

Based on Non-formal and alternative education

ENGLISH

Level- 3 (Grade 6-8)

Part One

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 a lifelong process. To help the learner reach the required level of competency, various kinds of learning resources are required. Through both formal and informal education, it is important to give students the chance to improve their fundamental reading, math, and life skills. Non-formal education gives opportunities to learners who have not easy access of formal education and want to learn outside of the school. Students should get an understanding of the social environments as well as the virtues of self-reliance, discipline, and morality through their basic education. Similarly, respect and protection of tangible and intangible cultural values towards caste, religion, language, culture, and region are also expected as important aspects of basic education. Taking this into consideration, educational materials for non-formal and alternative learning have been developed. It is intended to provide learning opportunities to children and adults who were unable to pursue formal education due to different factors such as geographical hardship, poverty, social barriers, lack of public awareness etc. In line with the National Curriculum Framework and National Qualification Framework, this learning material has been designed with activities based condensed curriculum of Center for Education and Human Resource Development (CEHRD). It also includes activities that allow learners to learn on their own with partial support from facilitator. This educational material can also be beneficial to students who are enrolled in formal education programs.

This learning material has been developed for Third Level learners of non-formal education and it will be evaluated and adjusted with necessary modifications in response to the feedback from wider stakeholders. CARE Nepal and Samunnat Nepal have provided financial and technical support for development of this learning material. English learning material of level 3 was prepared by Mr. Ramesh Dhakal and Mr. Navraj Sharma. The significant contribution in the development of this learning material was provided by Mr. Deepak Sharma, Director General, Mr. Rudra Prasad Adhikari, Deputy Director General, Mr. Nilakantha Dhakal, Director, and Mr. Baikuntha Acharya, Section officer from the Center for Education and Human Resource Development. The layout and design of this learning material is carried out by Mr. Dipesh Ghimire.

The Center for Education and Human Resource Development would like to thank everyone who contributed to the development and revision of this learning material and sincerely requests for constructive recommendations from all parties including facilitators, students, parents, intellectuals, and all readers for the further improvement of the content.

December 2023

Center for Education and Human Resource Development

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Unit 1

Introducing Others

By the end of Unit 1, learners will be able to ;

- introduce others.
- use the simple present tense of the verb "to be."
- read and understand a short biography.
- write a short biography.
- use appropriate punctuation.

Getting Started



A. What do you think the man in the middle is doing? What are the women doing?





B. Have you ever introduced a third person to your friend? How did you do it? Recall the moment and discuss it with your two friends. Practice introducing each friend.

Reading

T.S. Eliot



T.S. Eliot is a great American-born English poet, playwright and literary critic. His full name was Thomas Stearns Eliot. He was born on September 26, 1888 in Missouri to Henry Ware Eliot and Charlotte Champe Stearns.

Eliot took his higher education at Smith Academy, the boys' college preparatory division of Washington University from 1898 to 1905. He studied Latin, ancient Greek, French and German. He began to write poetry when he was fourteen. His first published poem was "A Fable for Feasters". It was written as a school exercise and was published in the Smith Academy

Record in February 1905. He studied philosophy at Harvard College from 1906 to 1909. He completed B.A. in 1909 and M.A. the following year. He had also worked as a philosophy assistant at Harvard from 1909 to 1910. By 1916, he completed his PhD from Harvard.

He suffered from hernia in his childhood. His parents hired an Irish nurse to look after him. His nurse was a catholic; this could have been a reason for his attachment and inclination towards Catholicism from his childhood. His writings are also deeply influenced by the Biblical stories, myths, and its teachings from the very time he adopted Catholicism.

Eliot was one of the most influential poets of the 20th century. His writings brought a new wave in writing poetry. His first publication, *The Love Song of J. Alfred Prufrock*, is regarded as a masterpiece of the modernist movement. His other best-known poems in English language are: *Gerontion* (1920), *The Waste Land* (1922), *The Hollow Men* (1925), *Ash Wednesday* (1930), *Old Possum's Book of Practical Cats* (1939), and *Four Quartets* (1945). He is also remembered as a great source of enlightenment in the light of religion for his seven plays, particularly *Murder in the Cathedral* (1935), *The Cocktail Party* (1949), and *The Rock-a pageant play* (1934). He became successful to give new height to the English poetry and other forms of writing. Eliot was awarded both the Order of Merit and the Nobel Prize for Literature in 1948.

Leaving a strong landmark in English poetry and making an influence on modern English literature, T.S. Eliot passed away on January 4, 1965 in London.



A. Match the words with their meanings.

a. playwright	i. an outstanding piece of work
b. philosophy	ii. a person who writes drama or plays
c. masterpiece	iii. the study of knowledge, truth, etc.
d. landmark	iv. died
e. passed away	v. an event marking a unique or important historical change



B. Read the text again and complete the table about Eliot's life with correct information.

Year	Incident
1888 AD	Was born.
1905 AD	.....
.....	Completed B. A.
1916 AD	.....
.....	Was awarded with Nobel Prize.
1965 AD	.....



C. Answer the following questions.

- Who were T. S. Eliot's father and mother?
- When did Eliot start writing poems?
- What problem did he face in his childhood?
- What made him inclined towards Catholicism?
- What was Eliot's first publication?
- Name any two poems written by T.S. Eliot.



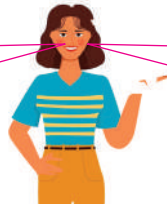
D. Do you know some poets in Nepali literature? Write the names of these poets.

Speaking



A. Act out the following conversation with two friends.

Good morning, Anita.
This is Anju. She is
a new student of our
class. She is 12 years
old, and she is from
Golbazar Siraha.



Melina

Hello, Anju. This is
my classmate, Anita.
She's our brilliant
student. She is 12
years old too and she
is from Bhagwanpur.



Good morning,
Anita, how do
you do?



Good morning,
Anju, how do
you do?



B. Study the following expressions used to introduce others.

Teacher!
How can we, introduce our old friends to new one?

Have you met Hello, (Name) this is
Do you know....
Let me introduce you to
I don't think you have met....
you haven't met, have you ?
I would like you to meet.....

Then the newest friends greet each other by saying,

- How do you do?
- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- Delighted to meet you.



C. Work in groups of three. Introduce each other in the following situations.

- You are taking your friend to your home. Your mother does not know him or her.
- You are taking your friend to your school. You want to introduce him or her to your teacher.
- You want to introduce your father to your school friend.
- You have your brother with you. You meet a friend on the way and want to introduce your brother to your friend.

Listening



B. Listen to the recording and tick the best answer.

- a. Ranjan lives near the
- i. post office ii. bus station iii. school
- b. Both Ranjan and Manju read in grade.....
- i. five ii. six iii. seven
- c. Manju's father teaches in a near their home.
- i. campus ii. university iii. school



C. Listen to the recording again and write True or False.

- a. Manju and Ranjan were already good friends.
- b. They introduced each other.
- c. Ranjan's father is a businessman.
- d. Both Manju and Ranjan were happy at the end.



D. Now, write about either Manju or Ranjan. Write as much information as you remember.

Grammar



A. Complete the following sentences with the correct forms of the verb 'to be' (is, am or are).

Example: Maya my best friend.

Ans: Maya is my best friend.

- a. Prem a good singer.
- b. My pet dog very beautiful.
- c. Nita and Mohan students.
- d. The childrenbusy.
- e. The peoplein the park.
- f. Wewatching TV.
- g. My father35 years old.
- h. I a young student.
- i. My mother a shopkeeper.

Note: We use 'am' with I, 'is' with a singular subject (for example; he, Nisha, a nurse, etc.) and 'are' with plural subjects (for example; they, children, people, etc.)



B. Change the following sentences into negative.

Example: Shankar is my brother,

Ans: Shankar is not my brother.

- a. She is reading a book.
.....
- b. I am angry.
.....
- c. The flower is red.
.....

d. They are rich.

.....

e. You are a student.

.....

f. Mrs. Rai is a farmer.

.....

g. It is a sunny day.

.....



C. Change the following sentences into questions.

Example: Pritam is a dancer.

Ans: Is Pritam a dancer?

a. Nita is from Chitwan.

.....

b. Pritam is a farmer.

.....

c. A cat is a pet.

.....

d. He is a student.

.....

e. This is a dolphin.

.....

Writing



A. Write a short biography of Bal Krishna Sama using the given clues.

Name	: Bal Krishna Sama
Real Name	: Bal Krishna Shamsheer Janga Bahadur Rana
Date of Birth	: Magh 24, 1959 BS (February 08, 1903)
Birthplace	: Gyaneshwor, Kathmandu
Parents	: Samar Shamsheer Janga Bahadur Rana/ Kirti Rajya Lakshmi Rana
Early Life	: Studied in Durbar High School, Rani Pokhari and I. Sc. from Tri-Chandra College, Ghantaghar
Contribution	: Wrote many stories, poems, essays, compositions and biographies : Known as one of Nepal's greatest dramatists
Literary works	: Mutuko Byatha, Mukunda Indira, Pralhad, Andhabeg, Bhakta Bhanubhakta, Prempinda, Amar Singh, Swasni Manchhe, etc.
Death	: Saun 06, 2038 BS (June 20, 1981)



B. Learn the use of full stop.

The full stop (also known as a period) is the simplest of punctuation marks to use.

Use full stop to mark the end of a sentence.

Examples: Rome is the capital of Italy.

I was born in Sarlahi and ... now I live in Kathmandu.

Use full stop to indicate an abbreviation.

Examples: I will arrive between 6 a.m. and 7 a.m.

Dr. Karki is a physician. (Doctor Karki is a physician.)

Use full stop in numbers to separate the whole number from the decimal.

Examples: \$ 10.43 (ten dollars and 43 cents)

14.17 (fourteen point one seven)

After a single word which can form a sentence.

Examples: Goodbye.

Stop.



C. Put the full stop where necessary in the paragraph.

Plants need sunlight and water to make their own food You can do an experiment to test if this is true Place a bucket over a patch of green grass After a few days, lift the bucket You will see that the grass is not as green anymore If you leave the bucket in place for a week, the grass will become very dull This happens because the grass cannot make food in the dark Remove the bucket In a few days, the grass will start turning green again.



Project work

- Visit a nearby library. Collect information about a popular person in your country. Write a short biography of him or her based on the information.
- Or, explore the biography of any popular person from your other books (Nepali or Social Studies) and prepare short biography of that person in English language.

Unit 2

Expressing Wants and Needs

By the end of Unit 2, learners will be able to;

- read short poems.
- express their wants and needs.
- use simple present tense correctly.
- make sentence using type 1 conditional.
- write a short paragraph or short stories.

Getting started



A. Study the picture below and guess what these people want.



B. What do you want to be in the future? Discuss with your parents.

I Want to Be...

I want to be your shell
that you can put your heart in
to keep it safe
with hope and faith

I want to be your favorite place
some were you can go
to find peace and serenity
and show your true identity

I want to be the smile you put on your face
the thing that brightens up the day
that proves love is real
not just a spinning wheel

I want to be your man
that you can call your own
to wipe your tears
and throw away your fears

You're the reason for this poem
the reason I feel this way
the love I feel for thee
the love I wish you felt for me



A. Match the words with their meanings.

Words	Meanings
a. faith	i. the quality of being peaceful and calm
b. serenity	ii. complete trust in someone or something
c. identity	iii. you
d. thee	iv. the fact of being who a person is



B. Fill in the blank spaces with the correct words from the text.

- The speaker wants to protectof the next person being like a shell.
- Smile is the thing that brightens up the
- The speaker wants to wipe of his lover.
- The poet has written this poem for his

Speaking



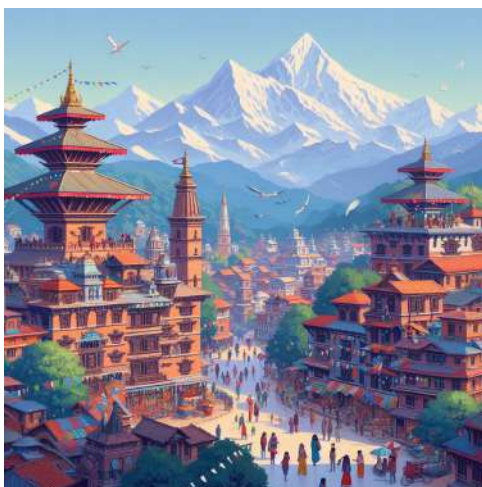
A. Study what the people are wishing in the pictures below.



I wish I had a bicycle.



I wish I had long hair.



I wish I was on a tour.



I wish I was at home.



B. What wish would you make in the following situations? Tell your friend.

- a. You are short and you want to be taller.
Answer: I wish I was tall.
- b. You want to be rich.
- c. You want to go on a holiday.
- d. You want your friends to visit you.
- e. You want to have an English dictionary.
- f. You want to climb Mt. Everest.
- g. You want to swim in a river.
- h. You want to visit London.

Listening



Listen to the audio and complete the table with the information you hear. Use no more than two words.

Name	Martha
She's from
Where is she from?
Who does she usually celebrate her birthday with?
Who gives her money?

Name	Kenji
He lives in
Where does he live?
Where does he go for a picnic?
What does his family buy for him?

Name	Sun-Hyi
She's from
Where is she from?
Who cooks a special meal?

Grammar



A. Choose the correct option.

- I always drink/ drinks tea in the morning.
- What do/ does Hira like to eat?
- My brother play/ plays football.
- We visit/ visits our parents every weekend.
- Where do they go/ goes for their shopping?
- Do/ does you paint houses?
- Sabina don't/ doesn't cook food.
- People sometimes don't/ doesn't obey the rules.



B. Complete the following sentences.

- The children often cartoons.
(watch/ watches)
- Pritam well at night. (sleeps/ sleep)
- They sometimes to the sea.
(travel/ travels)
- Mohan and his sister in the same class.
(study/ studies)
- My brother and I to the music while working.
(listen/ listens)
- The children their teeth every night.
(brush/ brushes)
- My parents in village. (stay/ stays)
- Our school annual sports meet every year.
(organizes/ organize)

- i. Studentstheir homework regularly.
(submit/ submits)
- j. Nainabike to her office. (ride/ rides)

Note:

- Use the singular form of verbs (goes, plays, does, etc). with singular and uncountable subjects (a boy, a cat, he, water, etc).
- Use the plural form of verbs (goes, plays, does, etc). with plural subjects (my friends, we, they, etc).

Writing



A. Study the following paragraph.

My Wish

Every person has their own wishes. These wishes are very personal to them, and they try to fulfil them soon. It is their wishes and dreams that help them to live. People work hard daily because they have wishes that they want to achieve. I, too, have my own dream. My greatest wish is to become a teacher. This wish is helping me every day to live. When I think of my wish, I feel the happiest. I feel very motivated to work hard daily. Being a teacher is a tough job. One has to study a lot every day to become a teacher. They have to take examinations to get the job. The examination to become a professor is really tough. But I want to be successful in my life and make my parents proud and happy. So, I am regularly working on my greatest wish.



Now, write a paragraph about your wish.



Project work

Visit some elderly people in your locality. Ask them about their wishes. Collect the information and complete the table below.

