jungles. Actually, to cut down trees means to cut down our own lives ourselves. Hence, let's shout loudly 'Trees are our life' and act out promptly to save them.

**b. Ways with words**

**i. Read the text and unjumble the letters on the left to form the correct words. The words should match the meanings on the right.**

- |             |   |                                    |
|-------------|---|------------------------------------|
| htleaw      | - | an asset or property               |
| orpevrb     | - | old but popular saying             |
| ouppionlat- |   | number of people living in a place |
| arolf       | - | plants or vegetation               |
| galilel     | - | something against the law          |

**ii. Fill in the blanks.**

- (a) Hariyo ban Nepalko dhan is a .....
- (b) The mountains of Nepal are beautiful and ...
- (c) ....the green forest of Nepal is clearing up.
- (d) Deforestation is sure to create....problem.
- (e) People cut down trees .....to earn money.

**c. Read and answer**

**Answer the following questions.**

- (a) Why does the writer describe the beauty of Nepal as heart-touching?
- (b) What portion of land in Nepal was occupied by forest area in the past?
- (c) What are the impacts of deforestation?
- (d) What is the cause of deforestation?
- (e) What is the plea of the writer?

**C. Activate.**

Have ever visited Chitwan National Park or any other national parks? If yes, did you enjoy the visit? What particular things made you feel enjoy? Describe your visit to your friends.

**2. Time for grammar.**

**A. Engage yourself.**

The people from your village is migrating to the urban areas day by day. What impacts of it do you think will be seen in your village life?.

## **B. Study.**

- (a) Read the text above and underline the sentences which express possibility and certainty.
- (b) Read the text again and underline the relative clauses.
- (c) Read and underline the relative clauses in the text below.

The dream, which I had last night, was wonderful. I was at the zoo. Some people were taking photographs. Children, who had come to see the animals, were playing and laughing. Birds were singing. Fish, which were kept in the aquariums, were happily swimming. Monkeys were jumping. It was really interesting.

## **e. Rewrite the following sentences supplying the correct relative pronouns.**

- (a) Shakespeare, ..... was born in 1616, wrote many famous plays.
- (b) Jack, ....I was looking for, arrived home.
- (c) The dream,.... I had, was interesting.
- (d) Hari was born in 2062 B.S. ...a big political change took place.
- (e) Nepal,... I live, is a beautiful country.

## **C. Activate.**

Write a short essay describing your best friend making use of relative clauses.

### 3. Listening

#### A. Engage yourself.



What do you know about lions? Where do they live? How big are they? What do they eat? Do you think a mouse can ever help a lion?

#### B. Study.

##### i. Listen to the text and fill in the blanks with the words given in the box.

gnaw      entangled      lair      kindness      mouse

- (a) The lion was sleeping in his.....
- (b) The lion was disturbed by a .....
- (c) The mouse promised to pay for the .....of the lion.
- (d) One day the lion got.....in a net which had been entangled by some hunters.
- (e) The mouse set to work to ...the ropes.

**ii. Listen again and arrange the given sentences in the right order.**

- (a) The lion laughed and let the mouse go.
- (b) The mouse gnawed the net.
- (c) The lion sleeping was disturbed by a mouse.
- (d) The lion seized the mouse and about to kill it.
- (e) The lion was entangled in a net set by some hunters.

**C. Activate.**

You have heard the story about the lion and the mouse. Now narrate the story to your friends.

**4. Speaking**

**A. Engage yourself.**

Do you think learning the English language will help you to make your life comfortable? What privileges do you think you are likely to get learning this language? Think and enlist them.

**B. Study.**

**a. Read the given text and make similar deductions about the Nepali language.**

English, which is regarded as a global language, is expanding its horizon day by day. If this trend is continued, it's sure to be the first choice of people throughout the globe. It's more likely to occupy the largest portion of instructional time in the academic instructions and unlikely to degrade its status at least for this century.

**C. Activate.**

What do you think about the future status of Nepali language? Make some deductions and share it with your friends.

**5. Writing**

**A. Engage yourself.**

- a. What is the picture all about? Do you have any idea to overcome this problem?**



**B. Study.**

- a. Develop a readable story with the help of the outlines given below. Give it a suitable title and find a moral lesson.**

Village – full of greenery – population increases...clearing up the forest- desertification- water resources dry up- landslide and soil erosion- air pollution- suffocation- realized the mistakes- preserved the vegetation- problem solved – living happily



### **C. Activate.**

Write down an essay persuading the people for the conservation of natural resources.

### **6. Project work**

Ask the people of your locality about the situation of natural resources and prepare a report.

### **Listening Text**

A lion asleep in his lair was awakened by a mouse running over his face. The lion seized it and about to kill it. The mouse begged for his life ‘ Please let me go, it cried, ‘ and one day I will repay for your kindness.’

The idea of such a small creature ever doing anything for him amused the lion so much that he laughed and let it go.

But the mouse’s chance came, after all. One day the lion got entangled in a net which had been spread by some hunters; the mouse recognized his roars and ran to the spot.

It set to work to gnaw the ropes and succeeded in setting the lion free. 'There!' said the mouse, 'You laughed at me when I promised I would repay you: now you see, even a mouse can help a lion!'

# **MOTIVATION AND ENCOURAGEMENT**

**1. Reading**

**A. Engage yourself.**

- i. Ask your friends what things motivate and encourage them to study and note them down.**

<b>S.N.</b>	<b>Motivators</b>

- ii. Look at the picture and describe it.**



## **B. Study.**

- a. Read the following story and note down the main points.

### **The child who was not hoped for...**

My name is Dhanmaya. I live in Siranchok Rural Municipality in Gorkha district. I have a son and two daughters. My son is the youngest among my children and was normal and healthy at his birth. As he grew up, one day I noticed some abnormality in him. I found that his head was comparatively bigger and the limbs smaller. His limbs were unusually soft. I had not realized that even his body was not developed well. He was in his fifth month then.

I took him to a hospital in Kathmandu. Doctors checked him and had a discussion themselves. Their faces looked desperate. I could easily guess that my son was in a critical situation. After a while, I was informed that he would not survive for more than three or four months. I was shattered to learn it.

We took him to other doctors. One of them gave him the medicine which could prevent the head from getting further bigger. Yes, this medicine remained miraculously effective as my son's head stopped getting bigger any more.

Later, to our dismay, we knew that the medicine harmed his eyes. It dried up the water in the eyes. So, we stopped the use of that medicine.

One day one of my neighbours came to me and said 'You'd better take him to an ophthalmologist.'

This way, we kept on visiting different hospitals and doctors but in vain.

Once, a social organization conducted a health camp in our village. A doctor was coming from Kathmandu. We took our son, who could not even to sit on, to him. He did nothing but made him do some physical

exercise. He gave us some tips for physical exercise. We followed him and after a few months, our son was able to sit on.

Later we went to Kathmandu to see that doctor. This time he tried to make him walk. He gave us a baby walker. Gradually, our son was able to move around the room with the help of that walker.

By then, my son had learnt to read a few letters since his sisters had already started teaching him at home. He was curious to learn. This way, he was taught at home for two years. Even the children around the village would come to him to play with.

Like his friends and sisters, he would love to go to school. He would feel sad and cry for not being able to go to school. Then we decided to send him to a school but no school accepted him. We felt sorry.

After a year, we found a school in Kathmandu which accepted him. The social organization had sponsored for his education and accommodation. He was really happy to go to school. Everybody loved him a lot.

We are inexplicably happy now. Our son studies in grade eight. His school has taken good care of him. Besides regular academic classes, the school runs other classes like meditation, yoga etc. Our son can walk around even without a stick or a walker.

Though his physical development has not become normal yet, he is getting much better day by day. He has shown very good performance in his study. Even the teachers are so delighted with his performance. He has become an example for many of us.

There could be many children like our son. Parents of such children must be extremely anxious. Anxiety does not do any good. We need to store patience, encourage and help our children to be independent. They need encouragement and support but not pity on them. We should build up self-confidence in them. Self-confidence is the strongest weapon to live our life.

**b. Ways with words**

**i. Read the story above and write down their meanings. You may use a dictionary if you need.**

<b>Words</b>	<b>Meanings</b>
Encouragement	
Accommodation	
Abnormality	
Miraculously	
Inexplicably	

**c. Read and answer.**

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

- (a) How did Dhanmaya notice abnormality in her son?
- (b) What was the problem with the boy?
- (c) Where did she take him and what did the doctors say?
- (d) What was the side effect of the medication?
- (e) Did the child get better? How?
- (f) Why is Dhanmaya so happy now?
- (h) How did the boy learn to read at first?
- (i) What is the main message of the story?

- ii. Read the text again and make a list of what should we do and shouldn't do to the disabled children.

<b>Should</b>	<b>Shouldn't</b>

**C. Activate.**

**What is the value of motivation and encouragement in one's life?  
Discuss with the reference to the story above.**

## 2. Time for grammar

### A. Engage yourself

**Let us talk about our plans.**

SN	Name of the friends	Plan for the next year
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**Present your findings in the class.**

**C. Study.**

**i. Match the column 'A' with their corresponding to column 'B'.**

- | A   | B   |
|---|---|
| (a) Do you think I should learn French?                                 | (i) It will be a good decision to join it.                              |
| (b) She cannot decide whether to enrol in law or not.                   | (ii) There is a possibility to find a cure for cancer.                  |
| (c) Perhaps I should take a week off. I don't like to go to the office. | (iii) Yes, you should- it's sure to help you get a job in Canada.       |
| (d) Will they find a cure for Cancer?                                   | (iv) He is unlikely to win the game unless she controls her bad temper. |
| (e) Will he win the game?   | (v) You are likely to be granted five leaves.                           |

**ii. Fill in the blanks choosing the correct form of verbs from the brackets.**

- (a) By the first week of Asadh, our exam result..... out  
(will be/will have been/ will have)
- (b) It ..... been very late tomorrow. (will be/will have/would have)
- (c) My husband ..... at the office at this time tomorrow. (shall be working/ shall be working/shall work)
- (d) I ..... with him till 5 p.m. the day after tomorrow. (will be staying/will have stayed/will have been staying)



- (e) I think he ..... (will surely come/ will have surely come/ will be surely coming).

