

Based on non-formal and alternative education

ENGLISH

Level- 3 (Grade 6-8)

Part Two

Learning Material



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

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Preface

Learning is the root of education and lifelong process. Different types of learning materials are needed to develop the expected competence in the learner. It is necessary to provide opportunities for the development of basic literacy, mathematical concepts and skills and life-useful skills through formal and non-formal education. Non-formal education gives opportunities to learners who have not easy access to formal education and want to learn outside of the school. Through basic education, students should be aware of the natural and social environment and develop the characteristics of discipline, morality and self-reliance. Similarly, respect and protection of tangible and intangible cultural values towards caste, religion, language, culture, and region are also expected aspects of basic education. In a view of this aspect, the development of learning materials for non-formal and alternative learning have been initiated to provide an opportunity of learning to children, youth and adults who could not get formal education due to geographical hardship, poverty, social barriers, lack of public awareness, etc.

This learning material has been developed including core curriculum and condensed curriculum for learners in accordance with the National Curriculum Framework and National Qualification Framework including the activities that learners can learn by their own efforts. Students who are taking formal education can also be benefited from this learning material. This material has been developed for non-formal education for **Third level** learners and will be tested and modified based on the feedback obtained from the stakeholders. In its development, there are financial and technical support from CARE Nepal and Samunnat Nepal. This learning material of **English** part two has been prepared by Mr. Ramesh Dhakal. The Director General of Center for Education and Human Resource Development Mr. Deepak Sharma, Deputy Director General Mr. Jayaram Adhikari, Director Mr. Nilakantha Dhakal, Section Officer Mr. Baikuntha Acharya have made a special contribution in the development of this learning material. The layout and design of this material is done by Mr. Depesh Ghimire.

The Center for Education and Human Resource Development expresses its thanks to all involved in the development and revision of this learning material. The Center for Education and Human Resource development.ent sincerely request for the constructive suggestions of all the concerned parties as facilitators, students, parents, intellectuals and all readers will have a special role to improve this content.

February 2024

Center for Education and Human Resource Development

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Unit

1

Asking for Information and Repetition

Getting Started



A. What do you want to know from these people? Ask as many questions as you like.





B. What is your schedule for today? Please share it with your friends.



Reading I

A Tour to Central Zoo

Saraswati Niketan Secondary School

Teku, Kathmandu

Notice!

Date: 20th June

The school is organizing an educational tour to the Central Zoo, Jawalakhel, Lalitpur on 24th June for the Grade Eight students. The time table of the tour activities is scheduled as follows:

Arrive at school and arrange groups	9:00 a.m.
Board the bus	9:15 a.m.
Attendance	9:20 a.m.
Reach Central Zoo	9:45 a.m.
Form small animal groups (See animal groups below.)	10:00 a.m.
Enter the zoo	10:05 a.m.
Explore the animals in the zoo	10:05 a.m. - 2:00 p.m.
Board the bus	2:10 p.m.
Attendance	2:15 p.m.
Arrive back at school	2:40 p.m.
Return to classroom	2:50 p.m.
Grand discussion	2:50 p.m. - 4:00 p.m.

Animal groups:

- a. Birds
- b. Reptiles
- c. Mammals
- d. Amphibians

Note: Mrs. Karld, the English teacher will lead the tour. Students are expected to follow the timetable and the *guidelines* given by the teacher.



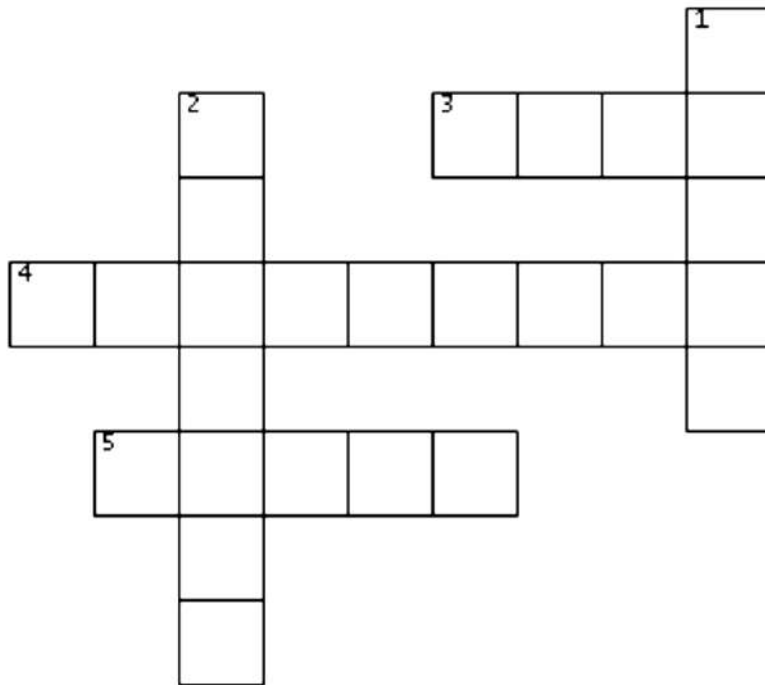
A. Complete the crossword puzzle below.

ACROSS

- 3. a visit to a place
- 4. an animal that lives on land and in water
- 5. to get on a vehicle

DOWN

- 1. large and important
- 2. travel around an area to learn





B. Read the text again and complete the following sentences.

- a. This notice was published by
- b. The students are going to visit the zoo on
- c. The teachers will take the of the students when they are on the bus.
- d. After the students visit the zoo, there will be in four groups.
- e. The students should follow the guidelines given by



C. Answer the following questions.

- a. What is the notice about?
- b. Which organization has published the notice?
- c. When is the programme going to take place?
- d. How long will the students stay at the zoo?
- e. Where will the students go after the visit to the zoo?
- f. Why do you think the attendance is taken every time after students board the bus?



Speaking



A. Act out the following conversations with your friend.

Conversation 1

- Priya : Excuse me! What time does the first bus to Surkhet leave?
- Mohan : It leaves at 8:00 a.m.
- Priya : Sorry! Would you tell me the time, please?
- Mohan : It's 8:00 a.m.
- Priya : Thank you, sir.



Conversation 2

- Neelam : Excuse me sir! Could you tell me your mobile number?
- Teacher : Of course. It is 984125010.
- Neelam : Sorry sir. I couldn't get it. Would you tell it again, please?
- Teacher : Sure. It's 984125010.
- Neelam : Thank you, sir.



B. Study the following expressions used for asking for information and repeating them.

Asking for information	Asking someone to repeat the information
Do you know ...?	Would you please repeat that?
Could you tell me ...?	Would you tell me that again, please?
Can you tell me ...?	Sorry, I didn't catch you. Could you say again?
Do you have any idea ...?	Sorry, I didn't understand. Could you repeat it, please?
Would you mind telling ...?	
Could anyone tell me ...?	



C. Work in pairs. Ask for information in the situations given below and then ask the person to repeat the information. Take turns while having the conversations. Introduce each other in the following situations.

- You want to know when your school is organizing a picnic programme.
- You want to know how much money a jacket costs.
- You want to know where your new friend is from.
- You want to know how far the hospital is from your home.
- You want to know how long it takes to fly from Nepalgunj to Kathmandu.



Listening



A. Listen to the audio and complete the table below.

Activity	Time
Maths class	
Lunch	
History class	
Science class	



B. Listen to the audio again and answer the following questions.

- What is the first class of the second speaker?
- When does the first speaker have lunch?
- Does the second speaker have history class in the morning or the afternoon?
- What do both the speakers study in the last class?



Grammar



A. Study the following.

- At:** used for specific times (at 5 o'clock), holidays (at Christmas), and locations in a city (at the airport), to indicate a specific point or location (at the gate)
- In:** used for months (in March), seasons (in winter), and longer periods of time (in the 21st century), to indicate something is inside a container or enclosed space (in the box)

- **On:** used for days (on Monday), dates (on June 1st), specific occasions (on New Year's Eve), to indicate something is located on a surface (on the table)
- **By:** used for a specific time (by 6 p.m.), to indicate a deadline (by Friday), and to mean near or beside (by the river)
- **Near:** used to indicate close to something (near the park), approximate time (near midnight), and similarity (near the truth)
- **To:** used to indicate movement towards a specific destination (to the beach)



- **From:** used to indicate movement away from a specific location (from the airport)



- **Into:** used to indicate movement towards the inside of something (into the house)



- **Out of:** used to indicate movement away from the inside of something (out of the car)



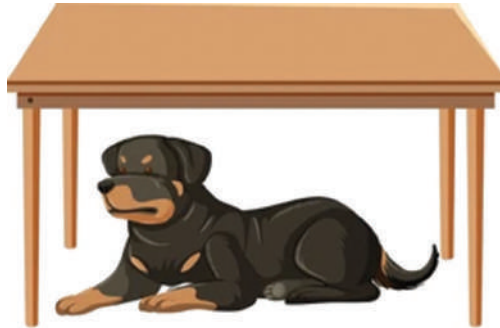
- **Across:** used to indicate movement from one side to another (across the river)



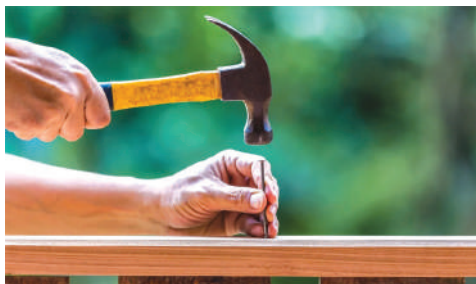
- **Under:** used to indicate something is located beneath something else (under the bed)



- **Behind:** used to indicate something is located at the back of something else (behind the chair)



- **With:** used to indicate the tool or instrument used to perform an action (with a hammer)



- **For:** used to indicate the purpose or reason for action (for the sake of)



B. Complete the following sentences with the correct preposition. Choose one from the brackets.

- a. I hung the picture (above, on) the fireplace.
- b. She walked (in, into) the kitchen and put her packages (on, over) the table.
- c. Is Jane (at, in) home? No, she is (on, at) the library.
- d. Mary is sitting (in, on) the sofa (at, in) the living room.
- e. Don't forget to put your return address (in, on) the envelope.
- f. He sat (near, against) the camp fire.
- g. He arrived (in, at) Dolakha last week.
- h. Would you rather write (by, with) a pen or pencil?
- i. Over one-third (of, in) the oranges are spoiled.
- j. The first speech will be given (by, of) Mr. Lokesh.
- k. Do you like to travel (by, in) bus?
- l. How would you like to go; (by, in) our car?
- m. This cake is (for, to) lunch.
- n. The shops stay open (on, in) Mondays (until, for) 9:00 p.m.
- o. Mary has been in the United States (for, during) a year.
- p. John has lived in Pokhara (for, since) two years.



C. Complete the paragraph below choosing the correct prepositions.

Pritam was walking (across, over) the park (in, at) the afternoon when he met a friend whom he had not seen..... (since, during) April. They stopped (in front

of, around) a house and sat down (in, on) the grass. After they had talked (for, during) about fifteen minutes, Jina said, "I must go (toward, to) school for classes. Why don't you drop by some afternoon (over, after) classes?"



Reading II

A Request Letter

Kushma - 9, Parbat

27 April 2023

The Headteacher

Adarsha Secondary School Kushma, Parbat

Subject: A Request to increase computer lab facilities

Respected Sir,

We are very **grateful** that you have been successful in establishing a computer lab at our school. We are **overjoyed** seeing a computer lab at our school. The lab provides us with the most up-to-date learning devices. It helps us gain technological knowledge too.

This **admirable** effort, however, is not quite sufficient in **accomplishing** its goal. In fact, the lab is **lacking** some necessary **equipment**. To begin with, there are **insufficient** numbers of computers. Second, only a few computers have the required **software** installed. This limits our learning. Third, our lab does not have an internet connection. So, we cannot access the **vast** world of knowledge and information.

We would be thankful if you provided us with all the **necessities** for a modern computer lab at our school. We would welcome your reply to our request. Thank you.

Yours faithfully,

Students of Grade 8



A. Match the following words from the text with their meanings.

- | | |
|------------------|---|
| a. grateful | i. having the qualities so that you respect or praise |
| b. overjoyed | ii. not having enough |
| c. admirable | iii. thankful |
| d. accomplishing | iv. completing |
| e. lacking | v. being very happy |
| f. equipment | vi. a programmes used in a computer |
| g. insufficient | vii. the need for something |
| h. software | viii. tools |
| i. vast | ix. not available |
| j. necessity | x. very large |



B. Answer the following questions.

- Who wrote this letter?
- What was the main reason for writing the letter?
- Why are grade eight students very happy?
- How would the students benefit from the computer lab?
- Mention two things that are necessary for the computer lab.



A. Study the following timetable and interpret it.

District Sports Development Committee

Ramechhap

Schedule of Volleyball Tournament

Date	11:00 a.m.	2:00 p.m.
November 18, 2023	Doramba Youth Club Vs Manthali Youth Club	Khadadevi Youth Club Vs Paanchpokari Youth Club
November 19, 2023	Sunkoshi Youth Club Vs Sailung Youth Club	Umakunda Youth Club Vs Sanupati Youth Club
November 20, 2023	Semifinal Match	Semifinal Match
November 21, 2023	Final Match	Closing ceremony



Project work

Make a timetable for your self-study. Mention the day, subjects and duration in your timetable. Consult your teacher and improve it as per the feedback given by your teacher.

Unit

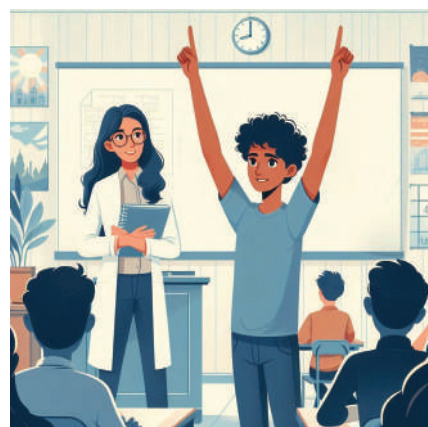
2

Asking for, Giving and Denying Permission

Getting Started



Look at the pictures and guess what permission these people are asking for. Work with your friend. One of you ask for permission and the other gives permission or denies it.





Reading I

A Father's Letter to his Son

In a city, a boy lived with his parents. His grandparents used to live far away in another city. The parents would take their son to his grandparents' house during summer holidays every year. They would stay there for fifteen to twenty days and then return. The boy always

loved visiting there. This continued every year.

With time, the boy grew up. One day, the young boy said to his parents, "Now, I am big, I can go to my grandparents' house alone. Is it okay if I go on my own? Please let me go by myself." His parents **refused** at first but when the boy **insisted**, finally they agreed. His parents were worried about his safety. So, they taught him everything he needed to know about travelling alone.

The boy wanted to enjoy his stay with his grandparents. He wanted to take some of his stuff. He asked his mother, "Mum, this is summer. I would like to take my swimming **goggles** and swimming suit. May I take them, please?" The mother said, "Okay but always go swimming with your grandparents." He said, "Don't worry, mum." He loved his grandparents a lot. He wanted to take some gifts for them and said, "Would it be alright if I took **sunglasses** and **mufflers** for them?" She smiled and said that it was a good idea.

The day came when the boy was to leave for his grandparents' house alone. His parents came with the boy to see him off. When the boy was comfortably **settled** in his **berth** in the train, his parents left and waited for the train to **depart**. While waiting, the father went to the window and kept talking to his son. While talking, his father **handed** him an envelope through the window and said, "Son, if you feel afraid or scared on the way, open this and read it. It will help you to calm down."

The boy kept that envelope safely in his pocket and said goodbye to his parents. A **departure announcement** was made. The boy smiled and told his father, "I remember everything. Don't worry." The train got a signal to depart.

At every station, where the train stopped, people kept coming and going. The boy was observing all this. He saw that everyone was with someone and soon started feeling lonely. At one station, a big man entered the **compartment**. The boy was scared of him. He tried to sleep but could not because he kept on thinking of the big man. He got even more scared. Then, he remembered his father's letter. He put his hand into his pocket, opened the envelope, and read the letter.

His father had written - "Don't be afraid. I am here with you on this train, in the **adjacent** compartment." Just after reading that letter, the boy's face **lit up** and all the fear **vanished**.



A. Here are some meanings/definitions of the words from the text. Find the words and write them next to the meaning/definition.

- a. a place to sleep on a train or ship:
- b. to leave a place:
- c. a section on a train:
- d. a thick piece of cloth to keep your neck warm:
- e. disappeared suddenly:
- f. to demand something forcefully:
- g. a group of objects:
- i. next to something:
- j. gave something to somebody:
- k. a pair of glasses to protect eyes from the sun:



B. Read the text again and write 'True' for true or 'False' for false statements.

- The boy used to live with his grandparents in the town.
- The boy had the experience of travelling alone.
- The father warned the boy about safety by giving him the envelope.
- The boy was happy to travel to another city.
- The boy was afraid of the old man on the train.



C. Answer the following questions.

- Where did the boy go during his summer holidays?
- Why did the boy's parents not allow the boy to travel alone at first?
- What gift did the boy take for his grandparents?
- What was there inside the envelope?
- Was the boy's father there on the next compartment? Why did the father write so?



Speaking



A. Act out the following conversations.

- Student : Excuse me ma'am!
 May I come in?
- Teacher : Sure. Get in, please.



Prerana : Is it okay if I take your bike today?
 Tilak : Oh. I'm sorry. I have to go to the office.



B. Study the following table.

Asking for permission	Giving permission	Denying permission
Can I leave in the morning?	Yes, certainly.	I'm afraid, you can't.
Excuse me, do you think I could try this one?	Of course. By all means.	I'm afraid not.
Would it be possible to turn on the TV?	Sure. That's okay. Go ahead.	I'm sorry, that's not allowed.
Do you mind if I use your phone?	Why not?	I'm sorry. You are not allowed to do that.
I was wondering if I could have some food here.	That seems perfectly acceptable.	Sorry. No way.
Any chance of using your bike for a few days?		
May I have your permission to take your photo?		



C. Now, have similar conversations in the situations below. Ask for permission and then accept or deny it.

- a. Your mobile phone is not working and you want to use your friend's.
- b. You are at a friend's house and you want to use his/her computer.
- c. It's raining outside and you want to borrow your friend's umbrella.
- d. You are on a trek. You want some water from a fellow traveler.
- e. You want to borrow a book from your school's library.
- f. You are feeling hot. You want to turn on the fan.



Listening



A. Listen to the audio and complete the sentences with ONLY ONE word.

- a. The two girls meet at
- b. The girl has the idea where is.
- c. The girl has been to a recently.
- d. The girls is dirty.



B. Listen to the audio again and answer the following questions.

- a. What does the girl want to do first?
- b. Can the girl use the washing machine?

- c. Why does the girl need a job?
- d. Where are the jumpers?



Grammar



A. Act out the following conversations.

- A : Would you like to play tennis with me later?
B : Okay.
A : Will you be going to Sahil's party?
B : No. I'm going to be away on Friday night.
A : Hey Pemba, did you go fishing today?
B : I did. I went with the boys.



B. Study the following table.

- Be : **Is** she working very hard?
Were they travelling together?
Do : **Does** that taste okay?
Did you go to the concert?
Have : **Have** they eaten yet?
Had they visited Hetauda before?
Modal : **Could** you help me lift this?
Should I open the window?

We form yes-no questions with an auxiliary verbs (be, do or have) + subject + main verb or with a modal verb + subject + main verb.

Where there is no auxiliary verb, we use the auxiliary verbs **do**, **does**, **did**. For example:

Statement	Question
I usually drink coffee.	Do you usually drink coffee?
Pratima won the match.	Did Pratima win the match?
Givina does her homework everyday.	Does Givina do her homework everyday?



C. Complete the dialogue with these words: are, do, does, did, has, have, is.

- Milan** : (a) you go to the training?
- Sunita** : (b) you talking about the computer training?
- Milan** : No, not the computer training, I meant the handwriting training.
- Sunita** : Oh yes, I went to that. It was quite good. (c) you ever been on that course?
- Milan** : No, I haven't.
- Sunita** : Well I found it very useful.
- Milan** : When you go on these courses (d) the school pay or (e) you pay yourself?
- Sunita** : Oh, the school pays.
- Milan** : And (f) it helped you in your day-to-day work? Be honest now.
- Sunita** : Yes, I think it has.
- Milan** : OK. I'm interested, too.



D. Change the following statements into yes/no questions.

- a. He ate a sandwich for lunch.
- b. The dog had to go for a walk.
- c. The bird was yellow and black.
- d. She wrote with her left hand.
- e. There was a stone wall around the garden.
- f. It snowed three times this winter.
- g. The lawn mower was out of petrol.
- h. She cut the orange into eight pieces.
- i. The bush on the left needed trimming.
- j. It was too cold for a picnic.



E. Write the questions for the following answers.

- a. No, I was reading a book.
- b. Yes, I did. Actually, I wrote it yesterday.
- c. No, she didn't. She was busy in her work.
- d. Yes, I have got one.
- e. No, we haven't watched it yet.



Reading II

Changing World

When I was a young man,
I wanted to change the world.

I found it was difficult to change the world, So
I tried to change my nation.



When I found that I couldn't change the nation, I
began to focus on my town.
I couldn't change the town
And as an older man, I tried to change my family.

Now, as an old man, I realized the only
thing I can change is myself.
And suddenly I realized,
That if long ago I had changed myself.

I could have made an impact on my family.
My family and I could have made an impact on our town.
Their impact could have changed the nation
And I could, indeed, have changed the world.

- Edward de Bono



A. Read the poem and complete the sentences below.

- The speaker wanted to change the first.
- The speaker tried to change when he was old.
- The speaker learnt that he had to change first.
- The speaker could have changed if he had changed himself.



B. Answer the following questions.

- What did the speaker do when he could not change the world?
- When did the speaker focus on his town?
- What did the speaker realise when he became older?
- How could have poet change the world?
- Do you think the speaker was able to change the world? Why?



Writing



A. Study the following story.

A Brave Girl

Meena was a twelve-year-old girl who used to stay with her mother. Her father had gone to another city to earn money. One day, a stranger came to Meena's house. Her mother was not in the house at that moment. The man caught hold of Meena. She began to cry loudly but no one was there to hear her. Suddenly,

Meena was reminded of her mother's teaching of not losing her wits and alertness of mind when in an hour of need. She built up her confidence and looked around. She could not see anything with which to hit the stranger. Suddenly, she bit the stranger on his arm. The stranger cried with pain and let go of her. This moment was important for her. She took her mother's saree and tied it around the stranger's neck. Now, it was time for the stranger to cry for help. She tied him and then used her mobile phone to call the police as well as her neighbours. The police reached soon and arrested the man. The neighbours had also arrived. They all patted Meena on her back for fighting bravely with the man.

Moral: We should use our wits at difficult times.



B. Write a story of your own using the clues below.

an old rich lady becomes blind – calls in a doctor – agrees to pay large fee if cured, but nothing if not – her eyes bandaged – doctor removes something everyday – eyes cured – doctor asks for payment – lady refuses to pay – says cure not complete – doctor takes the matter to court – judge asks why she does not pay – she says sight not restored – she cannot see her furniture – judge decides the case in her favour – Moral.



Project work

Visit a nearby library. Read some English stories and share the one that you like the most with your friends.

Getting Started



- A. Study the picture below and guess what requests they are making.



- B. If you get chance to meet the Prime Minister of Nepal, what requests would you make to him? Make a list.



Reading I

Public Announcements

Pre-flight Announcement

Ladies and Gentlemen,

Welcome to Flight RA-402 from Kathmandu to New Delhi. We're currently third in line for takeoff and are expected to be in the air in approximately five



minutes. Please fasten your seatbelts and secure your baggage underneath your seat or in the overhead compartments. Make sure that you put your seat in the upright position for take-off. We also request you to turn off all personal gadgets, including laptops and mobile phones. Smoking is strictly prohibited during the flight. Thank you for choosing Nepal Airlines. Enjoy your flight.

Nepal Airlines

Parents Day Announcement

We are pleased to announce that our school is going to celebrate Parents Day on the 22nd of March on the auspicious occasion of its 42nd anniversary. The programme will be held in the Assembly Hall at 11:00 a.m. We feel privileged to announce that the Mayor of Bardaghat Municipality will grace the ceremony as the chief guest. We feel proud to announce that the mayor is an ex-student of this school. He will confer the prizes to the winning students in academic, extra-curricular and co-curricular activities. There is also a cultural performance by

our talented students to entertain the audience. There will also be a short photo session with the chief guest at the end of the programme.

Thank you!

Dibya Jyoti Secondary School



A. Match the words with their meanings.

Words	Meanings
a. announcement	i. close to, about
b. currently	ii. lucky
c. approximately	iii. something that someone says officially to inform
d. fasten	iv. being a sign of success
e. academic	v. at present
f. auspicious	vi. to fix
g. privileged	vii. related to reading and writing



B. Write 'True' for true and 'False' for false statements.

- Pre-flight announcement is for Nepal Airlines.
- The plane was in the sky when the announcement was made.
- People should switch their mobile phones off during take off.
- The school is recently established.
- The chief guest of the programme had also studied in the same school.