S. N.	Name	gender	Age	Wish

Unit

3

Requesting and Responding

By the end of Unit 3, learners will be able to;

- read short paragraph or application letter.
- request for something and respond to the request.
- use model verbs (will, would, can, could.).
- write an application letter for sick leave.

Getting started



A. Act out the conversations below.



Reading

June 5, 2022

The Principal,
Shree Panchakanya Secondary School
Nagarjun-7, Syuchatar, Kathmandu

Subject: Application for sick leave.

Dear Sir,

With humble request, I would like to inform you that I have been suffering from the flu since yesterday. The doctor has suggested that I take medicine and rest for five days. So, I will not be able to come to school for five days. Therefore, I request you to grant me a leave for these days. I shall be very grateful to you.

Your obedient student,

Kristina B. K.

Level: 3

Roll No. 5



A. Find the words from the application that mean the following. The first letter has been given.

- a. a written request for asking something - a.....
- b. not proud- h.....
- c. advised - s.....
- d. to give or to allow- g.....
- e. dutiful and disciplined- o.....



B. Fill in the gaps with the correct information from the application.

- Kristina studies in in Panchakanya Secondary School.
- Kristina has written this application to her school's
- Kristina has been ill due to
- The doctor has suggested her to take rest for
- Kristina cannot go to the school for



C. Answer the following questions.

- Where is the school located?
- Why does Kristina need medicine and rest?
- How long will Kristina stay at home?

Speaking



A. Act out the given conversation in pairs.

Chandra : Good morning Lira!

Lira : Good morning Chandra. What are you doing here?

Chandra : I am waiting for the lunch.

Lira : Oh, I'm also here for lunch. Will you pass me that menu?

Chandra : Sure, here you are.





B. Make requests in the following situations.



Close the window.



Lend me the bicycle.



Get my mail.



Feed my cat.



Wash the dishes.



Take my picture.



Listen to this
song.



Give me a hair cut.



Make me a cup of
coffee.

Listening



A. Do you use a computer? For what purposes do you use it? Discuss with your friend.



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

- The participants of the conversation are Dipak and.....
- Dipak's plan is to start class.
- Dipak wants to learn using
- Dipak's uncle lives in
- Dipak thinks that he doesn't want to his time on social site.

Writing



A. Complete the following leave application letter with your own information.

.....

.....,

Subject: Application for sick leave

Dear Sir,

With humble request, I would like to inform you I have been suffering from since The doctor has suggested me to take.....

So, I will not be able to come to school for

Therefore, I request you to grant me a leave for these days. I shall be very grateful to you.

Your obedient student,

.....

.....



B. Do you have an email account? If not, ask your teacher /facilitator to create your email address. Then, compose an email writing the body as in exercise A.

From: (Write your email address.)

To: (Write your school's head teacher/ principal's email address)

Subject: an application for sick leave

Dear sir/Madam,

.....
.....
.....
.....
.....

With regards

.....
.....
.....
.....



Project work

Meet some people and make requests to help you on different ways. For example; ask one to carry your bag, ask the other to lend you some money and so on. Then, complete the table below.

S. N.	Name of the person	Request you made	His/her response

Unit

4

Expressing Good Wishes

By the end of Unit 4, learners will be able to;

- read text on celebration of festivals.
- express good wishes.
- make command or request using imperative mood.
- write a short paragraph or describe about the festivals.

Getting started



A. Look at these pictures. What do you think people do during these festivals? Talk to your friends.





Some Festivals of Nepal

1. Lhosar

The Lhosar festival celebration in Nepal holds a higher rank in some communities of the mountains. Sherpas, Gurung, Tamang, Thakali etc. celebrate this festival with great importance. Lhosar is the Tibetan word for “new year”. 'Lho' means “year,” and 'Sar' means “new”. There are three kinds of Lhosar festivals: Tamu Losar, Sonam Losar and Gyalpo Losar.

Tamu Lhosar is a festival observed by the Gurung communities of Nepal. Tamu Losar is celebrated on every 15 Poush of the Nepali calendar (in December/ January). Every year on this day, people from the



Gurung community gather and they celebrate this festival merrily. They sing, dance and eat different traditional foods and attend rallies.

Sonam Losar is celebrated by the Tamang community of Nepal. Tamangs celebrate their new year on the first day of the new moon or in other words the very next day after the no-moon day of the month of Magh. Every year on this day, people from the Tamang community gather together and sing and dance. They also eat different traditional foods.

Gyalpo Losar festival is mostly celebrated by the Sherpa community of Nepal. People from the Yolmo community also celebrate this festival. People gather together and have feasts.

2. Gai Jatra.

Gai Jatra festival is the procession of cows. It generally falls in the month of Bhadra. The festival of cows is one of the most popular festivals in Nepal. It is said that people in ancient times started worshiping Yamaraj, "the god of death" on this day.

Traditionally every family who had a death in the family during the preceding year must participate in a procession through the streets of Kathmandu leading a cow.



If a cow is unavailable then young kids dressing as cows are considered a fair substitute. However, there is also a tradition of leading a cow with kids in funny costumes.

After the cow procession is over in the afternoon, everyone takes part in another tradition in which the participants dress up and wear masks. People also enjoy the moments with songs, jokes, mockery, and humor until late evening.

Gai Jatra is a festival that enables people to accept the reality of death and to prepare oneself for life after death. It heals the grief and sorrow, at least a little, when people see the cow procession and realize people die, and we are not alone in the country who lost our loved ones.



A. Match the words with their meanings.

- | | |
|---------------|---|
| a. observed | i. large meal |
| b. merrily | ii. happily |
| c. feasts | iii. long time ago |
| d. procession | iv. a person or thing taking place of another |
| e. ancient | v. celebrated |
| f. substitute | vi. a number of people walking together |



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

- All the people in Nepal celebrate Lhosar.
- Different Lhosars are celebrated at different times of the year.
- People from the Yalmo community celebrate Sonam Lhosar.
- Gai Jatra is mostly celebrated in Kathmandu.
- A cow must be there in Gai Jatra.
- Gai Jatra helps to reduce the pain of people whose beloved are dead.



C. Answer the following questions.

- Who celebrates Tamu Lhosar?
- How do people celebrate Sonam Lhosar?
- Who is Yama?
- Who participates in Gai Jatra?
- What is done in the evening of Gai Jatra?



D. Which is your favorite festival? How do you celebrate it? Share with your friend.

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. Udhauli |
| c. Chhath | d. Holi |
| e. Eid | f. Teej |
| g. Buddha Jayanti | h. Maghi |
| i. Christmas | j. Maghi |

Listening



A. Listen to the recording and circle the correct word.

- Gaura is a very popular festival in the Eastern/Western Nepal.
- It falls in the month of Bhadau/Asoj.
- Women worship Gauri/Shiva at the festival.



B. Listen to the recording again and write Yes or No.

- Men fast at Gaura festival.
- Deuda is performed on the occasion of Gaura.
- Deuda is played with traditional music.



C. Now, talk to your partner. Ask and answer about Gaura festival.

Grammar



A. Study the following sentences.

- a. Do your work.
- b. Please listen to me carefully.
- c. Raise your hand.
- d. Put on your shoes.
- e. Knock on the door before entering.
- f. Don't make noise.
- e. Don't fight with your friends.
- f. Tell your teacher.
- g. Don't eat junk food.

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

Examples:

Please put the plates on the table.

Don't make so much noise please.



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

Example: salt pass me please the
pass me the salt please.

- a. door please answer the
- b. lunch don't your forget
- c. English speak please in
- d. wait please for me



C. Imagine that you are a little child's elder brother or sister. The child is doing things that he shouldn't do. Write what he should do as in the example.

Example : The child is pulling his sister's hair.

: Don't pull your sister's hair.

- a. The child is not eating fruits.
- b. The child is playing games on a mobile phone.
- c. The child is shouting.
- d. The child is drawing on the wall.
- e. The child's room is dirty.
- f. The child is tearing books.
- g. The child is not drinking water.

Writing



Write a paragraph about a festival you celebrate. Use the clues below.

- What is it?
- When is it celebrated?
- Who celebrates it?
- What do people do?



Project work

Collect some photos of the celebration of the festivals, paste them on a chart, write the name of the festival below the pictures and write a short description of the festival. Present the chart to your friends or parents.

Unit

5

Making Suggestions

By the end of Unit 5, learners will be able to;

- read text or story.
- make suggestion to others in English language.
- make sentences using type II conditional.
- write a story completing the text with clues from skeleton story

Getting started



A. Read the poem below.

Should I or Shouldn't I

Should I stay..
Should I leave?
Should I hate..
Should I love?
Should I disobey..
Should I listen?
Should I be nice..
Should I be heartless?
Should I be kind..
Should I be cruel?
Should I be afraid..
Should I be strong?



Should I be sad..
Should I be happy?
Should I cry..
Should I laugh?
Should I let my emotion rules myself
and just do what I want?
Should I just stop asking myself
what should I do now and what shouldn't I do?
Should I just listen to what the voices
in my head saying to me?
But I end up smiling and smiling
for what should I have to say the next..
Should I continue,
Should I stop?
Should I.. or shouldn't I?
Where should I begin again and where should I end?
Should I or shouldn't I?
What would you do if you we're in this situation right now?
Would you do something or just let it be,
and then you start with your own riots..
Will you..? would you..?
Should you.. or shouldn't you?
What do you think?
Cus i'm confused I have no clue and I dont know
what am i supposed to do..
What to do oh.. What to do! !

-Zaarah Jasmin

A Daring Plan



A young man named Aditya helped a tiger, a snake and a goldsmith who were stuck in a well. The tiger was grateful and gave Aditya jewelry. Aditya brought the jewelry to his friend, the goldsmith. The goldsmith recognised the jewelry – it belonged to the King’s younger brother who had gone missing. In order to win a reward, the goldsmith falsely accused Aditya of harming the King’s younger brother. The King put Aditya in jail.

As Aditya sat sadly inside the jail cell, he remembered the snake’s promise. He called out the snake’s name. Moments later, the snake slithered into the jail. “How are you my friend?” asked the snake, “And why are you in jail?”

Aditya told the snake the whole story. “Don’t worry, Aditya. I have a plan.” The snake whispered a plan in Aditya’s ears.

The next day news spread across the palace that the queen had

been bitten by a snake. The best doctors in the kingdom were called to treat her. But the queen remained unconscious. The king announced a reward for anyone who could treat the queen.

Aditya told the soldier outside his cell that he could save the queen. The king immediately sent for him.

“I need to enter the queen’s room all alone. No one should be present in the room. Otherwise the cure won’t work.”

The king left strict instructions with the guards that no one except Aditya be allowed to enter the room.

The room was quiet when Aditya entered. He whispered the snake’s name once again. The snake smiled at Aditya and drew the poison out from the queen’s body. Aditya thanked the snake before it disappeared.

A few minutes later, the queen opened her eyes. The king was overjoyed. “Young man, you may ask for any reward you want.”

“Your Majesty, I don’t want any wealth. I only ask that you listen to my story. I have not harmed your brother. I ask you to believe me.”

Aditya then narrated everything that had happened, including the three promises made by the tiger, the goldsmith and the snake.

The king cancelled Aditya’s jail term. He sent for the goldsmith and punished him instead. He then gave Aditya a bag of gold for his honesty.

(Adapted from The Panchatantra)



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

- a. a person who makes things from gold: g.....
- b. blamed someone for doing something wrong: a.....
- c. slid: s.....
- d. passed from view: d.....
- e. felt great joy: o.....



B. Read the story again and write 'True' or 'False'.

- a. The goldsmith was a good man.
- b. Aditya really killed the king's younger brother.
- c. The snake met Aditya in the jail.
- d. The snake bit the queen to help Aditya.
- e. Aditya cured the queen in the presence of the king.
- f. The king freed Aditya from the jail.



C. Answer the following questions.

- a. How did Aditya and the snake become friends?
- b. Why was Aditya sent to jail?
- c. How was Aditya able to cure the queen?
- d. Why was the goldsmith punished in the end?

Speaking



A. Study the following sentences.

- Let's go see a movie.
- Why don't we start a business?
- How about buying a new bicycle?
- You should inform the police.

The above sentences are the expressions that we use while giving suggestions. We use the following structures to give suggestions.

You should + infinitive How about + V-ing?

Why don't you + infinitive If I were you, I would



B. What do you suggest in the situations? Use the structures discussed in A, and share with a friend.

- a. It's a lovely Saturday afternoon. It's your holiday.
- b. Your mother is planning to go out and it is raining outside.
- c. It is your winter vacation.
- d. Some people are fighting in the street.
- e. Your friend has a fever.
- f. Your neighbour lost her bike.
- g. Your friend wants to improve his English.
- h. Mina is worried about her exam.
- i. Your father is free at home.
- j. Your sister is weak in maths.

Listening



A. Listen to the recording and fill in the blanks with suitable words.

- Ivan has lost his
- First, Suvam advised Ivan to tell about it to his
- Ivan told it to the teacher but it was not
- Ivan finally told that it was a good to tell all his friends.



B. Listen to the recording again and tick the best answer.

- Ivan and Suvam are.....
 - brother and sister
 - friends
 - teacher and students
- Ivan was of telling it to other friends.
 - happy
 - excited
 - afraid
- Ivan advised Suvam to go in front of the class and say it
 - slowly
 - softly
 - loudly

Grammar



A. Study the following sentences.

Column A	Column B
If I were you, I would go to hospital.	If I get money, I will buy a cycle.

If you came early, you would get a reward.	If you study, you will pass the exam.
If I had time, I would call him.	If she is sick, she will not come.
If she invited me, I would go.	If you get up early, you will not miss the bus.
If you helped him, he would help you too.	If Ankit sees me, he will call me.

Note: The sentences in column 'A' show the situations that are unlikely to happen at present. They are called Type 2 conditionals. Similarly, the sentences in column 'B' show the situations that are possible to happen at present. The sentences in Column 'B' are Type 1 conditionals.



B. Match the first half of the sentences with their correct endings.

Column A	Column B
a. If I were the king,	i. I'd call him.
b. If I had five thousand rupees,	ii. she would not be in the park.
c. If I was rich,	iii. I'd buy a bicycle.
d. If I saw Mohan,	iv. I'd make all the people happy.
e. If Sita was busy,	v. I'd help the poor.



C. Fill in the correct forms of the verbs.

- a. If I were you, I (start) now.
- b. If Charles (ask) me, I would lend him my tools.
- c. If I (be) at home, I will study the new words.
- d. If Sam has a hammer, he (lend) it to me.
- e. If Mary helped in the kitchen, she (get) more pocket money.
- f. If you (come), you would see her.
- g. If we go to London, we (see) the Tower.
- h. Susan will help you if she (get) more pocket money.
- i. I (tell) you if you asked me.
- j. He (wash) his hands if you give him some soap.
- k. If you close the door, nobody (see) you.
- l. If we (eat) too much, we would get fat.
- m. I will travel to the USA if I (have) enough money.
- n. If you (get) up early, you would catch the bus.
- o. If I have some money, I (buy) a new car.