**C. Activate**

**Write a paragraph stating your plans and explain how you implement them.**

**3. Listen and do.**

**A. Engage yourself.**

**i. Look at the following pictures and describe them.**



## **B. Study.**

### **1. Listen to the text and match the followings.**

#### **Column A**

- (a) The first time
- (b) Second time
- (c) Third time
- (d) Fourth time

#### **Column A**

- (i) bigger plant
- (ii) tiny plant
- (ii) guava tree
- (ii) bush

### **2. Answer the following questions:**

- (a) What did the wealthy man request the old scholar to do?
- (b) Where did the old man take him?
- (c) What did he ask him to do at first?
- (d) What happened when the boy pulls out a bigger tree?
- (e) How did the old man change the boy's life?

## **C. Activate**

**Listen to the text again and narrate it in your own words.**

### **4. Have your say.**

#### **A. Engage yourself.**

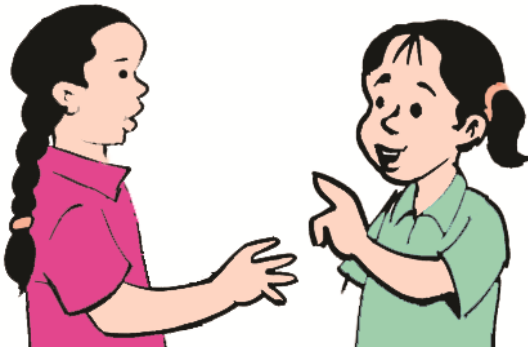
Suppose you are planning a tour to Ramechhap. Discuss the tour in your group and list down the plans that you have made.

## B. Study.

### i. A man brings his radio to electronics.

- Alok: Good morning, sir. What can I do for you?
- Bin: Hi. I'd like to have this radio repaired. It does not work.
- Alok: Ok, let me see it .....
- Bin: May I get it back by evening?
- Alok: Sure.

### ii. Two women are talking about their tour.



- Brinda: So, tomorrow's our tour, huh?
- Amala: Yeah. What's the probability? It'll rain, do you think?
- Brinda: I heard on the news that there is no chance of rain. It is likely to be a sunny day.

## C. Activate.

Work in pairs. Prepare a similar dialogue about the use of new technology, i.e. cell phone, computer etc. in learning.

## 5. Writing

### A. Engage yourself.

Do you watch what TV to know about your horoscope? Why? Discuss with your friends.

### B. Study.

#### i. Study the following text and discuss it among your friends.

 <p>JUL 22 AUG 22 <b>LEO</b></p>	<p>You consider yourself a born leader. Everyone thinks you are an idiot. Most Leo's are Bullies. You are vain and cannot tolerate honest criticism. Your arrogance is disgusting. Leo's are thieving mother-fuckers and enjoy masturbating more than sex.</p>	 <p>JAN 21 FEB 19 <b>AQUARIUS</b></p>	<p>You have an inventive mind and are inclined to be progressive. You lie a great deal. You make the same mistakes repeatedly because you are stupid. Everyone thinks you are a fucking jerk. You enjoy sucking cock.</p>
 <p>AUG 23 SEP 21 <b>VIRGO</b></p>	<p>You are the logical type and hate disorder. Your shit-picking attitude is sickening to your coworkers. You are cold and unemotional and often fall asleep while fucking. Virgo's make good bus drivers and pimps.</p>	 <p>FEB 20 MAR 19 <b>PISCES</b></p>	<p>You have vivid imagination and often think you are being followed by the FBI or CIA. You have a minor influence on your friends and people resent you for flaunting what you mistake as power. You lack confidence and are a general dipshit.</p>
 <p>SEP 21 OCT 22 <b>LIBRA</b></p>	<p>You are the artistic type and have a difficult time with reality. If you are a male, you are probably QUEER. Chances for employment and monetary gain are nil. Most Libra women are whores... ALL Libra's die of venereal disease.</p>	 <p>MAR 20 APR 18 <b>ARIES</b></p>	<p>You are a pioneer type and think most people are dickheads. You are quick to reprimand, impatient, and scornful of advice. You do nothing but piss off everyone you come into contact with. You are a PRICK!!</p>
 <p>OCT 23 NOV 21 <b>SCORPIO</b></p>	<p>The worst of the lot!!!! YOU are shrewd in business and cannot be trusted. You shall achieve the pinnacle of success because of your total lack of ethics. You are a perfect son-of-a-bitch. Most Scorpio's are MURDERED.</p>	 <p>APR 19 MAY 19 <b>TAURUS</b></p>	<p>You are practical and persistent. You have a dogged determination and stick-to-it-iveness because you never do anything right the first time. Most people think you are stubborn and bull-headed. You are nothing but a fucking asshole.</p>
 <p>NOV 22 DEC 20 <b>SAGITTARIUS</b></p>	<p>You are optimistic and enthusiastic. You have a reckless tendency to rely on luck-since you have no talent. The majority of Sagittarius's are drunks. Nixon was a Sagittarius. You are indeed a worthless piece of shit.</p>	 <p>MAY 20 JUN 20 <b>GEMINI</b></p>	<p>You are a quick and intelligent thinker. People like you because you are bisexual. You are inclined to expect too much for too little. This means you are a cheap bastard. Gemini's are notorious for thriving on incest.</p>
 <p>DEC 21 JAN 20 <b>CAPRICORN</b></p>	<p>You are conservative and are afraid of taking risks. You are basically a chicken-shit. There has never been a Capricorn of any importance. You should KILL yourself.</p>	 <p>JUN 21 JUL 21 <b>CANCER</b></p>	<p>You are sympathetic and understanding to other people's problems, which makes you a sucker. You always keep putting things off. This is why you will always be on welfare and won't be worth a shit. Everybody in prison is a Cancer.</p>

### Leo

A very fruitful period is seen in front of you. A couple of days are remarkable for the extension of study, professional and social activities. Days after Thursday are even more favourable for your family relations. Saturday may not be fruitful to some personalities. Some of you will face problems in your workplace. Better take care of your health and belongingness on Saturday.

#### iii. Choose one of the zodiac signs and tell the horoscope you have chosen.

**C. Activate.**

**Collect some horoscopes from the newspaper and study how they are written.**

**6. Project work**

**Complete the following table supplying your predictions on different issues.**

<b>Area</b>	<b>Prediction</b>
<i>Education</i>	<i>Quality of education will increase.</i>
Public Health	
Transportation	
Communication	
Food	
Entertainment	
.....	

### Listening text

A wealthy man requested an old scholar to wean his son away from his bad habits. The scholar took the youth for a stroll through a garden. Stopping suddenly he asked the boy to pull out a tiny plant growing there.

The youth held the plant between his thumb and forefinger and pulled it out. The old man then asked him to pull out a slightly bigger plant. The youth pulled hard and the plant came out, roots and all. 'Now pull out that one', said the old man pointing to a bush. The boy had to use all his strength to pull it out.

'Now take this one out', said the old man, indicating a guava tree. The youth grasped the trunk and tried to pull it out. 'It's impossible', said the boy, panting with the effort.

'So it is with bad habits', said the sage. 'When they are young, it is easy to pull them out but when they take hold they cannot be uprooted.'

The session with the old man changed the boy's life.

**1. Reading****A. Engage yourself.**

- a. Most of the people get suffered though they have not done any mistake from their side. Observe the following picture and guess about their destiny.



- b. You might have seen various incidents or accidents in which innocent people are killed or victimized because of others' mistakes or carelessness. Can you write about the bus accident or any other accident in which innocent people are killed though they are not responsible for it?

**B. Study.**

- a. Read the following poem carefully and underline the major points you find.**

**DEATH OF AN INNOCENT**



I went to a party Mom, I remembered what you said,  
You told me not to drink, Mom, so I drank soda instead.  
I felt proud inside, Mom, the way you said I would,  
I didn't drink and drive, Mom, even though the others said I should.

I know I did the right thing, Mom, I know you were always right,  
Now the party is finally ending, Mom, as everyone is driving out of  
sight.



As I got into my car, Mom, I knew I'd get home in one piece,  
Because of the way you raised me, so responsible and sweet.

I started to drive away, Mom, but as I pulled out into the road,  
The other car didn't see me, Mom, and hit me like a load.  
As I lay there on the pavement, Mom, I hear the policeman say,  
'The other guy is drunk,' Mom, and now I'm the one who will pay.

I'm lying here dying, Mom. I wish you'd get here soon,  
How could this happen to me, Mom? My life just burst like a balloon.  
There is blood all around me, Mom, and most of it is mine.  
I hear the medic say, Mom, I'll die in a short time.

I just wanted to tell you, Mom, I swear I didn't drink,  
It was the others, Mom, the others didn't think.  
He was probably at the same party as I,  
The only difference is he drank and I will die.

Why do people drink, Mom? It can ruin your whole life,  
I'm feeling sharp pains now, pains just like a knife.  
The guy who hit me is walking, Mom, and I don't think it's fair,  
I'm lying here dying and all he can do is stare.

Tell my brother not to cry, Mom. Tell Daddy to be brave,  
And when I go to heaven, Mom put 'Daddy's Girl' on my grave.  
Someone should have told him, Mom, not to drink and drive.  
If only they had told him, Mom, I would still be alive.

My breath is getting shorter, Mom.  
I'm becoming very scared.  
Please don't cry for me, Mom.  
When I needed you, you were always there.

