

Open Learning Education

ENGLISH BOOK

Basic Level

Level - 2

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Ministry of Education
Non-formal Education Centre
Sanothimi, Bhaktapur

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Preface

English has emerged as one of the most widely used language in the present world. In our context too, English is used extensively in every sphere of socio cultural life. Realizing this, English has been introduced right from the beginning of formal schooling as a core subject.

Attempts to open up access in education have been made, however, a considerable number of students do not complete the cycle of school education. Keeping this in mind, the government has taken this initiative to address the needs of the children who are left behind due to various socio cultural and economic reasons. It is assumed that the target group will take advantage of this opportunity and ultimately enter into the formal stream of education.

This book has been revised by Mr. Yograj Bhattarai, Mr. Bishowraj Joshi and Mr. Lalmani Joshi in consultation with Mr. Chudamani Paudel, Dinesh Ghimire and Padma Sharma of NFEC. The whole process of developing or typing, layout design, cover page design by Mr. Jayaram Kuikel.

This curriculum has been designed by condensing the three year formal lower secondary curriculum. The language functions have been categorized as non-core and core of which the former one should be practiced in class room situations and through self study, and the latter one in contact sessions. The division of core and non-core teaching items is based on the fact that the target learners who were left behind are matured enough so they do not require all the ingredients of curriculum to be learnt thoroughly. Such components of curriculum are left at the disposal of teachers to be covered up while dealing with core components. Considering the availability of time, contact sessions should be run as per the convenience of the learners. To facilitate better learning, the centre will provide support materials for both teachers and learners.

NFEC would like to extend its gratitude's to the writers as well as UNICEF for their technical and financial contributions. The centre always anticipates constructive suggestions from the valued readers and the users of this materials.

Non-formal Education Centre

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Unit 1: Making suggestions, giving advice and replying

1. A Discuss with class.

- (i) Your friend's cow is sick. In your mother tongue, how and what suggestions would you give him/her?
- (ii) Which of them are less polite and which ones are more polite suggestions/advice?
- (iii) Can you do the same in English? Do not worry about mistakes.

B Learn some of the following ways of offering suggestions and responding/replying to them.

Suggestions	Replies
Why don't you see a doctor?	I'll think about it.
How about seeing a doctor?	I think, it's a good idea.
You'd better see a doctor.	You're right. I will see one today.
I suggest that you see a doctor.	Good idea! Let's go.
If I were you, I'd see a doctor.	
Let's go to a doctor.	
You should see a doctor.	

2. A Read and act.

Goma: Hey guys! I dropped out school two years ago. But I want to join again. What shall I do?

Halim: You should join the same school you dropped out.

Goma: No, I can't do that. I have to work during day time.

Tashi: Why don't you go to a night school then?

Goma: Good idea! But there's no night school around here.

Yadav: How about going to a morning school then?

Goma: There's no morning school either.

Nima: I've got an idea.

Goma: What's that?

Nima: Would you like to join an open school? You don't have to be regular. Timing is short and decided by students.

Goma: Great Nima! I can't wait to join it.

B Answer the questions.

- (a) What is Halim's suggestion?
- (b) What does Tashi suggest?
- (c) What advice does Yadav offer?
- (d) What advice does Nima offer?
- (e) Which school should she join?

3. A Think of a problem you are facing at the moment.

- Work in a group of five.
- Number the group as 1, 2, 3, 4, 5.
- First, number one tells his/her problem to the group one at a time; numbers 2, 3, 4 and 5 offer suggestions.
- For each suggestion say:
 - That would be great. - I think I will.
 - What a good idea. - Thank you, etc.

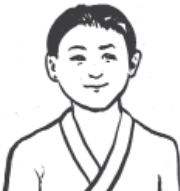


How about taking tuition?



Would you like to come to me? I can help you.

Why don't you ask him to explain in Nepali?



You should tell him to repeat.



I don't understand my English teacher.



4. Grammar

Offer your own suggestions to the following situations as in the example.

Example:

Pasang: I don't have a dictionary to look up words.