C. Answer the following questions.

- Who has made the first announcement?
- What is the route of the aeroplane?
- Where should the passengers keep their baggage?
- What activity is not allowed during the flight?
- How old is the school which has made the second announcement?
- What is the second announcement about?
- What activities would be done in the school on the day of the programme?
- Would the parents enjoy the programme? Give reason.



Speaking



A. Study the following expressions used for making requests and responding to them.

Expressions for making requests	Expressions for responding to requests
Can I ask you to ?	Yes, what do you need?
I was wondering if you could?	I'll see what I can do.
Do you think you could?	Let me check and get back to you.
Could you please?	Sure, no problem.
Would you mind if I?	Of course not. Go ahead.



B. Work in pairs. Take turns to make requests and respond with the help of the clues. Use different expressions from exercise A.

Example: lend me your book

Neetu: Could you please lend me your book for a few days?

Poonam: Sure, no problem. / I am sorry. I have to study it for my project.

- a. help me carry the load
- b. give me your calculator
- c. take my photo
- d. drop me to school
- e. close the window
- f. cook some food for me
- g. lend me your umbrella
- h. help me with my homework



Listening



A. Listen to the audio and complete the sentences.

- a. The girl's father looks at the to know about the movies.
- b. The movie starts at in the afternoon.
- c. The girl's mummy is at the now.
- d. The girl wants to go for after the movie.



B. Listen to the audio and answer these questions.

- Where does the girl want to go to?
- Who is going with the girl and her father?
- Where does the girl want to go for a walk?
- Where are they going for their dinner?



Grammar



A. Study the following tables.

1. Reporting statements

Tense	Direct Speech	Indirect Speech
present simple	"I like ice cream."	She said (that) she liked ice cream.
present continuous	"I am living in London."	She said she was living in London.
present perfect	"I haven't seen Julie."	She said she hadn't seen Julie.
simple past	"I bought a car."	She said she had bought a car.
past continuous	"I was walking along the street."	She said she had been walking along the street.
past perfect	"She had taken English lessons before."	She said she had taken English lessons before.
will	"I'll see you later."	She said she would see me later.

2. Reporting questions

Direct Speech	Indirect Speech
"Where is the Post Office?"	She asked me where the Post Office was.
"What are you doing?"	She asked me what I was doing.
"Do you love me?"	He asked me if I loved him.
"Have you ever been to Janakpur?"	She asked me if I had ever been to Janakpur.
"Are you living here?"	She asked me if I was living there.

3. Reporting requests and commands

Direct Speech	Indirect Speech
"Please help me".	She asked/requested me to help her.
"Please don't smoke".	She asked/requested me not to smoke.
"Could you bring my book tonight?"	She asked/requested me to bring her book that night.
"Go to bed!"	He told the child to go to bed.
"Don't worry!"	He told her not to worry.
"Be on time!"	He told me to be on time
"Don't smoke!"	He told us not to smoke.

4. Changing time expressions

Direct Speech	Indirect Speech
now	then
today	that day
yesterday	the day before
last night	the night before
last week	the week before / the previous week
tomorrow	the next day / the following day



B. Match the sentences in direct speech with their correct indirect speech.

Direct speech	Indirect speech
a. "Come quickly!"	i. She asked me how my holiday had been.
b. "Did you arrive before seven?"	ii. She said that she usually drank coffee in the mornings.
c. "How was your holiday?"	iii. She told me to come quickly.
d. "I usually drink coffee in the mornings."	iv. She asked me if I had arrived before seven.
e. "Do you like studying English?"	v. She said that she would come and help me on Saturday.
f. "I'll come and help you on Saturday."	vi. She asked me if I liked studying English.



C. Change the direct speech into indirect speech. Choose the simple past of 'ask', 'say' or 'tell'.

- a. "Don't do it!"
She _____
- b. "I'm leaving tomorrow."
She _____
- c. "Please get me a cup of tea."
She _____
- d. "She got married last year."
She _____
- e. "Be quick!"
She _____
- f. "Could you explain number four, please?"
She _____
- g. "Where do you live?"
She _____
- h. "We went to the cinema and then to a Chinese restaurant"
She _____
- i. "I'll come and help you at twelve"
She _____
- j. "What are you doing tomorrow?"
She _____



Reading II

How to Wash Clothes in a Washing Machine

A washing machine is a home appliance used to do the laundry. It washes clothes automatically without having to supervise its operation. All one has to do is to put the clothes in the machine and select the wash mode. Here are a few steps to wash clothes.

Step 1: Separate Your Laundry

Sorting your laundry into different piles based on fabric type and colour is step number one. You should also check the care label of each garment for washing instructions so as to avoid damaging your fabrics. Make sure to pay extra attention to your more delicate items: you should wash them either by hand, or on the delicate cycle and in a mesh bag.

Step 2: Load the Washing Machine

This is the step where you dump your clothes into your washer. Make sure not to overload your clothes as it may result in the clothes not being washed as they should be.

Step 3: Add Detergent and Fabric Softener

Before adding your choice of detergent and fabric softener, make sure you read your washer's manual to find out which goes where. The amount of detergent needed varies by load size and washing machine type, so check the back of the detergent box and look for any labels on your washing machine to find out how much you should use.

Step 4: Turn on the Washer

Just close the door and hit the start button. Some washing machines can indicate that the door is not closed properly, while some cannot.

Step 5: Choose the Right Washing Cycle

Wash cycle consists of two important speeds: a speed at which it agitates or tumbles your clothes with water, and a speed that spins the water out of your clothes. Once again, when picking the correct washing cycle, you should refer to the fabric care label. This way, you can maximize cleanliness while also protecting your clothes. Your options range from normal and permanent press to delicate and quick cycles.

Step 6: Set the Water Temperature

Using the correct water setting in your washer can make a difference in your laundry. Hot water, for instance, sanitizes and kills germs better. But in some cases, it can shrink your clothes, fade your fabrics, set certain stains, and requires a lot more energy. So, reserve hot water washes for bath and kitchen towels, bedding, sturdy fabrics and any extremely dirtied items. For moderately dirty loads, dark colours, and the permanent-press cycle, use warm water. Cold water is the gentlest way of washing your garments, and it also requires less energy.

Step 7: Clean Your Washing Machine

Regular cleaning with a washing machine cleaner is an important part of knowing how to use washing machines. Leave your washing machine door open after use to allow it to air out and help prevent mold from growing.



A. Find the words from the text which have the following meanings or definitions.

- a. a device designed to perform a specific task
- b. clothes to be washed
- c. an item of clothing
- d. material for making clothes
- e. needing careful treatment

- f. to put in
- g. washing powder
- h. shake
- i. to some degree
- j. save



B. Put a tick (✓) or a cross (X) in the right column.

Statement	Yes	No
We should mix the different types of clothes to put into the washing machine.		
It is better to wash delicate items by hands than a machine.		
There is a load limit in the washing machine.		
Always use the same amount of detergent for the same amount of clothes.		
The door of the machine should be closed before pressing the start button.		
We can control the speed of spin in the machine.		
It is better to use warm water for washing clothes.		
It is necessary to leave the door of the machine open for sometimes.		



C. Answer the following questions.

- a. Why do you think people are using washing machines?
- b. How should we wash the delicate clothes?
- c. What caution do we need to take while loading clothes?

- d. What helps you decide the amount of detergent?
- e. Mention two wash cycles in a washing machine.



Writing



A. Complete the following dialogue.

Sonam : Can I borrow your pen, please?

You : Not now.

Sonam : Can I borrow it later, then?

You : Yes,

Sonam : Can I read your magazine, please?

You : OK. I can't read it now because I'm writing.

Sonam :

You : No, not now.

Sonam : Can I listen to some music on the radio, then?

You : Yes, you can, but

I'm writing a letter.
 you can borrow it later.
 Can I use your phone?
 I'm waiting for a phone call.
 play it quietly!



Project work

Visit some people randomly. Request different things to them. Listen to their responses and record them.

S. N.	Name	Requests	Responses

Unit

4

Talking about Personal Experiences

Getting Started



Look at the pictures below and discuss what these people are doing.



Have you ever got any of these experiences?
How did you feel? Share with your friends.



Reading

A Visit to Mustang

I knew a little about Mustang, Nepal before I visited it in early 2020. I was curious to see a place **untouched** by tourists, away from the busy life of Hong Kong. Mustang has only been open to tourists since 1992 and non Nepali tourists need a special travel permit to enter Upper Mustang.



On the first night, I stayed in Pokhara to meet up with my tour group. Pokhara is the starting point for many treks that can be taken in the Himalayas. The staff of the hotel provided me with cushions and blankets to ensure I would not get cold during the night.

The next day, my tour guide Reena, picked me up early and we jumped in a jeep to start the journey. January in Nepal is usually somewhere between 00 to -150 C in the Himalayas. For that reason, the winter months draw few tourists to Nepal. Even though I was on my own, I was not **lonely** as we ended up picking up and dropping off several locals on the way.

After a full seven hours travel, we arrived at our first travel spot-Tatopani, meaning a hot spring. The spring itself was a small but **charming** natural pool. While relaxing in the warm water, my tour guide shared about her life growing up in Nepal. She told me about the **rustic** daily living conditions. The natural beauty of the place combined with its loving people was something that could not be replaced anywhere else in the world.

Next day, we continued our trip from Tatopani to Kagbeni along

the Kali Gandaki River. We saw the Himalayan mountain range, cliffs, eroded lands, and canyons.



After the unforgettable journey, we finally arrived at Muktinath Temple, a beautiful place located in about 3710 metres in the Annapurna range. Sacred for both the Hindus and Buddhists, the temple is also well known for attracting many pilgrims of different religions.

Decorated with colourful flags, the temple offers panoramic views of the Himalayas. Buddhists say this is the only place on earth to host five elements of life. They have been symbolized in the colours of flags. Blue symbolises sky, white symbolises air, red symbolises fire, green symbolises water, and yellow symbolizes earth. Five colours altogether represent a balance.

After enduring a freezing night in a teahouse in Muktinath, we awoke to a beautiful sunrise over the mountains. After a quick bite to eat, we headed back into the jeep to visit the historical village of Marpha. Two hours later, the wheels of our van bumped into the heart of the village to have a look around.

The town is famous in the area for its apple trees and unique architecture. The houses are built close together with flat roofing, creating a network of narrow alleyways that snake endlessly. Given the proximity of all the houses, the locals seemed to mingle naturally and create a close-knit community.

Awaking in Marpha on the last day of my journey, I felt refreshed and warm. The previous night, I was finally able to enjoy a hot shower, a luxury I had gone without for three days.

My time in Mustang was truly unforgettable!

(Adapted from a memoir by Phoenix Yu)



A. Match the words with their meanings.

- | | |
|-----------------|--|
| a. untouched | i. pleasing |
| b. lonely | ii. rural |
| c. charming | iii. not visited |
| d. rustic | iv. alone |
| e. pilgrims | v. existing for a long time |
| f. panoramic | vi. hit |
| g. enduring | vii. with a view of a wide area |
| h. bumped | viii. narrow passage ways |
| i. architecture | ix. near |
| j. alleyways | x. a very great comfort |
| k. proximity | xi. the art of designing building |
| l. mingle | xii. to be united with someone or something |
| m. luxury | xiii. people making a journey to a religious place |



B. Write 'True' for true and 'False' for the false statements.

- The writer is from Hongkong.
- Tourists travel to Mustang through Pokhara.
- The writer trekked to Mustang from Pokhara.
- Mustang is a cold place.
- The way to Mustang is along the Kali Gandaki River.
- Muktinath is a holy place for Hindus.
- The writer stayed at a hotel in Muktinath.

- h. Marpha is a new village in Mustang.
- i. The writer really liked his visit to Mustang.



C. Answer the following questions.

- a. When did the writer visit Nepal?
- b. When did the tourists begin to visit Mustang?
- c. Why did the hotel staff give blankets to the writer?
- d. Did the writer feel lonely during his trip to Mustang? Why?
- e. What are the five elements of life?
- f. What is Marpha village famous for?
- g. Did the writer enjoy the trip? How do you know?



Speaking



A. Act out the given conversation in pairs.

Sagar : Have you ever been to mountains?

Naina : Yes. I have been to Manang recently.

Sagar : Wow! And, have you taken any photos there?

Naina : Yes, of course. I have taken some memorable photos there.





B. Have conversations in the situations below. Take turns to ask and answer about your experience.

- a. milk a cow
- b. climb a tree
- c. swim across a river
- d. wait a friend for a long time
- e. visit the zoo
- f. do rock climbing
- g. go to picnic



Listening



A. Listen to the audio and write 'True' for true and 'False' for false statements.

- a. The speaker can't remember her first day at school.
- b. People can have good experiences from their daily life too.
- c. The speaker earned money by working in the elderly home.
- d. The speaker read the newspaper for elderly people.
- e. The speaker was happy to help the old people.



B. Listen to the audio again and answer these questions.

- a. Write two things that the speaker always remembers.
- b. When did the speaker work as a volunteer?

- c. What did the elderly people tell the speaker?
- d. What did the elderly people teacher her about?
- e. Who made the speaker happy?



Grammar



A. Read the table below compare the sentences.

<i>I finished my homework an hour ago.</i>	Definite time in the past. I finished my homework at a time in the past (one hour ago).
<i>I haven't finished my homework yet.</i>	From a time in the past up to now. I started my homework at a time in the past and it is not finished yet (yet means 'up to now').
<i>We had a good day yesterday.</i>	Definite time in the past. We had a good day in the past (yesterday).
<i>We have had a good day so far.</i>	From a time in the past up to now. The day has been good until now but it hasn't finished yet.
<i>We didn't see Diana last week.</i>	Definite time in the past (last week).
<i>We haven't seen Diana this week.</i>	From the beginning of the week until now.
<i>I didn't have any lunch today.</i>	Today is not finished but it is almost the end of the day and past lunchtime.
<i>I haven't had any lunch today.</i>	It is still today and not too late to have lunch.



B. Choose the correct verbs from the brackets.

- a. Peter chess yesterday. (played, have played)
- b. Theythe room. It looks new again. (cleaned, have cleaned)
- c. Last year theyto Dhulikhel. (went, have gone)
- d. The boys the book. Now they can watch the film. (read, have read)
- e. I the King two days ago. (met, have met)
- f. We India before. (did not visit, have not visited)
- g. She a new phone in 2023. (bought, have bought)
- h. I'm sorry, but I to call him.(forgot, have forgotten)
- i.the game last month? (Did you win, have you won)
- j. The childrentheir meal yet. (did not eat, have not eaten)



C. Fill in the gaps with the words in brackets in Present Perfect or Simple Past.

- a. He to Ramechap last week. (go)
- b. Theyhere for the last seven years. (live)

- c. The doctor He is waiting for you in the next room. (come)
- d. They home after the concert last night. (go)
- e. Ihim for three months. (not meet)
- f. Theytheir way. (lose)
- g.you in Lamjung last spring?
- h. Ito him about it over and over again. (speak)
- i. Ito him about it yesterday. (speak)
- j. The Saroj are not at home. I believe they just (leave)
- k. I him to write this letter at once. (tell)
- l. Wehere for two hours. (sit)
- m. Shea sweater for her brother. (knit)



Reading II

A Diary Entry

Saturday, 5 March 2022

Time: 10:00 p.m.

Dear Diary,

Brought up in the Western world, I was unaware of Nepal before. But as soon as I heard about Nepal,



I could not stop myself visiting here. **Fortunately**, the long-**awaited** day came in 2022.

Today, I went to a Nepali village located in Dhading district from Kathmandu. My day started very early in the morning. I was very excited. I travelled with my Nepali friend on an old bus at 7 a.m. in the morning. The bus was decorated with colourful images. It travelled along bumpy and windy roads and I nearly fell off my seat a few times. We stopped at a rest stop halfway for coffee. Later, two young boys jumped onto the bus with instruments and played Nepali songs. I gave them fifty rupees because they made me feel close to the Nepali community. I would have given them more money if I had any to spare.

We arrived in the main village near the river and walked up a **steep** hillside. Finally, we reached a smaller village. My friend's large extended family lived there. They were very friendly. They served me a delicious lunch that included rice and curry in a traditional Nepali kitchen. I was so happy to see life in a **rural** village and meet lovely people. I was introduced to all the families of the village. I played football with the youngest child - he was good. I also had popcorn and Daal for a snack in the afternoon. I looked at the oxen, goats and **stroked** a baby goat (kid). I also enjoyed looking at the view from the top of the hill. The view from there was **charming** which I cannot describe in words. Though I liked to stay there longer, we had to return. We left the place at 3.00 p.m. **bidding** goodbye to all.

The journey back to Kathmandu was **tiring**. We walked down the hill from the village which was hard. There were very few public vehicles with lots of passengers inside. We caught a bus that arrived on the main road. Soon, I quickly found a vacant seat and sat. I closed my eyes as we travelled and fell asleep for ten minutes. A man got onto the bus and played a musical instrument, which was interesting. However, I could not understand the words! I got off the bus and went to the

supermarket on my way home to buy some bread and eggs. If I did that again, I would buy a bar of chocolate to take home as a treat. I arrived home in the evening, ate an omelette with bread, and got into bed early. I was really tired and sleepy.

I write a diary every night so I can remember the amazing adventures I have had. I think I will start to write my diary during the day though, not just at night - I am always too tired to write.

I had a wonderful day today. I will always remember the journey, the village, and meeting the family. In fact, the friendliness and support of Nepali people is really **admirable**.

Neil



A. Use the words in the box to complete the sentences below.

tiring, bumpy, charming, rural, admirable, steep

- We travelled along a rough and road full of dirt.
- Trekking up to the top of the hill was really
- People in areas lack good health facilities.
- The view of mountains from the roof of my house is
- The boy rode the bike up the hill.
- Your help to the poor people is



B. Choose the correct answer.

- a. The writer is from
i. Nepal ii. India iii. Europe
- b. The writer was travelling
i. alone ii. with a friend iii. with local people
- c. The writer gave the boys only fifty rupees because
i. he did not like the song ii. the boys were not good
iii. he did not have the change
- d. The writer had a journey that day.
i. comfortable ii. tiresome iii. boring
- e. The writer wants to write the diary during day time because
i. he is tired at night
ii. he forgets things at night
iii. he has no time at night



C. Answer the following questions.

- a. Who has written this diary?
- b. When was this diary written?
- c. How was the road the writer travelled while visiting Dhading?
- d. What thing attracted the writer most at his friend's village?
- e. What fascinated the writer most during his journey to Dhading?



Writing

You must have had several memorable events in your life. Write two or three paragraphs about one of them. Include the answers to these questions in your paragraphs.

- a. What was the event about?
- b. When did it happen?
- c. What lesson did you learn from it?



Project work

Write a diary entry of your own for a week and share it with your friends.

Getting Started



A. Look at the pictures below. What do you say to them in these situations?



B. What things do your teacher or parents tell you when you make a mistake? Share it with your friends.



The Old Woman and the Lime Tree

Once upon a time, there lived an old couple who were very poor. One day the woman said to the man, “Why don’t you go to the forest and cut down a lime tree for us to use for firewood?”

“Very well,” said the man. He took an axe and went to the forest. He found a lime tree and was about to **chop** it down, but the lime tree said in a human voice, “Please, old man, don’t chop me down, and I’ll do you a good turn some day!”



The man was so **frightened** that he dropped his axe. He stood there and thought for a while, and then went home. He told his wife what had happened, and she said, “What a fool you are! Go back at once and tell the lime tree that you want a horse and a cart. Haven’t we had enough of walking!”

“Maybe so,” said the man. Putting on his hat, back he went to the forest. He came up to the lime tree and said, “Lime tree, my wife wants you to give us a horse and a cart.”

“Very well, you shall have them! Go home now,” said the lime tree. The man went home, and what should he see there standing beside his hut but a cart with a horse **harnessed** to it.

“See that, old man?” said the wife. “Now you and I are as good as anyone except for our hut. Our hut is so old that it might **cave in** any moment! Go and ask the lime tree to give us a new one.”

Back went the man to the forest and he asked the lime tree to give them a new hut. “Very well, you shall have it!” said the lime tree, “Go home now.”

The man went home, and he could hardly believe his own eyes, for where once was their old hut stood a new one. The two old people were as happy as children, but the wife said, “Now, why don’t you go to the lime tree and ask it for some **livestock** and **fowls**? Once we have that, we’ll need nothing else.”

The man went back to the forest and he asked the lime tree for some livestock and fowls. “Very well, you shall have them!” said the lime tree. “Go home now.”

The man went home, and there were livestock and fowls in plenty in the yard. He was **overjoyed**. “We don’t need anything now.” the old man said.

“That’s what you think!” said his wife. “Do go back again and ask the lime tree for some money.”

Back went the old man to the forest and asked the lime tree for some money.

“Very well, you shall have it!” said the lime tree “Go home now.”

The man went home, and he found his wife at the table busy counting and **stacking** golden coins.

“We are rich now, old man!” the woman said. “But rich people must be feared. So, go and ask the lime tree to make everyone fear us.” Back went the man to the forest and begged the lime tree to do as the old woman had asked.

“Very well!” said the lime tree. “Go home now” The old man

went home, and who should be there guarding the house but many policemen and soldiers!

But even this did not satisfy the old woman. "We have nothing to wish for now but for all the people in the village to work for us!" she said.

Back went the man to the forest, and he **begged** the lime tree to let the woman have her wish. The lime tree was silent for a while and then said, "Go home, old man, and I'll do one last thing for you!"

The old man went home, and there stood their old hut with his wife beside it. Their new house was gone and everything else with it.

(Adapted from Ukranian folk tale)



A. Match the words with their meanings.

- | | |
|---------------|---|
| a. chop | i. put a leather strap on horse |
| b. frightened | ii. to fall down |
| c. harnessed | iii. to cut something into pieces |
| d. cave in | iv. afraid |
| e. livestock | v. arranging in a pile |
| f. fowls | vi. extremely happy |
| g. overjoyed | vii. birds that are used to produce meat and eggs |
| h. stacking | viii. animals and birds that are kept on a farm |



B. Put the following events in the correct order.

- a. The old man asked for a new hut.
- b. The old woman wanted to frighten everyone.
- c. The old man went to the forest to cut down a lime tree.
- d. There lived an old man and an old woman.
- e. The two old people were as happy as children.
- f. Everything was lost at the end.
- g. The old woman sent her husband to ask for a horse and a cart.



C. Answer the following questions.

- a. Why did the old man have to cut down the lime tree?
- b. Why was the old man afraid?
- c. Make a list of the things the old man asked with the lime tree.
- d. What happened after the last thing the tree did to the old couple?
- e. What message does this story give us?



Speaking



A. Work in pairs and act out the given conversations.

Conversation I

Sonali : As-Salaam Alaikum!

Gazi : Wa-Alaikum-Salaam, Sonali. Eid Mubarak!

Sonali : Thank you, Gazi. Eid Mubarak to you too!

Conversation II

Manish : Phyaphulla!

Menuka : Phyaphulla! Happy Lhosar, Manish!

Manish : Thank you. Happy Lhosar to you too.



B. Now, work in pairs. Talk to your friends and express good wishes on the occasion of the given festivals.

- | | |
|-------------------|-----------|
| a. Tihar | b. Udhali |
| c. Chhath | d. Holi |
| e. Eid | f. Teej |
| g. Buddha Jayanti | h. Maaghi |
| i. Christmas | j. Gaura |



Listening



A. Listen to the audio and complete the sentences.

- The man purposes to go on
- The man prefers to explore
- The woman doesn't want to run in
- The tour guide will be the



B. Answer the following questions.

- How does the woman want to explore things?
- What is the leaflet about?
- What can the woman do in the tour?



Grammar



A. Study the following sentences.

- Turn on the fan.
- Please pass me the paper.
- Stamp your feet.
- Listen to your elders.
- Take off your shoes.
- Don't be late.
- Help your friends.
- Complete your project first.
- Please call the police.

The above are imperative sentences. They are written without the subject and begin with a verb. Remember! You can use 'please' to be politer.

Examples:

Please play the music.

Don't disturb me.



B. Put the words in the correct order to make sentences.

a. go / don't / it's / late / outside / too

.....

b. that / in / don't / the / to / open / door / cold / don't / get / I / want

.....

c. are / late / we / going / hurry up / be / to

.....

d. they / up / I / volume / can't / turn / saying / the / what / hear / are

.....

e. here / pass / from / bread / I / the / please / it / from / reach / can't

.....

f. here / I / see / stay / you / where / can

.....



C. Complete the following dialogues with these verbs: go, turn, take, cross.

Dialogue 1

- A : Excuse me! How can I get to the bank?
- B :straight on.the second turning on the left, thenat the crossing, past the post office and the bank is next to it.

Dialogue 2

- A : Good morning. Can you tell me how I can go to the bus park?
- B :up this road,right the corner, along to the end of the street and you'll find it there.



D. Look at the pictures below and write any ten sentences telling people to do and not to do different things.





Reading II

Free Birds

Free birds you are students

Flap your wings to fly,

Do continue your expedition

To touch the sky.



Come on dear students

You can reach the destination,

Hindrances may come on the way

Overcome them with determination.