I have one last question, Mom.  
Before I say goodbye.  
I didn't drink and drive,  
So why am I the one to die?

- Anonymous

\*\*\*

**b. Ways with words**

**i. Read the poem above and fill in the gaps with the correct word from the list below.**

soda                      in a short time                      pavement                      ruin                      scare

- (a) His one minor mistake ..... his whole life.
- (b) My uncle has taught me this topic very well and I could do it .....
- (c) My auntie is so strong and wise. Nothing can ..... her.
- (d) I prefer to ..... to the whisky.
- (e) Don't ride your bike on the .....

**ii. Read the poem above and match the words in column 'A' with their meanings in column 'B'.**

<b>A</b>	<b>B</b>
(a) instead	(i) a medical student or doctor
(b) out of sight	(ii) you cannot see from there
(c) medic	(iii) to make a serious promise (not) to do something
(d) swear	(iv) in the place of somebody/ something
(e) stare	(v) to look at somebody/something for a long time

**c. Read and answer.**

**i. Read the poem and answer these questions.**

- (a) What did the poet mother say to her when she went to a party?
- (b) How did the poet mother raise her?
- (c) What happened on the way to her home from the party?
- (d) Why did the poet swear that she did not drink?
- (e) Who should be blamed here for the poet's death? Why?
- (f) How did the poet ask her father to be brave?
- (h) What is the main complaint that the poet has made through this poem?

- ii. Read the poem again and list down the rhyming words for the following words.

<b>Words</b>	<b>Rhyming words</b>
said	
would	
right	
piece	
road	
say	
soon	
mine	
Drink	
I	
life	
fair	
brave	
drive	
bye	

### C. **Activate.**

After reading the poem 'Death of an Innocent', write your reflection on the poet's death because of other's mistake.

## 2. **Time for grammar**

### A. **Engage yourself.**

**Read the following text and underline the sentences that denote the habitual past actions.**

#### **Anshu and her Childhood**

I was born in a remote village. I used to live there with my parents. I used to do rural life chores and enjoyed a lot. I used to start my daily tasks in the morning. I used to go to the tap to fetch water with my family. I used to cut grass for cows and buffalos. Moreover, Sometimes I would play with my friends. I used to play marbles and visit Bazaar. I used to go to the river to swim in. I would go to my maternal uncle's house during the festivals. I used to get deep love and care there. Even in my village, most of my villagers loved me since I used to help them with their needs. I lived my childhood life full of pleasures and happiness.

### B. **Study.**

**Rewrite the following sentences using used to.**

- (a) I played chess.
- (b) We were the best friends in the school.
- (c) There was a cinema hall near my house.
- (d) She was happy with her family.
- (e) How did you enjoy your childhood in the village?

**C. Activate.**

**Make 15 sentences about your childhood using *used to*.**

**3. Listening**

**A. Engage yourself.**

**Observe the following pictures and guess what it is about.**



**B. Study.**

**i. Listen to the text and tick the best answer.**

**a. What is the bus number mentioned in the text?**

- A. Ma 1 Kha 433
- B. Ba 1 Kha 433
- C. Ma 1 Kha 435

D. Ma 1 Kha 334

**b. How many persons were killed in the bus accident?**

- A. Two
- B. Eighteen
- C. Twenty
- D. No one

**c. Where did the bus get an accident?**

- A. Terchealek
- B. Malliarjun
- C. Darchula
- D. Gokuleswor

**d. Who were the deceased persons?**

- A. Local people
- B. Yet to identify
- C. People from Gokuleswor
- D. People from Terchalek

**e. What is the name of the police inspector mentioned in the text?**

- A. Suman Ojha
- B. Suman Thapa
- C. Muna Panta
- D. Saroj Thapa

**ii. Complete the following text based on the listening text.**

At least .....persons died leaving 18 others ..... after a bus, they were travelling in ..... with an accident at

.....of Mallikarjun Rural Municipality-3 in ..... district on Friday.

The mini-bus ..... was carrying passengers who were returning after taking part in the Jatra of ..... Temple when it veered off the road and fell some 250 metres down the road at around ..... am today.

### C. **Activate.**

Produce a similar type of news article about any event happened nearby you or accident you might have faced or heard.

## 4. **Speaking**

### A. **Engage yourself.**

Let's observe the pictures of a drunkard. Discuss among your friends how they disturb and harm innocent people in society.





## Study

### Study the following example.

Parbati: Do you think it is good to drink wine in public places and disturb others?

Saraswati: No, It's not fair. I think no one should disturb anyone.

### Work in pairs. Make similar types of dialogues for the followings.

- (a) giving/taking dowry
- (b) sacrificing animals in the name of god/ goddess
- (c) drinking and driving
- (d) being individualist and selfish
- (e) taking drugs and alcohol

## B. Activate.

List down some social evils in which one commits the mistake and others get victimized. Make a short speech on any title from the list.

## 5. Writing

### A. Engage yourself.

Let's do group work. Each member makes a list of social evils that devalue and destroy the social harmony and synchrony. Then, they share their points to their friends and make short writing based on their discussion.

**B. Study.**

Observe the following pictures and describe each picture in separate paragraphs.



**C. Activate.**

Write an essay on 'Social evils should be abolished to establish social harmony and synchrony in society'.

## 6. Project work

Visit twenty people around you and ask them what social evils are. Enlist any twenty social evils and their consequences. Recommend the solutions how we overcome these social evils to make our society better and healthier.

### Listening text

#### **2 Killed, 18 Injured in Darchula Bus Accident**

Anubhav Paneru

Darchula, Nov. 23

At least two persons died leaving 18 others injured after a bus they were travelling in met with an accident at Terchalek of Mallikarjun Rural Municipality-3 in Darchula district on Friday.

The mini-bus Ma 1 Kha 433 was carrying passengers who were returning after taking part in the Jatra of Mallikarjun Temple when it veered off the road and fell some 250 metres down the road at around 5 am today.

The police are yet to identify the deceased.

District Police Office Inspector Suman Ojha informed that the 18 injured rescued from the accident site have been sent to Gokuleshwor Hospital for medical treatment and among them two are in serious condition.

Inspector Ojha informed personnel from the police, Armed Police Force, Nepal Army and locals were involved in the rescue. He, however, said that they are having difficulties in expediting the rescue process as the site where the bus fell is difficult to reach.

**1. Reading**

**A. Engage yourself.**

**i. Describe the following pictures and guess what they mean.**



- ii. We can see many people running after the money or property but that does not give them happiness. Perhaps the amount of property does not give us happiness; it is a feeling that gives us happiness. Now, work in a group and make/ share a list of the things that give you happiness.**

## A. Study.

- a. Read the following text and write your feelings after reading it.

### King Midas and His Touch

Once upon a time, there lived a king named Midas who ruled the country of Phrygia. He had everything a king could wish for his life, family and kingdom. He lived in luxury in a great castle in his palace. He loved three things more than anything else in the world- his little daughter, his rose garden and gold. Thus, he had a great desire to collect the gold and spend his amount on the gold.



One night, King Midas was strolling through his rose garden. He stumbled over a satyr named Silenus who was a half man and half goat. He looked half-starved and very ill. King Midas brought Silenus into his castle, washed, fed him and tucked into bed for a good night's sleep. When Silenus woke up the next morning, his fever was gone. King Midas and Silenus had a chat over breakfast. Silenus told him that he belonged to the powerful god Dionysus, the god of wine and truth. After that, Midas took him to Dionysus. The god became very grateful to Midas for his kindness and promised to satisfy any wish he wanted to get. Midas thought for a while and said: I hope that everything I touch becomes gold. Dionysus warned the king to rethink about his wish but the king was very greed to the gold. Then, Dionysus granted him his promise.

Next day, Midas woke up early in the morning to check whether his wish would become true. He touched a small table that immediately

turned into gold. He jumped here and there with happiness. Whatever he touched turned into the gold. He raced through his castle. He touched a chair, the carpet, the door, the bathtub and so he kept on running in his madness all over the palace until he got exhausted. He was very happy and shouted to his servants to cook him a feast in celebration.

His servants were very fond of King Midas. They know that he was foolish, but he was rather a dear. So they cooked and cooked and served him a feast. That's when the terrible started. Everything looked and smelled so good that King Midas did not wait for his beloved daughter to show up for lunch. He reached out and grabbed a fistful of food. The food made quite a clatter when he dropped it back on the table in shock. It had turned to gold in his fist. He touched other food such as grape, a slice of bread, etc., they all turned into the gold. He took a glass of water, it also turned into the gold. After that, he started to sense fear. He knew if he could not eat, he would starve. This was terrible. The king did not know what to do. Tears filled his eyes and at the same time, his daughter entered the room. When Midas hugged her, she also turned into the golden statue. Despaired and being disappointed, he prayed to Dionysus to take his curse from him.

The God, Dionysus, heard his praying and crying. Having felt sorry for him, he told Midas to go to river Pactolus and wash his hands. Midas went to the Pacolus River and washed his hands as he had been told. He saw there god flowering from his hands. After that, he came back home. After that, everything that Midas touched became normal. He touched the golden statue of his daughter and it turned into his beloved daughter as she was before. Then, he hugged his daughter in full happiness and decided to share his great fortune with his people. Then, he became generous and grateful for all goods of his life and led the people for their prosperous life.

**b. Ways with words**

**i. Read the text above and fill in the gaps with the correct word from the list below.**

luxury            castle            feast            exhausted            stumble

- (a) They have lived their whole life in the .....
- (b) The women were busy preparing the wedding .....
- (c) Don't give up until you have ..... all the possibilities.
- (d) Now we'll be able to live in ..... for the rest of life.
- (e) We were ..... around in the dark looking for a candle.