Writing



A. Write a short story on the basis of the following outlines.

An ant and a dovefriendsa hunter comestries to shoot at the bird..... ant sees.....bites the huntercries..... bird flies awaythe ant fall into the waterthe dove takes leafant climbs upbecomes safemoral

While writing the story:

- Write a title.
- Write in the past tense.
- Elaborate each point.
- Write a suitable moral lesson like 'A friend in need is a friend indeed'.



Project work

Visit a nearby health post or a hospital. Visit one of the staff members there and ask him or her to give you some suggestions for a healthy life. Write them on the chart paper and share with your friends.

Unit 6

Expressing Intention with Reasons

By the end of Unit 6, learners will be able to;

- read text on games and sports.
- express their intention with reasons.
- use connectives correctly in English.
- compose paragraphs/ short essays related to games and sports.

Getting started



Guess what these people are going to do.



Football (Soccer)

Football or soccer is considered to be the most popular sport in the world. It is a team sport played between two teams of eleven players using a round ball.

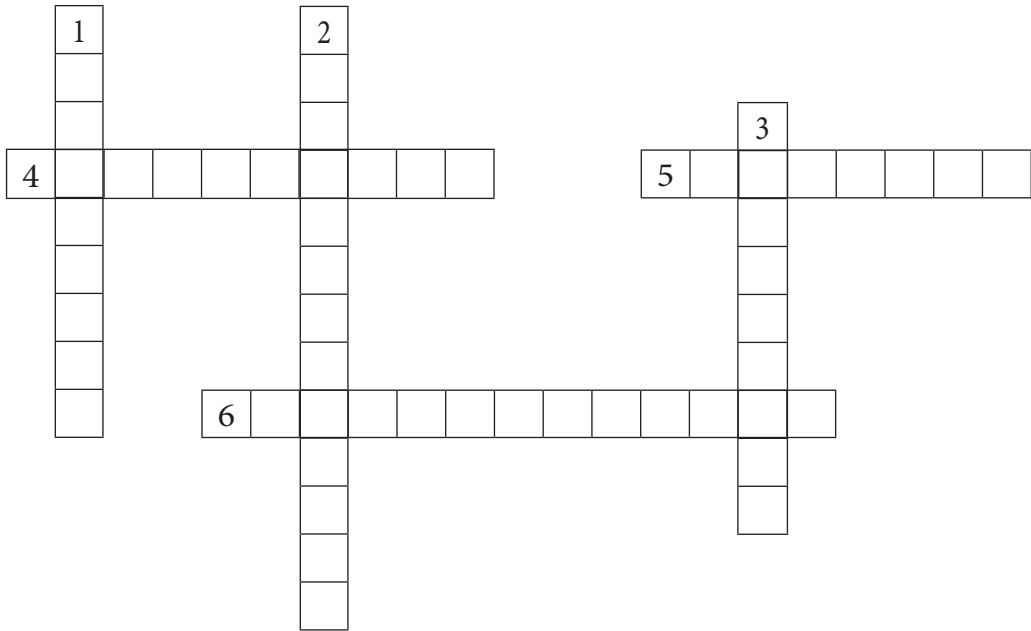
Football is played on a wide rectangular field with a goalpost on each end of the field. The objective of the game is to score a goal by putting the ball into the adversary (other team's) goalpost. The goal is kept by a goalkeeper who is allowed, with the exception of other players, to use his / her hands in the game. The winning team is the one who score the most goals. If the football (or soccer) match ends in a draw, the two teams may be redirected to play extra time and / or penalty shootouts. In penalty shootouts each team takes turns to have a set number of kicks at the goalpost.



The way football is played now was first codified in England. Nowadays, it is governed by the FIFA, "Fédération Internationale de Football Association" (International Federation of Association Football.) The game is played now all over the world and competitions are organized nationally, continentally and internationally. The most prestigious of football competitions is the World Cup, which is held every four years.



A. Complete the crossword puzzle below.



ACROSS

4. a group of organizations
5. managed in a system
6. relating to two or more nations

DOWN

1. something that is not included in a rule
2. relating to the continents
3. one's opponent in a contest



B. Choose the correct alternatives.

- a. Soccer is another word for football.
 - i. True
 - ii. False

- b. Each team includes 22 players.
 - i. True
 - ii. False
- c. The rules of the game were established
 - i. by an international committee
 - ii. in England
- d. The World Cup competition takes place
 - i. annually
 - ii. every four years



C. Answer the following questions.

- a. What type of game is football?
- b. How many players play football from each team at a time?
- c. Where do we play football?
- d. What should a team do to win a match of football?
- e. How is the winner decided if both teams score equal goals?
- f. What's the full form of FIFA?
- g. How often is the World Cup held?

Speaking



A. Act out the following conversation in pair.

- Mira : Daddy, I want to join dance class.
- Krijan : Why do you want to join it?
- Mira : Because dance keeps us fit. It also makes our body flexible.



B. Work in pairs. Take turns to ask and answer questions as in the example. Use the prompts from the box, or make your own.

Examples: travel to Kathmandu/my mother lives there

A : I want to travel to Kathmandu.

B: Why?

A: Because my mother lives there.

see a doctor / have a health problem

A: I want to see a doctor.

B: Why?

A: Because I have a health problem.

- a. go to village/uncle's marriage
- b. go on a diet/to lose weight
- c. join music class/ be a musician
- d. get up early/go morning walk
- e. go to a dentist / to fill the tooth
- f. learn to drive/ be easy to go to office
- g. start a YouTube channel/ to earn money

Listening



A. Look at the picture below and discuss with your friends in classroom, what problems are shown and why they occur.





B. Listen to the audio and complete the sentences.

- Earthquakes are caused by the breaking of underground
- The seismic..... make the ground shake.
- The rocks break due to the built up
- The rocks continuously until they get stuck again.
- The underground point where the rock breaks is called the of the earthquake.
- Epicentre of the earthquake is right above the focus on the

Grammar



A. Match the sentence halves.

a. We got into trouble	i. because of you.
b. We cancelled the trip	ii. because of bad weather.
c. We hurried indoors because	iii. because it was raining.
d. She passed the test	iv. because of her teacher.
e. I couldn't arrive on time	v. because I missed the train.
f. He can't walk	vi. because of arthritis.

Note: We use the word “because” while connecting two clauses when the second clause provides a reason or explanation. The ‘because of’ is always followed by a noun phrase like; bad weather, her teacher, arthritis, etc.



B. Complete the following sentences with "because" or "because of."

- a. She has applied for the visa.....she wants to travel to Russia.
- b. Manish could not join the meeting he was sick.
- c. Nepali people became happythe victory over India in the cricket match.
- d. They are tired.....the heavy work.
- e. I am angry with youyou did not call me.
- f. Nish topped the class.....her hard labour.



C. Now join the pairs of sentences with "because" or "because of."

Example: I went to the bank. I had to cash a cheque. (because)
I went to the bank because I had to cash a cheque.
She is happy. She got the prize. (because of)
She is happy because of the prize.

- a. Mina is healthy. She does yoga regularly. (because)
- b. She has got good marks. She works hard. (because)
- c. I can't travel by plane. I have a fear of height. (because of)
- d. I don't like to walk. The road is muddy. (because of)
- e. The teacher likes Lakpa. He is intelligent. (because of)
- f. The climbers stopped. The weather was very bad. (because)
- g. I did not reach the office on time. There was heavy traffic on the way. (because of)

Writing



Write an essay on 'My favorite Games.' Use the clues below.

- What is it?
- Where is it played?
- How many teams?
- How is it played?



Project work

Meet some youths in your community. Ask them what they want to do in the future? Also ask them why they want to do so? Then, complete the table below..

S. N.	Name of the person	What does she/he want to be?	Why?

Unit

7

Predicting

By the end of Unit 7, learners will be able to;

- read the weather forecast and a text on migration.
- express their prediction about recent future.
- use Simple future Going to future and future perfect tense in English.
- narrate sequential events and use transitional words.

Getting started










Look at the pictures and guess what is going to happen.



Reading

Weather Forecast

Sunday June 20	Monday June 21	Tuesday June 23	Wednesday June 23
			

Thursday June 24	Friday June 25	Saturday June 26
		



A. Put a tick mark in the right box.

Day	Rainy	Cloudy	Sunny	Stormy	Cold	Hot	Windy
Sunday			√				
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							



B. Match the dates with the correct weather.

Dates	Weather
June 20	Windy
June 21	Cold
June 22	Hot
June 23	Sunny
June 24	Rainy
June 25	Cloudy
June 26	Stormy

Speaking



A. Study the following sentences.

- The sky looks cloudy. It's **going to** rain.
- I **will** pass the examination.
- Mitra **is going to** sell his house.
- Pratima **will** come home this evening.
- The girls **are going to** plant trees.

Note: We use will or to be + going to (am going to, is going to, are going to) to make future predictions. To be going to is used to make predictions on the basis of evidence and we use will to make general predictions.



B. Talk to each other in pairs based on the given situations.

- It's raining heavily.
- Gita studies very well.
- It's very windy.
- He looks tired.
- She looks happy.

Listening



Listen to the audio and complete the table below.

Cities	Maximum (Celsius)	Minimum (Celsius)	Rainfall (Millimeter)
Biratnagar	32	.....	No rainfall
Janakpur	.....	23	No rainfall
Kathmandu	26	13	.....
Pokhara	.....	12	20
Butwal	33	.....	No rainfall
Birendranagar	.....	13	10

Grammar



A. Fill in the blanks with 'will' or 'is/am/are going to'.

- Iwatch a movie tonight. I have already got a ticket. (will, am going to)
- Prem visit the zoo next week. (will, is going to)
- I see the doctor. I have an appointment. (will, am going to)
- Nira buy a new dress. (will, is going to)
- Nitesh has bought a cake. He celebrate his birthday. (will, is going to)
- The Principal has called all the teachers in his office. They have a meeting. (will, are going to)



B. Complete the sentences using the verbs in brackets. Use 'will' or am/is/are going to' with the verb.

- We a picnic in our garden. (have)
- Susan the bathroom next weekend. (paint)
- I think he her name. (find out)
- I will not go out this evening. I a walk in the garden. (take)
- Let's hope that the wind away the clouds. (blow)
- Meera a good mark because she has studied hard. (get)
- Pema his new bike in the park. (ride)
- I hope Jane me to her party. (invite)

Writing



A. Study the following holiday plan.

My Holiday Plan

I am going to garden during my summer vacation. Gardening has been an interest for me for a long time. So, I will design a garden myself and give it all my time during the summer holidays. Within a month or two, I am sure that the garden will be ready so that I can spend a little time to preserve all the plants and trees once the school reopens. I am looking for rare plants that are good for the environment. Once my garden work is done, I will build a fence around it.



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



Project work

Ask some of your friends about their plan in the new year and write in the table below. Then use this information to write a short story that describes your friends' plans.

S. N.	Friend's name	Plan

Unit 8

Describing Past Habit

By the end of Unit 8, learners will be able to;

- read a story and historical events.
- narrate past events.
- use simple past, past continuous, past perfect and 'used to +v1' to make sentences.
- write a short story and historical events.

Getting started



Look at the pictures below that show the Kathmandu Valley in the past and at present. Compare the past and present images of Kathmandu.



Gairigaun: Then and Now

Mukesh is an eleven-year-old boy. He lives in Gairigaun. He studies in class six. One day, his English teacher told that the village was different in the past than what it is now. He could not believe it. He decided to ask about it to his grandfather who knew many things about the past. As soon as he reached home, he went to his grandfather. His grandfather told Mukesh that many things have been changed in the village in his life time. His grandfather's story attracted him very much.

This is what his grandfather said: There had been a peaceful travellers' rest in the middle of the village. People used to call it '*Bar Pipal Chautaro*'. Many travellers used to take rest at the *Chautaro*. *Pipal* was bigger than *Bar*, I think. I used to spend a lot at the *Chautaro* and meet many people. People used to come there for rest and recreation. We could hear melodious songs by the birds while sitting at the *Chautaro*. There were large, plain, smooth stones where people used to sit and talk about different matters about the village. There was a water tap nearby. Children used to play different games there. Sometimes, they used to spend the whole day playing there, even without eating any snacks in the afternoon. The school going children became very happy when they got some time to have rest at the *Chautaro*. While returning home late, they used to spend longer time at the *Chautaro*. That was a public property of the villagers.

But now, Mukesh finds the *Chautaro* no more there. Both *Bar* and *Pipal* have been cut down and the beauty of the old place has gone away. A road has been constructed by the *Chautaro*. People have lost the place to rest.



A. Chautaro is a word from the Nepali language. Like 'chautaro' there are other words from the Nepali language in this text. Make a list of them and then try to find out what they are called in English.



B. Complete the following sentences with the correct words from the text above.

- Many travelers used to rest at while walking through my village.
- Everyone loves to listen to themusic of the birds early in the morning.
- A park is aplace. Anyone can go and sit there.
- Desks, benches, book cases, labs, libraries are theof our school. We should protect them.



C. Put the following sentences about Gairigaun under the right column.

Then	Now

- There was a tap near the *Chautaro*.
- Bar *Pipal Chautaro* has been destroyed now.
- Children sat and played at the *Cahutaro*.
- A road has been built.



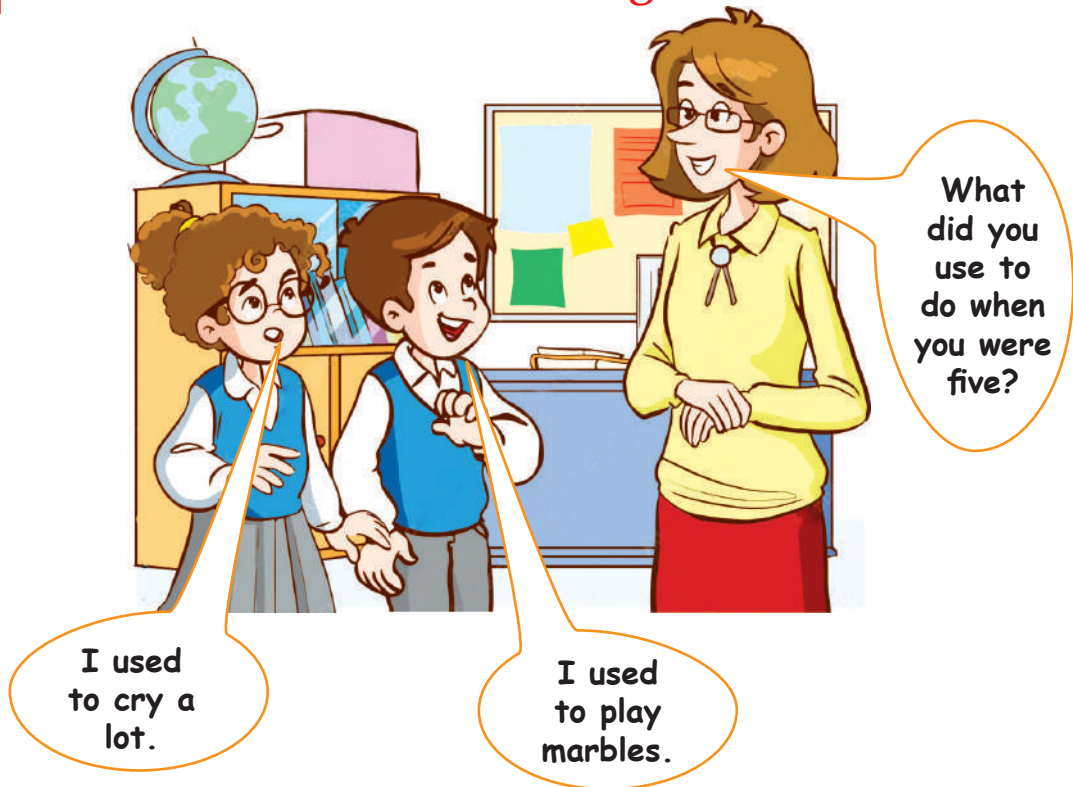
C. Write short answers to the following questions.