You: You should buy one.

or

Why don't you ask your parents to buy one?

or

How about going to the library? There are some.

or

Would you like to borrow one? I've got a spare copy.

Dev: I've got a headache.

Shilpa: I'm not good at mathematics.

Kisan: My crops are not doing well this year.

Kumar: My baby brother has been crying all the morning.

Muna: There is something wrong with my eyes. I can't read properly.

Pasang: There is no road to our village. We have to walk all the way down to the city.

Pakhrin: I think there is bacteria in the water we drink.

Ahmad: My mother is having severe stomachache these days.

Begum: My father is drunk every evening. What shall I do?

Krishna: We have had several thefts in the village recently.

5. A Look at the picture and say.

- (i) Is the boy sitting on the stone happy or sad?
- (ii) What are the boys talking about?



B Listen to your teacher and fill in the gaps with appropriate words from the box.

All of Kanah's friends are going on a but Kanah has no So he is Mother her money buying books and uniform for Kanah.

in money	finished	unhappy	picnic
----------	----------	---------	--------

C Answer these questions.

- (i) What did Paru say to Kanah?
- (ii) How much money did he need?
- (iii) Who helped Kanah solve his problem?
- (iv) Do you think Kanah should go for the picnic though he has to borrow money?

6. A Discuss with your teacher.

- (i) Do you smoke?
- (ii) Does anybody at your home smoke?
- (iii) What are the bad effects of smoking?
- (iv) Have you seen anybody who smokes or chews tobacco?
How is his/her health?
- (v) Narrate an event of a serious effect of tobacco on a person you know.

B Read and answer.

Thule, my neighbour, is a cigarette addict. "Why don't you stop smoking? Excess of everything is bad. Cigarette has started showing its effect upon you" says his wife. But Thule always turns deaf ear to all the good suggestions he receives from his family and friends.

Thule knows smoking is injurious to health. But he does not know in what details tobacco directly affects our brain and nervous system. He does not know that the tobacco he uses has more than four thousand harmful substances besides nicotine. For example tobacco contains injurious substances as hydrocarbon, cyanide, formaldehyde and cancerous chemicals like carcinogens.

A month ago when Thule had a chest pain and respiratory problem, he was taken to hospital. Doctor said, "You must quit smoking immediately, *Thule Dai*. Your pulse rate and blood pressure are high too."

"How about *hukkah*? Is it better than cigarette?" asked Thule.

"No way, *hukkah* is as bad as all other forms of *tobacco*. You'd better not take tobacco in any form. Stop it now or you'll die soon", said the doctor.

Reality is that smoking or consumption of tobacco causes cholesterol which narrows down our blood vessels. This has been one main cause of heart attack today. It can cause infertility

among women. Babies borne of smoking women are very likely to be weak and defective in many ways.

Passive smoking is equally dangerous, sometimes more dangerous than active smoking. It causes cancer in our lungs and leads to heart attacks. Children are more vulnerable to such conditions.



Use of tobacco for a long time makes us addicted to it. The user reaches a state from where he cannot come back. This is called increased dependency. After this it becomes very difficult, if not impossible, to quit the habit. Even if we try to quit it, we cannot do it at one go. Chances are that the quitter faces restlessness, loss of appetite and energy, etc. This is called withdrawal symptoms.

Nothing is more precious than our health in this world. A sick person can do nothing in his life. So if you want to live a healthy and successful life say no to tobacco. Because health is our wealth.

Tobacco is misused all over the world. It has a chemical which is called nicotine. It is available in different forms like chewing tobacco, cigarettes, bindi, tamakhu, etc. to name a few.

C Vocabulary

nicotine:	poisonous chemical into tobacco
available:	found
addict:	a person who cannot stop doing something
turn a deaf year:	not to do what others want you to do
injurious:	harmful
hydrocarbon:	mixture of hydrogen and carbon
cyanide:	powerful powder
formaldehyde:	a gas with bad smell

carcinogen:	something that causes cancer
consumption:	eating or drinking something
cholesterol:	fatty substance in blood
infertility:	condition of not being able to produce babies
vulnerable:	not safe

D Learn the following.

addict	addicted	addiction
consume	*	consumption
*	infertile	infertility
*	vulnerable	vulnerability

E Write 'T' for true and 'F' for false statements.