Give a try to achieve your goal

Nothing is easy and nothing is impossible,

Try to recognise the courage within

You have the strength incredible.

Time and tide waits for none

Follow it with great care and caution,

You can make your nation a piece of heaven

Being a true patriot keep loving your nation.



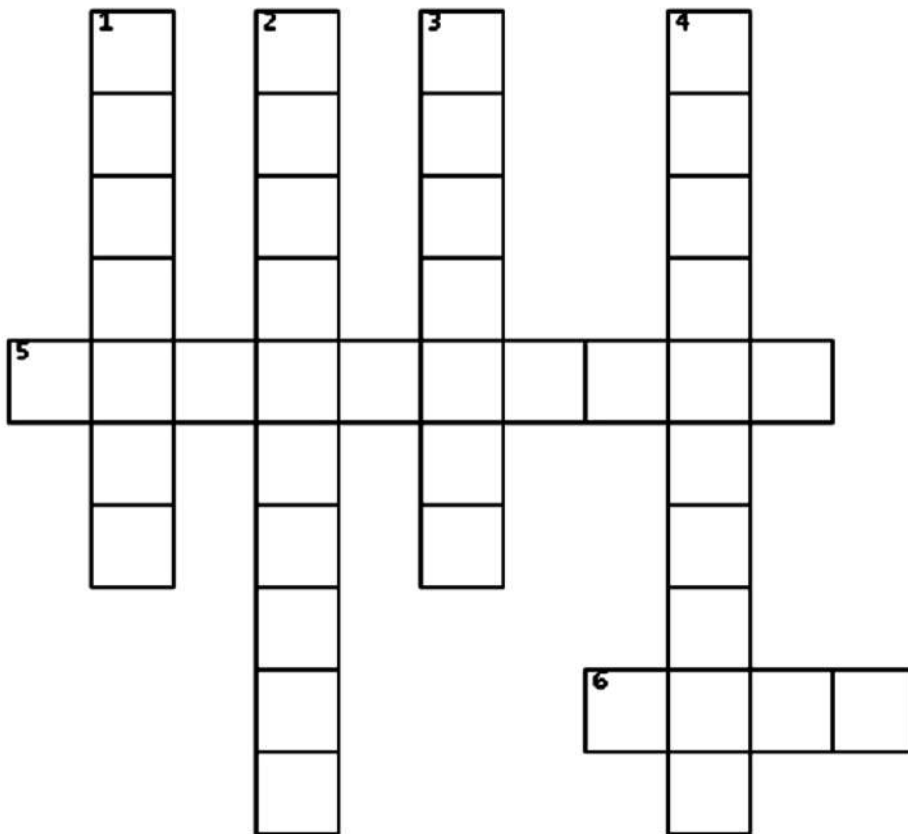
A. Complete the crossword puzzle below.

ACROSS

5. things that make it more difficult for somebody to do something
6. (of a bird) move (its wings) up and down when flying or preparing to fly

DOWN

1. a person who loves and strongly supports or fights for his or her country
2. an excursion or a journey made for some specific purpose
3. the ability to do something dangerous
4. difficult to believe; extraordinary





B. Answer the following questions.

- a. What does 'touch the sky' mean?
- b. How can students overcome the hindrances?
- c. What should we do to achieve the goal?
- d. Why should we value time?
- e. How can we make our country peaceful?

Writing



A. Develop a readable story using the clues given below.

- A tiger gets caught in a cage.
- A kind traveler releases it.
- Tiger pounces on the man.
- The man pleads for mercy.
- Tiger allows him three chances to seek help.
- The man pleads with a tree- the tree says men are selfish.
- The man seeks the pathway's help - it declines to help, calls people ungrateful.
- A jackal comes by, the man calls for help.
- The jackal asks the tiger how he had got caught.
- The tiger enters the cage to show just that and the jackal closes the cage.



B. Each sentence contains a punctuation error. On your own sheet of paper, correct each sentence by adding commas (,), semicolons (;), colons (:), and apostrophes (') as needed.

- a. My mothers garden is full of beautiful flowers.
- b. She has carefully planted several species of roses daisies, lilies.
- c. She is especially proud of her thirty year old Japanese maple tree.
- d. I am especially proud of the sunflowers I planted them!
- e. You should see the birds that are attracted to the garden hummingbirds, finches, robins, and sparrows.
- f. I like to watch the hummingbirds they are my favorite.
- g. We spend a lot of time in the garden planting weeding and just enjoying the view.
- h. Each flower has its own personality some seem shy and others seem bold.
- i. Arent gardens wonderful?
- j. You should come visit sometime Do you like to garden?



Project work

Walk around the street. Observe different activities people do in the street; some good and some bad. Persuade the people doing bad activities to do the things right.

Unit

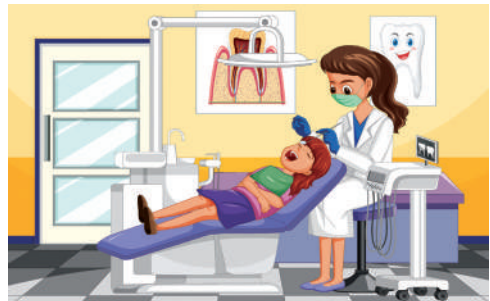
Getting Things Done

6

Getting Started



Look at the pictures below and tell your friends what things do you get done there.





Reading I

Traditional Marriage Customs around the World

1. Marriage is a **legally recognised** relationship between two people. This union should also be recognised through social norms and **rituals**. The married partners are called **spouses**.

People around the world have been performing marriage ceremonies for a very long time. Each culture has something special and unique about marriage. Ancient societies started practising marriages because they needed to secure a safe environment in which they could have **offspring** and pass their property onto them. Marriage rituals are performed in different ways in different parts of the world.

Indian weddings last for days. They celebrate weddings with numerous rituals and ceremonies which depend on bride and groom's likes and dislikes. The wedding starts with pre wedding ceremonies, such as the **engagement** ceremony, where the bride and the groom exchange rings. Then, there is the Mehendi ceremony. The bride gets her palms, wrists and feet decorated.



On the wedding day, the groom and bride put flower **garlands** around each other's necks. This **symbolises** the bride's **acceptance** of her husband.



In Japan, brides have their costumes changed several times throughout the celebration. As a **symbol** of the newly established union, the happy couple drinks sake, a Japanese alcoholic drink made from rice. In this tradition, known as san-san-kudo, the bride and groom each take three **sips** from three different sake cups. Their parents do the same, which bonds their families together. Money is given as a wedding present. It should be **wrapped** in a special envelope. The wedding couple also gives small gifts to their guests. These can be sweets, candles, etc.

In Jamaica, the entire community participates in nearly all stages of the wedding. Everyone in the village comes together to help plan the wedding. On the wedding day, everyone goes out in the street to see the bride and **review** how she looks.



She would then go home and improve her appearance. The wedding celebration also involves a lot of traditional dancing. Several cakes are brought, and the family has the bride serve them. The cake is the traditional black one, made from dark fruits and rum.

According to Welsh wedding tradition, a man should carve a wooden spoon and give it to the bride. Another traditional wedding custom in Wales suggests that brides should get kidnapped by their families shortly before the wedding day. It is the duty of the groom and his family to find and get her **rescued**.



(Adapted from Really Learn English)



A. Match the words with their meanings.

- | | |
|---------------|--|
| a. legally | i. dress |
| b. recognized | ii. very old |
| c. rituals | iii. a person's children |
| d. spouses | iv. husband and wife |
| e. ancient | v. known |
| f. offspring | vi. a series of action people do regularly |
| g. engagement | vii. the act of agreeing |
| h. acceptance | viii. a formal agreement to get married |
| i. costumes | ix. to assess |
| j. sip | x. a small mouthful of liquid |
| k. review | xi. according to law |



B. Match the paragraphs with their correct headings.

Paragraphs	Headings
Paragraph 1	Jamaican Wedding
Paragraph 2	Japanese Wedding
Paragraph 3	Indian Wedding
Paragraph 4	Welsh Wedding
Paragraph 5	Introduction to Marriage



C. Answer the following questions.

- Define marriage.
- Why did people start getting married?
- Mention different events under the Indian wedding.
- What does drinking of sake symbolize in the Japanese wedding?
- What do the wedding couple gift to other people in Japan?
- Why do people in Jamaica go out in the streets during wedding.
- What is strange about the wedding in Welsh?



Speaking



A. Practise the following conversation.



Nanu : Hi Mohan? Why are you here at the barber's?

Mohan : I want to have my hair cut. And you?

Nanu : I want to get my hair dyed.

Now, have similar conversations.

- | | |
|------------------|-------------------|
| a. butcher's | b. cobbler's |
| c. dry cleaner's | d. photographer's |
| e. optician's | f. tailor's |



B. What can you have done in the following places? Tell your friends.

- a grocery
- a garage
- hospital
- a supermarket
- a stationery



Listening



Listen to the audio and write 'True' or 'False'.

- The speaker wants to change the oil.
- There is an opening at 6:00 a.m.
- The customer can come back at the time of opening.
- There is no opening on the next day.
- The charge for regular is higher than deluxe.



Grammar



A. Study the following chart.

	Singular subjects	Plural subjects
First person	I play.	We play.
Second person	You play.	You all play.
Third person	He plays. She plays. It plays.	They play.

Did you notice that in the third person singular, an "s" was added to the verb form? The fact is that all present tense verbs have an "s" added to them when the subject is third person singular.

Other rules

- When subjects are linked with and, use a plural verb.
Mina and Ram **are** friends.
My father and my mother **work** in a farm.
- When subjects are linked with or, either...or, nor, neither...nor, the verb takes the form of the closest subject.

Either the teacher or the students **are** coming.

Neither Mohan nor his parents **like** junk food.

3. Sometimes the subject is separated from the verb by such words as along with, as well as, besides, not, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

The politician, along with the newsmen, **is** expected shortly.

Excitement, as well as nervousness, **is** the cause of her shaking.

4. Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.

Three miles **is** too far to walk.

Five years **is** the maximum sentence for that crime.

Ten dollars **is** a high price to pay.

5. The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.

Each of the boys was present.

Neither of the students completes the project.

Everyone likes flowers.



B. Choose the correct form of the verb that agrees with the subject.

- a. Annie and her brothers (is, are) at school.
- b. Either my mother or my father (is, are) coming to the meeting.
- c. The dog or the cats (is, are) outside.

- d. Either my shoes or your coat (is, are) always on the floor.
- e. Tilak and Alina (doesn't, don't) want to see that movie.
- f. One of my sisters (is, are) going on a trip to France.
- g. The man with all the birds (live, lives) on my street.
- h. Either answer (is, are) acceptable.
- i. Nobody (know, knows) the trouble I've seen.
- j. Eight dollars (is, are) the price of a movie these days.



Reading II

Life Saving Inventions

Hippo-Rollers

Many women and children in Africa used to spend between three and nine hours a day carrying water to their homes. Life was **tough** with traditional plastic



buckets. They used 20-litre buckets, which they carried on their heads. The buckets were very heavy and often caused back and neck **injuries**. So, engineers Pettie Petzer and Johan Jonker designed a 'rolling wheel' called hippo-rollers which can carry ninety litres of water. They have been made and **delivered** to remote villages in Africa. This simple **invention** made women's life easier. Women have more time to look after their families, the children have more time at school, and there are fewer injuries.

LifeStraw

There are 780 million people in the world who do not have clean and safe drinking water. This fact got the Swiss company Vestergaard to invent a special kind of **straw** that allows people to drink dirty water without getting ill. LifeStraw is a long thin plastic **tube** that cleans the water as it passes through it into somebody's mouth.

This device is very light and can clean up to 1,000 litres of water before you need to **replace** it. It was used to help people after the Haiti earthquake, and floods in Pakistan and Thailand.



AidPod

When Simon Berry, a British social **entrepreneur**, was travelling in Zambia, he noticed that he could buy Coca-Cola in the remotest villages. But in the same villages, the people had no medicines. Because of that, one in five children were dying before their fifth birthday. He had an idea,

'Why don't they bring medicines when they deliver Coca-Cola?' So, he invented the AidPod, a triangular packet of medicines that fits between the bottles in a **crate** of Coca-Cola. Berry has **experimented** with a number of designs for his AidPod and is testing his ideas in Zambia. If his plan works, he hopes to do the same thing in other African countries, and save thousands of lives.



(Adapted from English4real)



A. Match the words with their meanings.

- | | |
|-----------------|---|
| a. tough | i. to give to someone |
| b. injuries | ii. difficult |
| c. delivered | iii. an act of creating or producing something |
| d. invention | iv. physical damage to someone's body |
| e. straw | v. a long hollow pipe made of metal, plastic, rubber, etc., |
| f. tube | vi. tried a new way of doing something |
| g. replace | vii. businessman |
| h. entrepreneur | viii. take the place of |
| i. experimented | ix. a thin hollow tube of paper or plastic for sucking drink from a glass or bottle |



B. Answer the following questions.

- What were the problems of the African women?
- How did hippo - rollers help the African women?
- What is LifeStraw?
- How does LifeStraw help people?
- When and where was LifeStraw used?
- What was the problem with the remote village in Zambia?
- How did AidPod help the people of Zambia?



Writing

Write a description of the event that you have attended recently. Include the following points. Use the words like after; then, finally, etc.

- What was the ceremony?
- When did it take place?
- Where did it take place?
- What activities were done?
- What activities did you do?
- How did you feel?



Project work

Visit the people from different ethnic background. Ask them about the wedding ceremony performed in their community.

Unit

7

Expressing Prediction

Getting Started



Look at the weather forecast of different weather stations and predict the weather.



Dhading



Dhankuta



Taplejung



Bajhang



Kaski



Dang

Station	Maximum Temp. (°C)	Minimum Temp. (°C)	24 hrs Rainfall (mm)
Dadeldhura	18.2	6.2	0.0
Dipayal	26.5	9.0	0.0
Dhangadi	28.8	12.6	0.0
Birendranagar	25.2	9.1	0.0
Nepalgunj	28.1	13.7	0.0
Jumla	18.2	-2.3	0.0
Ghorahi	25.7	11.0	0.0
Pokhara	24.0	11.4	0.0
Bhairahawa	29.3	13.3	0.0
Simara	28.4	14.5	0.0
Kathmandu	21.1	8.5	0.0
Okhaldhunga	22.4	8.5	0.0
Taplejung	19.8	6.2	0.0
Dhankuta	25.9	11.6	0.0
Biratnagar	29.4	16.5	0.0



Reading I

Weather Forecast

Today

It will be partly to mostly cloudy all over the country. Light to moderate rain with thunder and lightning will occur at many places in the hilly regions of the country and at a few places in the remaining parts of the country. There are chances of heavy rainfall at one or two places of Gandaki, Lumbini and Karnali Provinces.

Station	Maximum Temp.* (OC)	Minimum Temp. (OC)	24 hrs. Rainfall (mm)
Dipayal	28.0	20.4	6.7
Nepalgunj	36.6	26.2	0.0
Ghorahi	31.5	27.7	0.0
Pokhara	28.0	21.9	40.2
Kathmandu	27.3	20.4	23.8
Janakpur	32.0	27.8	0.0
Biratnagar	31.7	27	0.7
*The maximum temperature as recorded yesterday afternoon.			

Tonight

It will be generally to mostly cloudy -throughout the country. Light to moderate rain with thunder and lightning will occur at many places of the hilly regions of the country and at a few places in the remaining parts of the country. There will be heavy rainfall at one or two places of Province 1, Gandaki and Lumbini Provinces.



A. Complete the following sentences choosing the correct word from the text.

- Cook the food over a heat.
- The became louder and the sky blackened.

- c. The big tree was struck by
- d. The load for this truck is ten ton.
- e. In hot weather the gets very high.



B. Answer the following questions.

- a. How will be the weather of the country?
- b. Where is the chance of thunder and lightning?
- c. What will be the weather like in Gandaki Province?
- d. Which place will be the hottest?
- e. Write the name of the places with no rain?
- f. Which of the stations will experience the highest rainfall?



Speaking



A. Act out the following conversation in pair.



A : I'm worried about going on a tour.

B : Don't worry. You will have a great time.

A : But, my friends are not going with me.

B : Well, you may make new friends.

A : But, I don't know any of them.

B : Oh dear! They might be friendlier.



B. Work in pairs. Take turns to ask and answer as in the example. Use the prompts below.

Example: food/ we have

A : What food are we going to have today?

B : We might eat Dal and Bhat.

- a. music/ they listen
- b. book/ Prakash read
- c. movie/ in the theatre
- d. time/ they arrive
- e. result/ published
- f. match/ start
- g. clothe/ Nima buys



Listening



Listen to the audio and complete the sentences.

- a. The weather forecast is for
- b. The weather will be cloudy in Province 1 and
- c. The weather in the remaining part of the country will be

- d. There will be light in the hilly regions of the provinces.



Grammar



A. Study.

1. The simple future tense (“will”)

- The simple future refers to a time later than now, and expresses facts or certainty. The simple future is used:
- To predict a future event that we don't know for sure, but we think that it will happen: e.g. It will rain tomorrow.
- With I or We, to express a spontaneous decision: e.g. I'll pay for the tickets by credit card.
- To express willingness: e.g. He'll carry your bag for you. I'll do the washing-up.
- In the negative form, to express unwillingness: e.g. The baby won't eat his soup. e.g. I won't leave until I've seen the manager!

2. 'Be going to' future

It is used for:

- Planned actions in the future e.g. We are going to Tim's party.
- To express an action that you are certain that is going to happen in the future e.g. Look at that car! It is going to crash into the yellow one. Look at the clouds! It is going to rain soon.



B. Fill in the blanks below to complete the sentences. Use 'will or 'be going to'.

- a. I meet my friends after class. Would you like to join us?
- b. your brother travel next week?
- c. Tika go to work today because he is sick.
- d. Aman and Cathy see a movie tonight. It starts at seven o'clock.
- e. A: you do your homework?
B: Yes, I
- f. We're too busy, so we have lunch.
- g. A: you watch TV tonight
B: No, I
- h. Where they stay when they visit Paris?
- i. My classmates and I have a test next Monday. We have to study!
- j. What you buy for your sister's birthday present?
- k. We go to the beach today because the weather is bad.
- l. I'm tired, so I take a short nap.
- m. My cousin doesn't like her boss. She look for a new job.
- n. It's almost three o'clock. we leave for the airport soon?
- o. Look at those dark clouds! I think it rain soon.



Migration

People have moved from one place to another since the beginning of history. There are varieties of purposes for their movement. When they go to a new place for just a short visit, they are usually called tourists. If



people move to another place with the **intention** of living there, it is called **migration**. People who move from one place to another in search of work or **shelter** are called **migrants**. Many people plan to live in a new country for a long period of time. They want to become citizens of the new country. Since the **trend** of moving to a new country for better **opportunities** is increasing, the number of migrants will surely rise in the years ahead.

There are two factors that cause migration. They are **termed** as push and pull factors. Pull factors attract migrants to the country of **destination** such as opportunities for better employment, higher wages, facilities, better working conditions, and others. Push factors **drive** people to leave their place and go to some other places or countries. Those factors consist of economic, social, or political problems or natural **disasters**.

The place of origin gets some benefits from migration. One of its benefits is the **potential** for economic opportunities. In many cases, people may find more job **prospects** or better paying jobs in their place of origin, particularly in rural areas where there

may be a shortage of labor. Additionally, people may have access to land or other resources that they can use to start their own business or farm. Similarly, the country of destination can also have a lot of economic and cultural benefits from migration. For example, the country can fill labour shortages and start new businesses. This will also increase consumer **expenditure**. The new migrants can also bring new skills and knowledge that can help **boost** productivity and innovation in the country. Migrants can bring new skills, ideas, **perspectives**, and ways of life, which can **enrich** a country's cultural heritage and promote social **cohesion**.

Migration has some **drawbacks**. Many skilled people leave their country for better job opportunities which creates shortage of skilled human resources in the country of origin. Similarly, reaching a new land does not always bring good results for the migrants. Finding a job becomes challenging when a place is **overrun** by migrants. The presence of too many people leads to low pay. Population growth in a particular place or country has adverse effects on the environment. Migrants may also face cultural displacement and struggle to adapt to the culture and customs of the new country.



A. Find the words from the text which have the following meanings.

- a. people who move from one place to another
- b. the place to which someone or something is going
- c. great harm, damage, or death, or serious difficulty
- d. the total amount of money that a government or person spends
- e. the act or state of sticking together tightly
- f. a disadvantage or problem that makes something a less attractive idea



B. Answer the following questions.

- a. How are tourists and migrants different?
- b. Why do people migrate?
- c. Write any three push factors for migration.
- d. How are places of origin and destination benefitted by migration?
- e. Mention two disadvantages of migration.

Writing



A. Punctuate the following sentences.

- a. he needs some butter sugar flour and milk (4 corrections needed)
- b. I left my daughters library book james and the giant peach in the fruit shop (8 corrections needed)
- c. They filmed chhakkapanja in kathmandu (3 corrections needed)
- d. why wasnt he happy to get the job (3 corrections needed)
- e. jasmin and harvind are missing (5 corrections needed)
- f. boys will be boys he said (5 corrections needed)
- g. On my last day they gave me some cards some presents and best wishes for the future (3 corrections needed)
- h. would you please think about this (2 corrections needed)
- i. she went to get a job didn't she (3 corrections needed)



B. Write a weather forecast for tonight that people may experience in your locality. Talk about temperature, rain, storm, thunder, etc.



C. Read the beginning of the story below. Then, predict what would have happened and complete it.

The Foolish Thief

One day, a wealthy man came to Akbar's court in hope to get help from Birbal. The man suspected that one of his servants had stolen from him.

The clever Birbal thought of a plan and gave all the merchant's servants sticks of the same length. He also told them that the stick will grow three inches by tomorrow if they were the thief.

The next day,

.....



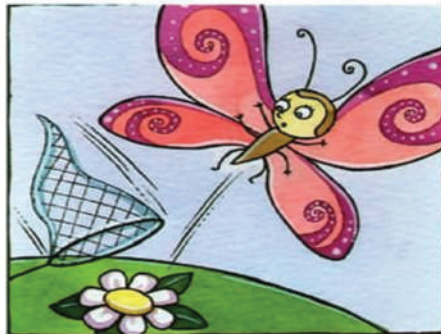
Project work

Meet some people who have migrated to your locality. Ask them how their lives have become after migration. Then write some paragraphs on advantages and disadvantages of migration.

Getting Started



Look at the pictures and make a story.





Having Fun

One evening, a father and a son went for a walk. While walking, they reached a field where they found a pair of shoes lying on the path.

The shoes looked as if they belonged to a poor farmer working nearby. Seeing them, the son thought for a while and said, "Papa, why not make this evening memorable with a little mischief?"



The father was confused.

The son continued, "Let's hide these shoes somewhere and watch from behind the bushes. When the farmer comes, he will not find his shoes and will be troubled. He will try to find them and it will be a lot of fun to watch that." The son waited for his father to reply.

Listening to the son's words, the father became serious and said, "Son, never make fun of a poor and weak person with the things they need. These things have no value in your eyes but they are precious to the poor. If you want to make your evening memorable, then let's do another thing."

The son was curious and asked "What's that?"

"Come and let's put some coins in these shoes and see what effects they have on the farmer," the father said. And, they put some coins in the farmer's shoes. They both hid along the bushes waiting for the farmer to come.

After a while, the farmer came to get his shoes. As soon as he wore the shoes, he felt something hard. He quickly took the shoes in his hands and found some coins inside them. He was surprised to find coins in his shoes. He, then looked around to find who had put the coins in his shoes, but it was in vain.

The poor farmer was very happy. Sitting on the ground on his knees and looking at the sky with folded hands, he started crying, "God, today you came here to help me. Thanks a lot for giving this when I needed it most." He went on, "Now, because of your help and kindness, I can get medicine for my sick wife and will be able to feed my starving children. You are great! Thank you so much."

Then the farmer went home.

The father and the son saw everything from the bushes. The father looked satisfied, but the son's eyes were filled with tears.

Seeing tears in the son's eyes, the father hugged him and said, "What do you think the farmer would have done if you had hidden his shoes?" The son was sorry and said, "Till today, I believed that it is fun to trouble others. But today, I learnt that real joy is not in taking things away, but in giving."



A. Match the words with the words which are similar in meanings.

- | | |
|--------------|-------------------|
| a. mischief | i. hungry |
| b. precious | ii. cuddled |
| c. memorable | iii. naughtiness |
| d. starving | iv. unforgettable |
| e. hugged | v. valuable |



B. Put the following sentences in the correct order.

- The farmer was very happy to get the money.
- The farmer found some coins inside his shoes.
- The father and son hid behind the bush.
- A pair of old shoes were lying on the road.
- The old farmer thanked God for everything he had got.
- The son learnt a good lesson that day.



C. Answer the following questions.

- Who did the pair of shoes belong to?
- What did the boy want to do with the shoes?
- Did the father like the son's idea? What was his opinion towards the poor?
- What did the father do with the shoes?
- How did the farmer feel when he found his shoes?
- How was the farmer going to spend the money?
- What did the son learn from his father?