- Where is Mukesh from?
- Who told Mukesh that his village was different in the past?
- What was *Bar Peepal Chautaro* used for?
- Write two things the villagers used to do at *Chautaro*?
- Was the *Chautaro* useful for school going children? Why or Why not?

Speaking



A. Act out the following conversation.



Note: We use 'used to' to talk about our past habit which we do not do at present.



**B. What did you use to do when you were ten?
Share with your friends.**



**C. What do you say in the following situations?
Use 'used to'.**

- a. John doesn't like apples now.
- b. You don't wear shorts now.
- c. Nasib doesn't like tea now.
- d. My brother doesn't throw things away.
- e. I/live in a flat when I was a child. But, now I don't.
- f. I/play football when I was at school. But, now I don't.
- g. She/be able to speak French, but she has forgotten it all.

Listening



**A. How is your village or town now? How was it
10 years ago? Discuss it with your friends.**



**B. Listen to the recording and tick the best
answer.**

- a. There were small houses with aroof.
i. thatched ii. zinc iii. concrete
- b. People used to carry the patients in the
to hospital.
i. car ii. ambulance iii. stretcher
- c. Children now use school bus and..... to go to school.
i. motorbike ii. taxi iii. van



C. Listen to the recording and write True or False.

- Dadagaun was a developed village 10 years ago.
- There was a road in Dadagaun village ten years before.
- Now, the children go to school on foot.
- People now have electricity in Dadagaun.

Grammar



A. Study the following sentences.

We can use “**used to**” to talk about a past habit or state.

An example for a state: “He **used to** live in London” (but he doesn’t now)

An example for a habit: “He **used to** go on holiday to Scotland every year” (but he doesn’t now)

“Used to” is the same for all subjects, and you follow it with the infinitive without “to”: “I / You / He / She / We / They **used to** smoke.”

To make the negative, use “didn’t” + use + to + verb. (Remove the final /d/ ending from “used”.): “I / He **didn’t use to** smoke.”

To make the question, use “did” as the auxiliary, and take the final /d/ ending off “used”: “**Did you / she use to** smoke?”



B. Re-write the following sentences using 'used to'.

Example: I lived in Lamjung when I was a child.

→ I used to live in Lamjung when I was a child.

- a. I stayed with my friend during vacation.
- b. We went to the mountains in Chaitra.
- c. She ate a lot of chocolates.
- d. He didn't smoke.
- e. I played tennis when I was at school.
- f. Did he play golf every weekend?
- g. They both had short hair.
- i. Julie studied Sanskrit.
- j. I didn't hate school.

Writing



A. With the help of your parents recall some of your past habits. Write what you used to do and what you did not use to do.



B. Write a letter to your friend recalling what you used to do together in the past.



Project work

Collect some photos of your family that were taken at least 10 years ago and the photos recently taken. Paste the photos on the chart paper on separate columns, and write a description of what happened in the past compared to now. Present the chart to your friends, then, keep it on the wall of your room.

Unit

9

Comparing

By the end of Unit 9, learners will be able to;

- read a factual text about Nepal.
- compare and contrast the things, facts or places.
- use comparative and superlative degree to compare.
- write few paragraphs on comparing two things/ places.

Getting started



Study the table below and answer the questions.

Animals at the Zoo

Description	Tiger	Giraffe	Snake
Height	3 feet	20 feet	1 foot
Length	6 feet	10 feet	30 feet
Age	10 years	25 years	12 years

- Which animal is the tallest?
- Which is longer, the tiger or the snake?
- Which is the youngest of all?

Rara Lake

Rara Lake is the biggest lake in Nepal. It is located in Mugu district of Karnali Province. It covers a water surface of 10.8 square kilometres and it is 167 metres deep. It is situated at an altitude of 2990 metres with the beautiful surroundings around. It is an important tourist site of Rara National Park.

There are many amazing features of Rara Lake that the visitors can see and feel. One of the interesting things about Rara Lake is that it is a colourful lake. It exhibits three different colours in a day. The reason is still unknown. Similarly, the background of the lake keeps on changing time and again. It is also another mystery about Rara.

The next amazing feature of Rara Lake is its mirror effect. The water of the lake is crystal clear. People do not even feel that they are on water while boating. While boating on the lake, the visitors are amazed by the view of the hills and green forests at their front, and exactly the same inside the water with their own images.

Rara Lake is full of magnificent beauty. It is one of the best destinations for the trekkers. Visitors can go hiking on the surrounding hills around the lake. The flora and the fauna are other attractions for the visitors. More than 214 species of birds, 20 species of mammals and 500 types of flowers are found there. The park is the home of many endangered wild animals like red panda, musk deer, Himalayan black bear, leopard, and wild boar.

Since Rara is free from dirt and contamination, and is less crowded, it is less polluted. The nature lovers can get solitude on the lap of the Himalayas there.

Such a splendid and beautiful Rara Lake can be visited either from the air route by taking the flight to Talcha airport of Mugu from Nepalgunj or through the Karnali Highway by bus or jeep.



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

- a. the height of an object or point in relation to sea level: - A.....
- b. to show something to the public : - E.....
- c. something, we cannot understand: - M.....
- d. in danger of being lost: - E.....
- e. the process of making something dirty : - C.....



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

Name of the lake	
Location	
Area	
Depth	
Altitude	
Amazing features	1. 2. 3.
Other attractions for visitors	
Wild animals found	
How to get there	1. 2.



A. Study the words in the table below. Learn the comparative and superlative forms of some adjectives.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
much	more	most
many	more	most
little	less	least
tall	taller	tallest
high	higher	highest
long	longer	longest
big	bigger	biggest
short	shorter	shortest
thin	thinner	thinnest
larger	larger	largest
hot	hotter	hottest
cold	colder	coldest
quiet	quieter	quietest
easy	easier	easiest
young	younger	youngest
old	older	oldest
new	newer	newest
deep	deeper	deepest
healthy	healthier	healthiest
strong	stronger	strongest

weak	weaker	weakest
fast	faster	fastest
heavy	heavier	heaviest
happy	happier	happiest
cheap	cheaper	cheapest
difficult	more difficult	most difficult
crowded	more crowded	most crowded
beautiful	more beautiful	most beautiful
dangerous	more dangerous	most dangerous
expensive	more expensive	most expensive
important	more important	most important
convenient	more convenient	most convenient



B. Have a conversation with your friends using the comparative and superlative forms of the adjectives in the box below.

tall young short strong weak quick

Example:

Liza : I am tall. I am taller than you, Muna.

Muna : Yes, you are the tallest of all.



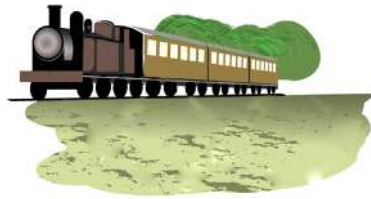
C. Observe the pictures below. Use adjectives to compare them.



dangerous



thick



fast



safe

Listening



A. Listen to the first part of the audio and answer the following questions.

- Who is older?
- Who is more active?
- Who talks more, father or mother?
- Who is shorter, father or mother?



B. Listen to the second part of the audio and complete the sentences with not more than two words.

- a. Los Angeles and San Francisco are in California.
- b. San Francisco is than Los Angeles.
- c. Los Angeles is than San Francisco.
- d. San Francisco is than Los Angeles.
- e. The speaker says San Francisco is a place to live.

Grammar



A. Study the following sentences.

- A giraffe is a tall animal.
- A giraffe is taller than a zebra.
- The giraffe is the tallest animal.

Note: We use the positive degree of adjective like “tall” in the above example when we are not making any comparison. We use the comparative degree when we compare two things and we use the superlative degree when we compare one thing with several others.



B. Complete the following sentences with the correct comparative form of the words from the box below. Also consider the irregular form of comparative and superlative degree such as ; important - more important - most important.

bad	important	crowded	good
high	heavy	convenient	difficult
cheap	expensive	quiet	easy
thin	healthy	dangerous	cold

- a. January is than March.
- b. I think that good health is than money.
- c. I can't carry my suitcase. It's much than yours.
- d. I can afford to buy a new bike but not a new car. A car isthan a bike.
- e. You look than the last time I saw you. Have you lost weight?
- f. I couldn't get a seat in the restaurant. It was than usual.
- g. Mountains are than hills.
- h. He got a very good mark on his exam. The exam was than he had expected.
- i. You should go to the doctor. Your cold is than it was a few days ago.
- j. There is a lot of crime in the big cities. They are than the small town where I live.

- k. I don't understand this lesson. It is than the last one we did.
- l. I can't study in this room. It's too noisy. I'm going to find a place.
- m. Our apartment is far from everything. We want to move to a location.
- n. Orange juice is than Coke.
- o. The store is having a great sale today. Most televisions are 25% than they were yesterday.
- p. The doctor told me that I can go back to work if I feel tomorrow.

Writing



A. Observe the pictures below and write a paragraph comparing them. Use the adjectives below.

big clean crowded peaceful beautiful old polluted



Kathmandu



Pokhara



B. Write a couple of paragraphs comparing a town and a village. Use the adjectives given in the box below.

Village	Town
small, quiet, clean, beautiful, less populated, less developed, few houses, narrow streets, open spaces,	big, noisy, crowded, polluted, developed, big houses, wide streets, less open space



Project work

Do you have any famous places like Rara Lake in your locality? If yes, prepare a brochure of it including pictures and a written description. Use the reading text 'Rara Lake' as a sample.

Unit 10

Expressing Obligations and Prohibitions

By the end of Unit 10, learners will be able to;

- read different rules and regulations.
- express obligations and prohibitions.
- give instructions to their friends and family.
- use Should, be allowed to, must, have to for expressing obligations and giving instructions.
- write different rules and regulations.

Getting started



Look at the signs below. Discuss what they mean.

1



2



3



4



5



6



Reading

Rules and Safety Guidelines at Central Zoo

Please abide by the rules and safety guidelines.



- Visitors must stay in line at the ticket counter.
- Visitors are **obliged** to show the ticket to the zoo officials when asked.
- Visitors must not make loud noise. It disturbs the animals and other visitors.
- Plastic or plastic **products** are not allowed in the zoo **premises**.
- Pets like cats or dogs should not be brought inside.
- Alcohol and smoking are not allowed in the zoo premises. If anyone is found doing so will be punished.
- No one is allowed to tease, poke or feed animals.

- Plucking of buds, and flowers and tearing the leaves are punishable. The litter should be kept in the bins.
- Selling of goods of any types by the visitors in the zoo premises is **prohibited**.

*The Zoo is a public place. It is our duty as well as **responsibility** to keep it clean and safe. Thank you.*

Central Zoo
Jawalakhel, Lalitpur
Nepal



A. Match the words with their meanings.

a. obliged	i. a house or other building and the land on which it is built
b. premises	ii. something that it is your job or duty
c. prohibited	iii. not allowed to do something
d. responsibility	iv. bound to do something



B. Answer the following questions.

- Do visitors need tickets to visit the zoo? How do you know?
- Why should visitors not make noise in the zoo?
- What happens if someone smokes in the zoo?
- Where should one throw the waste?
- Who is responsible for the cleanliness of the zoo?



C. Do you think the rules in the above text are complete? Do you want to add any more rule? If you are asked to add one, what would it be?

Speaking



A. Share with your friends, 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 am

ii. 6:55 am

iii. 7:30 am



B. Listen to the recording again and write answers.

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

Grammar



Choose the correct option.

Note: there may be more than one correct answer from the choices.

FASTEN YOUR SEATBELTS

- You have to fasten your seat belts.
- You don't have to fasten your seat belts.
- You are allowed to fasten your seat belts.
- You should fasten your seat belts.

SILENCE DO NOT DISTURB

- You are not allowed to make a noise.
- You don't have to make a noise.
- You mustn't make a noise.
- You shouldn't make a noise.

ADMISSION

FREE

- a. You are not allowed to pay.
- b. You don't have to pay.
- c. You mustn't pay.
- d. You should pay.

PLEASE CLOSE

THE GATE

- a. You are not allowed to close the gate.
- b. You have to close the gate.
- c. You mustn't close the gate.
- d. You shouldn't close the gate.

NO PARKING AT

ANY TIME

- a. You are not allowed to park here.
- b. You don't have to park here.
- c. You mustn't park here.
- d. You shouldn't park here.

**PLEASE COME IN
WE ARE OPEN**

- a. You are allowed to come in.
- b. You don't have to come in.
- c. You mustn't come in.
- d. You shouldn't come in.

**THIS IS HARD HAT
AREA**

- a. You are not allowed to wear a hard hat.
- b. You don't have to wear a hard hat.
- c. You have to wear a hard hat.
- d. You shouldn't wear a hard hat.

**KEEP OFF THE
GRASS**

- a. You are not allowed to go onto the grass.
- b. You don't have to go onto the grass.
- c. You mustn't go onto the grass.
- d. You should go onto the grass.

PRIVATE NO TRESPASSING

- You are allowed to drive on this road.
- You don't have to drive on this road.
- You mustn't drive on this road.
- You shouldn't drive on this road.

Writing



Write a set of classroom rules and regulations with the help of your teacher. Some clues are included in the box below. What other classroom rules and regulations can you think of?

Follow seat arrangement..... Raise hand before speaking

Not eat in the classkeep class clean
help each other



Project work

Call all your family members together and develop some rules that every member of the family should follow. Write them on the chart paper and put it on the wall of your room/house.

Unit 11

Describing Appearances

By the end of Unit 11, learners will be able to;

- read a description of a celebrity.
- describe people using like or look like.
- use simple present tense.
- write a paragraph with a description of a person.

Getting started



A. What do the people in the picture look like? Describe each person.





B. Read the poem below.

A Farmer's Appearance

I don't really care if people don't like how I look

I am not a thin guy but I am not fat

I can fit places others can't sometimes

I usually wear some type of farm hat

Work clothes and farm clothes

You will normally see me with grease or oil on me

I physically can run but choose not to

I am proud of the way I look because it is my way of life.

-Jordan Miller



Reading

Anupama Harijan is from Nepalgunj, Banke.. She is 22 years old. She has black curly hair , oval face and black eyes. She is thin and has a good smiley face. She has good leadership skills and usually takes part in different extra and co-curricular activities in school. Recently she stood the position of best football player with winning the



title of “Inter-school football tournament. After winning the best player title in Inter-school football tournament, she has been selected in district level football team for upcoming Inter-district football tournament.