**ii. Read the text above and match the words in column 'A' with their meanings in column 'B'.**

**A**

**B**

- |               |  |
|---------------|--|
| (a) strolling | (i) amount of something that can be held in a fist                             |
| (b) satyr     | (ii) the act of making a loud noise like hard objects knocking together        |
| (c) fistful   | (iii) walking somewhere in a slow relaxed way                                  |
| (d) clatter   | (iv) the feeling of having lost all hope                                       |
| (e) despaired | (v) a god of the woods, with a man's face and body and a goat's legs and horns |

**c. Read and answer.**

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

- (a) What were three things he loved more than anything else in the world?
- (b) Why did Dionysus become grateful to the king?
- (c) What did King Midas ask from the god?
- (d) What was the reason that the king made happy?
- (e) Why did the king get despaired and disappointed?

**iii. Read the text again and arrange the following sentences in their order.**

- (a) King Midas and Silenus had a chat over breakfast.
- (b) He was very happy and shouted to his servants to cook him a feast in celebration.
- (c) The god became very grateful to Midas for his kindness and promised to satisfy any wish of him.
- (d) When Midas hugged her, she also turned into the golden statue.
- (e) He reached out and grabbed a fistful of food.
- (f) He was strolling through his rose garden.
- (g) He touched a small table that immediately turned into gold.
- (h) He knew if he could not eat, he would starve.
- (i) He lived in luxury in a great castle in his palace.
- (j) After that, everything that Midas touched became normal.

**C. Activate.**

Do you think it is good to have extreme greed? Why/ why not? Discuss and write a paragraph in about 100 words.



## 2. Time for grammar

### A. Engage yourself.

Read the following text and underline the passive forms.

#### My Village

*My beautiful village has been changed to a busy city. Trees have been cut down and castles have been built. The people of my village have become city dwellers and the narrow path for walking has been replaced by wide and pitched motor roads. The pond near my house has been disappeared. The traditional and cultural houses of my village have been demolished and modern department stores around the city have been built. In summary, my small village has been changed to our big city.*

### B. Study.

#### i. Change the following sentences into passive form.

- (a) Everyone enjoyed the holiday.
- (b) People say that he is a learned man.
- (c) What are you doing?
- (d) Let me open the door.
- (e) He must look into the matter.
- (f) They threw away the old newspapers.
- (g) He wants someone to take photographs.

#### ii. Change the following sentences in the active voice.

- (a) The king was given a warm welcome.
- (b) When he arrived home, he was arrested.
- (c) He recommended that bullet-proof glass should be used.
- (d) She must be written to.
- (e) Devkota is known to all.
- (f) He wants food to be taken.

### C. Activate.

Take any text of minimum 100 words and rewrite it using passive forms as possible.

### 3. Listening.

#### A. Engage yourself.

Name the pictures below and guess who they are.



### B. Study.

#### i. Write 'T' for true and 'F' for the false statements.

- Gaura Parwa is celebrated in the eastern part of Nepal.
- Deuda dance is a major part of this festival.
- Gaura Parwa is started from Krishna Janmastami.
- We usually worship Shiva, Parvati and Ganesh in Gaura Parwa.
- Gaura Parwa is mainly celebrated for the healthy and long age of their husbands.

#### ii. Answer these questions.

- Who celebrates Gaura Parwa in Nepal?

- (b) What is deuda dance?
- (c) Who is mainly worshipped in Gaura Parwa?
- (d) What is the legendary about Gaura Parwa?
- (e) How long is the Gaura Parwa celebrated?
- (f)

**C. Activate.**

Prepare a similar type of text about your culture that you like most.

**4. Speaking**

**A. Engage yourself.**

Observe the following pictures and guess what they are saying.



*about human value*

*education to his disciples: greed is the source of pain and sorrow.*

## **B. Study.**

### **a. Study this example.**

*Two friends are talking about the value of property/ money in one's life.*

- Anubhav: What is the use of study in one's life? Ultimately, we all want to earn money.
- Let's earn money from the very beginning by going abroad or doing some kinds of business....
- Deepa: No... No... No... Don't stick to the money in that way. Money is to comfort your life; education to understand your life. They are substantially different from each other. It's your time to gain knowledge. Later you can earn money too.
- Anubhav: Huh? No...., Everyone is running after the money when they understand their life.
- Deepa: Everyone is running after the money when they feel its need. Now, your time is to make your career. A wise and capable person never runs after the money but the money comes after him.
- Anubhav: Huh... How is it?
- Deepa: You can read biographies of wise and capable people. We can learn the hurdles of our lives in two ways: one by reading and the next one by facing ourselves. By reading, it is easier and cheaper; by facing ourselves, it is more difficult and costly. Reading makes our life easier and richer.

### C. Activate.

**Make conversations for the following situations.**

- a. You are the father/ mother of a teenage boy. He wants to quit school and earn money from the very beginning.
- b. Two students are having tea together. One wants to be a wealthy person within a very short time that is usually not possible through a decent job. Make a conversation on this issue.

## 5. Writing

### A. Engage yourself.

**Observe the following pictures and share your observation with your friends.**



### B. Study.

**Study the pictures given above once again and describe them using passive forms.**

The motor roads have been made. The schools and hospitals have been established..... The old and traditional houses have been demolished and modern castles have been built. ....

### **C. Activate.**

Produce a similar type of text as above about your village.

### **6. Project work**

Let's play a game. The class can be divided into two groups: group A and group B. Group A present a sentence in the active or passive form, and the group will transform them into the passive or active form or vice versa. Each group gets one mark for each correct answer. You can give the prize to the group that can get more marks in the contest.

## **Listening text**

### **Gaura Parwa**

Gaura is the festival which falls in month of Bhadra, according to Nepali Calendar. Especially the Hindu people residing the middle-west and far western parts of Nepal celebrate this festival. It starts from the day of Krishna Janmastami and lasts for three days observing by worshipping Shiva and Parvati along with Ganesh. There are many tales regarding the origin of the Gaura but mainly this day, the women worship goddess Gauri, the wife of Lord Shiva for their husbands' health and long age.

The deuda dance is a major part of this festival in which participants hold hand and form a circle as they step to traditional music. Apart from the many ceremonies that happen during this festival, married women need to put on the sacred thread.

According to legendary, the festival is said to have been celebrated for the last four centuries, in memory of Satidevi's bodily sacrifice to the burning altar and her re-birth from Himalaya Parvat.

**1. Reading****A. Engage yourself.**

- i. You might have seen different types of children around you. They might be gentle, obedient and irritating, anxious, antisocial and so on. Discuss why they have this type of a particular quality.
- ii. What type of person would you like to be? Why?

**B. Study.**

- a. Read the following text and note down the catchy points for you.

**Parenting Style**

Parenting is the most difficult task whereas being a parent is the easiest task in the world. Simply, parenting is a child-rearing. It is a

process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. The parenting style you have determines the quality life of your child, his feelings about himself and deeply influence the rest of the life of your child. A good and proper parenting style help your child develop holistically: physically, intellectually, emotionally and socially properly and appropriately. Therefore, proper parenting is necessary for every child and it should be known to all parents. There are basically four types of parenting styles: authoritarian, democratic, permissive and uninvolved. Each style takes a different approach to raise the child and influences the child's career and life.

**Authoritarian Parenting:** Authoritarian parenting is a dictatorship in nature. The parents set strict rules for their child and ask them to obey honestly and sincerely. The undesired activities are totally prohibited and severely punishable. The parents have high expectations from their child and expect that their child must fulfill them. They never hear the children and encourage the child. They do not have open communication with their child but believe 'my way is high/ right way' and others are neglected. They never give space for their children's feelings. They usually have one famous saying 'Because I said so...' and they are never interested in negotiating with the child and their focus is on obedience. The question raised by their child irritates them and feel it is their insult. They usually use punishments instead of discipline, invested in making children feel sorry for their mistakes.

Most parents believe that it is good parenting style since our child knows his boundaries and better focus on his achievement. The facts reject it. The children grow up with strict authoritarian parents tend to follow rules much of the time. They tend to be more obedient. They could not develop self-esteem since their opinions are not valued. Moreover, they become more hostile and aggressive in future. They are likely to engage in delinquent behaviours such as smoking,



skipping schools, underage drinking etc. They are more depressed and achieve poor grade in schools. They become good liars to avoid punishment from their parents.

**Democratic Parenting:** Democratic parenting is also known as authoritative parenting. In this parenting, parents usually set clear and consistent rule and boundaries for their child. They have reasonable expectation from their child. They usually listen to their child and generous to them. They make efforts in creating and maintaining a positive relationship with their child. They enforce the rules, give consequences and respect the child's feelings. Moreover, they validate a child's feelings and convince them or be convinced through their interactions. They invest time and energy into preventing behavioural problems before they start. They usually use positive discipline strategies to reinforce good behaviours such as praise and reward systems.

The children brought up with this parenting are more likely to become responsible adults who feel comfortable expressing their opinions. They are likely to be healthier mentally and physically. They are raised with authoritative discipline tend to be happy and successful. They are also more likely to be good at making decisions and evaluating safety risks on their own.

**Permissive Parenting:** Permissive parenting style is one type of style in which a child is permitted most of the thing he wants since he is taken as a child. Kids are kids. Here, parents are more forgiving and rarely interfere with their child. They rarely set rules and enforce them.

They allow their child to make many of his own decisions. They do not give out consequences very often. They are lenient and only step in when there is a serious problem. In this parenting style, parents usually play more friend role rather than the parents' role. They often

encourage their children to talk with them about their problems, but not put much effort into discouraging poor choices or bad behaviour.

Here, parents are generally loving and nurturing. Most of the experts discourage this parenting style since the child raised without limits often misuses the generosity of their parents. Children who grow more behavioural problems do not appreciate authority and rules. They often have low self-esteem and live with a lot of sadness. They are also at a higher risk of a health problem such as obesity and dental cavities since permissive parents are more liberal even in junk foods for children and ensuring the children brush their teeth.