Speaking

Practise the following conversations.

Conversation I

Niru : Pradip, when did you first swim in the pool?

Pradip : I swam in the pool when I was six.

Niru : I swam when I was eight.

Conversation II

Hema : When did you first wear make up?

Anshu : I wore make up when I was just five.

Hema : I didn't wear till I was ten.

Now have similar conversations in pairs.

- a. go picnic
- b. go on a trip
- c. eat out
- d. start learning English
- e. draw pictures
- g. sing a song on stage
- h. give a speech



Listening



A. What sports activities did you do in the last week? Make a list of them.



B. Listen to the audio and match the person with the activity.

Person

- a. Tony
- b. Lucy
- c. Will
- d. Catherine
- e. Paul

Activity

- i. ball games
- ii. climbing
- iii. mountain biking
- iv. boxing
- v. ice skating



C. Listen to the audio again and answer the following questions.

- a. Did Tony have a good time in the activity week?
- b. How was Lucy's performance?
- c. What did Will want to play?
- d. Mention any three ball games from the audio.



A. Study the following table.

Simple past	Past continuous	Past perfect	Used to
<ul style="list-style-type: none"> • Kripa went to the supermarket last week. • Sanat cooked a tasty dinner yesterday. • My brother saw a movie on last Saturday. • Last year, I travelled to France. • I washed the dishes. • My mother bought a dress for me. <p><i>We use the simple past tense to talk about the activities completed in the past time.</i></p>	<ul style="list-style-type: none"> • I was watching TV when she called. • When the phone rang, she was writing a letter. • While we were having the picnic, it started to rain. • What were you doing when the earthquake started? • I was listening to my iPod, so I didn't hear the fire alarm. • Last night at 6 P.M., I was eating dinner. <p><i>We use the past continuous to talk about the interrupted activities and the activities with the point of time.</i></p>	<ul style="list-style-type: none"> • They had worked together for years before they got married. • When I got home, I realized I had left my keys at the office. • Nobody noticed that the cook had burned the food. • If you had asked me, I would have picked you up. <p><i>We use the past perfect tense describe a past action that has present consequences and a past action that occurred before another action.</i></p>	<ul style="list-style-type: none"> • I used to have long hair (but now I have short hair). • He used to smoke (but now he doesn't smoke). • She didn't use to like chocolate, but she does now. • Did he use to study French? <p><i>We use 'used to' to talk about past habit.</i></p>



B. Choose the correct answer.

- a. I heard a knock at the front door so I (went / was going) to answer it.
- b. At this time yesterday, I (wrote / was writing) an essay.
- c. The football season (began / was beginning) a month ago.
- d. She (had graduated / graduated) from school in 2001.
- e. We entered the house quietly because everyone (was sleeping / had slept).
- f. By the time we (got / had got) to the cinema, the film had already started.
- g. The children (were playing / played) in the garden while their parents were watching them.
- h. They (had left / left) many hours before we arrived.



C. Complete the sentences with the correct form of the verbs in brackets. Use the Simple past, Past Continuous, Past Perfect or Used to.

- a. They (get) to the airport as the plane was landing.
- b. She wore the shoes she (buy) the previous day.
- c. I fell as I (run) for the bus.
- d. What she (say) when he asked her to marry him?
- e. When I was a student, I (have) much money.
- f. Why she still (work) at one o'clock in the morning?

- g. I was happy to see her, because we
(not see) each other for years.
- h. By the time we got to the shop, they
already (close) it.



Reading II

Historical Inventions

Have you ever imagined how life was in the ancient past? Pigeons used to carry letters. People did not use to have papers and printers as we do nowadays. Since modern means of transportation was not available, they used to walk on foot, ride horses and carry their goods using animals. There was neither electricity nor cell phones. And, firewood was the main fuel. With the **advancement** in science and technology, there are various changes in human life. Here are some historical innovations.



- A. The steam engine was **invented** in 1765 by James Watt who lived in England. While he was still a boy, he observed the lid of a kettle rising due to the pressure of **steam** from the boiling water. He **realised** that the power of steam can be used to drive engines. And, one day his dream came true. The first application of the steam engine was made by Stephenson in 1829 to drive a railway train. Stephenson is thus, the father of the **locomotive** engine which pulls the train. By means of the railway train, we can travel long distances and send our goods from one place to another.

- B. The motor car was invented in 1885 by Daimler, a German engineer. The motor car is a **swift** and cheap means of transportation. It serves the same purpose as the railway train, but it has **expelled** the train in the transportation of goods over short distances. It is easier and cheaper to run motor cars over roads than to construct railway tracks and run trains.
- C. Today, we use so much of electricity in everyday life that we cannot think of the world without it. It gives us light at night; heat in winter; it drives trains and other vehicles; and it runs factories and mills. In addition, electricity helps us to send email via computers. Water is used to generate electricity, so it is called **white coal**. Michael Faraday, who invented electricity, is called the father of electricity.
- D. The aeroplane is one of the fastest means of travel. We can fly to different parts of the world in a few hours. It would have taken us months and years to travel long distances if there had been no aeroplanes. It has cut down distances and brought the countries of the world nearer to each other. The aeroplane was invented in 1903 by two American brothers, Orville Wright and Wilbur Wright.
- E. The latest **wonder** of science is the **spaceship**. It is a type of **artificial satellite** which moves in space beyond the atmosphere of the Earth. It is put into orbit by powerful rockets. Humans landed on the moon with the help of a spaceship. No one person invented the first spacecraft, but rather it was the work of a very large team. The first



spacecraft, the Soviet Union's Sputnik 1, was launched on October 4, 1957; it weighed 83.6 kg.

- F. You must have a radio or television at home. You turn them on; and listen or watch news and music. The radio is a sort of wireless **telegraphy** invented by an Italian scientist, Marconi, in 1902. People used to own radio/FM radio in the past but now, they have been replaced by mobiles of different kinds. Television was invented in 1939 by John Logie Baird. It is interesting and funny to see the face of a person speaking far away.
- G. Today, it is hard to imagine a world without mobile phones. Even if you do not own one yourself, you probably see dozens of people talking on a mobile phone every day. But who invented them? To get the answer to that question, we need to look back for more than a century. Alexander Graham Bell invented the telephone in 1876. And then, in 1900, on December 23, Reginald Fessenden achieved **remarkable** success. He made the first wireless telephone. His work not only **paved** the way for broadcast radio but also provided the **foundation** for mobile phones and networks. Later, Martin Cooper led a team that designed the first practical mobile phone.



A. Match the words with their meanings.

- | | |
|----------------|--|
| a. ancient | i. long ago |
| b. advancement | ii. moving at a great speed |
| c. invented | iii. made by human beings |
| d. locomotive | iv. a vehicle used for travel in space |
| e. swift | v. development |
| f. expelled | vi. likely to be noticed |

- | | |
|---------------|--|
| g. generate | vii. made |
| h. spaceship | viii. the engine of a train |
| i. artificial | ix. a device sent up into space to travel around the earth |
| j. satellite | x. produce |
| l. remarkable | xi. forced to leave |



B. Match the names of the scientists with their inventions.

Scientists

Inventions

- | | |
|-----------------------|------------------------|
| a. James Watt | i. aeroplane |
| b. Daimler | ii. wireless telephone |
| c. Michael Faraday | iii. television |
| d. Wright brothers | iv. steam engine |
| e. Marconi | v. spaceship |
| f. Logie Baird | vi. electricity |
| g. Reginald Fessenden | vii. motor car |
| | viii. radio |



C. Answer the following questions.

- How did the people transport goods in the ancient time?
- How did Stephen get the idea of the steam engine?
- Why did motor cars replace railway?
- Write the benefits of electricity.
- What is a spaceship?
- What do people use the radio and television for?
- When was telephone invented?

Writing



A. You might have attended a ceremony, e.g. birthday, picnic, etc. recently. Write a short narrative essay about it. Include the following details about the event:

- What was the event?
- When did you attend it?
- Where did it happen?
- What happened in the ceremony?
- How did you feel?



B. Write a paragraph describing your plan for your upcoming vacation.



Project work

Ask your elders in your family what they used to do in the past which they do not do now. Write in the table below.

S. N.	Family member	Used to do

Unit

9

Making Comparison and Contrast

Getting Started



Look at the pictures below and make comparison of the family members.



Pema

Aryan

Kabita



Reading

The Leap between High School and College

The **leap** from high school to college is a significant **transition**. Many students enter post-secondary education expecting the experience to be the same as the one they had while at secondary school. They are wrong to make this **assumption**, and they very quickly realise just how different college is. College education costs more, presents more academic challenges, and offers a more freedom than school education.



First, in terms of cost, college is more expensive than high school. In addition to tuition, college students must also worry about the **residence** or rental costs for living close to the college. In contrast, high school students have no living **expenses** because the majority of them live at home with their parents. College is also more expensive than high school when it comes to the cost of learning materials, such as textbooks. In college, students must buy textbooks for each course they take.

Second, the workload in college is more challenging than the workload in high school. College students are faced with the task of having to complete more **assignments**. These assignments are also more challenging and can take hours to complete. In contrast, high school students do not have to commit so much of time and effort to their assignments. In addition to the extra time that college students put into their work, they experience extra pressure because their final grades are based on each assignment.

Third, there are more activities in college. Students have to participate more in sports and club activities than in high school. College students have both the benefits of being able to join college sports teams as well as being able to use any athletic facilities the college has to offer. In contrast, only a few high schools **boast** athletic facilities similar to those of a college. Furthermore, high schools may have some clubs or groups that students can join. Because high schools are smaller with fewer students, the variety of clubs is limited. Athletic facilities, social events, and clubs show the college environment to be much more social than the high school environment.

Overall, college education is more costly, more academically challenging, and more socially **stimulating** than high school education. These differences need to be **taken into account** by those students who are entering college from high school. If new post-secondary students are conscious of these differences, they will be more **adequately** prepared for the challenges that college can present.



A. Choose the synonyms of the words.

- a. leap: jump, fall, hop, lower
- b. transition: change, transformation, halt, sameness
- c. assumption: guess, belief, supposition, fact, truth
- d. expenses: cost, charge, income, saving
- e. adequately: insufficiently, unsatisfactorily, sufficiently, appropriately



B. Write 'True' for true and 'False' for false statements.

- The students get the idea of the college when they are at high school.
- College students stay close to the colleges.
- College students get free books.
- College students have to do more assignments.
- High schools have more clubs than colleges.



C. Write short answers to the following questions.

- What do the students think about colleges when they first enter?
- How is college education different from high school?
- Why is college more expensive than school?
- Are assignments more important in a college? Why?
- Why should the students be conscious about the differences between high schools and colleges?



Speaking



A. Look at the pictures and make comparison.





B. Compare the followings as shown in the example.

Example: heater/ AC

Milan : Which is more expensive, a heater or an AC?

Kabita : An AC is more expensive than a heater.

- a. Kathmandu/ Chitwan
- b. Manang/Dang
- c. coal/ electricity
- d. village /town
- e. summer/winter
- f. tiger/ cat



Listening



A. Listen to the audio. Tick (✓) if the information about frogs and toads is similar and cross (x) if it is different.

Information	Similar	Different
Place for babies to live		
Place for adults to live		
Type of skill		
Shape		



B. Listen to the audio again and answer these questions.

- a. Where do toads and frogs hatch their eggs?
- b. Which of the two continue to live in water?

- c. How is the skin of the toads?
- d. When do the two make croaking sound?



Grammar



A. Study the following sentences.

- My house is **larger** than hers.
- This box is **smaller** than the one I lost.
- Your dog runs **faster** than Jim's dog.
- The rock flew **higher** than the roof.
- You play tennis **better** than I do.



B. Study the following table.

Positive	Comparative	Superlative
fat	fatter	fattest
red	redder	reddest
mad	madder	maddest
big	bigger	biggest
sad	sadder	saddest
beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult
proper	more proper	most proper
excellent	more excellent	most excellent
wise	wiser	wisest
noble	nobler	noblest
white	whiter	whitest
fine	finer	finest

large	larger	largest
far	farther	farthest
many / much	more	most
little	less / lesser	least
late	later	latest
old	older / elder	oldest / eldest
good / well	better	best
bad	worse	worst
in	inner	innermost / in most
out	outer	utmost / outer most

Note: We use the comparative degree when we make comparison between two and we use the superlative degree when we compare one among all.



C. Choose the correct answer.

- Gopi's car is bigger / the biggest than his friend's car.
- Who is shorter than / the shortest person in your family?
- Who is more independent than / the most independent person you know?
- These sofas are more comfortable than / the most comfortable ours.
- My brother is taller than / the tallest in the class.
- Is her dog older than / the oldest yours?
- Who is the best / better than singer Nepal?
- We are younger than / the youngest the rest of the class.
- My hair is the straightest / straighter than your hair.
- He is more popular / the most popular singer in the world.



D. Complete the sentences with the correct form of the adjective in brackets.

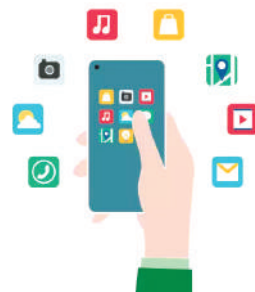
- a. Nanda is better (good) than you at sport.
- b. We like wearing the (late) fashion.
- c. These trousers are (comfortable) than those jeans.
- d. He is (happy) now than he was last year.
- e. You are the (tall) girl in class.
- f. My father is (old) than my uncle.
- g. The red dress is the (attractive) dress in the shop.
- h. I always tell the (fun) jokes to my friends.
- i. Your hair is (curly) than my hair.
- j. My hair is (short) than yours.



Reading II

Smartphones in our Life

Have you ever accidentally left your phone at home before leaving? How would you feel if you forgot your mobile phone at home? Some might feel **scared**, and others might feel completely lost. I think it is not very enjoyable to many of us. In modern day life, smartphones have become a **vital** part and without them we feel like we are incomplete.



Most of us use smartphones every day to **surf** the internet and social media, check emails, listen to music, play games, watch videos, take photos, read news and write text messages. Most importantly, we use them for their original purpose, to make phone calls. Now all these activities can be done using a single **device**. If you think of the time 25 years back, some of them were not even possible. Smartphones have changed the way we live quite **drastically**.

The way we **retrieve** information has also been changed. We use smartphones to find information on the **web**. Today, we can access any kind of information anytime and anywhere. The same is true for communication too. Our smartphone offers us several ways of communication: calling, messaging, sending email, using social media, etc.

The fact that we can get any information anytime we want has an **impact** on our way of living. Studies have found that we are very likely to forget the information which we know we can easily retrieve again. When someone asks us a question, we tend to think about how we can find the answer on the internet rather than thinking about answering it ourselves. We are getting lazier because we know that we can access all kinds of information anytime.

Smartphones have also changed the way we behave and feel. It starts early in the morning. The first thing we do is reach for our smartphone to turn off the alarm clock. As the day goes by, we use our smartphone on the way to work, during mealtimes, at work, on the way home, in the bathroom and in bed too. We are **constantly** connected and expected to have a mobile phone with us at all times. Of course, that is **convenient**, but being available all the time is tiring.

We tend to use devices that make our lives easier and more convenient. Sales dropped for landline phones, desktop computers, **digital** cameras, etc. Not too long ago, there was

a time when we needed to carry all those things with us. The desktop computer used to be the most important piece of equipment in our lives, but these days, smartphones have taken its place.

Smartphone has become our personal **assistant** that helps us **master** our everyday lives. We really cannot imagine life without it.



A. Find the words from the text which have the following meanings.

- a. frightened or worried
- b. very necessary
- c. to spend time visiting a lot of websites
- d. a machine, for example, a phone or computer, that can be used to connect to the internet
- e. in an extreme way, wholly
- f. to find
- g. a system for finding information on the internet
- h. to gain, get, obtain
- i. influence, effect
- j. researches
- k. likely to do
- l. all the time
- m. easy



B. Answer the following questions.

- a. How do people feel when they are without smartphones?
- b. What is the main use of a smartphone?

- c. How have smartphones changed our lives totally?
- d. How do we get information these days?
- e. How has the easy access to the information affected our way of living?
- f. Where do people want to use the smartphone?
- g. Why do you think the sales of desktop computers, landline phones and digital cameras decreased after smartphones are made?



Writing



A. Study the following paragraphs.

Comparison between Bhujung and Bhada Villages

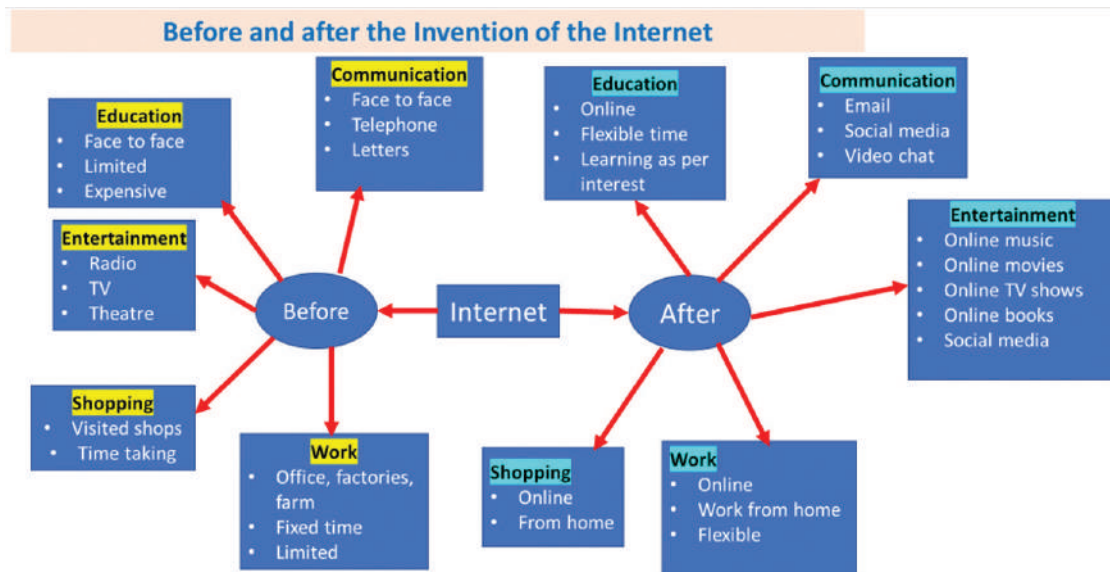
Bhujung is a typical Gurung village whereas Bhada is a Tharu Homestay. It is a typical Tharu settlement. Bhujung lies in Lamjung, nearly at an altitude of 1700 metres. On the other hand, Bhada lies in Kailali, about 12 kilometers from the district headquarters. There are more households in Bhujung than in Bhada. There are about five hundred households in Bhujung but there are only about two hundred houses in Bhada.

Both Bujung and Bhada villages are popular tourist destinations. Gurung culture, warm hospitality and friendliness of the people, cleanliness, typical authentic look of mud and stone houses with tile roofs, beautiful landscapes and homestay services are the major attractions for tourists in Bhujung. Tourists can enjoy the views of stunning mountains, beautiful terrace farmlands and lush green forests there. On the other hand, tourists can enjoy the lifestyle and culture of the Tharu community, Tharu cuisine that includes Dhikri, Kheriya, Bariya, Panjra, crab, Ghonghi, pork, mahogany liquor, etc., and cultural dance performances such as Lathwa, Jhumra, Maghauta, and Sakhiya. Tharu homestay,

Joginya and Sahadeva Lake, and Rameshwar Temple are also the major attractions for tourists there. It is good to visit Bhada from mid-September to mid-December.



B. Write a couple of paragraphs comparing the life of people before the internet and now. Use the mind map below.



Project work

Look at the photograph of yours taken some year back. Compare yourself how you were at that time and how you are at present.

Unit

10

Making an Invitation and Responding

Getting Started



Study the cards below and say what they are for and when they are sent to people.





Reading I

Vacancy Announcement

United Nations Entity for Gender Equality and the Empowerment of Women

VACANCY ANNOUNCEMENT

UN Women, grounded in the vision of equality **enshrined** in the Charter of the United Nations, works for the **elimination** of discrimination against women and girls; the **empowerment** of women; and the achievement of equality between women and men as partners and **beneficiaries** of development, human rights, humanitarian action and peace and security.

*UN Women Nepal is seeking applications from qualified Nepalese citizens with commitment for women, high drive for results, integrity, **demonstrable** teamwork and other competencies as mentioned in the job descriptions.*

Job Title: ICT and Administrative Support Duty Station: Kathmandu, Nepal

Contract Type and Level: General Staff (SB-3)

Duration: 1 year with possibility of **extension**

Vacancy closing date: 21 Nov. 2021 (mid night NY time)

Minimum Requirements: Completion of secondary education is required; Bachelor's degree in Computer Science is an asset; Cisco Certified Network Engineer (CCNE) and Microsoft Certified Systems Engineer (MSCE) or Microsoft Certified Professional (MCP) required; At least 5 years of progressively responsible experience in network administration and use of hardware/software, telecommunications facilities; Experience in the usage of computers and office software packages (MSWord, Excel, etc.); Experience in the use of ATLAS is an

asset; Fluency in English and Nepali is required.

For detail job descriptions and for online application, please visit: https://jobs.undp.org/cj/view_job.dm?cur_job_id=103018

Job Title: Driver **Duty Station:** Kathmandu, Nepal

Contract Type and Level: General Staff (SB-2) Duration: 1 year with possibility of extension

Vacancy Closing Date: 21 Nov. 2021 (mid night NY time)

Minimum Requirements: Completion of SLC/SEE; Valid Driver's license is required; At least 3 years of work experience as a driver in an international organization, embassy or UN system with a safe driving record is an asset; Fluency in English will be an asset; Knowledge of the other UN working knowledge is an asset.

For detail job descriptions and for online application, please visit: https://jobs.undp.org/cj/view_job.dm?cur_job_id=103019

Application must be supported with UN Women Personal History Form-P11 which can be downloaded from UN Women website <http://www.unwomen.org/en/about-us/employment>.

All applications will be treated with the strictest confidence.

UN Women is committed to achieving workforce diversity in terms of gender, nationality and culture. Individual from minority groups, indigenous groups, LGBTIQ and persons with disabilities are equally encouraged to apply.



A. Match the words with their meanings.

- | | |
|------------------|--|
| a. empowerment | i. contained or kept in a place |
| b. enshrined | ii. act of giving somebody more control over their own life or the situation they are in |
| c. demonstrable | iii. people who get benefits |
| d. beneficiaries | iv. a promise to do something |
| e. embassy | v. the act of getting more time |
| f. extension | vi. able to be proved or shown |
| h. commitment | vii. a group of people who represent their country in a foreign country |



B. Write 'True' for true and 'False' for false statements.

- This vacancy is published by UN Women.
- UN Women works for the equality between men and women.
- Only women are asked to apply for the jobs.
- The person who gets the first job has to work outside the valley.
- Even an illiterate person can apply for the second post.
- The applications will be made public.



C. Answer the following questions.

- What are the vacant posts?
- What qualification is required for the first post?

- c. What type of experience increases the chance to get the first job?
- d. How can one get the detail information about the second job?
- e. Who are encouraged to apply?



Speaking



A. Study the table below and learn the ways of making invitations and accepting or refusing them.

		Invitations Accepting and Refusing invitations		
		Invitation	Accepting	Refusing
FORMAL SITUATION		Would you like to...	That's very kind of you	I'm very sorry, I don't think I can.
		I'd very much like you to...	We'd very much like to...	I'd like to, but...
		We should be pleased/delighted if you could...	What a delightful idea.	I'm afraid I've already promise ...
		Would you care to ...	With the greatest pleasure.	Thank you for asking me, but ...
		You will ... won't you?	Thank you very much for inviting me.	Unfortunately I can't ...
	INFORMAL SITUATION		Why don't you come to ...	I would/will ...
		Like to come to ...	That would be nice.	I'd love to, but ...
		Shall we come to ...	I'd like to love to come.	I don't think I can.
		You must come to ...	All right (then).	I wish I can, but ...
		How about tomorrow morning?	I'll come I promise.	Sorry, I don't think I can make it.
		Let's meet at ... o'clock.	I'll be there.	I'm so sorry I can't make it.



B. Work in pairs. Take turns to make invitations and accept or reject them in the following situations. Use the responses from the box.

- a. go to cinema with friend
- b. have lunch with your uncle
- c. invite a friend for your birthday party
- d. invite your aunt for dinner
- e. invite your father to your school's parent's day



Listening



A. Listen to the audio and answer the following questions.

- a. What does Christina ask her friend about?
- b. Where does Christina want to invite her friend?
- c. When is the party?
- d. Where does Christina live?
- e. What does Christina want her friend to bring?



Grammar



A. Read the sentences in the passage below and copy the sentences with tag questions.

Nafiz is sitting alone in the field. He looks around and speaks to himself. "Birds are free, aren't they? They can fly at large, can't they? They are not the best of creations like men, are

they? Man is the best creation of God, isn't he? He cannot fly in the sky, can he? Birds are a part of our environment. But they do not pollute our environment, do they? It is man who pollutes his environment, doesn't he? We should not pollute our environment, should we? Our people are not educated. If they are educated they will become conscious, won't they? Our people must be educated, mustn't they? Oh! The sun is already set. I am late for home, aren't I? I have to return now, don't I?