Her family and friends are proud of her deeds and confident that she will get success in her career due to her responsibility, creativity, and integrity. What is more, people are literally drawn to Anupama as she is very courteous, resourceful, and charismatic. Additionally, Ranjana , her best friend alleges that Anupama is spontaneous at times: she loves things to be a bit unpredictable.



A. Match the words with their meanings.

a. integrity	1. happening suddenly
b. courteous	2. likely to change suddenly.
c. charismatic	3. small
d. spontaneous	4. honesty
e. unpredictable	5. polite and showing respect



B. Complete the table with the words and expressions from the text.

Appearance	Traits of character
Thin	Responsibility



C. Answer the following questions.

- How is Anupama's hair?
- What tournament did Anupama's team win?
- Who are feeling proud due to Anupama's work?
- Will she be successful in her career? why?
- What is Ranjana's opinion towards Anupama?

Speaking



A. Learn the words that describe people's appearance. Discuss what they mean.

General Appearance	beautiful, pretty, funny, cute, handsome, attractive
Age	young, middle-aged, old
Build	thin, slim
Height	short, medium-height, tall
Eyes	blue, brown, small
Face	round, oval, square
Nose	straight, hooked, long, small
Mouth	large, small
Ears	large, small



B. Work in pairs. One of you will read the description of the person and the other will find the picture representing that person. Take turns in doing so.

(1) She has got long hair. Her hair is curly. She has got blues eyes. **a**

(2) She has got long black hair. Her hair is straight. She has got black eyes. She is thin. **b**

(3) He has got blue eyes. he has got blonde hair. He is young. **c**

(4) He has got a grey moustacher and beard. He is bald. He has got glasses. **e**

(5) He has got blue eyes. He has got ginger hair. He has got glasses. **d**



C. In pairs, take turns to describe the people below.

<p>A</p>	<p>B</p>	<p>C</p>	<p>D</p>
<p>E</p>	<p>F</p>	<p>G</p>	<p>H</p>

Listening



Listen to the audio in which Tom and his father are talking about Tom's friends. Answer the questions below.

- a. Patrick has short, brown, straight hair.
 - i. TRUE
 - ii. FALSE
- b. Who is a talkative person?
 - i. Tom's teacher
 - ii. Patrick
 - iii. Marcel
- c. Tom says Marcel
 - i. is short
 - ii. likes him
 - iii. is tall
- d. Who looks like Harry Potter?
 - i. Marcel
 - ii. Tom
 - iii. Patrick
- e. Tom and . . . like to talk about video games at lunch.
 - i. Dad
 - ii. Patrick
 - iii. Marcel
- f. What are Tom and Dad going to do?
 - i. play a game
 - ii. go shopping
 - iii. go out

Grammar



A. Study the following sentences. Notice the use of the words "look" and "look like." Also notice what words are used after them.

- a. Priya looks slim.
- b. Mohan looks tall.
- c. The boy looks handsome.
- d. He looks like a teacher.

- e. He looks like his father.
- f. She looks like an athlete.

Note: We use adjectives like slim, tall, handsome, etc. after look/looks and we use nouns like athlete, father, a teacher, etc. after look like/looks like.



B. Describe Bimal and Binita using looks and looks like.

Bimal	Binita
tall	short
player	teacher
handsome	beautiful
smart	intelligent
healthy	friendly
his father	her mother



C. Complete the following sentences with look(s) or look(s) like.

- a. My little brother very cute.
- b. The girl her sister.
- c. You tired. Please have a rest.
- d. Mina is suffering from cancer but she a healthy person.
- e. You really a businessperson today.
- f. Raju, is everything OK? You worried.
- g. Prerana a scientist. She is working in a laboratory today.

Writing



- A. Read a description of a friend and discuss how it is written.

Arnav, My Friend

Arnav is a boy with brown skin. He has short black hair. He is thin and small. He has black eyes with slightly arched eyebrows. He has a round face with. He has curved nose with white skin. Because of his white teeth, he looks great when he smiles. He looks attractive when he wears black shoes, red jacket and brown hat.



- B. Write a paragraph about a friend. Remember to include information such as height, hair (colour; long or short; straight, curly or wavy), age, and facial characteristics. Also describe the personality and why you like him or her.



Project work

Work in pairs. One describes the physical appearance of a person and the other draw a picture accordingly. Once both of you complete the task, share each other's pictures.

Unit 12

Apologizing

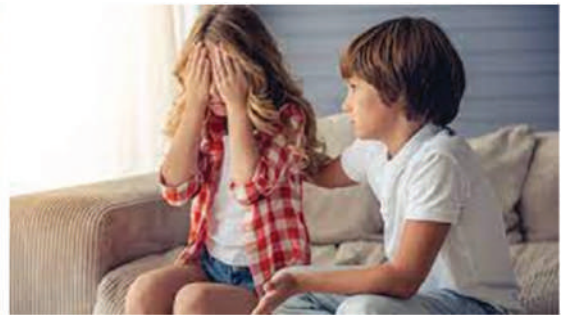
By the end of Unit 12, learners will be able to;

- read a personal letter with apology.
- express their feelings with apology.
- use negation to compose paragraph.
- write a personal letter or email of apology

Getting started



Look at the pictures below. What do you say in the following situations?



Reading

Dear Rita,

I'm writing to apologise for missing your birthday party.

I can't tell you how sorry I am. I know how much you were looking forward to my presence at the party. I feel terrible at having let you down. You must have wondered why I didn't turn up having accepted your invitation.

The truth of the matter is that I put the wrong date in my diary. What an idiot! For some reason, I wrote it in for Saturday night, not Friday. I only realised when I saw photos of everyone having a great time at your place on Facebook. I certainly missed a great party by the look of it.

Anyway, I'd like to make it up to you by treating you to coffee at the new café that's just opened up in town. Let me know what date and time suit you. I promise to get the day right this time. And, I hope you'll forgive for this. I'd like to apologise once again.

See you soon,

Gopal



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

apologise terrible promise treating turn up

- Please on time. We don't have much time to wait.
- It is a thing that I forgot to tell you about the programme. I'm really sorry.
- Can you come to the café. I'm you with a cup of coffee there.

- d. I'd like to for the mistake I did.
- e. That was my fault. I you that it won't happen again.



B. Answer the following questions.

- a. Who has written the letter?
- b. Why has he written the letter?
- c. Who was invited to the party?
- d. When was the birthday party?
- e. Why did the sender miss the party?
- f. How does the sender want to correct his mistake?

Speaking



A. Act out the following conversations with a friend using the prompts provided. You can add any more details to make the conversation longer.

Conversation 1

- Girl : Excuse me!
Boy : Yes, please!
Girl : You stepped on my toes.
Boy : Oh, I am sorry. I didn't realise.
Girl : It's OK.

Conversation 2

- Librarian : Excuse me!
Student : Yes, ma'am!

Librarian : You can't read aloud. It disturbs other.

Student : Oh, I'm sorry ma'am. It won't happen again.



B. Learn the ways of apologizing and responding to apologies.

Apologizing	Responding to apologies
<ul style="list-style-type: none">• I do apologize for...• I must apologize for...• I apologize for...• I'd like to apologize for...• I am so sorry for...• I shouldn't have...• It's all my fault.• I'm ashamed of...• Please, forgive me for...• Excuse me for ...• I'm terribly sorry for...• Pardon me for this...• Please, forgive me for my....• Please, accept my apologies for...	<ul style="list-style-type: none">• That's all right.• Never mind.• Don't apologize.• It doesn't matter.• Don't worry about it.• Don't mention it.• That's OK.• I quite understand.• You couldn't help it.• Forget about it.• Don't worry about it.• No harm done.



C. How do you apologize in the following situations? Work in pairs. Take turns to make an apology and respond to it.

- a. You forgot to do your homework.
- b. You spilled tea on your friend's shirt.
- c. You arrived late at home.
- d. You happened to bump someone.
- e. Your umbrella hit a passerby.
- f. You forgot to wish your friend a happy birthday.
- g. You mistakenly took your friend's book.
- h. You mistook someone as your friend.

Listening



A. Have you ever attended a party at a restaurant? How did you feel? Share your experience with your friend



B. Listen to the recording and answer the questions.

- a. What was the party for?
- b. What had happened to the speaker's dad?
- c. What did the speaker invite Nirmala for?
- d. Where is the restaurant?
- e. Who will go to the restaurant besides the speaker and Nirmala?



A. Study the following sentences.

Affirmative/Positive	Negative
1. He has forgotten her.	1. He has not forgotten her.
2. It was raining.	2. It was not raining.
3. The birds were chirping.	3. The birds were not chirping.
4. Remind me to come here again.	4. Do not remind me to come here again.
5. You must worry.	5. You must not worry.
7. I will look after you.	7. I will not look after you.
8. He works on Sundays.	8. He does not work on Sundays.
9. I have found many mushrooms.	9. I have not found any mushrooms.
10. You must tell Margaret.	10. You must not tell Margaret.
11. You should invite them to the party.	11. You should not invite them to the party.
12. They got married in May.	12. They did not get married in May.
13. I phoned Sam in the morning	13. I did not phone Sam in the morning.

Notes:

- We make sentences negative by adding not.
- We add not just after the auxiliary verbs.
- We change some and many into any.
- We use the following if there are no auxiliary verbs.
 - With base form of the verb →do
 - With singular form of the verb →does
 - With past form of the verb→ did



B. Change the following into negative sentences.

- a. Mira is a nurse.
- b. Milan and Prem are friends.
- c. My uncle was in the office.
- d. We were neighbours.
- e. You can go now.
- f. It may rain today.
- e. He tells a lie.
- f. They speak Russian fluently.
- g. They talk to one another.
- h. The bus arrived very late.
- i. They waited for us.
- j. Nita is driving a car.



C. Read the following sentences and write whether they are affirmative or negative. And then, change the sentences into negative if they are affirmative and change the sentences into affirmative if they are negative.

- a. He is not doing his homework.
- b. We had old furniture.
- c. I have no mobile phone.
- d. They are my friends.
- e. She has two brothers.
- f. Dinner is ready.
- g. She will not read the story.
- h. Neha is an athletic girl.
- i. He did not do his homework.
- j. Children are making a noise.

Writing

Write an apology letter/email to your friend for mistreating him/ her at school. Assure him/her that you will not repeat it again. Use the letter in the Unit 13 reading section as a sample.



Project work

Watch some videos on YouTube in which people apologise. Observe the body language and the tone they make while apologizing and imitate them. Share what you observed with your friends and teacher.

Unit 13

Expressing Ability with Reasons

By the end of Unit 13, learners will be able to;

- read a poem and news related to sports.
- express their ability with reason.
- use Connectives such as because, since, as, because of in English language.
- write a short paragraph on events.

Getting started



A. Look at the pictures and say what these people can do.?





B. Which of the activities in the pictures above can you do? Tell your friends.

Reading

On Another's Sorrow

Can I see another's woe,
And not be in sorrow too?
Can I see another's grief,
And not seek for kind relief?
Can I see a falling tear,
And not feel my sorrow's share?
Can a father see his child
Weep, nor be with sorrow filled?
Can a mother sit and hear

An infant groan, an infant fear?
 No, no! Never can it be!
 Never, never can it be!
 And can he who smiles on all
 Hear the wren with sorrows small,
 Hear the small bird's grief and care,
 Hear the woes that infants bear.
 And not sit beside the nest,
 Pouring pity in their breast,
 And not sit the cradle near,
 Weeping tear on infant's tear?

And not sit both night and day,
 Wiping all our tears away?
 O no! Never can it be!
 Never, never can it be!

-*William Blake*



A. Recite the poem aloud with the help of your teacher.



B. Find the words from the poem that rhyme with the following words. Then add two more rhyming words yourself.

- a. grief: , ,
- b. tear: , ,
- c. hear: , ,
- d. all: , ,

- e. care: , , ,
- f. nest: , , ,
- g. near: , , ,
- h. day: , , ,



B. Match the words with their meanings.

- | | |
|-----------|---|
| a. woe: | i. a feeling of cheerfulness that releases pain |
| b. grief | ii. a very young child |
| c. relief | iii. big problems and troubles |
| d. infant | iv. sadness, pain |

Speaking



A. Practise the following conversations. Add more details to make the conversations longer.



I can't lift this table.
Can you carry it?



Sorry! I can't. But, I can carry
a chair.



Can you speak the Chinese language?



No, I can't. But I can speak the Japanese language.



B. Say any five things that you can do and five things you can't do.



C. Ask your friend whether he/she can do the following things. If she/ he cannot do, ask for the reason.

Example:

Sneha: Pratik, can you help me with my homework?

Pratik: Sorry I can't. I have to do my own.

- | | |
|---------------------|------------------------|
| a. climb a tree | b. swim across a river |
| c. milk a cow | d. make an omelet |
| e. plough the field | f. make a paper boat |
| g. ride a bike | h. sing a song |

Listening



Listen to the audio and put a tick mark in the right box.

	Yes	No
a. The girl can play basketball.		
b. The girl can run fast.		
c. The girl can jump high.		
d. The girl can sing.		
e. The boy can play an instrument.		
f. The boy can cook an omelet.		
g. The boy can bake cookies.		

Grammar



A. Study the following sentences.

- He was late for work today **because** there was a lot of traffic.
- Manita was absent yesterday **because** she was sick.
- He became successful **because of** his hard work.
- As** I was away from home, I couldn't meet him.
- Since** Milan was busy with his work, he didn't see the accident.

Notes:

- All **because**, **because of**, **since** and **as** are conjunctions.
- They connect a reason to a result.
- "**Because**" and "**because of**" sentences are more focused on the reason rather than the result.

- “Because” and “because of” are used in the middle than in the beginning.
- We use **because + subject + verb** and **because of + noun phrase**.
- **As** and **since** sentences focus more on the result than the reason.
- We generally use ‘as’ and ‘since’ at the beginning of a sentence.
- We write **As/ Since + subject + verb ... + a result clause**.



B. Match items in column A with those in column B.

Column A	Column B
a. That book is popular	i. as there is a large scale demonstration.
b. She has to work harder	ii. because her handbag has just been snatched by a thief.
c. He is selling his old car	iii. as the students had messed it up during a party.
d. Many policemen are stationed on the street	iv. as she wants to travel to Europe this summer.
e. We cannot speak loudly in the library	v. because the plot is exciting and innovative.
f. The cleaners were busy cleaning the classroom	vi. since she failed all of her examinations.
g. Kathy is afraid of dogs	vii. because he has just lost his job.
h. The young lady over there is crying for help	viii. as he wants to get a new one.
i. Dianna is trying hard to save money	ix. as we may disturb people who are reading.
j. Mrs Lama is worried about her son	x. because she was once bitten by a fierce dog.