**Uninvolved Parenting:** Uninvolved parenting is another type of parenting in which busy parents or single parents with two jobs, etc. do not have enough time to enjoy with their child, go to school, visit his teachers and talk to his friends. Therefore, they do not ask their child about their school or homework. They have very little knowledge about their child. They have very few rules for our child and may not get much guidance, nurturing and parental attention. They usually expect to raise the child themselves and do not devote their time and energy into meeting their basic needs. They usually neglect their child and rarely know about child development and their behavioural change.

The child with uninvolved parents is likely to struggle with self-esteem, tend to perform poorly in school, exhibit frequent behavioural problems and rank low in happiness. Moreover, they feel indifferent, unloved, unappreciated. They are likely to be depressed and face academic challenges. They are more anxious, antisocial and have a poor social relationship.

**b. Ways with words**

**i. Read the text above and fill in the gaps with a correct word from the list below.**

rear                      severely              generosity              dictatorship  
negotiating              obesity              hostile

- (a) She ..... a family of five on her own.
- (b) Anyone breaking the law will be ..... punished.
- (c) She showed an unusual ..... of spirit to those who had opposed her.
- (d) This is the first democratic election after 20 years of right-wing .....
- (e) Rents are individually ..... between landlord and tenant.
- (f) ..... can increase the risk of heart disease.
- (g) Sheela was openly ..... towards her parents.

**ii. Find the following words from your dictionary and write their meanings.**

<b>Words</b>	<b>Meanings</b>
prohibited	
delinquent	
authoritative	
nurture	
interfere	
lenient	
self-esteem	

**iii. Use the above-given words (exercise ii) in your sensible sentences.**

**C. Read and answer.**

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

- (a) What is parenting?
- (b) How does authoritarian parenting differ from permissive parenting?
- (c) How does parenting affect one's career and life?
- (d) Describe the pros and cons of uninvolved parenting.
- (e) What type of parenting do you like? Why?
- (f) Why is permissive parenting criticized though parents are lenient?
- (g) 'Kids are kids'. Describe this with the reference to parenting style.

**ii. Read the text again and complete the chart given below.**

<b>Types of parenting</b>	<b>Key features</b>	<b>Pros</b>	<b>Cons</b>

**B. Activate.**

After reading the lesson, what type of parenting did you get in your childhood? Write a paragraph.

## 2. Time for grammar

### A. Engage yourself.

**Read the following examples and list down the reflexive pronoun.**

- We must do our duties ourselves.
- Sheela does her homework herself.
- I have painted this picture myself.
- You can look at yourselves in the mirror.
- Don't let yourself be seen.
- Prepare yourself for the worst.
- Bipasa cleaned her room herself.

### B. Study.

**Put the correct reflexive pronouns in the spaces.**

- (a) Saroj wrote a letter .....
- (b) We planned to go to picnic .....
- (c) Sheela can dress .....
- (d) Muna, clean your room .....
- (e) Binita and Dhana decorated their room .....
- (f) The cat found ..... a bone.

### C. Activate.

Make a short dialogue between two persons using a minimum of 10 reflexive pronouns.

### 3. Listening

A. Observe the following pictures and share your guess with your friends.



B. Study.

i) Listen to the text and answer the questions given below.

- What is the interview about?
- When does Anubhav go to school?
- What does he study at school?
- How does he go to school?
- Where does he eat his tiffin?

ii) Listen to the text once again and write T for correct statements and F for incorrect statements.

- Anshu studies in an English Language School.
- Anubhav takes course books, tiffin, etc. in his backpack.
- Anubhav has a public speaking course in his school.
- The students eat their tiffin in the cafeteria.
- He always comes home at 3 pm.

**C. Activate.**

**Based on your listening text, prepare a similar type of interview with your friend.**

**4. Speaking**

**A. Engage yourself.**

**i. Look at the pictures and guess what their intentions are.**



**iii. What are your intentions for the next year? Share it with your friends.**

**i. Study.**

Study Srijana and Rita's intentions.

**Srijana**

I have many plans for this year. First of all, I'm planning to go to Pokhara, Lumbini and Sauraha for my long holiday. Then, I'm intending to go to visit my maternal uncles and aunts. During this visit, if I get bored, I'm thinking of going to Khaptad Lake with my big father and mother who care and love me very much. Moreover, I'm going to my elder sister's house. If time permits, I plan to go to meet my grandfather and grandmother in my village where I was born and enjoyed my childhood. After that, I am planning to come back and do the homework that I have to finish before my class.....

**Meena**

After my study, I'm intending to start my own IT business. I have no intention to have a job. I'm thinking of earning good money and prestige through my business. Moreover, I'm planning to expand my business in and beyond the border of my nation. For my business, I have some money that I have earned from a part-time job in an international IT company and I'll ask for some money from my parents. This seed money will help me establish an IT company in my location. I'll provide the best service to my clients. Gradually, I'll expand my business from local market to national and national market to international market within a few years.....

**Make a similar type of plan.**

**ii. Activate.**

Now work in pairs. 'A' should ask 'B' questions about his/ her intentions and 'B' should answer.



## 5. Writing

### A. Engage yourself.

Look at the following pictures and discuss to each other to complete the story.





## B. Study.

Based on the above strip of pictures, make a short story.

## C. Activate.

Write a story that you have recently read or heard.

## 6. Project work

Ask your grandparents to tell you a fairy tale that they like most. You should make a note while he/ she is telling you the story. Then, rewrite it beautifully and present in your classroom.

### Listening text

**Anshu:** Hello. Today I'm interviewing Anubhav on his experiences going to an English language school. Now Anubhav, what time do you go to school?

**Anubhav:** Eight O'clock.

**Anshu:** Eight O'clock. And do you go by yourself, or on a school bus?

**Anubhav:** No, I have a group that goes with me.

**Anshu:** So you go with a group?

**Anubhav:** Uh-huh.

**Anshu:** Now what kinds of things do you take to school?

**Anubhav:** I take my course books, and I take my backpack and some books, tiffin [ *Oh, okay.* ] and stuff like that.

**Anshu:** Okay and what is the first thing you do when you get to school?

**Anubhav:** We do greet and chat with our friends in English.

**Anshu:** And what do you study at school?

**Anubhav:** We study Effective Communication in English, that is listening and speaking and stuff like that [ *Okay* ], and public speaking, that's interesting. [ *Okay* ].

**Anshu:** Okay, and where do you eat lunch? Do you have a lunchroom or cafeteria?

**Anubhav:** No, we eat in our classroom.

**Anshu:** You eat in your classroom! [ *Yeah* ]. Oh wow. That is very interesting. Now, what time do you come home from school?

**Anubhav:** We come home sometimes at 3:00 and sometimes at 2:00.

**Anshu:** Okay, well thank you very much Anubhav.

**Anubhav:** You're welcome.

**1. Reading****A. Engage yourself.****a. Study the following pictures and what you could do if:**

- i. you see a blind person crossing the road but waiting for someone's help.
- ii. someone is searching for his money wallet which you had found on a bus.
- iii. someone could not breathe and you are there.

**B. Study****a. Read the following instructions carefully and underline the major points you find.****Giving Mouth-to-Mouth Resuscitation**

Mouth to mouth resuscitation is one type of first-aid technique for restarting the breath of an adult who has unexpectedly collapse, stop breathing and are unresponsive usually because of lack of oxygen from a near-drowning, drug overdose, or carbon monoxide poisoning. It is an act of assisting or stimulating respiration in which a rescuer presses their mouth against that of the victim and blows air into the person's lungs. Moreover, artificial respiration takes many forms. It also provides air for a person who is not breathing or not making sufficient respiratory effort on their own. It is equally useful for the patient with a beating heart or as part of cardiopulmonary resuscitation (CPR) to achieve the internal respiration.

## How to give mouth to mouth resuscitation?

- a. Place the patient on a hard and flat surface.
- b. Look into the mouth and throat to ensure that the airway is clear. If an object is present, try to sweep it out with your fingers. If vomiting occurs, turn the patient onto his side and sweep out the mouth with two fingers.
- c. Tilt the head back slightly to ensure that the airway is kept open.
- d. Pinch the patient's nose with your fingers to prevent any leakage.
- e. Seal your mouth around the patient's mouth so that no air escapes.
- f. Blow the air into the lungs until you can see the chest expanded.
- g. Remove your mouth very quickly to allow passive respiration.

*Note: Check whether the patient has started to breath or no. If not, repeat this 10 to 15 times.*

### **b. Ways with words**

#### **i. Find the words from the text for the following definitions.**

To fall (and usually become unconscious)	
A substance that causes death or harm if it is swallowed or absorbed into the body	
The act of breathing	
A person who saves somebody/ something from a dangerous or harmful situation	
To clean a room, surface, etc.	

To close an envelope, etc. by sticking the edges of the opening together	
To get away from a place where you have been kept as a prisoner or not allowed to leave	

**ii. Read the text above and match the words in column 'A' with their definitions in column 'B'.**

- | A                 | B   |
|-------------------|---|
| (a) first aid     | (i) the process of dying because of being underwater and unable to breathe for too long |
| (b) unresponsive  | (ii) an act of making somebody start breathing again                                    |
| (c) drowning      | (iii) simple medical treatment that is given to somebody before going to the doctor     |
| (d) stimulating   | (iv) full of interesting or exciting ideas  |
| (e) resuscitation | (v) not reacting to somebody/ something   |

**c. Read and answer.**

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

- (a) What is mouth-to-mouth resuscitation?
- (b) Why is mouth-to-mouth resuscitation technique needed?
- (c) Who can be benefitted from the mouth-to-mouth resuscitation?
- (d) Why should we tilt the patient's head back slightly?
- (e) What is the full form of CPR?