B. Learn some basic rules for tag questions.

1. Usually, if the main clause is positive, the question tag is negative, and if the main clause is negative, the tag question is positive.

For example:

- It's cold (positive), isn't it (negative)?
 - It isn't cold (negative), is it (positive)?
 - He's a doctor, isn't he?
 - You work in a bank, don't you?
 - You haven't met him, have you?
 - She isn't coming, is she?
2. If the main clause has an auxiliary verb in it, we use the same verb in the tag question. If there is no auxiliary verb (in the present simple and simple past), do / does / did is used (just like when you make a normal question).

For example:

- I'm in charge of this work, aren't I?
- They've gone away for a few days, haven't they?
- They weren't here, were they?
- He had met him before, hadn't he?

- This isn't working, is it?
 - I said that, didn't I?
3. After imperatives, '*will you?*' is often used.

For example:

Do sit down, will you?

Shut up, will you?

4. With sentence with '**Let's**' we often use '**shall we?**'

For example: Let's have a party, shall you?



C. Add question tags to the following sentences.

- a. It's very cold today,?
- b. You like horror movies,?
- c. Kamal will play the game,?
- d. We must hurry,?
- e. He will never do his work,?
- f. Your father works in a farm,?
- g. You had tea for breakfast,?
- h. I didn't hurt you,?
- i. You aren't listening to me,?
- j. They have built the house,?
- k. I needn't get up early tomorrow,?
- l. It isn't ready yet,?
- m. He is collecting stickers,?
- n. We often watch TV in the afternoon,?
- o. You have cleaned your bike,?

- p. Jina and Maruti don't like maths,
- q. Prem played handball yesterday,
- r. They are going home from school,
- s. I'm clever,
- t. She is enjoying herself,
- u. I'm too shy,
- v. Tila knew that her father was in the hospital,



Reading

Informal Invitation Email

To: pralik.achhami@gmail.com

An invitation for attending an opening ceremony

Hi Pratik,

How have you been? I hope you and your family are doing okay. I am doing great as we had a summer break here at school. I really enjoyed my holiday.

My father recently returned from abroad. He lived there for three tough years. He has decided to work in his own home country and start his own business. He is starting poultry and vegetable farming next week. My mother and grandparents are very happy with his decision. We have arranged an opening ceremony and I wonder if you are free on Saturday. Would you like to join us at our home for the ceremony?

We'd be delighted to have you there for the programme on 24th May, 2023. I look forward to your response. Thank you!

With lots of love,

Rahim

Invitation Card

Invitation

Mr. Bikas Prasad Joshi

and

Mrs. Honey Joshi

cordially request your presence on the auspicious occasion
of the **BRATABANDHA CEREMONY**

of their grandson

Mr. Sangam Joshi

(Son of Manjit Joshi & Salina Joshi)

Party Venue: Yak Palace

Kali Marg, New Baneshwor

Date : 14th February, 2023

Time : 5 p.m. onwards

R.S.V.P. : 9876543210

With Kindest Regards

All the Joshi Family



A. Read the texts and complete the sentences.

- Rahim had at his school.
- Rahim's father is going to start a
- The opening ceremony of the business is on
- The second text is an for Bratabandha Ceremony.
- The Bratabandha ceremony is at



B. Answer the following questions.

- Why has Rahim written the email to Pratik?
- What business is Rahim's father going to start?
- When is the opening ceremony of the business?
- Who are the parents of Sangam Joshi?
- When is the Bratabandha ceremony?



Writing

Suppose you are organizing a party on your birthday. Now write a letter to your friend inviting him/her to attend your birthday party.



Project work

Design an invitation card for your sister or brother's wedding. You can draw pictures or add paperwork to make it look attractive.

Unit

11

Describing Places, People and Objects

Getting Started



Look at the places and people below. Share what you know about them.

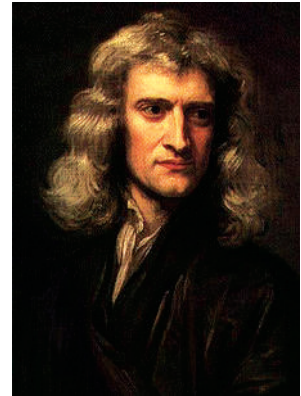




Reading I

Sir Isaac Newton

Isaac Newton was born in 1643 in Woolsthorpe, England. He was the son of a **peasant** who died three months before Isaac was born. Newton spent most of his early years with his **maternal** grandmother after his mother remarried. His education was **interrupted** by a failed attempt to turn him into a farmer. In the beginning, he seemed to be a **dull** boy. He had little interest in his studies. However, he liked to use his hands.



He used to make little machines, such as windmills. He would catch mice and make them drive some of his little machines.

At the age of nineteen, Newton went to Cambridge University where he studied mathematics and science. He started to make **discoveries** in mathematics when he was a college student. He continued to do so after he had achieved his degree. He was appointed Professor of mathematics when he was only 26 years old.

Newton did not limit his studies to mathematics. He became very interested in the behaviour of light. His interest in light led to the improvement of **telescopes**. The lenses used in telescopes in



those days were not as good as modern day lenses. Newton showed that curved mirrors could be used instead of lenses.

These gave better results in some ways and such telescopes have been used ever since.

The story goes that one day Newton was sitting under an apple tree when an apple fell onto the ground. He began to **wonder** why it fell onto the ground, but why it did not go upwards in the sky. After a great deal of thought, he produced his theory of **gravitation**. He showed that each body attracts the other. The Sun and the Earth attract each other. The Moon and the Earth also attract each other, that is why the Moon remains near us and does not rush away.

Newton's head was usually so full of ideas and problems that he was often lost in thought. On such occasions, he forgot his meals and friends. There are many stories of his **absent-mindedness**. Once he was entertaining his guests at dinner, he went out of the room to fetch some more food items. For a long time, his friends waited for his return, but neither the host nor the food items appeared. At last, they went to look for him and found that he was busy with his studies. He had forgotten his friends and food.

On another occasion, Newton invited one of his friends for dinner at his home. His friend arrived on time, but Newton was not there. The guest sat down on a **couch** and waited for Newton to have dinner together. As he was feeling hungry, he often looked at the food *items* on the dinner table. The guest waited for a long time. He got tired of waiting, so he decided to have dinner alone. After having dinner, he waited for Newton again. After several hours, Newton arrived home. He was **puzzled** to see the guest at home. Soon, he realised that he had entirely forgotten about the invitation. After **apologising**, he turned to the dinner table and noticed that someone had already dined. "I'm sorry," he said. "I see that I have already eaten my dinner. I should have waited for you."



A. Find the words/phrases from the text which have the following meanings.

- a. a farmer who owns or rents a small piece of land
- b. related through the mother's side of the family
- c. stopped for a short period of time
- d. the finding or uncovering of something
- e. an instrument that is used to view distant objects
- f. having a rounded or smoothly bending shape
- g. the force that attracts all objects towards one another
- h. tending to forget things or to not notice things



B. Complete the following sentences with the correct information from the text.

- a. Newton was raised by when he was small.
- b. Newton proved himself good in to be the professor of mathematics.
- c. Newton's interest in developed the condition of telescopes.
- d. The sight of falling apple contributed to develop the theory of
- e. Newton was absent-minded because he had in his head.
- f. Newton once forgot that he had invited to his home.



C. Answer the following questions.

- How was Newton's childhood?
- Why was his education interrupted?
- What was Newton interested in from his early age?
- How did Newton contribute to make the telescope well?
- Why does the moon not run away from the sun?
- Write two examples that show Newton was absent-mindedness.



Speaking



A. Share what you are allowed to do and not allowed to do in the following places. You can use the following structures.

I am allowed to	I'm not allowed to
I should	I shouldn't
I can	I can't
a. at home	b. in your classroom
c. in a park	c. in a theatre
d. at a hospital	e. in a library



Listening



A. Listen to the recording and tick the correct answer.

- a. Who is going to learn cycling?
i. Rehan ii. Sonam iii. Rehan's guardian
- b. What day of September does the class start?
i. 15th ii. 16th iii. 17th
- c. What time is the class starting?
i. 7:00 a.m. ii. 6:55 a.m. iii. 7:30 a.m.



B. Listen to the recording again and write answers.

- a. When did Rehan do cycling before?
b. Who should sign in the form?



Grammar



A. Study the following sentences.

- The boys went to **a** party last night.
- Can you tell me how to get to **the** cinema from here?
- Mohan is **the** tallest boy in our area.
- I recommend you to read **the** Ramayan.
- Juice is good for you.
- Would you like to see **a** film?

- **An** apple a day keeps **the** doctor away.
- **The** sun is **a** star.

In the above sentences, 'a', 'an' and 'the' are articles. They are used before nouns. 'The' is used to refer to a specific or particular noun. 'A' and 'an' are used to refer to general or non-specific nouns. We use 'a' before the common noun that begins with a vowel sound and 'an' with a common noun that begins with a consonant sound.



B. Fill in the correct article.

- Do you know who invented computer?
- Is Nile or Amazon longest river on earth?
- I'll meet you outside post office. I'll be there in hour.
- I took bus to Pokhara this morning.
- Mount Everest is the highest mountain in world.
- Kate has been talking to customer in her shop.
- We use Internet a lot.
- People don't write..... letters nowadays.
- He lives in apartment in Kathmandu.
- Srilanka is island.
- I saw interesting documentary on TV.
- I like coffee but I don't like coffee they make at office.
- She's looking for work.



C. Fill in the following sentences with correct articles.

My mother is English teacher. I am student. When I get home from school, I watch programs on TV. That's best part of my day. I am child, so I think they are funny.



Reading II

Khaptad National Park

Background

Khaptad National Park (KNP) was established in 1984. It is located in the mid-mountains of Sudurpaschim Province of Nepal. It expands in an area of 225 square kilometre representing unique **pastures** mixed with **coniferous** forest. The park partially covers four districts; Bajura, Bajhang, Achham and Doti. It lies at an average altitude of 3000m above sea level.



Features

Khaptad National Park is one of the **spectacular** and **pristine** parks of Nepal with rich **biodiversity**. The park has 22 patches of grasslands on gentle hills which are locally called patans. In summer, they support local livelihood by offering **ample** grazing ground for cattle. Patans are decorated with flowers during June to August. A small lake named as Khaptad Daha is situated at the patan, which is the best place for **aquatic** and migratory birds.

The park with famous religious and cultural sites invites thousands of pilgrims each year. Among others, Khaptad Baba Ashram, Triveni and Sahashra Linga are the most popular places. Khaptad Baba Ashram is located close to the park headquarters which is named after the late Khaptad Swami, a renowned spiritual saint. On the way to the park headquarters, a Shiva temple is located at the **confluence** of three rivers, known as Triveni. The panorama of Triveni is amazing with other historical temples. Ganga Dashahara, a holy performance, is marked here during Janai Purnima. Many pilgrims make a holy visit to Triveni to worship the God Shiva on this occasion.

Another religious site is Sahashra Linga at 3,276 m above sea level which is the highest point in the park. Other religious areas include Ganesh temple, Nagdhunga, and Kedardhunga. As these areas are considered as places for meditation and **tranquility**, they should not be disturbed. Tobacco products, alcohol, and animal sacrifice are prohibited in these sites.

The national park is rich in **flora and fauna**. The main flora found in the park are sal, pine and alder species. The Khaptad plateau is dominated by sub-alpine vegetation. Fir, oak, birch, and rhododendron are the major species here. Similarly, the grassland flowers consist of primulas, buttercups, and wild berries. The park also **harbours** a wide variety of medicinal herbs.

Park Regulations to follow

An entry fee of Rs.1,500 (Foreigners), Rs.500 (SAARC Nationals), and Rs. 100 (Nepali) should be paid.

Entering the park without a permit is illegal.

Get special permit for **documentary**/filming from the Department of National Parks and Wildlife Conservation (DNPWC).

Documentary/filming fee of \$ 1,500 (Foreigners), Rs. 50,000 (SAARC Nationals) and Rs. 10,000 (Nepali) should be paid at DNPWC. Additional 25% should be paid while using drones for documentary/filming.

Don't remove or damage plants and animals. All flora and fauna are fully protected and must not be disturbed.

Rubbish must be placed out, buried or disposed in **designated** areas.

Do respect the cultural and religious sites.

Camping inside the park should be made only at the designated areas.

The park is reported to have 266 bird species when migratory birds join the residential ones. Some of the common ones are Dhanphe, flycatcher, bulbul, cuckoo, and eagle. A wide variety of butterflies, moths, and insects are also the pride of the park. The park provides habitat for some 23 different species of mammals. The common ones include barking deer, wild boar, ghoral, black bear, yellow-throated marten, rhesus, and langur monkey. Others include common leopard, wolf, wild dog, jackal and musk deer.



A. Find the words from the text which have the following meanings.

- a. land covered with grass and other low plants suitable for grazing animals, especially cattle or sheep
- b. connected with any tree that produces hard dry fruit called cones
- c. beautiful in a dramatic and eye-catching way
- d. fresh and clean
- e. the variety of living organisms
- f. growing or living in water
- g. the place where two rivers flow together and become one
- h. the quality or state of being quiet and peaceful
- i. to give shelter to
- j. a film or television or radio programme that gives facts and information about a subject
- k. to say officially that a place or thing has a particular character or purpose



B. Answer the following questions.

- a. What is the full form of KNP?
- b. How big is Khaptad National Park?
- c. What does 'patan' refer to?
- d. 'Khaptad National Park is rich in biodiversity'. Justify.
- e. Why do pilgrims visit Khaptad National Park?
- f. What are visitors not allowed to do in the park?
- g. Make a list of the flora and fauna found in the park.
- h. What should be done to enter into the park?



Writing

People visit different places. There may be a place in your locality which people like to visit. Write an essay about the famous place in your locality using the following clues.

- Name of the place.
- Location of the place.
- Way to get there.
- Things to see there.
- Things to do there.
- Special features of the place.



Project work

Prepare a leaflet of a place to visit in your locality. Include:

- Introduction
- Features
- Rules and regulations to be followed

Unit

12

Expressing Likes, Dislikes and Preferences

Getting Started



What do you think of the following activities?
Do you like them or hate them?





B. Look at the pairs of pictures below. Which one do you prefer?



Reading I

Nepal's Bird Man

Hari Sharan Nepali's friends affectionately called him Kazi because of his smart dress and **genteel** manners. 'Kazi Dai' was a famous **bird**er and **ornithologist** from Nepal. In fact, his keen interest in birds made him popular among

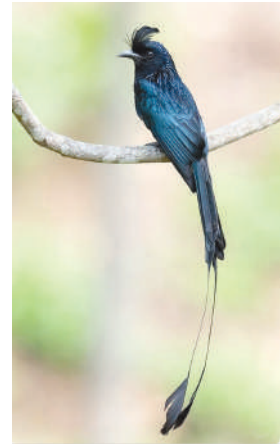


Nepali and other birders.

Knowing Kazi was more than a coincidence for me: he was a friend of my father, Parasar Narayan Suwal. My father was a Ph.D. and Kazi Dai was a school dropout, but the two were bonded because of their shared love of the wilderness, often exploring the jungles of the Terai together.

In 1972, I joined my father and his students of Ananda Kuti Science College on a weeklong camping trip to Pokhara. Kazi Dai was invited as a visiting faculty to share his knowledge on bird **ecology**, field identification, and bird **taxidermy** techniques.

In Pokhara, we trekked from Eagar to Hyangja, where we were hit by a heavy hailstorm. The next day when we reached Suinkhet, the river was filled with **debris** and **boulders** from overnight landslides and floods. There, Kazi Dai identified the Lesser Racquet-tailed Drongo, a Green Magpie and an Egyptian Vulture.



On our return journey to Kathmandu, Kazi Dai pointed out a showy Wall Creeper on a freshly dug mountain slope as it **fluttered** wings with maroon patches. His **mentoring** during this trip was a turning point for me to shape my interest in birds.

In the late 1970s, I eagerly took part in bird identification field trips with Kazi Dai and Karna Shakya, who was then with the IUCN (International Union for the Conservation of Nature) Commission on Education. Together they founded the Nepal Bird Watching Club, which was later named Bird Conservation Nepal (BCN).

Today, BCN is a well-established professional organisation **nurturing** a passion on hundreds of Nepali youth for bird documentation, photography, research, and conservation. Ornithological science has now gone on from just identifying

and preserving birds to satellite tracking of their migration. In addition, it has also completed a digital recording of the more than 880 species of birds found in Nepal.

Kazi Dai was very **cooperative** and always ready to share his wealth of knowledge, and mentor those birdwatchers and naturalists. Together, we documented his ornithological knowledge during the Biodiversity Profiles Project, under the Department of National Park and Wildlife Conservation in 1995. Both of us also served as members of the Environment Protection Council, chaired by the Prime Minister.

Birding with U.S. President Jimmy Carter was perhaps another highlight of my birding experiences with Kazi Dai. We also established the Lumbini Crane Sanctuary, and the **enhanced** wetland in Lumbini is now a preferred home for the nesting Sarus cranes. It is supported by World Wildlife Fund (WWF) Nepal, in partnership with International Crane Foundation and Lumbini Development Trust.



Kazi Dai also personally led the Ornithological Survey of Nepal to study Nepal's vast **diversity** of bird species. The Natural History Museum established by Tribhuvan University is an outcome of his passion. Kazi Dai identified thirteen new bird species in addition to the bird species described by Robert Fleming Sr, Robert Fleming Jr, and Lain Singh Bangdel in 1976.

Kazi Dai left us on 19 May 2021, but his passion for the study and preservation of Nepal's birdlife lives on in the many young naturalists he mentored.

(Adapted from an article by Rajendra N. Suwal published in Nepali Times)



A. Match the words with their meanings.

- | | |
|------------------|--|
| a. genteel | i. a person who studies or is an expert on birds |
| b. birder | ii. broken or torn pieces of something larger |
| c. ornithologist | iii. quiet and polite |
| d. ecology | iv. moved lightly and quickly |
| e. taxidermy | v. large rocks |
| f. debris | vi. a person who observes or identifies wild birds |
| g. boulders | vii. the activity of cleaning, preserving, and filling the skins of dead animals |
| h. fluttered | viii. the relationship between living things and their environment |
| i. mentoring | ix. process of helping and giving advice to a younger |
| j. nurturing | x. a range of things |
| k. cooperative | xi. ask the act of keeping something as it is |
| l. enhanced | xii. taking care of |
| m. diversity | xiii. better than before |
| n. preservation | xiv. willing to help or do what people |



B. Write 'True' for true and 'False' for false statements.

- a. Kazi dai is the writer of this text.
- b. Kazi was a highly educated person.
- c. Kazi had a good knowledge of birds.
- d. The journey to Pokhara made the writer more interested in birds.
- e. BCN helps to study birds.
- f. The wetlands in Lumbini is a suitable place for cranes.
- g. Kazi Dai is still working to preserve the birds.



C. Answer the following questions.

- a. Why is Hari Sharan Nepali called Kazi?
- b. Who is Parasar Narayan Suwal?
- c. What made a school dropout and a Ph. D. holder friends?
- d. Name the birds that were seen during the trip to Pokhara.
- e. Write the full form of IUCN and BCN.
- f. What is BCN working on?
- g. Mention the contributions of Kazi Dai in the study of birds in Nepal.



Speaking



A. Read the expressions given below. Do they express likes or dislikes? Write 'Like' or 'Dislike' at the end and practise saying them.

- a. She loves playing football.
- b. I don't like rain
- c. I'm crazy about cricket.
- d. She doesn't like going out at night.
- e. My brother hates eating chocolates.
- f. My father is keen on gardening.
- g. I love reading books very much.



B. Act out the conversation below.

- A** : There are so many flavors of ice cream to choose from!
- B** : Yes, there must be about a hundred. Do you have a favorite?
- A** : I love fruit-flavored ices the best.
- B** : Yes, fresh fruit flavored is the best ever.
- A** : What is your least favorite ice cream?
- B** : I don't like peppermint ice cream.
- A** : Yes, I know what you mean.
- B** : One time, I tried garlic ice cream.
- A** : That could be interesting.



C. Work in pairs. Ask and answer the questions about each other's likes and dislikes. Use the given clues.

- a. going to cinema
- b. painting
- c. watching television
- d. working in the kitchen
- e. working in the farm



Listening



A. Listen to the audio and tick the correct answers.

- a. What type of exercise does the speaker like?
 - i. jumping rope
 - ii. mountain biking
 - iii. swimming
- b. What does the speaker say she will do in her new house?
 - i. avoid letting strangers come in
 - ii. have many animals
 - iii. keep it clean
- c. Why does she like dancing to American music?
 - i. because she is good at it.
 - ii. because it is a Latin type.
 - iii. because she is a dancer.

- d. Which of the following does the speaker dislike?
- i. rude people
 - ii. American music
 - iii. walk in the forest
- e. Why does the speaker dislike waiting?
- i. because she dislikes traffic.
 - ii. because she is impatient.
 - iii. because she gets travel sick.
- f. What is the talk about?
- i. personal preferences
 - ii. hobbies
 - iii. exercises



Grammar



A. Act out the following conversations.

- A : When do you finish college?
B : Next year.
- A : Who is your favourite actor?
B : Anoj KC for sure!
- A : Where's the coffee machine?
B : It's in the room next to the reception.
- A : How old is your dog?
B : She's about five. I'm not very sure.

Notes:

- Wh-questions begin with *what, when, where, who, whom, which, whose, why and how*. We use them to ask for information. The answer cannot be yes or no.
- We usually form *wh*-questions with *wh-* + an auxiliary verb (*be, do or have*) + subject + main verb or with *wh-* + a modal verb + subject + main verb.
- When *what, who, which* or *whose* is the subject or part of the subject, we do not use the auxiliary. We use the word order subject + verb: *What fell off the wall? Which horse won? Who bought this? Whose phone rang?*



B. Write questions for the following statements so that the underlined part will be the answer.

- The pens cost Rs. 100.
- Our lives depend on plants.
- We attend English classes six times a week.
- The boys stayed in Kathmandu.
- The house was built in 2020.
- The e-mail warned about terrible viruses.
- The film starts at 10:00 a.m.
- That is my mother's new coat.
- Only fifty people were there at the rally.



Reading II

My Teacher Ate my Homework

My teacher ate my homework,
which I thought was rather odd.
He sniffed at it and smiled
with an approving sort of nod

He took a little **nibble** -
it's unusual, but true -
then had a somewhat larger bite
and gave a thoughtful chew.

I think he must have liked it,
for he really went to town.
He **gobbled** it with **gusto**
and he **wolfed** the whole thing down.

He licked off all his fingers,
gave a **burp** and said, "You pass."
I guess that's how they grade you
when you're in a cooking class.



- Kenn Nesbitt



A. Find the rhyming words from the poem and also add two more rhyming words of your own.

Word	Rhyming word from the poem	Additional rhyming words
odd	nod	rod, god
true ,
town ,
pass ,



B. Answer the following questions.

- What did the speaker think about his homework?
- Could the teacher really eat the homework? How?
- Did the teacher like the speaker's homework? How do you know?
- Who is the speaker in the poem?



Writing

Different people have different hobbies. Drawing, cooking, singing, dancing, travelling, etc. are some common hobbies. What is your hobby? Why have you chosen it as your hobby? When do you practise it? Write an essay describing your hobby.



Project work

Ask any ten people from your community about their hobbies and complete the table below.

S. N.	Name	Hobby

Unit

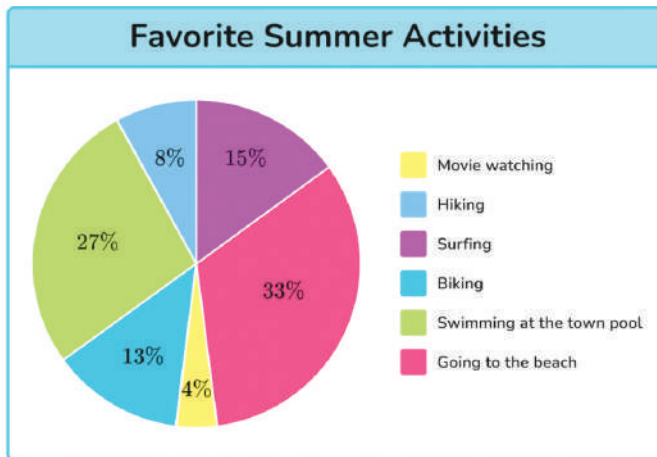
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Interpreting Charts, Graphs and Tables

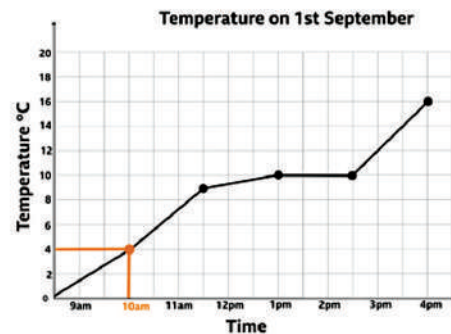
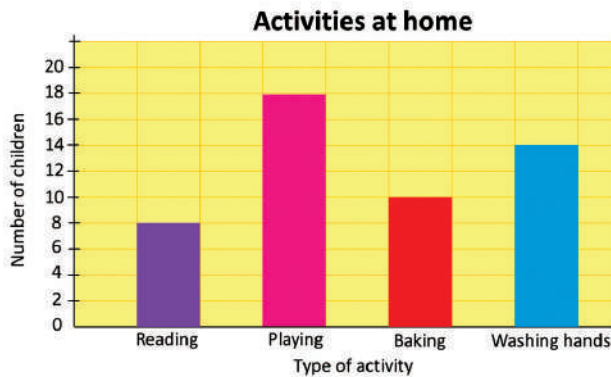
Getting Started



Look at the pictures and say what they are and what are they used for.