C. Complete these sentences with the words from the brackets.

- a. We stayed inside..... the storm. (because/
because of)
- b. I wanted to stay longer I was really enjoying the party. (since/because)
- c. she hated cats, she wasn't happy when her husband bought three. (As/Because of)
- d. John didn't go to work his illness. (because of/
as)
- e. I was having a great time, I didn't want to leave (Because / As)
- f. Luca bought the shoes they were perfect. (because/
since)
- g. it was really cold, I put on my gloves and my hat. (As/Because of)
- h. We stopped playing tennis the rain. (because of/
because)
- i. It was all her that we got into trouble. (because/
because of)
- j. We had to hurry indoors it was raining. (because
of/because)
- k. I am late the traffic. (because/because of)
- l. We didn't arrive until seven o'clock the traffic was terrible. (because/because of)

Writing



Write a paragraph about an interesting event in your life. Discuss the following things.

- What was the event?
- When did it take place?
- Who was there with you?
- What things did you do?
- What interested you the most?
- How did you feel?



Project work

Talk to your friends and learn whether they can do the following things or not. If they can do the activity, put a tick (✓) and if they can't, put a cross (X). Add at least three more activities to the table and ask your friends if they can do them.

S. N.	Activity	Friend 1 (Name)	Friend 2 (Name)	Friend 3 (Name)	Friend 4 (Name)	Friend 5 (Name)
1	Milk a cow.					
2	Dance on a stage.					
3	Cut grass.					
4.	Paint a picture.					
5.	Knit a sweater.					
6.	.....				

Unit 14

Stating Units and Quantities

By the end of Unit 14, learners will be able to;

- read advertisement of goods with rates & quantities
- state the unit and quantities of goods.
- use common, countable, and uncountable nouns in English.
- write a descriptive paragraph.

Getting started



Look at the pictures. Ask and answer the questions in pairs. Use the given clues.



How tall? / 8848.86 meters



How much? / 5kg



How far? / five kilometers



How tall? / about 20 metres

Lamjung Grocery Store

Sundarbazar Lamjung

Price List

Rice Items

S.N.	Type	Price/kg. NRs.
1	Pokhreli Rice	90
2	Jira Masino Rice	100
3	Indian Basmati Rice	120
4	Chitwan Mansuli Rice	80
5	Sona Mansuli Rice	75
6	Local Basmati Rice	150
7.	Bhaktapure Taichin Rice	130

Daal Items

1	Mas Daal	160
2.	Musuro (big)	140
3.	Musuro (small)	130
5.	Rajma	170
6.	Moong	165
7.	Chana	135

Thank you for the visit.



A. Write True or False.

- Pokhreli Rice is the cheapest of all.
- Chitwan Mansuli Rice is cheaper than Sona Mansuli Rice.
- Rajma Daal is the most expensive daal available in the shop.
- Musuro Big costs higher than Musuro Small.



B. Answer the following questions.

- What is the name of the shop?
- Where is the shop located?
- What does the text show?
- Which is the most expensive rice available in the shop?
- Which is cheaper; Indian Basmati or Local Basmati?
- If you are going to buy the cheapest daal which one will you buy?

Speaking



A. Act out the following conversations with a friend. Add more details and questions to continue the conversation.

Conversation I

Aman : How high is Mt. Everest?

Binita : It is 8848.86 m. high.

Aman : How long does it take to climb it?

Binita : It takes about 40 days in average.

Aman : Oh, really? And how much money is needed for this?

Binita : It costs about four million rupees.

Conversation 2

Doctor : How old are you?

Patient : I'm twenty-five.

Doctor : What's your weight.

Patient : I'm 60 kg.

Doctor : How tall are you?

Patient : I'm five feet three inches tall.

Doctor : How much water do you drink in a day?

Patient : I usually drink 3 litres of water.

Doctor : That's good. And, what about exercise?

Patient : I do yoga for 30 minutes daily.

Doctor : That's good.



B. Work in pairs. Take turns to ask and answer questions based on these clues.

- time to get to the nearest bank/30 minutes
- milk you need/5 litres
- your house from the bus station/3 km
- your height/5 feet
- your weight/35 kg

Listening



Listen to the recording and complete the table.

Vegetable item	Price (Rs./kg)
Cabbage	.....
.....	30
Broccoli	.....
.....	50
Cauliflower	.....
Lady's finger	.....
.....	65

Grammar



A. Write whether the following nouns are countable or uncountable. An example is included.

sugar	cheese	hamburger	egg	flour
butter	bread	rice	toothpaste	grapes
potatoes	garlic	wheat	noodles	

Countable nouns	Uncountable nouns
hamburger	sugar



B. Fill in the gaps with a, an or some.

- We are having giant prawns for dinner.
- It's raining. I need umbrella to go out.
- Milan wants to buy new phone.
- I'd like potato with my salad.
- Getgarlic, please.
- How about cup of tea?
- I've got idea!
- Could you get me more sugar?



C. Fill in the gaps with much or many.

- I haven't got time.
- Do you play football?
- I don't eat meat.
- There aren't people here.
- We don't have rain in summer.
- Are there Americans living in your country?
- Have you travelled to countries?
- Was there traffic on the road?

Notes:

- We often use a/an with singular countable nouns and some with plurals. We can also use some with uncountable nouns.
- We often use a/an before singular countable nouns. Before words that start with a vowel sound, we use an, and before words that start with a consonant sound, we use a.
- Much is used with uncountable nouns, and many is used with countable plural nouns.

Writing



A. Study the table below and learn how it is interpreted.

S. N.	Items	Price/kg
1	Apples	NRs. 350
2.	Papaya	NRs. 80
3.	Pomegranate	NRs. 300
4.	Orange	NRs. 100
5.	Dragon fruit	NRs. 550
6.	Kiwi	NRs. 300

The table above gives information about the price of fruits in the market. According to the table, dragon fruit is the most expensive. It is NRs. 550 a kilo. The price of apples follows the price of the dragon fruit. It is the second costliest fruit item. It costs NRS. 350 per kg. The price of pomegranate and the kiwi is equal. They are available at NRs. 300 per kg. Similarly, oranges are NRs. 100 a kilo. Amongst all the fruits, papaya is the cheapest. It costs NRs. 100 per kg.



B. Now, write a similar paragraph based on the information given below.

S. N.	Items	Price/kg
1	Potatoes	NRs. 55
2	Onions	NRs. 85
3.	Beans	NRs. 120
4.	Tomato	NRs. 80
5.	Bitter gourd	NRs. 80
6.	Cauliflower	NRs. 100
7.	Radish	NRs. 60



Project work

Visit your nearby market or health facility with your friends. Take the height and weight of your ten friends and fill in the table. Then interpret it to them.

S. N.	Name	Height	Weight

Unit 15

Expressing Degrees of Probability

By the end of Unit 15, learners will be able to;

- read a story which has predictions.
- express the degree of probability.
- use modal verbs (may, might, must) and simple future in English language for future prediction.
- write a short story or paragraph that requires prediction.
- use appropriate punctuation.

Getting started



A. Look at the picture and say what may happen next because of this.



The Musicians of Ilam

“Come on!” shouted the man. His donkey had worked hard for many years. Now, it was old. “I won’t feed a useless old donkey like you,” the man said.

“I’ll go to Ilam. I like music. I can join a band. I can be a musician,” thought the donkey.

On the road, he saw an old, tired dog. “My master is going to kill me,” the dog said.

“Come with me to Ilam,” said the donkey.

On the way, they saw a cat. “I am too old to catch mice. My mistress won’t feed me,” she said.

“Come with us. We are going to be musicians in Ilam,” said the donkey and the dog. So, the cat joined them.

Soon they saw a cock.

“Tomorrow, my mistress is going to eat me,” he crowed sadly. “Don’t worry,” said the donkey, the dog and the cat. “Come with us to Ilam.”

So, the four friends went along the road to Ilam. When it was dark, they were in a big forest. They could see a small light. They walked towards the light. They came to a small house.

They looked inside. There was a gang of thieves sitting round a table. They were eating a big meal, and laughing and talking. “How can we get a meal like that?” said the animals. They made a plan.

Silently, they climbed on each other’s back. Then, they all began to make noises. The donkey brayed, the dog barked, the

cat miaowed and the cock crowed. And they jumped through the window. The thieves were terrified. They ran away into the forest.

The four friends sat down at the table and ate the wonderful meal.

Then, they put out the light and went to sleep. The cock sat on the beam over the door. The cat lay near the fire. The dog lay behind the door. The donkey lay on straw in the front yard.

The thieves were in the forest. They saw the light go out. Everything was quiet. "Why were we so frightened? Why did we run away?" they said. "I'll go and look at the house," said one of them. He went quietly to the house and opened the door.

He saw the cat's bright eyes. He thought it was a fire. He poked his candle in the cat's eyes. He thought he could light the candle. The cat jumped up and scratched him with her claws. The thief ran back to the door. He stepped on the dog in the dark. The dog bit his leg. The thief stumbled across the yard. The donkey kicked him. And the cock flew down, screeching, 'cock-a- doodle-dooo!'

The poor thief limped back into the forest. "What happened to you?" the other thieves asked. "Oh dear!" he said. "There is a witch in the house. She scratched my face. There is a man with a knife behind the door. He stabbed me in the leg. In the yard, there is a big monster. It hit me with a big stick. And there is a judge who shouted "Bring the thief to me." I ran away as fast as I could.

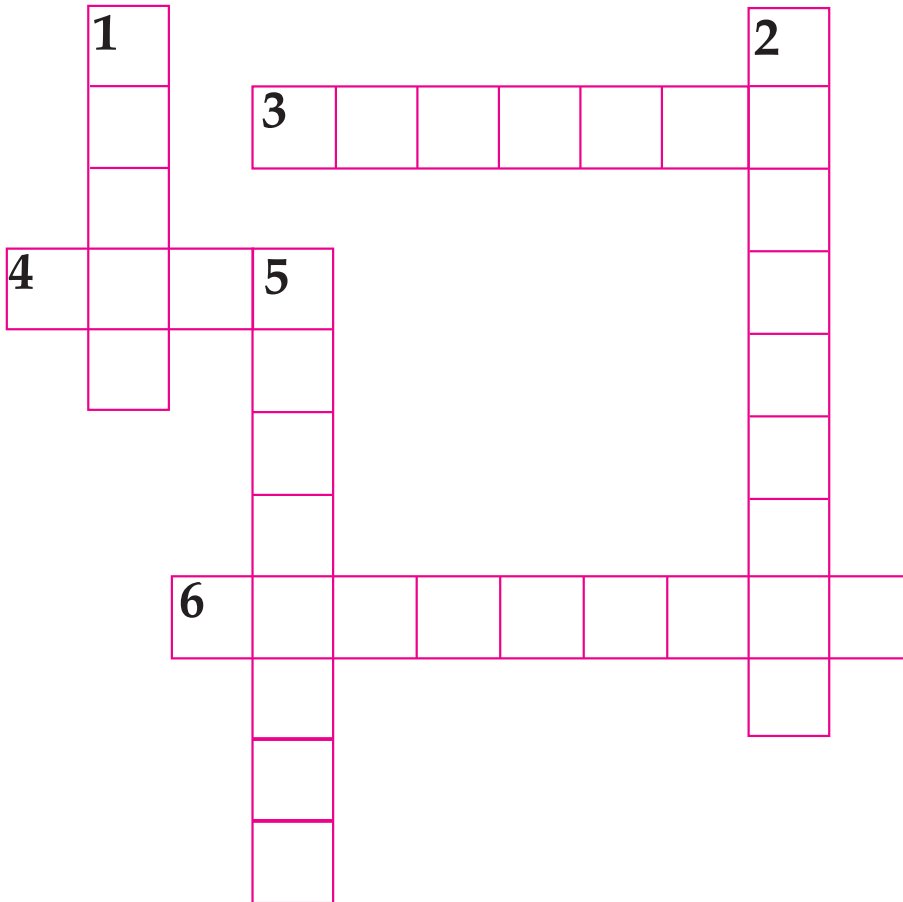
After this, the thieves went far away. They never came back. Then, what did the four friends do? They never went to Ilam. The four good friends lived happily together in the same house in the forest for ever.



A. Complete the crossword puzzle below.

ACROSS

- to nearly fall over
- a big and long piece of wood for holding a roof
- made marks with something sharp



DOWN

- pushed somebody with a stick or finger
- very frightened
- a member of a music band



B. Put the following sentences in the correct order.

- a. A thief came back to check the house.
- b. The animals chased the thieves and enjoyed the meal.
- c. The thief felt he was attacked by a witch.
- d. A dog, a cat and a cock joined the donkey to work in a band.
- e. A donkey left the master to be a musician of Ilam.
- f. The animals saw a group of thieves enjoying a delicious meal.



C. Answer the following questions.

- a. Why did the cock join the donkey, the dog and the cat?
- b. How did the four friends chase the thieves?
- c. Why did the thief come into the house again?
- d. What did the thief mistake the cat's eyes with?
- e. What did the thief think the cock was?

Speaking



Look at the pictures and guess what may/might happen. Then tell it to your friends.

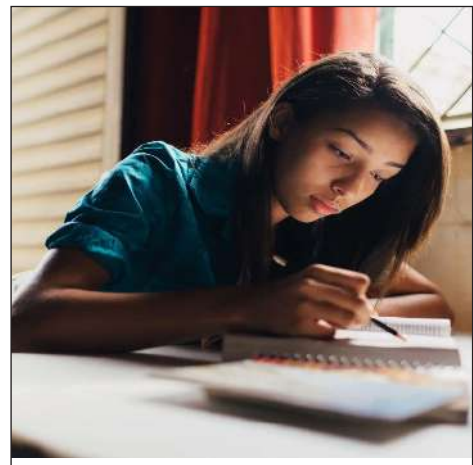
Examples:



The man may fall off the ladder.



The girl might hit the man.





Listening



A. What are the different types of weather do you experience in your country?



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

Direction	Temperatures
North	
	Around 13°
West	
	15°



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

- It will rain for the whole day in the north.
- There may be thunderstorms in the east.
- The west will have quite windy weather.
- The best weather will be found in the south.

Grammar



A. Study the table below.

Must	Can't (cannot)	May/Might (not)
<ul style="list-style-type: none">• She must be in the garden. (I'm sure she is in the garden.)• They must know each other. (They do know each other.)	<ul style="list-style-type: none">• She can't be his mother. She is too young. (I'm sure she is NOT his mother.)• He's just left. He can't be too far. (I'm sure he is not too far.)	<p>He may be present. (It is just a possibility. He may not be present either.)</p> <p>She might not remember who you are. (It is possible that she does not remember who you are.)</p>



B. Complete the sentences with may, might, and must.

A: Don't look now but isn't that Jane Marshall over there?

B: Where?

A: At that table by the window.

B: No, it must / can't be. She went to live in Chicago.

A: But I'm sure it's Jane.

B: Mmm, I suppose it can't/ might be her. But if it is, she looks much thinner than she used to.

A: Well it must/can't be five years since we last saw her. Someone can change a lot in five years!

B: You're right, it is Jane. But who do you think the man is? He can't/might be her husband, can he?

A: No, he can't/might not be. They broke up years ago and haven't spoken to each other since.

B: It can/may be her new boyfriend -or her son!

A: Shall we go over and find out?



C. Complete the dialogues with **must**, **might**, **might not**, or **can't**.

1.A: That's the second laptop that Jack's bought this year.

B: He must have a lot of money then!

A: He's a student so he be that rich.