**ii. Read the text once again and write the proper steps for mouth-to-mouth resuscitation.**

- Tilt the head back slightly to ensure that the airway is kept open.
- Place the patient on a hard and flat surface.
- Pinch the patient's nose with your fingers to prevent any leakage.
- Look into the mouth and throat to ensure that the airway is clear. If an object is present, try to sweep it out with your fingers. If vomiting occurs, turn the patient onto his side and sweep out the mouth with two fingers.
- Blow the air into the lungs until you can see the chest expanded.
- Remove your mouth very quickly to allow passive respiration.
- Seal your mouth around the patient's mouth so that no air escapes.



### C. Activate

Give the instructions for mouth-to-mouth resuscitation in their proper order.

S.N.	Steps for mouth-to-mouth resuscitation
1	
2	
3	
4	
5	
6	
7	

## 2. Time for grammar

### A. Engage yourself.

**Read the following instructions and give an appropriate title for the given instructions.**

- Warm the teapot and teacups.
- Use cold filtered water.
- Set the correct water temperature for your tea.
- Use 1 ½ spoon teaspoons of tea per cup.
- Steep whole leaf tea or high-quality tea.
- Set the timer to steep the tea for the right amount of time.

## **B. Study.**

**Change the following sentences into imperatives.**

- a. We should work hard.
- b. You should complete your task on time.
- c. You should do your duty in time as you have been assigned.
- d. You should go where you want.
- e. We must have the right people to do the right work at the right time.
- f. We should work together and grow together.
- g. You have to read the text properly and answer the given questions.
- h. You are requested to empower yourself.

## **C. Activate.**

**Instruct your friend how to open an email.**

## **3. Listening**

### **A. Engage yourself.**

Observe various types of handwriting and discuss how you could improve your handwriting. Discuss.

### **B. Study**

**Listen to the instructions and tick the instructions mentioned in the listening text.**

Use a nice pen that works for you.	
You can have any type of grip for your pen.	
Find the samples and follow their patterns	

Drills are not necessary for attractive handwriting.	
Experiment with paper rotations that make you comfortable to write.	
Write directly on your fair copy.	
Sneak in practice when you can.	
Write on lined paper or use a template.	
Follow the strict rules and regulations for good handwriting.	
Writing is the easiest job in the world.	

### C. **Activate**

**Now, give clear and detailed instructions for making attractive handwriting.**

## 4. **Speaking**

### A. **Engage yourself.**

**Observe the following description.**

Now you are at Chandra Park. Turn left and go ahead towards the east until you see a temple in front of you. Then go round the temple on your right and take the third turning on your left. After that keep on going up until you see a school on your right. This is the school where I study. Next to the school building, there is my house.

### B. **Study**

**Work in pair. One should instruct and the next should perform the task.**

- a. How do you make a puppet?
- b. How do you dance?

- c. How do you use an English dictionary?
- d. How do you do yoga?
- e. How do you cook rice pudding?

**D. Activate.**

**Choose any skill-based activity or house chore and make a list of instructions on how to perform it properly.**

**5. Writing**

**A. Engage yourself.**

Let's play a game in the classroom. You can invite any student in front of the classroom and act to perform any skill-based activity such as dancing, acting, cooking, etc. in the air in the classroom. Other students are asked to write the instructions as he/ she has performed.

**B. Study**

Observe the following figures for the individual postures of the 12-steps of Surya Namaskar (Yoga).



## (b) Activate

Observe the above pictures of 12-steps of Surya Namaskar and produce the series of instructions for Surya Namaskar. The regular practice of Surya Namaskar has numerous benefits such as unwanted weight loss, increase mental fitness, develop confidence, decrease anxiety, strengthen muscles and joints, improves digestions, make radiant skin, increase one's creativity and intuitive abilities, help cope with insomnia, ensure regular menstrual cycle, bring down blood sugar level, detoxification and strengthen backbone, etc.

## 6. Project work

Work in a group. You may consult your teacher or browse the social sites to collect information about the earthquake and how to save your life from an earthquake. Then, produce a series of instructions on how to save your life from the earthquake.

## Listening text

### How to improve handwriting

Calligraphy and handwriting are not synonymous but they are different. Calligraphy is comprised of stylized, embellished letters. It is more art. Writing refers to the style and technique that you use to jot things down day today. Handwriting needs to be quicker and more practical. Everyone has their handwriting style and always chances for improvement. The followings are the basic tips to improve the handwriting.

- (a) Use a nice pen that works for you.
- (b) Maintain a relaxed grip for your pen.
- (c) Find the samples and follow their patterns.
- (d) Start with drills since a couple of simple drills will help you to write clear, confident characters.
- (e) Experiment with paper rotations that make you comfortable to write.
- (f) Practise with a worksheet in which letters are easy to create.
- (g) Sneak in practice when you can.
- (h) Write on lined paper or use a template.
- (i) Embrace your style of writing
- (j) Follow consistency and believe in 'practice makes a man perfect.'

**UNIT: SEVENTEEN**

# INFORMATION AND REASONS

- 1. Reading**
- A. Activate**
- i. Look at the map of Nepal and point out your Provinces and districts.**



- ii. Observe the following information given in the box and write in a paragraph.**

Kanchanpur -District- Location of Kanchanpur	
<b>Country</b>	Nepal
<b>Province</b>	<b>Sudur Pashmianchal Pradesh</b>
<b>Headquarters</b>	Bhimdatta
<b>Area</b>	1,610 km <sup>2</sup> (620 sq mi)
<b>Population (2011)</b>	
<b>Total</b>	451248
<b>Density</b>	280/km <sup>2</sup> (730/sq mi)
<b>Time zone</b>	<u>UTC+05:45</u>
<b>Main language(s)</b>	Doteli (37.9%), Tharu (25.4%), Nepali (16.1%), Baitadi (5.2%), others (15.4%)
<b>Major Highways</b>	Mahendra Highway
<b>Website</b>	ddckanchanpur.gov.np

## B. Study

### i. Read the text and underline the major points from the text.

About us	Geography	Administrative	Predominant people	Language and culture	Natural/cultural heritage	Feast and festivals	Social organizations	Others
<p><b>Municipalities</b></p> <p>Bedkot</p> <p>Belauri</p> <p>Bhimdatta</p> <p>Mahakali</p> <p>Shuklaphanta</p> <p>Krishnapur</p> <p>Punarbas</p> <p><b>Rural Municipalities</b></p> <p>Laljhadi</p> <p>Beldandi</p>								
		<p>About us</p> <p>Kanchanpur District, a part of Sudurpaschim Pradesh in the Terai plain, is one of the seventy-seven districts of Nepal. The district, with Bhimdatta as its district headquarters, covers an area of 1,610 square kilometres (620 sq mi) and had a population of 171,304 in 2011. It is located in southern-west of Nepal. It is bordered with Kailali district in east, Dadeldhura district in the north and with India in south and west.</p> <p>Before the reunification of Nepal by Gorkha King Prithivi Narayan Shah, this district was the part of Doti kingdom. Nepal lost it to the East India Company after the Anglo-Nepalese War (1814-1816) between the then kingdom of Nepal and East India Company followed by territorial concessions of Sugali Treaty. Later on, after the treaty of 1860, Nepal recovered this land along with Kailali, Banke and Bardiya. Its first headquarters was Belauri Municipality and the current headquarter Mahendranagar was declared in 2019 BS.</p> <p>The majority of the population is occupied by ethnic Tharu community and minor groups are the peoples that have migrated from the northern hilly region. The district is renowned for Shuklaphanta Wildlife Reserve and 1,456.97 metres (4,789 ft) long multi-span suspension bridge over Mahakali River.</p> <p>Jhilmila Lake, Dedkot Lake, Bandatal, Shovatal and Vishnu</p>						



	<p>Temple, Ranital are the other places of tourist attraction.</p> <p>According to the 2011 Nepal census, Kanchanpur district had a population of 451248. Of these, 39.7% spoke Doteli, 25.4% Tharu, 16.1% Nepali, 5.2% Baitadi, 4.0% Bajhangi, 2.3% Achhami, 1.6% Magar, 1.5% Bajureli, 1.3% Tamang and 1.1% Darchuleli as their first language.</p> <p>Kachanpur district is divided into seven municipalities and two rural municipalities.</p>
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**ii. Ways with words**

**a. Write the meanings of the following words from your dictionary and use them in your sensible sentences.**

border      reunification      kingdom      territorial      concessions

**b. Read the text once again and find the one word for the following definitions.**

Connected with or belonging to a nation, race or people that share a cultural tradition	
To move from one part of the world to another	
The process of officially counting something, especially a country's population, and recording various facts	
A town, city or district with its local government, the group of officials who govern it	
The language that you learn to speak first as a child	
First language	
A place from which an organization or a military operation is controlled; the people who work there.	

**b. Read and answer.**

**i. Read the text again and write 'True' for the correct and 'False' for the incorrect statements.**

- (a) Kanchanpur has seven municipalities and two rural municipalities.
- (b) The area of Kanchanpur is 1,610 km<sup>2</sup>.
- (c) Belauri is the headquarter of Kanchanpur district.
- (d) Nepal recovered this land along with Kailali, Kanchanpur, Banke and Bardiya.
- (e) Kanchanpur district is in Karnali province.

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

- (a) Where does Kanchanpur lie?
- (b) What is the population of Kanchanpur according to the census of 2011?
- (c) When did Nepal recover its lands such as Kanchanpur, Kailali, Banke and Bardiya?
- (d) What are the major languages spoken in Kanchanpur?
- (e) List the major tourist attractions in Kanchanpur.

**C. Activate.**

**After reading the text, what do you know about Kanchanpur district? Write in a paragraph.**

## 2. Time for grammar

### A. Engage yourself.

Read the above text once again and list down connectives found in it. You can add more connectives as you know.