- (i) Thule listens to his friends but not his wife.
- (ii) He does not know smoking is bad.
- (iii) Cigarette does not cause cancer but tobacco does.
- (iv) Hukkah is as bad as cigarette.
- (v) Cholestoral blocks the flow of blood.

F Answer these questions in short.

- (i) How does smoking affect women?
- (ii) What is the main cause of heart attack?
- (iii) Who are likely to be affected by passive smoking?
- (iv) What is increased dependency?
- (v) What happens if a tobacco addict quits it at the first attempt?
- (vi) What is “withdrawl symptom”?
- (vii) How can a tobacco addict change himself and lead healthy and happy life?

- 7. A. Write a list of harmful substances that are found in tobacco.**
- B. Find a family member or a relative of yours who uses tobacco. Write a letter telling him/her why they should quit it right away. Also mention what bad effect it will have upon their innocent children at home.**
- C. People smoke at public places like bus stop, cinema, party places etc. What do you think about it. Should smoking in public places be stopped. Suggest some ways of doing it.**
- D. Write a paragraph on other bad habits of people in your family or neighbourhood which have negative effects upon the health of other people living with them.**

Unit 2: Expressing wishes

1. **Discuss with your class and teacher.**

I wish I had a car.

- (i) What do people wish for?
- (ii) Have you ever wished for something?
- (iii) What have you wished for?
- (iv) What would you wish for if you were given wishes?



2. **Read and act:**

Pemba: I wish I had a son. I've got two daughters only.

Jhuma: Why do you want a son if you already have two daughters?

Pemba: I'm incomplete without a son. A son can be a great help at my old age.

Jhuma: In reality, daughters are more helpful to their parents than son nowadays..

Pemba: Sons can go out and earn. They are smarter than daughters. They have done all the wonderful things in the world.

Jhuma: I don't think, I'll agree with you. Girls are as smart as boys in every respect. They have excelled in sports, music, science, literature and in fighting wars and flying to space.

Pemba: But still sons are sons.

Jhuma: That's unfair. You know that girls are as good as boys but you don't want to admit it. I wish parents were as fair upon girls as they are upon boys.

- (i) What does Pemba wish for?
- (ii) Why does he want a son? Give one reason.
- (iii) What does Jhuma wish?
- (iv) Whose arguments do you like? Why?
- (v) Whose arguments do you not like? Why?

3. A Work in pairs about your wishes. Look at the example.

Example:

- A: I wish I had a bicycle, a beautiful garden and a dictionary.
B: Why do you wish you had a bicycle?
A: To go shopping to the market.
B: Why do you wish you had a beautiful garden?
A: To make my house look beautiful.
B: And why do you wish you had a dictionary?
A: To look up word meanings.



B If you were given three wishes, what would you wish for? Write your wishes in your exercise book and speak with your partner as in the example above.

In your exercise book you can write:

- I wish I had a new jacket.
- I wish I had a cellphone.
- I wish I had a new pen.
- I wish I had a new sweater
- I wish I had a new pair of shoes.

C Make as many sentences as possible from the following table. Write them in your exercise book.

I	wish	he had a digital camera
He	wished	she had an emergency light.
She	wishes	they had a laptop
They		I had a car.

4. A Listen to the following people and fill in the table.

	lives in	years old	wishes
Dolma			
Debu			

4. B Listen and answer.

- (i) What does Dolma want to be in future?
- (ii) How does she want to help her brother?
- (iii) What class is Debu?
- (iv) How far is his school?
- (v) Why does he wish for a bicycle?

Note to the facilitator: Go through the listening exercises first and then develop two separate paragraph each for Dolam and Debu. Include the information the exercise demand. Read the paragraph aand let the learns do the exercise.

5. A Discuss with your teacher and friends.

- (i) Have you seen a greedy person?
- (ii) What is he like?
- (iii) What in your opinion is greediness?
- (iv) Is it bad to be greedy? Why? Why not?