B: He have generous parents then.

2.A: Do you know where Charlie is?

B: Well, he be far away. His phone's on the table.

A: Any idea where he be?

B: He be talking to the boss or he be in the photocopying room. Do you want me to go and look for him?

3.A: I have a missed call and I don't recognize the number.

B: So, it be from anyone you know.

A: Ah, I know! It's that company who interviewed me last week. They be ringing to offer me the job. I'm not surprised: I did a really good interview.

B: Well, don't be too confident because they be calling to say you didn't get the job.

A: There's only one way to find out!

4.A: This steak be for me. It looks like it's medium-rare, and I asked for a well-done steak.

B: It be mine, then. I ordered a medium-rare steak.

Writing



A. Study the following punctuation marks.

Full stop (.): Jane and Jack went to the market.

Question mark (?): When did he leave for the market?

Exclamation mark (!): What a beautiful flower!

Comma (,): Thanks for all your help, Nita.

Semicolon (;): He was hurt; he knew she only said it to upset him.

Colon (:): She bought four things: a shirt, a pair of shoes, a scarf and a story book.

Hyphen (-): I have a part-time job.

Apostrophe ('): He's done the work on time.

Quotation marks (" "): "Don't go outside," she said.



B. Rewrite the following paragraph correctly.

rohan is one of the most laid-back people i know he is tall and slim with black hair and he always wears a t-shirt and black jeans his jeans have holes in them and his football boots are torn too he usually sits at the back of the class and he often seems to be asleep however when the exam results are given out he always gets good grades although he looks lazy he is very active in reality



C. These days people are cutting down trees without worrying about the future. What might happen if people continue cutting down the trees? Write a couple of paragraphs explaining what could happen.



Project work

Surf on the internet or look through available books and reading resources to learn more about different punctuation marks and their uses. Write notes about different punctuation marks and share them with your friends.

Unit 16

Narrating a Sequence of Events

By the end of Unit 16, learners will be able to;

- read a text on a special ceremony.
- read and comprehend sequential instructions.
- narrate sequential events and write short story.
- use simple past, past continuous and past perfect tense.
- write paragraphs using sequential transitional words (first, next, then, lastly etc.).

Getting started



The following pictures suggest a story. Put them in order and narrate the story.



A Party in a Restaurant

It was my birthday last Thursday and I decided to celebrate it by inviting a few

friends out to supper. I chose a restaurant in a quiet part of town. It is one of my favourite restaurants because the food is good and the waiters are friendly. It is hardly ever crowded because few people know about it. So, it is not usually necessary to book a table. In any case, Thursday is not a busy evening as a rule.

When we entered the restaurant, I was surprised to find it completely full. I

looked around – but not a single table was free. One of the waiters recognised

me. He came across and explained the situation. "A party of tourists came in

about half an hour ago," he said. "It was like an invasion! Suddenly the place

was full! We can hardly manage!"

The waiter then pointed to a table in the corner. "The people there are just about

to leave," he said. "Just hold on and you'll find a place there." He was right.

Fifteen minutes later, the people at the corner table paid their bill, got up and

left. I led my friends across and we all sat down.

Unfortunately, our table was almost out of sight. We tried to attract the attention

of the waiter who sent us there but he, like all the other waiters, was busy with

the party of tourists. They ordered enormous quantities of food. But at last, nearly an hour later, the tourists were finishing their meal and looking very pleased with life. The waiter, now very tired, appeared at our table. I advised my friends about the best dishes and finally the waiter went off with our order. A few moments later, he came back to our table. We could understand from his face that he had bad news for us. Full of apologies, he informed us that there was no meat or fish left. "All we can offer you," he said, "is an omelette!"



A. Match the words with their meanings.

- | | |
|---------------|------------------------------|
| a. celebrate | i. happy |
| b. recognized | ii. hold on |
| c. wait | iii. quantities |
| d. pleased | iv. make it a happy occasion |
| e. amounts | v. knew |



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

- The writer had a supper party at her home.
- Her favourite restaurant was always crowded.
- The waiters in the restaurant knew the writer.
- The writer was given a very comfortable table.
- The writer could offer his friend the food he wanted.



C. Answer the following questions.

- Why did the writer invite his friends for supper?
- Was the writer right to choose the restaurant?
- Why did he not book a table before they ordered?
- Did the writer and his friends get good service in the restaurant? Why?
- Did the speaker and his friends want to eat an omelette? What do you think? Why?

Speaking



- A. Act out the conversation below with a friend. Then ask more questions and provide more details to continue the conversation.





B. Work in pairs. Take turns to ask and answer about what you did the day before. You can use the following clues.

Example:

went to a stationery store and bought some balloons and chart paper

Pranika : What did you do yesterday?

Roshni : I went to a stationery store and bought some balloons and chart paper.

- a. completed home assignments
- b. went to the cinema with friends
- c. went for a hiking
- d. visited fun park with parents
- e. worked in the field with father
- f. cleaned the house with parents
- g. learned to play the guitar
- h. watched football match on TV
- i. attended a wedding ceremony

Listening



Listen to the recording and write 1-6 to show the process of making tea.



Grammar



A. Write the following sentences in simple past.

Example: he / cook / breakfast → He cooked breakfast.

- Ditya / miss / the bus → _____
- she / tidy / her room → _____
- Nancy / watch / not / television → _____
- she / read / a book → _____



B. Write positive sentences in past progressive (continuous).

Example:

Yesterday at 6 pm your family was doing different things.

- My mother / read / a novel
- My father / watch / a movie
- My elder sister / writing / in her diary
- My two brothers / listen / to the radio
- My little sister and I / not / watch / a movie
- We / talk / about school



C. Complete the sentences in past perfect (affirmative form).

Example: I had lived in Kathmandu for ten years before I moved.

- I lost the key that he (give) to me.
.....
- He told me that he (see) the film.
.....
- I went outside as I (hear) a noise.
.....
- When they came home, Priya (cook) dinner.
.....
- We could not send you a postcard because we (lose) our address book.
.....

- f. The waiter served something that we (not/order).

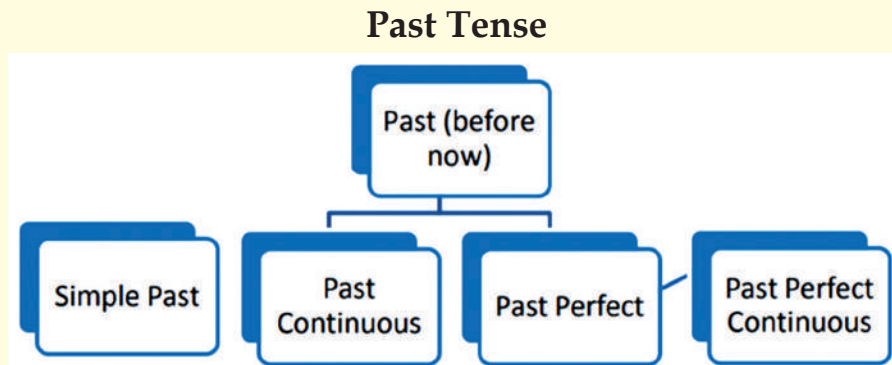
- g. He went to the country which he (not/visit) before.

- h. (you/finish) your homework before you went to the cinema?

- i. Why (you/not/clean) the bathroom before you took a bath?

- j. (you/have) breakfast before you left the house?

Notes



Simple past

- Used to indicate an action completed in the past. It often occurs with the adverb of time. Sometimes it is used without an adverb of time.
- Used for past habits.

Eg. I played football when I was a child.

Rule: Subject + past form

Past Continuous Tense

Used to denote an action going on at some time in the past.

e.g. I was driving a car.

Rule: was/were + ing

Past Perfect Tense

- Used to describe an action completed before a certain moment in the past, usually a long time ago.
- If two actions happened in the past, past perfect is used to show the action that took place earlier.

e.g. The patient had died before the doctor came.

had + past participle

Writing



A. Study the story below. Think about how it is developed and add words to complete the sentences.

King Midas.....very rich lots of Golda daughter
.....loves a lothelps an angelgrants a
wisheverything he touches turns to gold
touches rocks and plants turns into gold
reaches homehugs daughter in excitement
turns into goldking learns a lessonasks
angel to take the wish away.....moral

Answer:

The Golden Touch of Midas

Once upon a time, there was a Greek King, Midas. He was very rich and had lots of Gold. He had a daughter, who he loved a lot.

One day, Midas found an angel in need of help. He helped her and in return she agreed to grant a wish. Midas wished that everything he touched would turn into gold. His wish was granted. On his way home, he touched rocks and plants and they turned into gold.

As he reached home, in excitement he hugged his daughter, who turned into gold. Midas was devastated and he had learnt his lesson. Upon learning his lesson, Midas asked the angel to take his wish away.

Moral: Greed is not good for you. Be happy with what you have.

Tips to write:

- Write a title.
- Write in the past tense.
- Elaborate each clue.
- Write a suitable moral too.



B. Now, develop a story with the help of the clues given in the correct order below. Give a suitable title too.

a farmer with several sons sons always quarrel
the farmer sad falls ill and is taken to hospital
dying calls all his sons gives a bundle of sticks to
break all try one by one cannot break the
father gives the sticks separately..... they break the sticks
easily moral



C. What is your favourite food? Can you cook it? Write instructions to cook it. Use words such as first, next, finally, etc. to complete the instructions.



Project work

Visit a nearby library. Read a story and share it with your friends.

Unit 17

Expressing Surprise and Dismay

By the end of Unit 17, learners will be able to;

- read a simple conversation.
- express surprises and dismays.
- use simple past, past continuous and past perfect tense.
- compose or complete a simple dialogue based on given clues.

Getting started



A. Look at the pictures and say what is surprising in them.



At the Hotel

- Guest** : Good morning. Do you have any rooms vacant?
- Receptionist** : Yes, sir. Double or single?
- Guest** : I would like a double, please.
- Receptionist** : I have a double room on the second floor.
- Guest** : That's great! But I'd like to have one on the ground floor or the first floor.
- Receptionist** : Let me see if I can.... I'm sorry. There's no double room vacant at the moment, either on the ground or on the first floor. But I wonder if you could wait till the check-out time. I'll have two vacancies then. Could I book one of the rooms for you in advance, sir?
- Guest** : Oh, no! I don't mind waiting for an hour or so. What's your check-out time?
- Receptionist** : It's 12 noon, and it's already a quarter past eleven. So, you will have to wait for less than an hour, sir.
- Guest** : How come? My watch shows ten minutes to eleven! That means there's more than an hour to go. I'm not going to wait
- Receptionist** : I'm afraid your watch is a little slow, sir. My watch makes 11:20 now. I set the time only a few minutes before you came.
- Guest** : Oh, dear! There's something wrong with my watch. You're right. I'll wait.

- Receptionist** : Thank you, sir. Would you take a seat, on the sofa over there?
- Guest** : Oh, but I don't know anything about the facilities you provide here.
- Receptionist** : Don't worry about that, sir. Here's a brochure giving all the information about the hotel. On page ten, you'll find information about the rooms and the facilities.
- Guest** : (After some time) Oh, no! The rooms are really expensive.
- Receptionist** : Our hotel is not expensive in comparison to other hotels around here. And, what's more, we provide the best quality services. You will be really satisfied with our services.
- Guest** : Umm... Thank you, young lady.



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

- empty
- beforehand
- a book that gives you information about a product or service



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

- The guest needs a room in the hotel.
- The guest wants a room on the second floor.
- The guest doesn't have time to wait until check-out time.

- d. The guest's watch was not working properly.
- e. The hotel provides the best service in the locality.



C. Answer these questions.

- a. What kind of room does the guest need?
- b. How long does the guest wait for the room on the first floor?
- c. What is the check-out time?
- d. How did the guest know that the hotel was expensive?
- e. Is the price of the hotel suitable? Why?

Speaking



A. Act out the following conversation with a friend. Ask more questions and share new responses to continue the conversation as long as you can. Use the Notes below.

- A: Muna got a new friend.
- B: A new friend? Good for her!
- A: Apparently, he lives in a castle.
- B: Does he? How amazing!
- A: Yes. She met him in Pokhara.
- B: In Pokhara? That's interesting.
- A: Unfortunately, he can't speak much Nepali.
- B: Can't he? I thought everyone could these days!

Notes: The above conversation expresses surprise. The expressions like “A new friend?”, “How amazing!”, “In Pokhara?”, etc. express surprise. Let’s see more ways to express surprise or dismay.

Surprise	Dismay
Wow!	No way!
What a surprise?	You’re joking! / Are you joking?
That’s amazing!	Are you serious?
It’s unbelievable!	I can’t believe!
Wow!	Oh, no!
Really?	You must be kidding!
That’s awesome!	Are you for real?



B. Work in pairs. Express surprise in the following situations.

- Somebody told you that you have won a lottery.
- You heard that your name was announced as the winner in an art competition.
- The head teacher announced a picnic programme.
- You heard that one of your relatives is taken to a hospital after a road accident.
- Somebody told you that there was landslide.

Listening



A. Listen to the recording and complete the sentences with correct words.

- a. Suman is talking to about his visit to Chitwan.
- b. Suman's home is in Chitwan.
- c. Suman is sure that Shanta will also if she gets a chance to visit Chitwan.
- d. Shanta will talk to her to plan for winter vacation.



B. Listen to the recording and answer the questions.

- a. When did Suman go to Chitwan?
- b. Which two places did they visit in Chitwan?

Grammar



A. For each sentence, choose the correct tense of the verb.

- a. I (take) a shower when you called.
i. was taking ii. took iii. was taken
- b. My brother (have) never been to Europe until he went there last year.
i. has ii. had iii. hadn't

- c. Lata (feel) very sick but she decided to go out anyway.
 i. was feeling ii. has been feeling iii. has felt
- d. He (call) her last night.
 i. has called ii. call iii. was calling
- e. I (want) to go swimming but the water was too cold.
 i. have wanted ii. wanted iii. am want
- f. I(be) able to sleep well for a week now.
 i. didn't was ii. was not iii. haven't been
- g. When I first saw her, she (stand) on the balcony.
 i. was standing ii. has stood
 iii. has been standing
- h. I (stop) smoking three years ago.
 i. have stopped ii. have been stopping
 iii. stopped



B. Fill in each blank by putting the verb in (brackets) into the correct past tense.

- a. A: Why are you out of breath?
 B: Because I.....(exercise)for the last one hour.
- b. A: Your light was on when I walked past last night.
 B: Yes, I(chat).....online to my cousin in Australia.
- c. A: You've really improved on the flute.
 B: Well, I hope so because I ...(practise)..... a lot lately.
- d. A: I didn't wake you up, did I?
 B: No, I ... (sleep).....

- e. A: Did you quit your job in the end?
B: I(think)..... of doing so for a long time, but then I decided not to.

Writing



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

- Let me take your coat.
- Great to see you.
- Never too busy to talk to you.
- Come on in!

- A: Tilak! Hi!
- B: Well, I was just passing and I thought I'd drop in and say 'hello'.
- A: Have a drink!
- B: You're sure? You're not too busy?
- A:
- B: Thanks Leela. It'd be really nice to have a chat.
- A: Fantastic!