Person	Height
Wendy	5'6"
Michael	5'9"
Rachael	5'3"
Allen	5'11"

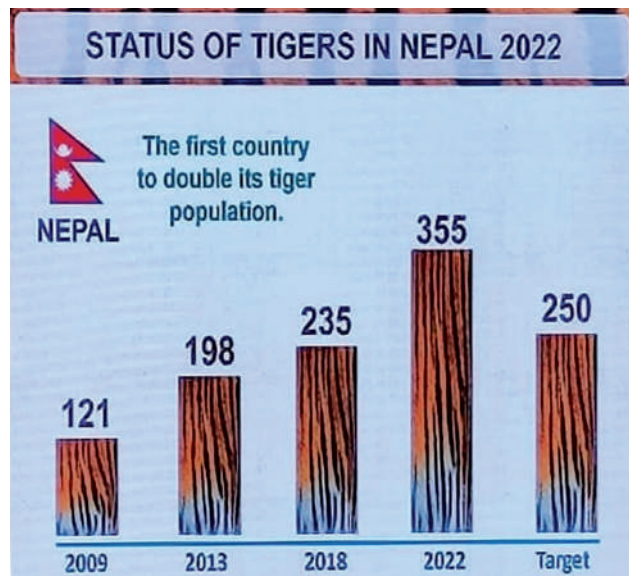




Reading I

Nepal is the first country to double its tiger population

Nepal started its fourth tiger and prey survey from December of last year under the lead of the Department of National Parks and Wildlife Conservation (DNPWC) and the Department of Forests and Soil Conservation (DoFSC) of the Ministry of Forests and Environment. Periodic assessments of tigers

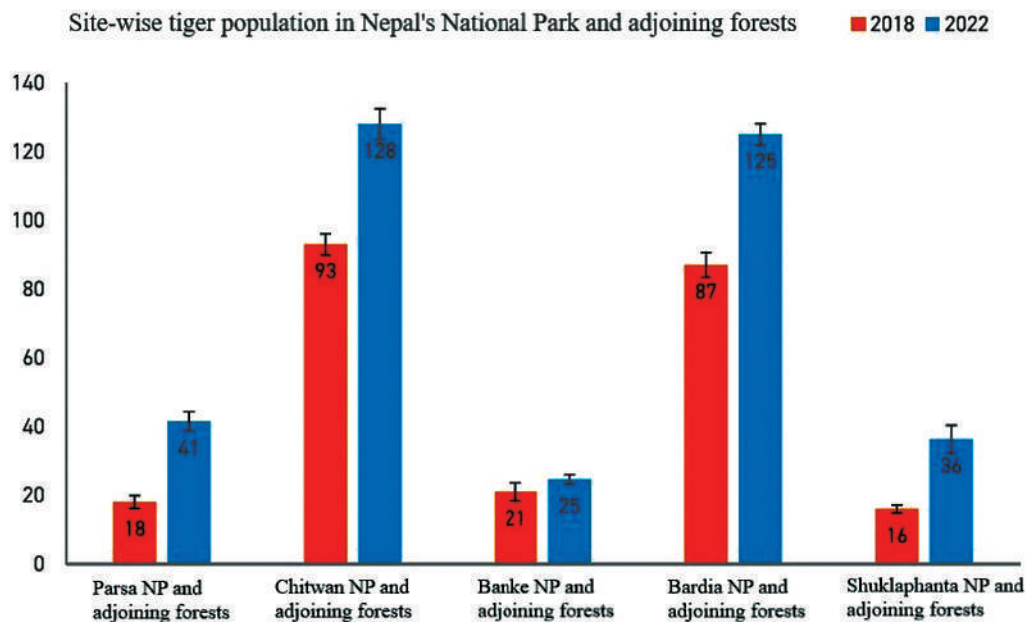


are being conducted at intervals of four years since 2009. The first, second and third nationwide assessments carried out in 2009, 2013, 2018 estimated 121, 198, and 235 tigers respectively.

"The latest tiger population in Nepal is nearly three times compared to figures we had in 2009-2010, which is nothing short of historical," remarks Dr. Chiranjibi P. Pokharel, the National Trust for Nature Conservation's tiger expert. "Tigers are **apex** predators right at the top of the food chain, and their populations are **intricately** linked to the health of ecosystems and forests, so this is **undoubtedly** big news for wildlife conservation as a whole."

Only a century ago, some 100,000 tigers were estimated to roam the wide landscapes of Asia. But by 2010, their population in the wild had **drastically** dropped by 97%, to about 3200, mostly

due to severe habitat loss and **poaching**. As a response, world's 13 tiger-range countries, including Nepal had **pledged** to double their tiger population by 2022 (TX2) through **endorsing** the 2010 St. Petersburg **declaration** in Russia. Since then all tiger range countries, including Nepal, have taken important steps to achieve TX2.



Since the 2010 declaration to save tigers from the threat of extinction, there have been important **initiatives** made in Nepal at all levels. During this period, additional habitats for tigers and prey species have been secured, namely with the establishment of Banke National Park and the extension of Parsa National Park.

Special institutions for the conservation of tigers have been formed right from the top political level to the community grassroots. Today, the Prime Minister of Nepal chairs the National Tiger Conservation Committee, whereas dedicated Wildlife Crime Control Bureau (WCCB) units have been set up from the central to district level to ensure that effective wildlife **enforcement** measures are in place. At the community level,

over 450 community-based anti-poaching units have been formed.

The role of local to national to global partnerships is vital for this success story, with increased investment and support coming from both domestic and international **stakeholders**.

Poaching, illegal wildlife trade, and the impacts of climate change will continue to threaten the survival of tigers. Moving into the future, **sustainably** managing the increasing tiger population of Nepal will require additional measures over what is already working well. Habitat management efforts supporting large tiger prey species like gaur, swamp deer, sambar, nilgai and wild buffalo will need to be prioritized. Managing human tiger conflicts and engaging communities meaningfully to create conditions for **coexistence** with tigers will be increasingly important.

Nepal's tiger conservation success will have to be **backed** by good science that is able to drive policy and action. The planning, construction, and development works need to be wildlife-friendly. Effectively managing **corridors** in a way that connects tiger habitats at the **landscape** level will continue to have a major role in the safe **dispersal** of tigers.

(Adapted from a report published on www.ntnc.org.np published on July 29, 2022)



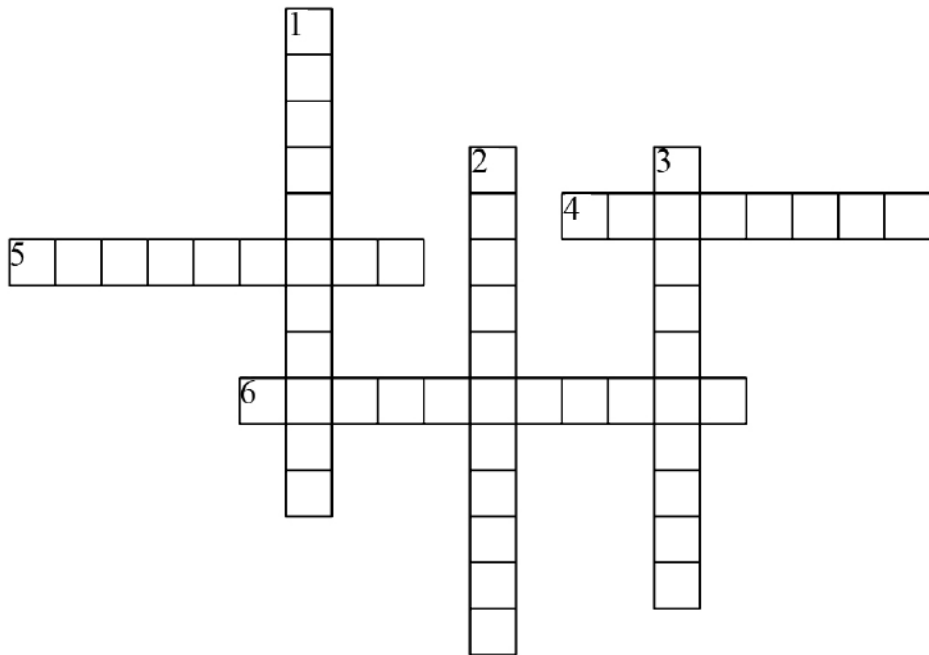
A. Complete the following crossword puzzle.

ACROSS

4. hunting birds and animals illegally
5. the process of spreading something over a wide area
6. the act of making people obey a particular law or rule

DOWN

1. the state of being together in the same place at the same time
2. with a lot of different parts that fit together
3. existing in all parts of a particular country





B. Fill in the blanks with correct information from the text.

- a. The third tiger and prey survey found a total of tigers in Nepal.
- b. Tigers are at the top of the chain.
- c. The national commission related to tiger conservation in Nepal is headed by
- d. National and international have supported the tiger conservation programme.
- e. Development works and construction should be conducted in a way.



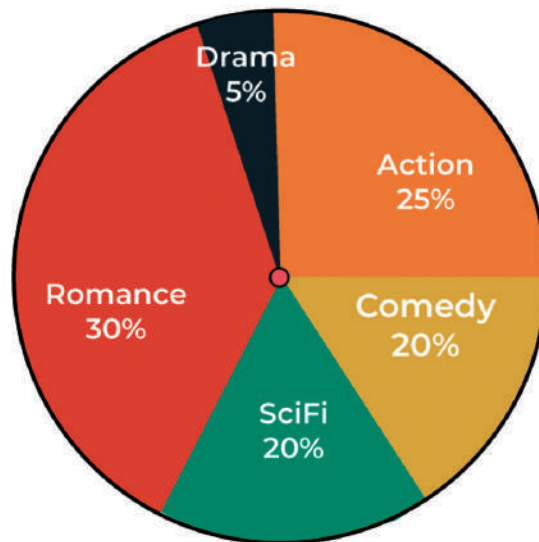
C. Answer the following questions.

- a. Which organization in Nepal counts the number of tiger population?
- b. Who is Dr. Chiranjibi P. Pokharel?
- c. What affects the tigers' population?
- d. Why did the tiger population decrease in Asia in the past?
- e. List any two policies taken by Nepal to increase the tiger population.
- f. What are the threats to the tiger population in Nepal?
- g. Mention some animals that a tiger preys.
- h. How should the development work be carried to protect tiger population?



Speaking

Look at the pie chart below. It has the information about the favourite movie of the students in a school. Work in pairs. Ask and answer questions about the information given in the pie-chart.



Listening



Listen to the audio and complete the sentences with the missing information.

- Mike wants to make
- They have apples.
- They have to use only apples.
- They need 200 grains of
- They don't have any
- They need grams of butter.
- All the remaining ingredients will be bought from



A. Study the following table.

Active voice	Passive voice
Our teacher will deliver a lecture tomorrow.	A lecture will be delivered tomorrow by our teacher.
Take care of him.	Let him be taken care of.
She wrote the poem.	The poem was written by her.
The police caught the thief.	The thief was caught by the police.
Were the boys playing football?	Was football being played by the boys?
Let me do it.	Let it be done by me.
He has kept me waiting here.	I have been kept waiting here by him.
He is inviting each of his friends.	Each of his friends are being invited by him.
Who wrote the essay?	By whom was the essay written?



B. Change the following sentences into passive voice.

- We use this room for our guests.
This room
- They don't feed the lions at the zoo every day.
The lions at the zoo
- You can open the bottle with this opener.
.....

- d. Too many emails stress people.
.....
- e. My parents don't give me any pocket money.
.....
- f. Poachers kill hundreds of tigers every year.
.....
- g. Most African governments protect rhinos.
.....
- h. He doesn't expect us to offer him the job.
.....
- i. Students at this course do a lot of homework.
.....
- j. They don't make these cars in Japan.
.....



Reading II

A Mousetrap

Characters

MAN	WOMAN	DOCTOR	M O U S E
CHICKEN	LAMB	BUFFALO	

(A mouse is looking through the wall. A man and a woman are opening a package.)

MOUSE: Humm, it looks good. What kind of food is there inside the package?

(The mouse was horrified when he saw that it was a mousetrap. He went outside to tell others about the mousetrap.)

MOUSE: There's a mousetrap in the house. A mousetrap!

(The chicken was looking for worms in the ground.)

MOUSE: Mr. Lamb, there's a mousetrap in the house!

LAMB: I think the mousetrap is not for me. Mr. Mouse! There's nothing I can do. I can only pray. Stay calm, you are in my prayers!

(Then the mouse went to inform the buffalo.)

MOUSE: There's a mousetrap in the house, Mrs. Buffalo!

BUFFALO: That won't hurt me. Am I in danger? I don't think so.

(Then the mouse went back looking sad and worried. That same night when everything was quiet, a loud noise was heard in the house. The woman ran to see the mousetrap. It was so dark. She did not see that the mousetrap got the tail of a deadly snake. Then the snake bit the woman.)

WOMAN: Help me! I got bit by a snake!

(The woman fainted. The man called the doctor. The doctor came and took her temperature.)

Doctor: Chicken soup is good for people with a fever.

(The man went out to look for the main ingredient: the chicken.)

MAN: Come here, little chicken! I am going to make soup.

CHICKEN: Oh, no! My days are over. I will be the soup!

(The man showed up with a chicken soup. Since the woman was still sick, her friends and neighbors came to see her. To feed them all, the man decided to cook the lamb.)

MAN: Come here, little lamb! I am going to cook a delicious dish.

LAMB: Oh, no! I'm the next.

(The man cooked the lamb. The woman got better after a few days. The couple wanted to celebrate by giving a big party to their well-wishers.)

They decided to cook the buffalo to feed their friends and neighbours.)

MAN: Come here, buffalo!

BUFFALO: Who, me? No, I wasn't invited to the party.

MAN: Yes, you were! You are the main dish.

(Did you see who got saved? Next time, when you hear someone asking for help, remember that we need to help others in need. We never know when we will be in the same situation.)



A. Match the words with their meanings. Take the help of a dictionary.

- | | |
|---------------|---|
| a. package | i. having a very pleasant taste or smell |
| b. worried | ii. to do something special or enjoyable for an important event |
| c. ingredient | iii. things that are used to make something |
| d. delicious | iv. an object or group of objects wrapped in paper or packed in a box |
| e. celebrate | v. you are unhappy because you keep thinking about problems |



B. Put the following events of the drama in the correct order.

- The mouse asked for help with other animals.
- None of the animals were ready to help the mouse.
- A man and his wife brought a mousetrap.

- d. All the animals except the mouse were killed one after another by the man.
- e. A snake bit the woman.
- f. The doctor recommended chicken soup to the woman.
- g. The mouse was afraid that he would get trapped.



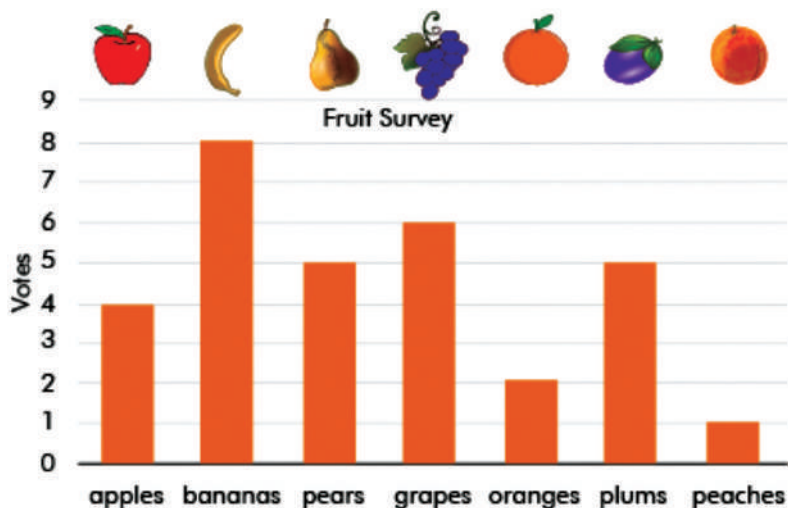
C. Answer the following questions.

- a. What was brought at the home?
- b. Did the lamb help the mouse? What did it say?
- c. What happened to the woman?
- d. Why did the man cook the lamb?
- e. What message does the drama give to the people?

Writing



A. Study the following chart and answer the questions.



Questions:

- What type of chart is it?
- What does the bar graph show?
- How many bars are there?
- How many fruits did the students like?
- Which is the most favorite fruit? How many students like it?
- Which is the least favorite fruit? How many students like it?



Now, write your answers in a paragraph.



Project work

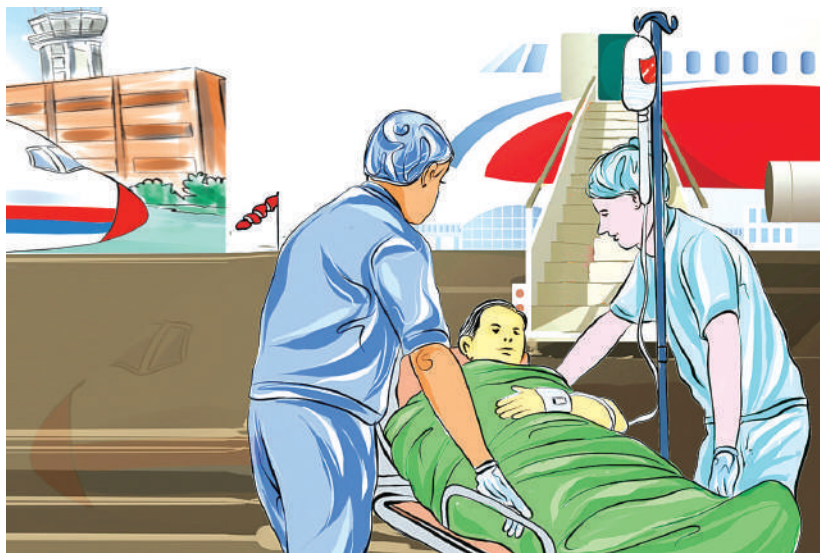
Ask your friends about their hobbies and fill in the information in the table below. Then show the information in a bar graph.

Hobbies	No. of friends

Getting Started



A. Look at the pictures below. What would you do if you were in the following situations?





The Magic Mirror

It was told throughout the kingdom of Granada that the king was ready to marry. He would marry the most **worthy** girl of the land. First, the news was told to the court barber, then to the night watchmen, and then to all the old women who sold fruits and clothes at the market. The king also announced that he would give a good sum of money to anyone who found a suitable bride for him.

The night watchmen shouted the news in such a loud voice, that all the young ladies were woken up, hearing the exciting news. The old women **constantly** reminded the young ladies that the king had decided to marry.

Everyone asked, "How will the king choose a wife?" The barber replied, "I am afraid I will have great trouble finding a worthy lady for the king."



"What, you?" they questioned. "What have you got to do with helping the king find a wife?" "I am the only man closest to the king," said the barber. "And, I have a magic mirror. If any dishonest girl looks in my mirror, spots of her dishonesty will appear in her **reflection**."

"Is looking in your mirror one of the conditions to marry the king?" asked all. "That is the only condition," replied the **cunning** barber. "And ... what about the age?" They asked.

"Any lady above 20 years is eligible," said the barber. But each girl will have to gaze at the mirror with me by her side," he said. Although several ladies wanted to become the queen, they never dared to gaze at the mirror.

Days and weeks went by. The king was no closer to getting a wife. Some ladies would try to convince their friends to go before the mirror, but none were brave enough to try.

Every morning the king would ask the barber if any young lady had come forward to look into the mirror, but the answer was always the same – No. Many watched the barbershop to see if others went inside, but none had been brave enough to test their fate.

"Ah, is there no maiden in this land who wants to be my bride? In other lands, kings have no trouble finding a worthy young woman to marry. Why is this happening to me?" The king asked the barber.

"Your Majesty," replied the barber, "There is one chance. There is a lonely shepherd girl who lives by herself far away on the mountainside. She may be brave enough to look in the magic mirror, but would you marry a girl of such low birth?"

"Call her," answered the king. "Let the shepherd girl look into the mirror after you have told her what may happen if she dares to look."

Soon after, the barber brought the young woman to the court. The whole kingdom filled the royal hall to see the girl.

When the girl entered the hall, she felt very shy. The king was very pleased with her appearance and received her kindly. He reminded her that if she wanted to be his wife, she would have to gaze at the magic mirror. He said, "If you have done something wrong in your life, there will be dark spots on its surface."

"Sir," replied the young lady, "everyone makes mistakes, and I

am not an **exception**. With all due respect, Sir, I have no great desire to become the queen. But I am not afraid to look into that magic mirror."

Saying this, she walked up to the mirror and gazed at it. Soon after, all the women who were present surrounded her. When they saw that the magic mirror showed no **stains** on its surface, they **snatched** it from her, passing the mirror back and forth from one lady to another. They shouted, "Look! There is no magic in this mirror - a trick has been played on us!"

But the king said, "No ladies, you have only yourselves to thank. If you had been as confident in yourselves as this young lady, you might have been the queen."



A. Find the words from the text which have the following meanings.

- happy or satisfied
- to cause someone to believe something or to do something
- to be everywhere around something
- a person whose job is to buy and sell products
- a country ruled by a king or queen



B. Put these sentences in the order they appear in the story.

- The barber had problems finding a bride for the king.
- No girls dared to look in the mirror.
- The king promised to give a good amount of money to those who would find him a bride.
- The barber suggested a shepherd girl to the king.

- e. The women present in the court knew that they were cheated.
- f. Every day, the king asked about the progress.
- g. The shepherd girl was present in the hall.



C. Answer the following questions.

- a. What kind of girl was the king looking for?
- b. How did the watchmen convey the message about the king's marriage?
- c. Why did the girls not enter the barbershop?
- d. Was the king ready to marry the shepherd girl? Why?
- e. How would the mirror help to find the good girl?
- f. What made the shepherd girl the queen?



Speaking



A. Study the following expressions.



If it rains, we will plant rice.

If you want to get the good grades in the exam, study well.



If you tease the dog, it bites.



If you heat the ice, it melts.



B. Work in pairs. Have similar conversations as in the example below.

Example: It is going to rain.

A: It is going to rain.

B: If it rains, I will not go out.

- I am going to have some coffee.
- My father is happy.
- I am drinking cold water.
- Binita is doing yoga.
- Paras is learning English.



Listening



Listen to the audio and choose the correct answers.

- The speaker works as a

- i. doctor ii. technician iii. nurse
- b. The first thing she does when she arrives at the office is to
 - i. find out if there are any problems.
 - ii. greet everyone.
 - iii. check her emails
- c. Every day, the speaker reaches her office on time because
 - i. her manager is strict
 - ii. she is punctual
 - iii. she must talk to the other workers
- d. People cycle to work because
 - i. it's good for their health
 - ii. parking is expensive
 - iii. public vehicles are not available
- e. Altogether people share the same cabin.
 - i. three ii. four iii. five



B. Listen to the audio again and complete the sentences.

- a. The speaker reaches home at
- b. The workers go home at
- c. She leaves her office at
- d. She gets back to home



Grammar



A. Study the following sentences.

- If I see him, I will call him.
- If she is busy, she won't come.
- If you love others, they will love you.
- If Nilam plays, she will win.
- If you touch fire, it will burn your hand.



B. Match the sentence halves and make complete sentences.

Column A	Column B
a. If you do exercise daily,	I'll come.
b. If you go to bed late,	we won't go for a walk.
c. If it rains tomorrow,	you will be fit.
d. If you eat too much,	you can't get up early.
e. If you invite me,	you will be fat.



C. Make the sentences as in the example.

Example: work hard / become successful

If you work hard, you'll become successful.

- rains/ get wet
- play games/ be healthy
- eat less/ get hungry
- see doctor/ get well
- practise match/ win match



Reading II

If I was a Superhero

If I was a **superhero**,
I'd **definitely** fly.
Arms **outstretched**,
Racing birds in the sky.

If I was superhero, I'd
have special powers Like
extra strong legs
For jumping over towers.

If I was a superhero
I'd save all the oceans,
With my secret and magical
Cleaning up **potions**.

If I was a superhero
I'd save all the trees
And the mountains and rivers,
The birds and the bees.



If I was a superhero,
I'd help all the poor,
Give them food,
And make them hungry no more.

If I was a superhero, I'm
sure you'll agree,
The world would be better,
Because of me!