### B. Study.

**Supply the correct connectives for the following statements.**

- (a) Bina did not come to school ..... she was feeling uneasy.
- (b) I got up earlier ..... to catch the aeroplane.
- (c) Sheela started learning the guitar ..... she could start her career in music.
- (d) Some people die .....poverty; more people die .....of over diet.
- (e) Don't lose your hope ..... you try your best.

### C. Activate.

Choose a cultural place for your upcoming holidays. Then, write in ten sentences why you have chosen this place.

## 3. Listening

### A. Engage yourself.

Have you ever taken an interview? Has anybody taken your interview? What was it about?

### B. Study

#### i. Listen to the tape and tick the correct answer in the box:

- a) Charles is writing his .....novel.
  - i) first
  - ii) second
  - iii) third

- b) He has written .....pages.  
 i) one                    ii) two                    iii) three
- c) He hasn't decided what happens.....  
 i) first                    ii) rest                    iii) next

**ii. Listen to the tape again and write 'T' for true and 'F' for false statements:**

- a) The caller (first speaker) has seen Charles all day.  
 b) Charles has written a good title.  
 c) He has collected a list of characters.  
 d) He has completed designing the front cover.  
 e) The caller (first speaker) asked questions for four times.

**C. Activate.**

Design a similar type of interview between you and your friend about your study.

**4. Speaking**

**A. Engage yourself.**

**Observe the following pictures and share the ideas as you find.**





## B. Study

- a. Work in groups of four. You are students A, B, C, D. Read through your section only, and then play the game, starting with A. A will tell others the situation and B, C, D will answer with different reasons using given connectives.

**For example:**

A: Kamal bought a book.

B: in order to collect books for his library.

C: so that he could read the book.

D: because he likes the story.

**A**

Saroja started learning English.

Sheela wanted to take computer classes.

Mahesh stopped smoking.

The weather is too cold.

Meena is ill.

**B**

In order to .....

So that .....

Because .....

In order to .....

So that .....

**C**

So that .....

Because .....

In order to .....

So that .....

In order to .....

**D**

Because .....

In order to .....

So that .....

In order to .....

So that .....

- b. Produce more role cards and play the game as above in the classroom.**

**C. Activate.**

**Make pairs. Make the conversations between you and your partner on the following topics.**

- a. Why is your village/ country less developed?
- b. Why are you poor in your study .....
- c. Why do you think most of the Nepalese want to live in Nepal or go abroad?

**5. Writing**

**A. Engage yourself.**

**Draw a figure/ map of your village or city and list down the information about it.**

**B. Study.**

- a. Complete the following table to make a profile of your own village/city.**

<b>Title</b>	<b>Information</b>
Name of the village/ city	
Location/ surroundings	

Area	
Population	
Major religion/ caste	
Major language (s)	
Major cultural programmes	
Natural/ cultural scene for tourism	

- b. Based on the above information, prepare a short profile of your own village/city.**

## **6. Project work**

**Go to the library or website or resource person and collect the information about your district in detail. Then, prepare a detail district profile.**

<b>Title</b>	<b>Information</b>
Name of your district	
Location/ surroundings	
Area with headquarter	
Population	
Administrative composition i.e. municipalities, rural municipalities	
Geographical division	



Major religion/ caste	
Major language (s)	
Major cultural programmes	
Natural/ cultural scene for tourism	
Facilities i.e. hotels, lodge, school/ college/ library, road, hospitals	
Major features of the district	
Others	

## Listening text

### An Interview

- Girl : Hello, Charles, I haven't seen you all day. What have you been doing?
- Charles : Actually I have been working on my first novel.
- Girl : Oh, yes. How far have you got with it?
- Charles : Well, I have thought of it a good title, and I have made a list of characters, and I have designed the front cover.
- Girl : Have you started writing yet?
- Charles : Oh, yes. I have written two pages already.
- Girl : Only two?
- Charles : Well, yes, I haven't quite decided yet what happen next.
- Girl : Thank you very much for your information.
- Charles : You are welcome.

**1. Reading****A. Engage yourself.**

**i. Study the following pictures and share your ideas in the class.**



**ii. Most of the youngsters are addicted to social media. What do you suggest these youngsters?**

**B. Study.**

**Thumbs. Feeling Good?**

- **Mrs. Oskins**

Head down, zone out

What's the wifi code?

Head down page scrolling

Feel your brain explode.

Brag, gossip, envy me  
Look at all my friends.  
Is there any truth  
Through a distorted lens?

Save the world, texts Kim  
She's met the Dalai Llama.  
Can you all press 'like'?  
Help her reach Nirvana

Tom's sharing top tips  
On how to keep us fit.  
I 'like' but really think  
You patronizing shit.

Hundreds of photos  
Uploaded; look at me.  
I want to share my life  
Oh and photos of my tea.

Click 'like' don't ignore  
Your friend is keeping check.  
Hope you're giving feedback  
To this brain fried wreck.

**b. Ways with words.**

**i. Read the poem above and write down the rhyming words for the following words.**

Code	
Friends	
Llama	
Fit	
Me	
Check	

**ii. List down the words from the poem that are usually used in social media.**

**B. Activate**

**Read and answer.**

**i. Read the poem and answer the questions given below.**

- (a) What is the poem about?
- (b) Why does the poet ask wi-fi code?
- (c) What does ‘distorted lens’ from the second stanza refer to?
- (d) Why does the poet tell us ‘click *like*’ don’t ignore’?
- (e) How does the poet share her life through social media?

**ii. Paraphrase the poem in six sentences.**

### C. Activate.

Have you ever composed a poem in English? If you have, please share it with your friends.

## 2. Time for grammar

### A. Engage yourself.

- i. Read the reading text again and underline present verb forms.
- ii. Group the listed verb forms on the following headings.

Present simple	Present continuous	Present perfect	Present perfect continuous

### B. Study

**Complete the following sentences with correct present forms of verbs in the brackets.**

- (a) Millions of attempts ..... (make) to answer it, yet millions of times it will have to be answered again.
- (b) A bird ..... (come) from an egg and the egg gives birth of a bird.
- (c) When the teacher enters the classroom, the students ..... (stand) up.
- (d) Nowadays I ..... (smoke) only five.

- (e) We ..... (live) here for ten years.
- (f) Don't talk so loudly. He ..... (read) a book.
- (g) She generally sings in Hindi but today she ..... (sing) in English.
- (h) Listen! Someone ..... (knock) at the door.
- (i) She ..... (come) to my room every Friday.
- (j) Our exam ..... (start) from coming Sunday.

### **C. Activate**

Describe your family using the present tense.

### **3. Listening**

#### **A. Engage yourself.**

**Observe the following pictures and describe their role in one's life.**



## **B. Study**

**i. Listen to the text and write a one-word answer to complete the following sentences.**

- (a) The lecture is organized by the Students' .....
- (b) MS. Greenhaum has a .....schedule.
- (c) MS. Diane Greenbaum is a .....dietician.
- (d) Ms. Greenhaum states that it is hard to .....students' diet is adequate.
- (e) One gets all vitamins in a .....balanced diet.

**ii. Listen to the text and state whether the following statements are true or false.**

- (a) John welcomed the Radiologist for the lecture.
- (b) Now students have stresses at university.
- (c) Ms. Greenbaum is talking about the ways of making sure that a student eats well staying within his/her budget.
- (d) As a result of cooking some vitamins are escaping from our food.
- (e) We should use vitamin pills regularly.

## **C. Activate.**

Listen to the recording again and summarize the lectures on your own.

## 4. Speaking

### A. Engage yourself.

**Complete the structure using the following exponents.**

*As a general rule, ...*

*In general, ...*

*Generally speaking, ...*

*In most cases, ...*

*On average, ...*

*On the whole, ...*

### B. Study

**Let's have a panel discussion. Let's decide three panellists from our class and a moderator for hosting the programme. The moderator hosts the programme considering the following points.**

- (a) What is humanity?
- (b) What is spirituality?
- (c) What is the significance of spirituality for the expansion of knowledge?
- (d) How can we develop our leadership skill through spiritual education?
- (e) Make generalizations on national and international politicians on what they have done for humanity and education.



### **Code of conduct on the panel discussion**

- (a) The moderator briefly presents the nature of the programme and the points to be considered by the member of the panel while taking turns in delivering the views.
- (b) As pointed by the moderator, each member of the panel should present their view on the issue.
- (c) No one is allowed to blame any religion or culture.
- (d) The floor should be open for some time to invite the queries of the audiences/students.

The moderator should wrap up the programme with concluding remarks.

### **C. Activate.**

Design a panel discussion on the ‘judicious use of social media’.

## **5. Writing**

### **A. Engage yourself.**

Read, reduce, record, review and rewrite (5R) is a common technique of writing a summary. Share your experience about writing a summary and the use of 5R in writing a summary.

### **B. Study**

Go through the reading text above again following the 5R technique and observe how the author has made generalizations in the text. Make a list of generalizations and produce a summary out of it.

### **C. Activate.**

Visit nearby religious places or people and identify how spirituality makes the person both mentally and physically sound.

Good morning, good morning, everyone, and welcome to our regular lecture health issues. This series of lectures is organised by the Students' Union and is part of the union's attempt to help you, the students of this university to stay healthy while coping and study and social life at the same time. So it's a great pleasure for me to welcome back Ms Diane Greenbaum with a professional dietician and who has been kind enough to give up her time, in what I know is a very hectic schedule, to come alone and to talk to us today.

Thank you. Thank you very much, John. May I say it's a pleasure to be back. Now, stresses at University, being away from home and having to look after yourselves, learning your way around the campus all contribute to making it quite hard sometimes to ensure that your diet is adequate. So today I am going to talk about ways of making sure that you eat well while at the same time staying with your budget.