Project work

Watch some videos on YouTube and copy some expressions that express surprise or dismay.

Unit 18

Asking for Information and Reason

By the end of Unit 18, learners will be able to;

- read a conversation with wh questions, charts, tables and diagrams.
- ask for information and reason.
- use Wh question (who, what, when, where, why, which).
- write a dialogue with wh questions, interpretation of charts, tables, diagrams.

Getting started

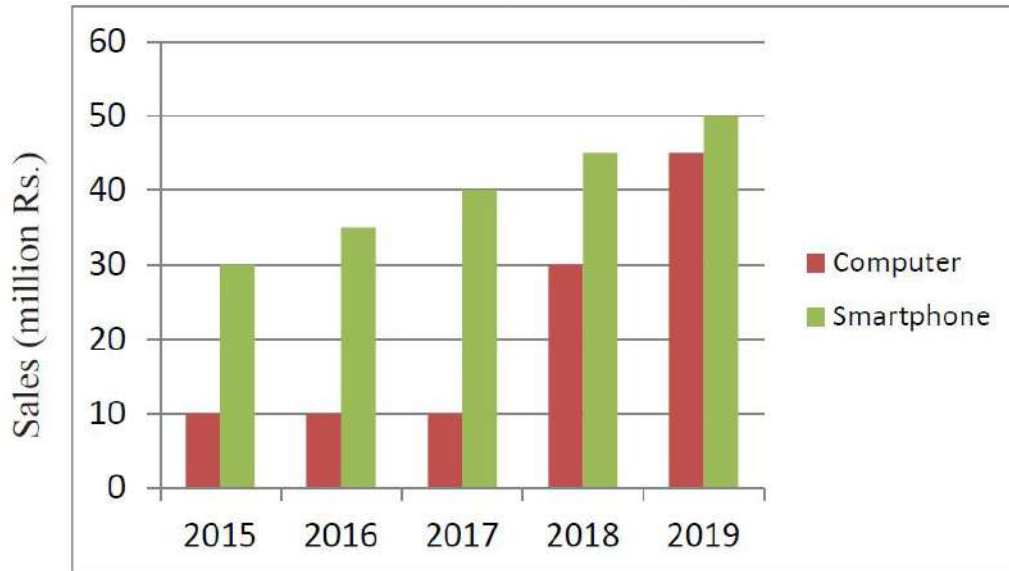


What questions do you want to ask to the following people? Use wh-words like; what when, where, why, how, etc.



Reading

Expenditure on Computers and Smartphones



The chart shows the amount of money people from Kathmandu spent on computers and smartphones between the years 2015 to 2019.

According to the chart, there were upward trends in spending on both items. Smartphone sales increased steadily by 5 lakhs each year. Computer sales remained constant at 10 million until 2017 and then increased dramatically, reaching 45 million rupees in 2019.

People's total expenditure on these electronic devices rose dramatically in this period. The total amount was 40 million rupees in 2015 and it went up to 95 million rupees in 2019.

Overall, the sales of both of these items grew, but smartphone sales grew more quickly. If these trends continue, we can expect computer sales to overtake smartphone sales in 2020 or soon after.



A. Match the words with their meanings.

- | | |
|-----------------|---------------------------------------|
| a. trend | i. very quickly |
| b. steadily | ii. in a regular way |
| c. constant | iii. to become greater than the other |
| d. dramatically | iv. a general direction of change |
| e. expenditure | v. money that a person spends |
| f. overtake | vi. a situation that does not change |



B. Answer the following questions.

- What is the chart about?
- What did people spend more on?
- What is the trend of buying computers?
- Which year did people spend the most on smartphones?
- How much money did people spend on computers in 2016?
- What might happen in 2020?

Speaking



A. Ask for some information to your friend with the question words. Work in pairs, and take turns to ask and answer the questions.

- Who : to know about the doer (person in subject position)
- What : to know the thing, feeling, emotion, etc.

- Where : to know about the place/location
- When : to know the time (day, date, month, season, year)
- What time : to know the time of clock
- How : to know the manner of doing things
- How much : to know the amount of uncountable noun
- How many : to know the number of countable nouns
- How many : to know the frequency
- | | |
|-------------------|-------------------|
| a. name | b. age |
| c. address | d. school |
| e. time at school | f. favourite food |
| g. best friend | h. favourite game |
| i. study duration | j. daily expenses |



B. Read the statements and ask questions to your friends.

- Mt. Everest is 8848.86 m high.
- My brother reads a novel every week.
- I went to the shop to buy some food.
- She waited there for two hours.
- I can walk up to 5 km.
- They spent the time happily.
- Mina calls her mother once a week.
- A new cycle costs NRs. 10000.

Listening



A. Listen to the recording and answer the questions.

- Where is the clinic? It is next to the
- Where is the futsal? It is past the
- Where is the ATM? It is in the, next to futsal.
- Where is the post office? It is next to the
- Where is the museum? It is opposite to the, right on the corner.



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

- The girl is visiting the place for the first time.
- There is an ATM in the bank.
- The museum is next to the post office.

Grammar



A. Study the following sentences.

- A: Where's the coffee machine? (We expect an answer about the location of the coffee machine.)
- B: It's in the room next to the reception.
- A: How old is your dog? (We expect an answer about the age of the dog.)
- B: She's about five. I'm not very sure.

Wh-questions begin with what, when, where, who, whom, which, whose, why and how. We use them to ask for information.

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.

Study the following sentences.

Be: When are they coming?

Who's been calling you?

Do: Where do they work?

Why didn't you visit the doctor?

Have: What has he brought?

What have they done?

Modal: Who would help her?

Where should I go?

But:

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. Fill in the question words: What, Where, Why, When, How, and Who to form questions.

- a. do you like best?
- b. do you get up in the morning?
- c. do you go to school?
- d. hobbies do you like?
- e. do you go on Saturdays?

- f. old are you?
- g. is your birthday?
- h. are your exercise books?
- i. are you doing at the moment?
- j. do you live?



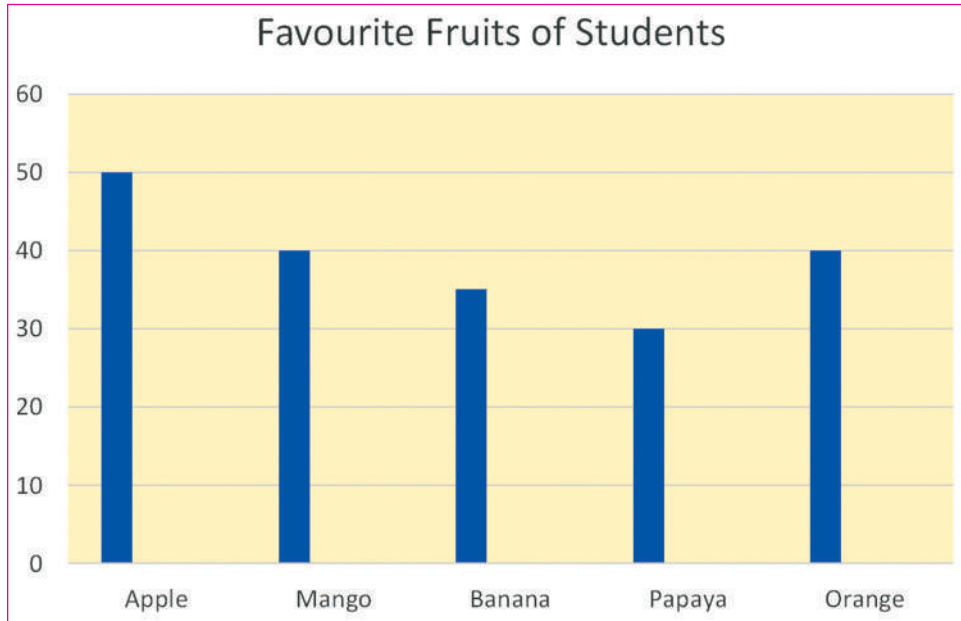
C. Make questions for the following statements as indicated in brackets.

- a. This is my laptop. (Whose-question)
- b. I usually have vegetables for dinner. (What-question)
- c. We live in the house over there. (Where-question)
- d. I am leaving early because my school starts early. (Why-question)
- e. Mitra likes the blue shirt. (Which-question)
- f. The festival takes place in August. (When-question)
- g. I use a lot of salt in my cooking. (How much-question)
- h. The new hotel is located near the seaside. (Where-question)
- i. They are very happy because they passed the test. (Why-question)
- j. English is Mary's favourite subject. (Which-question)
- k. My best friend is 15. (How old-question)

Writing



Study the chart below and describe it.



Project work

Ask 10 people about their favourite sports. Collect the data and present it in a bar graph.

Unit 19

Seeking Confirmation

By the end of Unit 19, learners will be able to;

- read a menu, timetable, and conversation.
- ask for information and reason.
- use tag questions.
- write a hotel menu with description of foods and their price.

Getting started



Look at the pictures and answer these questions.



This is Mt. Everest, isn't it?



He is a footballer, isn't he?



They are actors, aren't they?



It is not a smartphone, is it?



This is not a helicopter, is it?



This is a snow leopard, isn't it?

Reading

ALPINE HOTEL

FOOD MENU

French Fries	Rs. 250
Cheese Balls	Rs. 200
Clear Soup (Veg/Chicken)	Rs. 260/300
Tomato Soup	Rs. 300
Mushroom Soup	Rs. 300
Chicken Chowmein	Rs. 300
Vegetable Chowmein	Rs. 250



Vegetable Pakoda	Rs. 300
Dal Fry	Rs. 150
Roti Per Piece (Chapati)	Rs. 35
Aloo Paratha With Curd	Rs. 300
Poori Bhaji	Rs. 300
Veg Curry	Rs. 250



Chicken Mo:Mo (Dumpling)	Rs. 350
Vegetable Mo:Mo (Dumpling)	Rs. 300
Vegetable Fried Rice	Rs. 300
Chicken Fried Rice	Rs. 350
Vegetable Curry	Rs. 250
Chicken Curry	Rs. 350
Chicken Chilly	Rs. 350
Chicken Drum Stick	Rs. 350
Chicken Curry	Rs. 350



Spring Roll - Veg | Chicken | Mixed	Rs. 199 | 299 | 349
Fried Rice - Veg | Egg | Chicken Mixed	Rs. 199 | 250 | 299 | 349
Chowmein - Veg | Egg | Chicken | Mixed	Rs. 215 | 235 | 280 | 325

Rs. 199 | 299 | 349
Rs. 199 | 250 | 299 | 349
Rs. 215 | 235 | 280 | 325

Nepali Khana Set

Vegetable	Rs. 350
Chicken	Rs. 450
Mutton	Rs. 500
Fish	Rs. 500



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

- The hotel serves more than thirty food items.
- One can choose three different types of soup in the hotel.
- Both vegetarian and non-vegetarian can have clear soup.
- The hotel serves more western foods than Nepali foods.
- Chicken chowmein costs more than the mixed chowmein.



B. Answer the following questions.

- What is the similarity among different types of soups served in the hotel?
- What is the costliest food item in the hotel?
- What are the different varieties of dumplings served in the hotel?

- d. If you are the fan of mutton, which food item do you choose?
- e. Is the hotel suitable for vegetarians? Why?

Speaking



A. Practise the following conversations.



B. Work in pairs. Take turns to ask and answer the questions. Use the clues.

Example: Sunday/no/Monday

A: It is Sunday today, isn't it?

B: No, it's not. It's Monday.

- a. your brother/doctor/no/engineer
- b. paint picture/no/draw with a pencil
- c. type Nepali/yes/faster than English
- d. Shila's book/no/my brother's
- e. go cinema yesterday/yes/with friends
- f. visit the doctor yesterday/no/ visit tomorrow
- g. must do homework/yes/I must
- h. not be late/yes/arrive early

Listening



Listen to the audio and tick the correct answer.

- a. Who does Hana cook with?
 - i. her roommate
 - ii. her mother
 - iii. her sister
- b. How does Daniel get food during the week?
 - i. He cooks himself.
 - ii. He buys it from the shop.
 - iii. His mother provides for him.
- c. How often does Daniel eat out?
 - i. sometimes
 - ii. never
 - iii. occasionally
- d. How often does Hana normally eat out?
 - i. never
 - ii. sometimes
 - iii. during the weekend
- e. Who seems to be busier?
 - i. Hana
 - ii. Daniel
 - iii. both of them

Grammar



A. Study what the teacher says to his students.

- a. We are going to learn English now, **aren't we?**
- b. We will finish everything in time, **won't we?**
- c. You don't have any problems, **do you?**
- d. You can't make noise in the class, **can you?**
- e. At this time yesterday, we were writing a story, **weren't we?**

The highlighted part in the above sentences are tag questions. A tag question is a short question that follows a statement.

Normally we use a positive question tag with a negative sentence:

Negative sentence	→	Positive tag
Tom won't be late,		will he?
They don't like us,		do they?

And normally, we use a negative question tag with a positive statement.

Positive sentence	→	Negative tag
She will be here soon,		won't she?
Nirmal should pass the exam,		shouldn't he?



How do we form QUESTION TAGS?

- a. Auxiliaries like be, have, can, may, must, should, etc. used in the statement are repeated at the end of the sentence followed by the subject (always a pronoun):

John was annoyed, **wasn't** he?
↓
auxiliary verb

He **wasn't** annoyed, **was** he?

I **am** late, **aren't** I? [Notice that we say aren't I? (= am I not)]

- b. With all other verbs, tag questions are formed with do/don't and does/doesn't (Simple Present) and did/didn't (Simple Past):

You like fish, don't you?	They don't like fish, do they?
He likes fish, doesn't he?	She liked fish, didn't she?



B. Match the tag questions on the right with the sentences on the left.

- | | |
|---|------------------|
| a. You can't answer all the questions, | a. didn't he? |
| b. You will help me to do the assignment, | b. will you? |
| c. He believes you, | c. can't you? |
| d. The teacher should explain the lesson, | d. doesn't he? |
| e. The boy didn't know the lesson, | e. can you? |
| f. Bob frightened you, | f. should he? |
| g. You can speak English well, | g. could she? |
| h. She couldn't arrange that, | h. won't you? |
| i. You won't tell him, | i. did he? |
| j. He shouldn't do it, | j. shouldn't he? |



C. Add a question tag to these sentences.

- The teacher is late this morning,?
- This place is quite good,?
- Punita dances well,?
- You can't tell the difference,?
- The kids always sleep after lunch,?
- You're coming with us,?
- Gopal plays football,?
- You didn't have any lessons this morning,?
- Kriti is on holiday,?
- The students practise it everyday,?
- Mr Tamang doesn't know your father,?
- There are lots of people here,?

Writing



A. Suppose your family is going to start a new tea shop/restaurant. Prepare a menu similar to the example above for your restaurant. Use the clues in the box.

Name location contact details hot drinks cold drinks main courses snacks desserts special thing opening and closing time, etc.



B. Suppose you are at a restaurant and you want to order some food. Write a conversation between you and the waiter in about five exchanges.



Project work

Develop a colourful menu of a restaurant on a sheet of paper. Use your own designs, then share the menu with your friends.



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