- Sally Gray



A. Match the words with their meanings.

- | | |
|---------------|---|
| a. superhero | i. a tall and narrow structure |
| b. definitely | ii. a special character with superhuman powers |
| c. tower | iii. certainty, without any doubt |
| d. magical | iv. a kind of liquid that is said to cure illness |
| e. potions | v. having special power to make things happen |



B. Answer the following questions.

- How does the speaker want to fly?
- Why does the speaker want strong legs?
- How would the speaker save the oceans?
- Mention any five things the speaker wants to save?
- How does the speaker want to help the poor?
- Who wants to make the world better?



A. Read the news story below and find the answers to the given questions.

Yomari Punhi, Jyapu Day observed

Post Report

Kathmandu, December 26, 2023

The Yomari Punhi or Yomari Poornima, Dhanya Poornima was observed across the country on Tuesday.

The Yomari Poornima is a festival observed by the Newa community and is believed to have started 400 years ago.

The day which signifies the advent of winter and is observed on the full moon day of December every year also marks the post-harvest period.

A sweet delicacy named Yomari, made up of rice flour and jaggery and sesame seeds fillings is the major food item savoured on this day.

The day is also observed as Jyapu Day.

Questions:

- a. What is the headline of the news story?
- b. What is the by-line of the news story?
- c. When is it written?
- d. Identify the lead paragraph.



B. Now, write the news story with the help of the clues given below.

Majhi community observes Koshi puja

- the Majhi community
- living on the banks of the Koshi River
- observed its river-worship ritual
- the community offered puja to the river at a special event
- worshipped on the third Tuesday of the month of Falgun
- Majhis reach the Tamakoshi River near their homes to offer puja
- march to the river playing traditional musical instruments
- sacrifice different animals and fowl



Project work

Ask any ten of your friends "What would you do if you found Rs. 10000?" And then write their responses in the table below.

S. N.	Name of the friend	Response given

Getting Started



Look at the pictures. Why do you need them?





Reading I

Conservation of Earth



Every living creature has a place where it **feels at home**. Let us think about the differences between some of them. Polar bears are at home in the Arctic. They can protect themselves from freezing temperatures because they have thick layers of fat. Lions have their thinner coats and are at home in the African grasslands where temperatures can be **scorching** hot. The place where a creature feels at home is called its natural habitat. It feels comfortable and quite safe there. Why might this be? You tend to feel at home and usually safe in your own house surrounded by your own family and friends. You have nice food to eat. Although you may not be friends with all of your neighbours, you may know them. It is the same for all other creatures. Their natural habitat is a place where they and their **ancestors** have lived for perhaps millions of years along with their immediate families. The habitats vary greatly; usually identified by different surroundings including temperatures and **vegetation**. They are **used to** their individual climate and the other species in the same habitat. Wild creatures can only

live in one sort of habitat and would never survive for long in a different one.

Conservationists realised these issues several decades ago and began by saving specific species which were in danger. They did this by banning some hunting, **poaching**, and overfishing. This was a great start, but people realised that saving a single species was not enough. The creature's home and environment had to be saved as well. Natural habitats are increasingly in danger everywhere. People cut down forests for firewood and **timber** and the creatures living there may have nowhere else to go. Survival of some species has become difficult because global warming is causing ice caps to melt.

We have to make an important decision to protect different species from becoming **extinct**. We know that thousands of different species are in danger of becoming extinct. Once they are gone, they will never come back. There are probably thousands more species in **existence** that we do not know about because we have not discovered them yet. The ones undiscovered are usually located in areas and habitats that are currently difficult to reach. Examples of such areas include isolated rainforests, deep oceans, the Arctic and the Antarctic.

We need the other creatures in the **biosphere** because they provide us with food, building materials, fuel, and medicine. Although we get these things from the biosphere, we must use them carefully. If we destroy the biosphere because we are greedy or just silly, then we will **die out** ourselves. This raises another interesting question, are humans more important than animals? We need to look after our biosphere to survive. Conserving the biosphere means looking after ourselves to ensure the survival of all living creatures on our **precious** planet. What if we cannot achieve this?

Some scientists are planning well ahead. In the future, the Earth

might not be able to support all the creatures living on it. They are searching for other planets in our solar system so that the human species and other creatures can move there to live. How might this be possible? The James Webb Space Telescope is looking for other planets that might be **habitable**. The telescope is looking for signs of oxygen and water vapour. The process will take many hundreds of years to work, therefore it is extremely important that we look after the Earth that we live on today.



A. Match the words with their meanings.

- | | |
|---------------------|---|
| a. scorching | i. no longer in existence |
| b. ancestors | ii. hunting of birds or animals illegally |
| c. conservationists | iii. a period of ten years |
| d. poaching | iv. people in your family who lived a long time ago |
| e. extinct | v. very hot |
| f. biosphere | vi. people who take an active part in the protection of the environment |
| g. decade | vii. the atmosphere in which plants and animals can live |
| h. habitable | viii. kind or type |
| i. species | ix. suitable to live in |



B. Answer the following questions.

- How are polar bears able to live in the very cold places?
- Why do the lions not live in cold places?
- What is natural habitat?
- Name three things that makes the habitat of animals different.

- e. How are the animals in danger saved?
- f. Why are some animals not discovered till now?
- g. What happens if other creatures on the earth die?
- h. Is it necessary to find another planet to live for us? Why?



Speaking

Work in pairs. Have conversations as in the example below.

Example: mobile phone

- A** : Why do we need a mobile phone?
- B** : We use a mobile phone because we can do many things with it.
- a. cow
 - b. policeman
 - c. aeroplane
 - d. computer
 - e. education
 - f. healthy food



Listening



A. Listen to the audio and complete these sentences. Use one word only.

- a. The speaker feels for the animals kept in zoos.
- b. According to him, the zoo animals usually look
- c. Zoo bosses argue that zoos are an way of educating children.

- d. Children can learn about animals with the help of television and
- e. Most of the animals in zoos are not in danger of



B. Listen to the audio again and write True or False.

- a. The speaker says the animals are happy in zoos.
- b. The speaker is in favor of the freedom of zoo animals.
- c. Most of the animals in zoos are endangered animals.
- d. The speaker says only endangered animals should be kept in zoos.



Grammar



A. Study the following sentences.

- a. Sital looks poor **but** she is rich.
- b. **Although** the weather was cold, she didn't wear a coat.
- c. **In spite of / Despite** a good night's sleep, he still felt tired.
- d. Mohan took out his pen **in order to** write a letter.
- e. Anup picked up his fork **to** eat his dinner.
- f. Kelvin switched on the light, **so that** he could see the room.
- g. We couldn't go out **because of** the rain.
- h. She reached the exam hall late. **However**, she scored a good grade.
- i. He ate a lot **because** he was very hungry.
- j. It was cold, **therefore** we lit a fire.



B. Complete these sentences with but/because/ because of/so that/in order to/therefore/ although.

- a. I can't walk any more..... I've been walking all day.
- b. He could not join the army the visual impairment.
- c. I like dogs a lot..... they are usually friendly.
- d.our class teacher was sick, she still came to school.
- e. I went to the bank.....I could withdraw some money.
- f. the heavy traffic, we could not reach the cinema in time.
- g. Sima was tired, she did her homework before she went to bed.
- h. She is talking clearly impress the headteacher.
- i. I work a lot I do not get good grades.



C. Combine the following pairs of sentences using the connectives given in the brackets.

- a. She is very rich. She lives a simple life. (although)
- b. He is ill. He wants to meet me. (in spite of)
- c. She works carefully. She makes many mistakes. (although)
- d. I went to the grocery. I could buy some rice. (so that)
- e. She has got good grades. She has not passed the entrance test. (however)
- f. He ran away. He was afraid. (because)
- g. We did not go out. It was raining heavily. (because of)
- h. It was hot. We went to play football. (although)
1. She bought a book. She bought a pencil. (and)
- J. He likes dancing. He doesn't like singing. (but)



Reading II

Government of Nepal

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Singhadurbar, Kathmandu, Nepal

26th Poush 2078

Notice about School Closure

This is to notify all the concerned everyone that the Ministry of Education, Science and Technology has decided to close all schools because of the **rapid** spread of COVID-19 **infection** in recent days. All schools across the country will be closed from 27th Poush to 15th Magh.

The government has decided to vaccinate all children between 12 and 17 years at health posts at local levels during the **vacation**. All parents are requested to contact schools and take their children for **vaccination** on the **specified** dates.

Since schools will remain closed for about three weeks, schools should make necessary **arrangements** for the learning of their students to continue through **alternative** methods. The universities can conduct pre-scheduled examinations following the public health and safety standards.



A. Find the words from the text which have the following meanings.

- a plan made to do something
- a thing that can be chosen out of two or more possibilities
- happening quickly or in a short period of time
- the act of giving a person a vaccine
- the act or process of causing or getting a disease



B. Answer the following questions.

- a. Which organization has published this notice?
- b. When was this notice published?
- c. Who is this notice for?
- d. What is the notice about?
- e. Why are the schools going to be closed?
- f. What are parents asked to do?
- g. How will the students learn during the vacation?



Writing



Mobile phones are very common these days. Some people think mobile phones as very necessary devices while other think mobile phones have badly affected people's life. What do you think? Write your opinion in a couple of paragraphs.



Project work

What activities are done to save nature in your locality? Take photos of them and prepare a poster showing these activities.

Getting Started



A. Look at the pictures below and tell a story using them.





Reading I

Why I Became a Vegan

Growing up, I did not really think about my weight. I **cheered** in middle and high school and just did not think too much about it in college. Post-college, though, I started gaining weight. I ate out more, was stressed more **consistently** with work, and looked up one day and was not happy about my weight.

Even more, I have become more in tune with my body and how I feel. This really started when I did the **Whole30**. Following those 30 days, I could really tell when my body did not feel good, and I was not **thrilled** about how much I did not feel great.



During this same time, I have started listening to the Almost 30 Podcast which has made me think about living a **holistic** lifestyle. I have already written about my **transition** to natural **deodorant**. The last branch of that holistic tree is becoming a vegan. My aunt and uncle started the trend of becoming a vegan in our family, my dad was next, and then me.

People become vegan for lots of reasons. But for me, it was about **eliminating** foods out of my diet that my body does not like. It was about putting things into my body that would make me feel good and help me to live my best life.

Vegans do not eat products that have come from an animal. For me, that means I do not eat **dairy** and animal-based protein like eggs and meat. I will eat regular butter if I am at a restaurant and I do eat honey. Also, I point out those last two things to

say all vegans do not have to be 'strict'. I believe like any other lifestyle change, this is about what works best for the individual and about living your best life.

People often ask me if this has been hard. Has it been difficult to cut those things out of my diet? I thought it would be, but I have been surprised at how easy it has been for me.

When I did Whole30, I learned that my body does not love dairy. Before those 30 days, I often went to bed with a stomach ache and really thought it was normal. Well, it was not. I rarely have a stomach ache now, rarely have a headache, have more energy and do not have acid reflux as much. It is kind of crazy!

There are ways to get protein outside of animals; I eat a lot of beans and chickpeas. And, there are an abundance of vegetables that I can incorporate into my diet. There are many options for your favorite non-vegan foods. You don't have to give up your favorite foods to be vegan.

(Adapted from an article by Jessica Sharp published on gentwentj.com)



A. Meanings of some of the words are given below. Decide which one among them is the contextual one.

- | | |
|-----------------|---|
| a. cheered | i. to encourage somebody or to give them hope or comfort |
| | ii. to shout loudly to show support or praise for somebody |
| b. consistently | i. in a way that has different parts that all agree with each other |
| | ii. always the same |

- c. eliminating
 - i. stopping to consider that somebody might be responsible for something
 - ii. removing or getting rid of something
- d. dairy
 - i. milk, cheese and other milk products
 - ii. a place on a farm where milk is kept and where butter and cheese are made
- e. incorporate
 - i. to create a legally recognized company
 - ii. to include something so that it forms a part of something



B. Write 'True' for true and 'False' for false statements.

- a. The writer was worried about her weight from high school.
- b. The writer was happy with her weight after college.
- c. The writer became a vegan to control his weight.
- d. Vegans eat milk but not meat.
- e. The writer feels stomach ache after cutting her diet.
- f. The vegans get protein being a vegan too.



C. Answer the following questions.

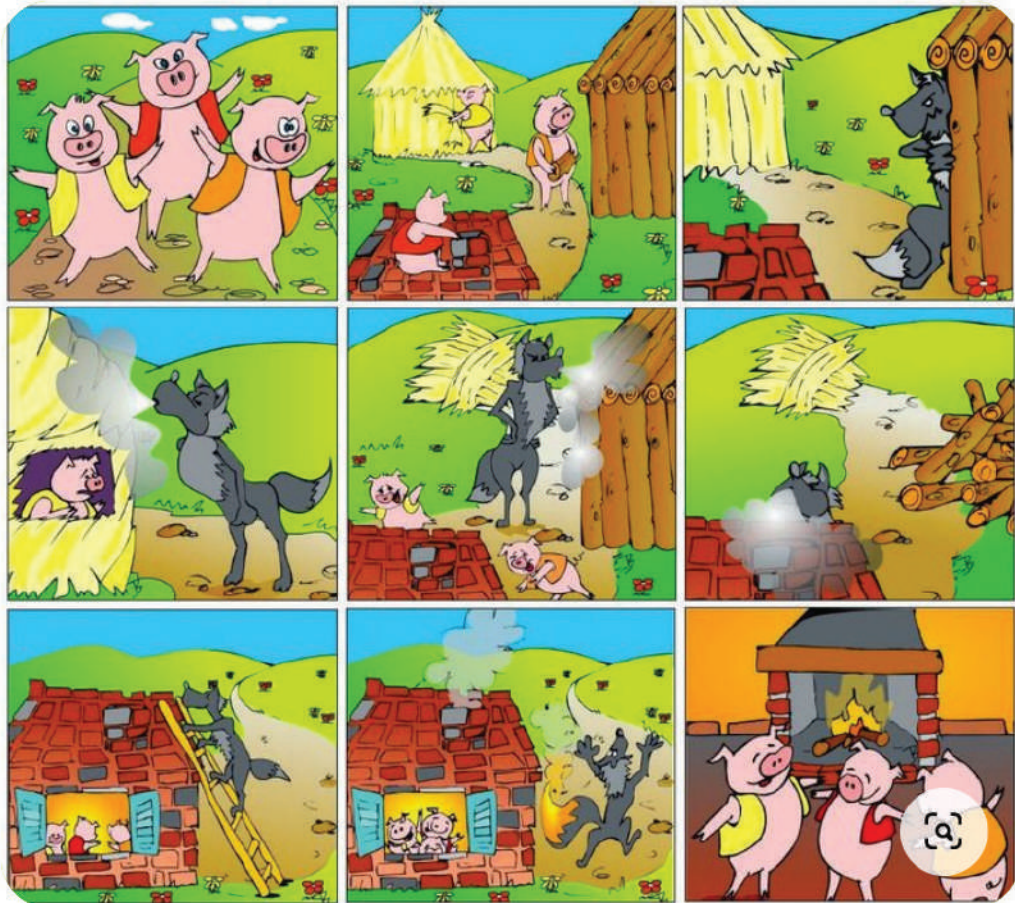
- a. When did the writer start gaining weight?
- b. What changed the lifestyle of the writer?
- c. Did the writer's family background support her to be a vegan?
- d. Why did the writer choose to be a vegan?

- e. How was the writer's health before taking the Whole 30?
- f. How can vegans supply the protein that their body needs?

 **Speaking**



Study the pictures below. Tell the story to your parents.





Listening



A. Listen to the audio and complete the sentences. Use one word only.

- a. The incident happened when the speaker was going to
- b. He did not call his because they were out for the evening.
- c. Instead of calling his parents or a taxi, he decided to for a bus in the bus shelter.
- d. He got his phone out and listened to some
- e. He saw a guy dressed in thick layers of clothing, walking slowly towards him.



B. Listen to the audio again and write whether these statements are True or False.

- a. The man seemed average and smart.
- b. The bus arrived on its scheduled time.
- c. The man grabbed the speaker's bag.
- d. The speaker ran away to another bus stop.
- e. The man followed the speaker to another bus stop too.



A. Study the following table.

Simple Past	Past continuous	Past perfect	Past perfect continuous
<ul style="list-style-type: none"> • I jumped in the puddle. • We drew some pictures. • They cooked some dinner. • She cleaned the house. • He joined the gym. • You sliced the beef. 	<ul style="list-style-type: none"> • I was jumping in the puddle. • We were climbing the tree. • They were cooking some dinner. • She was cleaning the house. • He was joining the gym. • You were slicing the beef. 	<ul style="list-style-type: none"> • I had jumped in the puddle. • We had climbed the tree. • They had cooked some dinner. • She had cleaned the house. • He had joined the gym. • You had sliced the beef. 	<ul style="list-style-type: none"> • I had been jumping in the puddle. • We had been climbing the tree. • They had been cooking some dinner. • She had been cleaning the house. • He had been joining the gym. • You had been grilling the beef.



B. Complete the following sentences with the correct form of the verbs from the brackets.

- a. We a video game when our friends came. (played, were playing, had played, had been playing)
- b. After I my lunch, I went back to the office. (ate, was eating, had eaten, had been eating)
- c. Matthew home late at night when the accident happened. (drove, was driving, had driven, had been driving)
- d. The gueststhe party before I reached the restaurant. (left, were leaving, had left, had been leaving)
- e. Emma..... her favorite program for two hours before her mother turned off the TV. (watch, was watching, had watched, had been watching.)
- f. When I saw my school friend in the street yesterday, I didn't recognize him because he a lot. (changed, was changing, had changed, had been changing)
- g. They were reading a book when somebody at the door. (knocked, was knocking, had knocked, had been knocking)
- h. I noticed that Premfor some time because his eyes were red. (cried, was crying, had cried, had been crying.)
- i. I..... to music at 7:00 p.m. yesterday. (listened, was listening, had listened)
- j. They to the theater last night. (went, were going, had gone, had been going)



Reading II

The History of Pens

The need for a pen developed as humans discovered **papyrus**. To write on papyrus, the Egyptians created the **reed** pen. They used **hollow** tubular marsh grass, especially bamboo as the body of the pen. One end of the tube was sharpened into the shape of a pen's nib and the tube was filled with writing fluid. The pen would be **squeezed** to allow the ink to flow out.



After centuries of using the reed pen, the quill pen was created in Seville, Spain. The **quill** pens were made from bird feathers like swans, turkeys, and geese. The feathers were dried to **discard** any oils present in them that would interact with the ink. The end of the feather was cut with a knife to sharpen it, making the tip of the pen. The quill could be used by dipping the feather in ink, which would fill up in the **shaft** as a reservoir. These pens were durable but they had to be sharpened with a knife frequently.

Before the quill, writing used to be in capital letters. But as the quill improved the smoothness and writing speed, more decorative and faster means of writing, including lowercase letters were developed. The quill pen would go on to be used for nearly twelve centuries.



The quills were replaced when John Mitchell from Birmingham, England started developing machine-made **steel-point** pens or dip pens on a mass scale. These

pens functioned the same way as quills but were much cheaper and **sturdier**. As writing became smoother and faster, constantly dipping the pens in ink got more and more frustrating. This led to the invention of the fountain pen.



The fountain pen was **patented** by Petrache Poenaru, a Roman inventor in 1827. This pen had an ink **barrel** and did not need to be dipped in ink regularly. In 1884, American inventor Lewis Edson Waterman designed and patented the three-channel ink-feed fountain pen. It ensured a smooth flow of ink and made the pen into a truly **transportable** tool. The fountain pen underwent many inventions throughout the 20th century, like the use of replaceable and refillable ink **cartridges**, and the use of plastic, metal, and wood.

Although American inventor John J. Loud patented the earliest design for a ballpoint pen in 1888, he could never perfect the flow of ink for the writer. Decades later, Hungarian journalist Laszlo Biro, living in Argentina started working on new designs for the ballpoint pen.



Laszlo Biro, the inventor of the first commercial ballpoint pen was a journalist. He was too familiar with the **annoyance** of ink **smudging** on paper. He decided to use the quick dry-in and introduced a small metal ball that rotated at the tip of the pen. This managed to keep the ink from drying and also distributing it smoothly. In 1943, Laszlo and his brother Gyorgy, a chemist, patented this new design. These pens, known as **biromes** were a huge commercial success. The patent for this design was then bought by Marcel Eich in 1945, whose company sold over 100

billion ballpoint pens worldwide.

Biro pens or biromes were the first commercially successful ballpoint pens. The ballpoint pen was a shining point in the **evolution** of pens. It was highly durable, more **convenient**, could write on multiple surfaces such as cardboard and wood, and even underwater and at high altitudes.

Today, with the **advent** of technology, pens are being replaced by smartphones, tablets, and laptops, and the use of pens is steadily declining. However, pens will go down as one of the most important inventions in the history of mankind.

(An article adapted from historyofyesterday.com)



A. Find the words from the text which have the following meanings.

- a. strong and not easily damaged
- b. to obtain a right for an invention or a process
- c. having a hole or empty space inside
- d. slow steady development of something
- e. the long narrow part of an arrow, hammer, etc.
- f. the coming of an important event, person, invention, etc.
- g. to get rid of something that you no longer want or need
- h. to make a dirty mark on a surface



B. Answer the following questions.

- a. What made the people invent a pen?
- b. How was the reed pen?
- c. How were quill pens made?
- d. Is fountain pen similar to the reed pen? How?

- e. Name the scientists who contributed for the development of the pen.
- f. What was the special feature of the ball pen?
- g. What is birome?
- h. Why is the use of pen decreasing these days?



Writing

Many events have taken place in the history of Nepal. There may be some important events that took place in the past in your community. Take help of some elderly people and write a couple of paragraphs about a particular event.

Use the following clues:

- Name of the event
- Time it took place
- People taking part
- Result of the event



Project work

Make a list of the events that you took part this year. Then complete the table below.

Event	Time it took place	Things you did

Unit

17

Making and Accepting Offers

Getting Started



Look at the pictures below and guess what offers are made.





Reading I

Naresh and the Stranger

Naresh was a simple, honest man. He lived in a little village with his family. He had a wife, three children, and his father and mother. He needed to work very hard to provide food for them. His wife had to look after the family. Therefore, she could not go out for work. The only income from Naresh was **insufficient** for the family. Sometimes, he would ask himself, "When will you be able to earn enough money to buy food? How will the children grow strong if they do not have **nutritious** food to eat?"



Poor Naresh went into his field and worked from morning till night every day. His only friend were his oxen, so he used to talk to them. "My friends," he would say, "When would I earn enough money to provide nutritious food for my kids?"

Sometimes even the neighbours heard him talking to his oxen. They laughed at him, but they were sorry about his **condition** too.

One day, Naresh went to a river to **fetch** some water. He had just finished filling his pot when he saw a **stranger** walking towards him. The man looked tired and ill. Naresh was a kind man, so he went up to the man and said, "Do you need some help? You look tired and ill."

The stranger replied, "Will you give me a drink and show me a place to rest?" Naresh gave him some water to drink. Then he said, "Will you come home with me? You can take a rest in my house and leave when you feel better."

The stranger thanked him and walked slowly by his side. When

they reached the house, Naresh's wife asked. "Who is this man? Has he come to stay here?"

Naresh took his wife to a corner and said, "This poor man looked ill, and he asked me if I would give him some water and show him a place to rest. When I saw that he was alone, I asked him if he would come with me. He has come, so I want you to look after him."

When she heard this, the wife started crying. She said that they did not have enough food for themselves.

"God will help us if we help others," said Naresh. "Give the guest some food." The stranger stayed for three days. On the third day, he felt better, so he said to Naresh, "I am leaving now, but before I go, would you like to come with me to the river?"

Naresh told his wife that the stranger wanted him to go to the river with him, and left. He said that he would soon return to his work and went to the river with the stranger. The stranger took him to the river bank. There, he pointed at a big stone and said, "Lift the stone and dig the ground **beneath** it."

Naresh did as the stranger had told and found a big pot. He lifted it up and passed it to the stranger. The stranger opened the pot and pulled out a bag. It was full of money.

"You are a good man," he said, "And, I want to help you. You were kind to me when I was ill and alone. The money is for you and your family. Take it."

Naresh was very **surprised**. He said, "God is great and helps us all. I did not help you for money. You are very kind, but I cannot take this money."

The stranger replied, "I shall be very happy if you take it. You have been a good friend and I want you to have it."

Naresh took the money and thanked the stranger. "Where are you going? What will you take with you?" He further said, "Let me give you some food to eat."

The stranger smiled and thanked Naresh. "When God gives me friends like you, I need nothing. I shall reach home safely," he said. Then he said goodbye to Naresh and left.



A. Match the words with their meanings.

- | | |
|-----------------|--|
| a. insufficient | i. to go to another place to get something |
| b. nutritious | ii. in or to a lower position |
| c. condition | iii. not enough |
| d. fetch | iv. the state that something or someone is in |
| e. stranger | v. having the feeling of wonder |
| f. beneath | vi. containing many substances that our body needs |
| g. surprised | vii. a person whom one does not know |



B. These sentences are from the story above. Who said them to whom?

- Do you need some help?
- Will you come home with me?
- Would you like to come with me to the river?
- The money is for you and your family. Take it.
- I shall be very happy if you take it.
- Let me give you some food to eat.