If you have a well-balanced diet, then you should be getting all the vitamins that I need for normal living. However, sometimes we think we are eating the right food but the vitamins are escaping, perhaps as a result of cooking and anyway we are not getting the full benefit of them. Now, if you lack vitamins in any way, the solution isn't to rush off and take vitamins in pills, though they can sometimes help. No, it's far better to look at your diet and how you prepare your food.

So what are vitamins? Well, the dictionary tells us they are 'food factors essential in small quantities to maintain life'. Now, there are for soluble vitamins which can be stored for quite some time by the body and there are water-soluble vitamins which are removed more rapidly from the body and so a regular daily intake of these ones is needed.

Ok, so how can you ensure that your diet contains enough of the vitamins you need? Well, first of all, you may have to establish some new eating habits! No more chips at the uni canteen.

*Source: IELTS Listening*

**1. Reading****A. Engage yourself.****i. Study the following pictures and share your ideas in the class.****ii. You might have seen a broken marriage. Why do you think a couple cannot continue their married life?**

**B. Study.**

**a. Read the following story and give it a suitable title.**

.....

I was feeling uneasy. I was afraid of telling the truth to my wife. After returning from my office, I went to my home and called my wife, Muna. She appeared in front of me and invited me to dinner. Our son was studying with his mom. After having our dinner I said, "I've got something to tell you." "Go ahead," she said. I told her, "Muna, I want a divorce. I can't continue this journey of my life with you." She became speechless. I found a kind of confusion in her face. For a while, she remained quiet. Immediately, she asked me softly, "Why?" I ignored her question. This made her angry. She knelt down and shouted at me, "You are not a man!" That night, we didn't talk to each other. She didn't sleep that night. She spent the whole night writing her diary. She sounded to be sobbing.

The next day when I observed her I knew she wanted to find out what had happened to our relationship. I could not tell her that I was in love with Anju. Though I had realized that I was hurting her by asking for a divorce, Anju's love compelled me to do so. I drafted a divorce agreement stating that she could own 50 per cent of our property.

When I showed it to her, she tore it into pieces and went the *bardali*. After some time she came to me and said, "I have some conditions for this divorce." "You must spend two months with me. During that time we must try to live as normal life as possible because our son had his exam in a month and I don't want to disturb him with the message of our divorce." I agreed.

From the next day, I started to help her in every work as I used to do. One day when I carried her on my back, I found her light. She had lost her weight. I got surprised. Slowly and slowly, I started to love her.

We became so close that observing our intimacy, our son became happy. He did well in his exam.

On the last day of our agreement, she told me to bring the divorce agreement. She also told me that she wanted nothing. Two-month long love and affection from me was more than material prosperity to her. On that day, while I was in my office, a kind of strange feeling came into my mind. Her loving innocent face moved around my eyes. I could not work in the office. I found myself guilty.

Soon I closed my office and went to my home to confess my guilt. I was hurried to tell her that I would be never far from her. After I reached home, I gently opened the door to give her a surprise. But I could not hear her sound. I searched her everywhere calling her name. Then, I went to our bedroom. To my surprise, she was there wrestling against death. I immediately took her to the hospital. On the way to the hospital, she told me that she loved me more than herself. Then she became speechless. After reaching the hospital, the doctor declared that she died of cancer.

**b. Ways with words.**

- (a) Make a list of unfamiliar words from the text.
- (b) Search their meanings in a dictionary.
- (c) Compose a story using the unfamiliar words you have listed above.

**c. Read and answer.**

**i. Read the poem and answer the questions given below.**

- (a) What did the husband want from his wife?
- (b) What did his wife tell him?
- (c) Who rejected the property and why?
- (d) What was Muna's condition of signing a divorce agreement?

(e) Did Muna sign the agreement at last? Why?

**ii. State whether the following statements are TRUE or FALSE.**

- (a) There was a son in the family.
- (b) The son had been preparing for his exam.
- (c) The mother had been suffering from AIDS.
- (d) The husband disliked her because she was losing her weight day by day.
- (e) Finally, she signed the divorce agreement.

**iii. Rearrange the following sentences as they happen in the story.**

- (a) From, his office, he went to his house to confess his guilt.
- (b) A small family was comprising of a husband, a wife and their son.
- (c) One day the husband asked for a divorce from his wife.
- (d) Later, she forwarded some conditions to be fulfilled by her husband before signing the paper.
- (e) The husband agreed to fulfil them.
- (f) At first, she rejected it.
- (g) The husband started to love her again.
- (h) The doctor declared her dead.
- (i) On the last day of their agreement, the husband decided not to give her a divorce.
- (j) He found her taking her last breath in her bed.

- (k) They spent a normal life for two months.
- (l) He took her to the hospital.

**C. Activate.**

Identify the moral of the story and discuss it with your friend.

**2. Time for grammar**

**A. Engage yourself.**

**i. Read the following texts and group the sentences into active and passive.**

Necon Air would like to inform its valued passengers that due to unforeseen circumstances. Some of its scheduled flights may be changed until further notice. Therefore, passengers are requested to contact/confirm with the travel agency concerned or the nearest sales office or the Necon Air before commencing their journey. Necon Air would like to apologize for the inconvenience caused.

Dhaka, July 19 (AFP): Flooding has engulfed more areas of central Bangladesh, pushing the death toll up to 82. Officials in Dhaka said they could only confirm 25 deaths by the end of Saturday. But Janakantha and several other dailies put the toll, in more than one week of flooding at 82. The situation has been made worse as most deaths have been caused by landslides, drowning and snake bite.

Active sentences	Passive sentences

**ii. Identify the ways of changing active sentences into passive.**

## B. Study.

**Rearrange the jumbled words to make sensible sentences and write 'active' and 'passive' against the sentences.**

- a. drawn/the/being/were/curtains/when/I/in/walked.
- b. urged/part/you/to/are/take/ in/ the/tournament/football.
- c. parents/ Rabinson/pleased/ hard/ work/ his/and/with/ dedication/his.
- d. erected/Muse Rodin/ were/and/ Taj Mahal/ in/time/ the/ ancient.
- e. assistant/Pual/his/ advised/not/to/their/share/with/secretcy/ others.

**Identify whether the following sentences are active or passive and change active into passive and vice-versa.**

Example: Nalina has been honoured by the society of English teachers.

**Type of sentence: Passive**

**The society of English teachers has honoured Nalina.**

- (a) A book was offered to them by her.
- (b) Sumantha has cleaned the floor
- (c) The doors are going to be locked at ten o'clock.
- (d) Did they build the building last year?
- (e) We were questioning the boy about the vicinity.
- (f) Is the novel being read by Mary?
- (g) No man was helping us to find the way.
- (h) The mother tongue would be taught to him by her.
- (i) People have widened the roads and established five-star hotels.
- (j) The child is eating bananas.



- (k) Has a car been bought by him?
- (l) I gave him a book for his birthday.
- (m) The meeting was called off by them.

**C. Activate.**

Write down any 10 school rules in passive forms.

**3. Listening**

**A. Engage yourself.**

Observe the following pictures. Guess what they are talking about?



**B. Study.**

**i. Listen to the tape and complete the form about the boy.**

- (a) First name:.....
- (b) First name:.....

- (c) Address:.....
- (d) Last name:.....
- (e) Types of membership: ..... and life membership

**ii. Listen to the tape and write short answers.**

- (a) What kind of membership does the boy want?
- (b) How much is it for life membership?
- (c) What is his date of birth?
- (d) How old is the boy now?
- (e) What is his telephone number?

**C. Activate.**

**Play the role of a librarian and a student and have had a conversation between you.**

**4. Speaking**

**A. Engage yourself.**

**Complete the following sentences.**

- (a) Firstly, .....
- (b) Secondly, .....
- (c) Then, .....
- (d) After that, .....
- (e) Consequently, .....

## **B. Study**

- i. Describe how banana lassi is made at home. Begin with ‘First of all full-fat curd is poured in a mixture...’**

full-fat curd in a mixture, - add whey powder, flaxseed, sesame seeds, walnuts, honey and the peeled bananas- food processor-blend for 30 seconds- smooth and creamy- transfer into a glass- garnish with the chopped walnuts.

- ii. Play the role of 'A' and 'B' interchangeably. When A asks the question of how the following things are done, B replies and vice-versa.**

- (a) Enrolment in a university
- (b) Health check-up in a hospital
- (c) Cheque cashed from a bank
- (d) A photograph printed
- (e) Hair coloured

## **A. Activate**

**Write a paragraph on how to prepare tea.**

## **5. Writing**

### **A. Engage yourself.**



**Observe the picture above. Write what a person in the picture is doing.**

**B. Study**

- i. Write the instructions to cook rice and share it with your friends.
- ii. Prepare a list of instructions on how to deposit money in a bank.

**C. Activate.**

Collect some pictures of people performing some tasks. Choose any one of them and write a list of instructions on how to perform the task.

**Project work**

Bring a sheet of cardboard paper. Select any skill you can perform. Draw every step of performing it. Write caption explaining how a person can perform it.

**Listening Script**

Prem:	Excuse me. How can I get the membership of the library?
Librarian:	You have to fill a form. Do you want ordinary or life membership?

Prem: How much do I have to pay for each type?

Librarian: Rs 2,000/- for life membership and Rs 300/- for an ordinary one. You need to renew your ordinary membership every year.

Prem: I want to get ordinary membership, please.

Librarian: What's your last name?

Prem: Lama. L-a-m-a.

Librarian: First name?

Prem: Prem. P-r-e-m.

Librarian: Date of birth.

Prem: 14<sup>th</sup> May 1989.

Librarian: Address?

Prem: 74/110, school road, Rampur.

Librarian: Your telephone number, please?

Prem: 428975.428975

Librarian: Here's your membership card. Welcome to our youth library.

Prem: Thank you.