C. Answer the following questions.

- Who were there in Naresh's family?
- What was Naresh worried about?

- c. Why did the neighbors laugh at Naresh?
- d. Was Naresh a good man? How do you know?
- e. How was the stranger?
- f. What did the stranger ask with Naresh?
- g. Was Naresh's wife happy when Naresh took the stranger home? Why?
- h. How did the stranger help Naresh?
- i. Who do you think the stranger is?



Speaking



A. Learn the ways of making and accepting offers.

Making offers	Accepting offers
<ul style="list-style-type: none"> • Would you like something to drink? • Would you like some coffee? • May I bring you some coffee? • Can I help you? • Would you like me to type your letters for you? • Shall I get you something to drink? • Can I do something for you? • How about a coffee? 	<ul style="list-style-type: none"> • That would be very kind of you. • Yes please. I'd like to. • Yes please. That would be nice / lovely. • Thank you. That would be great.



B. Your friend is at your home today. You can't wait him to ask things. So, you want to make offers before he asks. What do you say if:

- he looks hungry
- he looks tired
- he looks bored
- he doesn't know how to turn on the TV
- he wants to go to the bus stop



Listening



Listen to the audio and answer these questions.

- Who is the visitor?
- How is her dress?
- Why does Lora like to keep the bag with her?
- Where does Lora sit?
- Why does she not eat cake?
- What are they planning to do?



Grammar



A. Study the following sentences.

- The room **where** we stayed was very nice.
- The day **when** I met my best friend was unforgettable.
- My sister, **who** is a doctor, lives in New York.

- That's the book **which** I like the most.
- This story is about a man **whose** son dies in a war.
- She is the girl **whom** I saw at the park yesterday.
- I do not know **why** he became angry.

Note: We use relative pronouns to introduce **relative clauses**. Relative clauses tell us more about people and things. Use the relative pronouns as given below.

- Who (person in subject)
- Whom (person in object)
- Whose (possession)
- Where (place)
- When (time)
- Which/ that (things,/ animals)
- Why (reason)



B. Fill in the gaps with correct relative pronouns.

- A palace is a place a king or queen lives.
- An actress is a woman..... plays in films.
- This is the girl..... mother is from Dang.
- This is the time of the year..... many people visit Muktinath.
- The flowers..... grow in the garden are very beautiful.
- I cannot remember the reason he did that
- Pukar, mother is a doctor, is very good at biology.
- She didn't see the snake was hiding in the grass.

- i. Do you know the shop Jina picked me up?
- j. Punita is the girl the teachers always trust.



C. Join the following pairs of sentences using relative clauses.

- a. The police arrested the man. He murdered his wife.
.....
- b. I can't remember the name of the street. I lost my passport there.
- c. Where are the shoes? I bought them yesterday.
.....
- d. The book is very interesting. I borrowed it from the library.
.....
- e. I'll never forget the day. I got my first bike on that day.
.....
- f. This is the man. His dog bit me.
.....
- g. The pupils missed the test. They came late.
.....
- h. This is my boyfriend. His father works at Macy's.
.....
- i. That man is a politician. I forgot his name.
.....
- j. I'll show you the church. I got married there.
.....



Reading II

From a Railway Carriage

Faster than **fairies**, faster than witches,
Bridges and houses, **hedges** and **ditches**;
And charging along like **troops** in a battle
All through the meadows the horses and cattle.

All of the sights of the hill and the plain,
Fly as thick as driving rain;
And ever again, in the **wink** of an eye,
Painted stations whistle by.

Here is a child who **clambers** and **scram**
All by himself and gathering **brambles**;
Here is a **tramp** who stands and gazes;
And here is the green for **stringing** the **daisies**!

Here is a cart runaway in the road
Lumping along with man and load;
And here is a mill, and there is a river:
Each a **glimpse** and gone forever!



A. Find the words from the text which have the following meanings. Consult a dictionary if it is necessary.

- a. creatures like humans with magical powers
- b. rows of bushes or small trees
- c. long, narrow channels made in the ground by digging
- d. soldiers in large groups
- e. close and open one eye quickly
- f. climbs
- g. leave or go away from a place quickly
- h. plants covered in thorns
- i. a person who travels from place to place
- j. hanging
- k. moving with difficulty
- l. a quick look



B. Answer the following questions.

- a. What is the speaker travelling on?
- b. How fast does the train move?
- c. What are left behind by the train?
- d. What does the poet compare the railway station with?
- e. What was the boy doing?
- f. What were the ladies in the village doing?
- g. How was the cart moving?



Writing



A. Study the following email.

Hi grandparents,

I hope you're doing well. I wanted to write you an email to update you on what's been going on with me.

School has been going well and I'm really enjoying my classes. I'm also doing a lot of extracurricular activities. Recently, I joined the school newspaper and I'm really enjoying it. I'm also thinking about joining the sports team.

I hope you're doing well too. I can't wait to hear all about what's been going on with you when we next talk.

Love,

Your grandchild



B. Write an email to your friend about your study to your friend. You may take the help of the sample given in exercise A.



Project work

Watch videos of people making offers and accepting them on YouTube and pick the expressions they make to make offers and accept them.

Getting Started



A. What do you think of the people below?





Reading

Road accidents in Nepal: Are poor roads solely to blame?

Every day, as we **scroll** through the news feed or **flip** through the pages of a newspaper, we witness news of a road accident. After that, we curse a lot of people - those in power and those responsible for the poor construction of the road. But if we **delve into** the causes of road accidents, we will find it is not just the government or the department associated with road **infrastructure**.

Driver's negligence is a key factor contributing to the high number of deaths in road accidents. Driving is a personal thing, and the responsibility for maintaining safety is more on the drivers.

Safe driving is a mixture of discipline, experience and maturity - traits young people lack. If the minimum age to acquire a driving license is extended from 16 to 20, it might help reduce the road accidents.

Motorbikes, among others, are the most popular form of vehicle in Nepal. In developing countries like Nepal, motorbikes **outnumber** cars. Among other reasons, what makes two wheelers so popular is the cost. What is more, motorbikes can **manoeuvre** themselves through traffic **congestion**, which is another problem on Nepali roads. Mostly they are between the age of 18 and 40, and it is the age where one does not have much control over emotions and desires. Youths in Nepal are seen riding motorbikes at a very high speed.

Safe driving is a mixture of discipline, experience, and maturity - **traits** young people lack. If the minimum age to acquire a driving license is extended from 16 to 20 or even more, it might

help to decrease the number of road accidents. The parents at home and the educational institutions should also play their roles by monitoring the youngsters. Schools and colleges can restrict students from riding until they turn 20. And parents should not be in a hurry to buy their kids a motorbike or any other vehicle. The youths should be given access to vehicles only after they attain a sense of maturity.

At night, we often come across drivers who drink and drive. Since driving requires great concentration, a slight mistake can cause severe injury or even death. The drivers themselves must be conscious of their drinking habits. They should not drink before driving. That is something a responsible driver can do.

And from the **perspective** of the law, a person who drinks and drives must be punished and made aware so that s/he does not repeat it. Strict checking should be held at the checkpoints in the city areas, and enough traffic officers should be **deployed** to get hold of the **culprits**.

Poor road infrastructure is something that should not be overlooked while discussing the deaths caused by road accidents. The narrow lanes with countless potholes are responsible for the increasing number of road accidents. There are roads where two vehicles cannot even pass through. During the monsoon, especially in hilly areas, roads are blocked for days due to landslides. The passengers face such **ordeal** that they opt to stay home than travel. Such is the condition of road infrastructure in Nepal.

Poor road conditions result in a number of accidents. To develop better road infrastructure, the different government agencies; Department of Roads and Department of Transport Management should **coordinate** between themselves. That way, we will witness less number of road accidents.



A. Match the words with their meanings.

- | | |
|-------------------|---|
| a. scroll | i. to explore or search through |
| b. flip | ii. set of movements needing skill |
| c. delve into | iii. to move up and down |
| d. infrastructure | iv. to be greater in number than somebody/ something |
| e. outnumber | v. to make many different things work effectively as a whole |
| f. manoeuvre | vi. turn over |
| g. congestion | vii. a way of thinking about someone or something |
| h. traits | viii. people who commit crimes |
| i. perspective | ix. a situation in which there is too much traffic |
| j. deployed | x. something that causes physical or mental suffering |
| k. culprits | xi. characteristics that someone has |
| l. ordeal | xii. moved into position |
| m. coordinate | xiii. the basic systems and services that are necessary for a country |



B. Write 'True' for true and 'False' for false statements.

- Road accidents are very common these days.
- Drivers are more responsible for road accidents than the government.
- Motorbikes are more popular than other vehicles in Nepal.

- d. It is good to give bikes to the kids so that they become experienced drivers.
- e. Good drivers drink and drive.
- f. Nepal has poor road infrastructures.
- g. Good coordination among different departments is seen in Nepal.



C. Answer the following questions.

- a. Who are more responsible for road accidents in Nepal?
- b. Why should the drivers be more responsible for safety?
- c. What traits are people lacking?
- d. How can schools and colleges help reduce the number of accidents?
- e. What should be done to the drivers who drink and drive?
- f. Write two features of roads in Nepal.

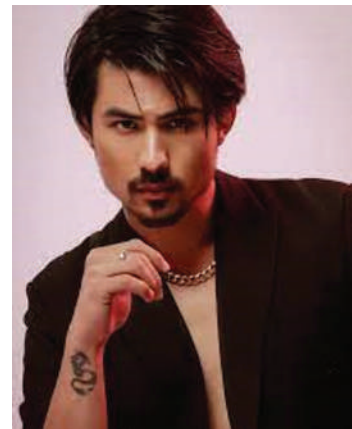


Speaking



A. Observe the picture and answer these questions.

- a. Do you know him?
- b. What is his name?
- c. What does he do?
- d. What do you think of him?
- e. What do you say when you ask opinion about someone or something?



- f. What do you say when you give opinion about someone or something?



B. Study the following table.

Asking for opinion	Giving opinion
What do you think of ...?	I think ...
How do you feel about ...?	I feel ...
What is your opinion about ...?	I find ...
What's your idea about ...?	I believe ...
Do you agree with ...?	In my opinion, ...
Do you agree that ...?	In my view, ...



C. Act out the following conversations in pairs.

Conversation I

- Nirmala** : What do you think of keeping long fingernails?
Yam : I think it is bad for health.
Sarita : But, long fingernails make your fingers attractive.

Conversation II

- Sheela** : Have you watched Mina's dance?
Deepak : Yes. I have. What do you think of her dance?
Sheela : It is wonderful.
Nim : I agree with you. Her dance is very beautiful.

Now, have similar conversations in the following situations.

- biting fingernails
- hunting animals

- c. climbing mountains
- d. social media
- e. horror films



Listening



A. Listen to the audio and fill in the gaps with correct words. Use one word only.

- a. Sweden was voted the best place in the world for being safe and
- b. Canada is also considered the best place to live because it has got lots of adventure.
- c. It is okay to live in Canada but it is really there.
- d. The time is the perfect time to live in Canada.
- e. Hotels and restaurants in Canada were not very
- f. Canadians are really and outgoing as well.
- g. One of the speakers wants to to Canada.



Grammar



A. Study the following.

1. We make negatives by putting ***not*** after **the first part of the verb**:
They **are** ***not*** working hard.
They **will** ***not*** be working hard.

They **had** not worked hard.

They **have** not been working hard.

They **might** not have been working hard.

2. For all verbs except *be* and *have*, we use **do/does + not** or **did + not** to make **negatives** in the **present simple** and **simple past**:

They work hard.	>	They do not (don't) work hard.
He works hard.	>	He does not (doesn't) work hard.
They worked hard.	>	They did not (didn't) work hard.

3. When we make a negative with the to-infinitive, we put **not in front of the to-infinitive**:

He told us not to make so much noise.

We were asked not to park in front of the house.



B. Change the following sentences into negative.

- a. I met them yesterday.
- b. She called me a liar.
- c. I waited for an hour.
- d. She recognized him immediately.
- e. The cat jumped out of the window.
- f. He quit school at twelve.
- g. She is looking for a job.
- h. I have watered the plants.
- i. She enjoys spending time with children.
- j. He feeds stray dogs and cats.
- k. He works hard to support his family.
- l. She earns a hefty salary.



Reading II

Long Life

Life is too short to be spent
griping about the past, things
you don't have, places you
haven't seen, things you
haven't done.



Life is too short to be spent
holding grievances against another,
finding fault in your brother, counting
the wrongs done on you.

Life is just long enough
to enjoy the beauty of a sunrise, the
smell of wet earth,
and the sound of laughter,
after a long day's work.

Life is just long enough
to practice **compassion** and **generosity**, to
comfort the grieving,
to lend strength to the fainthearted, and
direction to the lost.

- Tricia Mae Chua



A. Find the words from the poem which have the following meanings.

- a. complaining about something in an annoying way
- b. feelings that you have been treated unfairly
- c. a mistake
- d. a strong feeling of sympathy for people
- e. willing to give money, time etc. to the needy ones
- f. not being confident or brave



B. Answer the following questions.

- a. What things make a person's life shorter?
- b. What do the people living a short life complain about?
- c. How does our life become if we look for fault in others?
- d. How is the life of the people who do hard works?
- e. What does the speaker suggest us doing in the last stanza?
- f. What does our life span depend on?



C. What activities will you do to make your life longer? Discuss.



Choose the correct expression from the box and complete the dialogue.

- Is there any chance of an appointment with Dr. Singh today?
- But, he might be able to see you at 5 p.m.
- I had my teeth filled by Dr. Singh two weeks ago.
- That would be great.
- What the problem is

A : Hello, No Pain Dental Home. How can I help you?

B : Hello.

A : Could you tell me exactly ?

B : Yeah, Now, it is broken, and it's really, really uncomfortable.

A : Well, let me see. Dr. Singh is very busy today.....
Is that ok?

B : Any earlier?

A : Yes, if he comes early, he'll be here at 3:00 p.m..

B : Oh,

A : Could I take your name please?

B : Yes, it is Simran.

A : Thank you Simran. See you at 3:00 p. m.



Read and complete the following conversation using any correct expressions of your own.

Joe : What did you do yesterday?

May : Not much, I read a book. ?

Joe : I watched TV for a couple of hours and went to bed early. I've been really tired lately.

May : What from?

Joe : Nothing in particular, I think I'm just bored.



Project work

These days some people think that students should not be given mobile phones whereas some think it helps in our learning. Ask some people randomly about their opinion in this. Then share the responses in the class.

Getting Started



Read what the following people are saying and report them to your friend.

I'm very tired today.



I love Nepali food.



I'm reading a book.



I'll go to market.



A Tale of Two Birds

Once upon a time, there lived a bird and her two newly **hatched nestlings** in a forest. They had a nest in a tall, shady tree where the mother bird took care of her little ones day and night.

One day, there was a big storm. There was **thunder**, lightning, and rain. The wind blew down many trees. The tall tree in which the birds lived also fell down. A big heavy branch hit the nest and killed the mother bird. Fortunately, the nestlings were not killed but the strong wind blew them away to the other side of the forest. One of them came down near a cave where a gang of **robbers** lived. The other landed outside a **hermitage** where an old **cultured** hermit **resided**. Both places were close to each other.

Days passed and the nestlings became big birds. One day, the king of the country came to the forest for hunting. He saw a deer and rode after it. It ran deep into the forest followed by the king. Soon, the king lost his way. He could not come out of the forest because he did not know where he was.

He rode on for a long time till he came to the other side of the forest. Very tired, he got off his horse and sat down under a tree that stood near a cave. Suddenly, he heard a voice cry out, "Quick! Hurry up! There's someone under the tree. Come and take his jewels and his horse. Hurry up or else he'll slip away." The king was amazed. He looked up and saw a big, brown bird on the tree under which he was sitting. The **wicked** bird said to the king, "Where are you going?" He also heard faint noises **issuing** from the cave. He quickly got onto his horse and rode away as fast as he could. One of the robbers saw the king and

said, "Stop where you are or I will kill you with my sword". The king was brave. He stopped and picked up his bow, took an arrow, and targeted the robber. The king said, "Come and fight with me." Then the robber went into the forest to call his gang. Since the robbers were more in number, the king decided not to mess with them. He rode swiftly away.

Soon, the king reached a safe place. It was a tranquil place. The surroundings were beautiful. There was a hermitage. The king tied his horse to a tree and sat down in its shade. Suddenly, he heard a gentle voice announce, "Welcome to the **hermitage**, Sir. Please go inside and rest. The hermit will be back soon. There's some cold water in the pot. Please make yourself comfortable." The king looked up and saw a big, brown bird in the tree. He was amazed. "This one looks like the other bird outside the cave," he said to himself aloud.

"You are right, Sir", said the kind bird. "He is my brother but he has made friends with robbers. He now talks as they do. He doesn't talk to me anymore." Just then the hermit entered the hermitage.

"Welcome, Sir", the hermit said to the king. "Please come inside and make yourself comfortable. You look tired. Rest for a while. Then you can share my food."

The king told the hermit the story of the two birds and how each had behaved differently though they looked so alike. "The forest is full of surprises," he said.

The holy man smiled and said to the king, "After all, one is known by the company one keeps. That bird has always heard the talk of robbers. He **imitates** them and talks about robbing people. This one has repeated what he has always heard. He welcomes people to the hermitage. Now, come inside and rest. I will tell you more about this place and these birds."



A. Take the help of a dictionary and match the words with their meanings.

- | | |
|--------------|--|
| a. hatched | i. coming out from |
| b. nestlings | ii. lived |
| c. thunder | iii. a place where a hermit lives |
| d. robber | iv. to behave in a similar way |
| e. hermitage | v. the loud noise that comes right after lightning |
| f. cultured | vi. opened the egg and produced the baby |
| g. resided | vii. baby birds |
| h. wicked | viii. morally wrong and bad |
| i. issuing | ix. having or showing good manners |
| j. imitate | x. people who steal from a person or place, especially using violence or threats |



B. Which of the following is the correct order of the events in the story?

Situation 1

- The bird informed the robbers about the arrival of the king.
- The mother bird died but the nestlings did not die.
- One of the nestlings lived near a hermitage.
- The hermit told the king that one was known by the company one kept.

- e. The bird tried to make the king feel comfortable at the hermitage.
- f. The tree where the birds lived fell.

Situation 2

- a. A bird lived in a forest with its babies.
- b. The bird informed the robbers about the arrival of the king.
- c. The tree where the birds lived fell.
- d. The mother bird died but the nestlings did not die.
- e. One of the nestlings lived near a hermitage.
- f. The bird tried to make the king feel comfortable at the hermitage.
- g. The hermit told the king that one was known by the company one kept.



C. Read the text again and answer the following questions.

- a. What created a problem for the birds?
- b. With whom did the baby birds live after their mother's death?
- c. Why did one bird become like a robber and the other like a hermit?
- d. What message did the hermit give to the king?



Speaking



A. Work in the groups of three and practise the conversations below.

Punam : What are you doing, Punam?

Bikash : I'm planting potatoes.

Neeta : What did Punam ask you, Bikash?

Bikash : She asked me what I was doing.

Neeta : And, what did you say?

Bikash : I told her that I was planting potatoes.

In the conversation above Bikash has reported the conversation between him and Punam to Neeta. Now, act out the following conversations below first, then report it to your friend.

1. **A:** What's your name?

B: My name is Ramita?

2. **A:** Do you like to read stories?

B: Yes, I like to read stories.

3. **A:** Where are you from?

B: I'm from Dang.

4. **A:** Did you play football yesterday?

B: Yes, I played football yesterday.

5. **A:** Can you lend me your book?

B: Sorry, I can't.



Listening



Listen to the audio and choose the correct answer.

- a. What is the news about?
 - i. film heroes
 - ii. teenage heroes
 - iii. national heroes
- b. Where did Ralph find the robber?
 - i. in the kitchen
 - ii. in the bed room
 - iii. in the living room
- c. How did Ralph feel when he saw the robber?
 - i. surprised
 - ii. scared
 - iii. terrified
- d. What did Ralph do after he saw the robber?
 - i. followed him
 - ii. caught him
 - iii. chased him



Grammar



A. Study the following table.

Direct speech	Indirect speech
a. The teacher said to the boys, "Have you done your homework?"	The teacher asked the boys if they had done their homework.
b. The little girl said to the man, "Will you help me?"	The little girl asked the man if he would help her.
c. Ridish said , "I have been reading this book."	Ridish said that he had been reading that book.
d. My mother said to me, "Go and change your dress."	My mother told me to go and change my dress.
e. Rita said , "I had read this book before I gave it to you."	Rita said that she had read that book before she had given it to me.
f. Alish said , "I will bring my guitar."	Alish said that he would bring his guitar.
g. The boss told the clerk, " Bring me that file."	The boss ordered the clerk to bring him that file.

Note: In the above sentences you can notice different changes made while changing the sentences from direct speech to indirect speech. The changes made are highlighted in different colours. Mainly you can notice the change in reporting verbs (pink), conjunctions (blue) and verb tense (brinjal). Observe these changes and generalise how it is done. To learn further, you can study a grammar book or search in the internet.



B. Change the following sentences into indirect speech. The beginning is given.

- a. "I'll see you tomorrow." She said.
→ She said that
- b. "I like this book very much." Prem said.
→ Prem said that
- c. I said to him, "How old are you?"
→ I asked him
- d. Reena said to Bharat, "What time does the film start?"
→ Reena asked Bharat
- e. The teacher said, "Do you work on time."
→ The teacher asked
- f. The man said to her, "Are you buying this book?"
→ The man asked her
- g. Prem said, "I will sing a song in the programme."
→ Prem said that
- h. Mona said, "I had been to Japan before you went there."
→ Mona said that
- j. A stranger said to me, "Can you help me to carry this load."
→ A stranger asked me



Reading II

Pokhara international airport inaugurated

By Himalayan News Service

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POKHARA, JANUARY 1

Newly-built Pokhara Regional International Airport - the third international airport in the country - was **inaugurated** by Prime Minister Pushpa Kamal Dahal at a special **ceremony** held here today.

On the occasion, Dahal **unveiled** a **plaque** marking the official inauguration of the airport after arriving in Pokhara along with Deputy Prime Minister and Minister for Finance, Bishnu Paudel.

Extending his **gratitude** to everyone who played a role in conceptualising and completing the project, Dahal said the long-awaited moment by the people of Pokhara had finally come. Stating that **connectivity** is an integral part of bringing positive development in the region, he said, "The newly-built airport will contribute to the economic development of not just Pokhara, but the whole country as well."

Paudel also **commended** locals of Pokhara for their sacrifices and patience for the completion of the project.

"With the completion of a new international airport in the region, the question remains on how we can make the most effective use of the airport. I urge the authorities to complete all the necessary processes responsibly to conduct international travel from the airport. There is also a need to link Pokhara with other areas of the country to increase tourism activities within the country and we are working towards proper upgradation

and **maintenance** of roadways to ease connectivity among them. The government will focus on developing necessary physical infrastructure across the country to reach the targeted **milestones** in other sectors as well," he said. Regional Director of the Asia and Pacific Office of the International Civil Aviation Organisation Tao Ma expressed his gratitude and appreciation to the government of Nepal for inviting him to the inauguration ceremony of PRIA.

Stating that the development of airport **infrastructure** and air services are vital for ensuring connectivity, socio-economic development, and disaster relief efforts in landlocked countries, he congratulated the Government of Nepal on the completion of the national pride project.

(Source: *thehimalayantimes.com*)



A. Complete the following sentences with the words given in the box below. You can take the help of a dictionary if needed.

plaque, ceremony, unveiled, milestones, gratitude, connectivity, commended, maintenance, infrastructure, inaugurated

- a. A new bridge was built. The minister it today.
- b. Family members and relatives attended the wedding of the couple.
- c. The statue was covered by a red cloth which the chief guest
- d. The students organized a programme to express their to their teacher who is going to retire next week.

- e. The names of all the people who died were written on the kept at the monument.
- f. The new bridge will help for the between two districts.
- g. The chairman all the members after the successful completion of the campaign.
- h. The roof is leaking. It needs an immediate
- i. A new road was built in the village. This road will be an importantfor the development of the village.
- j. Electricity is an important for the industries.



B. Answer the following questions.

- a. What is the news about?
- b. Who inaugurated the ceremony?
- c. How is the new airport helpful for the country?
- d. Is the airport helpful for the tourism? How?
- e. What is the full form of PRIA?
- f. Why is an airport important infrastructure for a landlocked country?



Writing



Please go through the news story in Reading II once again and write a similar news story with the help of the outlines given below.

- Hospital in Duradanda inaugurated by the Mayor
- 20-bed hospital

- became ready in two years
- NRS five crores invested
- Mayor unveiled the plaque among the locals
- People of five wards of Sundarbazar Municipality will be benefited
- The mayor thanked the people for their participation during the construction



Project work

Collect some English newspapers. Cut the news that you like the most. Then, identify the headline, byline, place and date line, leading paragraph, etc.

ENGLISH Level - 3 (Grade 6-8) Part IWO



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