B Read the story quickly and answer.

- (i) What is the story about?
- (ii) What did the man wish?

A long time ago there lived a rich man in a far away country. He had a beautiful house, a lot of wealth and many workers at his service. However, he was not satisfied with what he had and wanted more. He always said, "I wish I had a lot more land, money and gold." He was an example of greed and stupidity.

One day a stranger came to his house and spent a couple of days with him. The stranger was of great intelligence and talked to the man about many different things related to life and the world. Pleased by the experience and knowledge of the stranger the man offered him good food and service. When leaving the guest wanted to give him a wish in return for his hospitality. The guest was not an ordinary man. He possessed a special power to make people's wish fulfill. "I wish I had a magic power to turn everything I touch

into gold,” said the man. “So be it,” replied the stranger and he went.

Madly excited by his new power of touch, he started touching everything at home. He touched his own bed first which turned to gold immediately. He touched his chair, table, and plates and turned them into solid gold. He ran about the huge building and changed everything into yellow shining objects: walls, furniture, vase, statue etc. He did not stop. He wanted to change everything into gold. He kept on running and touching things and changing them into gold. He kept on running and touching things and changing them until the morning was over.

In delight, he forgot his breakfast. When most of the things were turned into gold, he was drenched with sweat and full of hunger. He wanted to have a good meal after such a hard work all the morning. He sat at the breakfast table and got ready to eat. Only then did he realize that every piece of food that he held changed into gold before he could eat it. He tried to eat fish. It changed into gold. Then he tried to eat fruits they turned into gold too. Even the water in the glass turned to a solid lump before he could drink it. Thanks to his greed, he was going to die of hunger and thirst. He repented for the wish he had asked with the stranger. What he had thought to be boon had turned out to be a curse. “I wish I had not asked for the magic touch,” he said to himself. “I wish I could get rid of it. I can live without gold but I cannot live without food and water.”

C Answer the following questions.

- (i) Why was the rich man not satisfied with what he had?
- (ii) What did the man want?
- (iii) How was the stranger treated by the rich man?
- (iv) What did the stranger talk about with the rich man?
- (v) Why did the stranger want to offer the man a wish?

D Write ‘T’ for true and ‘F’ false sentence.

- (i) The man touched his own chair first.
- (ii) He spent all the morning touching things and turning things to gold.

- (iii) He tried to eat fruits first.
- (iv) Food and water are more important than gold.

E Learn the following words and their meanings.

service: help

drench: wet

hold: catch

lump: piece

repent: to wish you had not done it

stranger: a person you do not know.

boon: something that is very helpful

curse: something very unpleasant

thanks to his greed: because of his greed

6. A Read the paragraph and answer.

My name is Rakhi. I am just back from hospital. I was there for a month. A month ago one evening, I was going to a friend on my scooter. She is not far in my neighborhood. So I was not wearing a helmet. It was getting late so I was driving little faster. When I reached turning I could not control the handle and I fell down. I had an injury in my head. I wish I was not driving fast. Also, I wish I had my helmet on.

- (i) How long did Rakhi stay at hospital?
- (ii) Why was she not wearing a helmet?
- (iii) Why was she driving faster?
- (iv) What does she wish?

B Write a similar paragraph using the following clues. Do not write questions.

Kabir - back from Dental Hospital - one weak - a friend's birthday party - ate a lot of ice-cream - toothache and problem in tonsils - wish not eat ice-cream

Unit 3: Giving Instructions

1. A Read the following texts quickly and say what they are about.

(i)

- Put the stove on.
- Boil the water in the kettle.
- Put tea-powder or leaves.
- Pour milk.
- Add sugar.
- Serve and drink.

(ii)

- Heat the frying pot.
- Put corn and stir.
- Let the corn break and puff.
- Do the same with soya.
- Serve them and have.
- Don't eat too much.

(iii)

- Put frying pan on stove.
- Put some oil or ghee in it.
- Put egg in it when hot.
- Spread salt over it.
- Cook it for a minute.
- Serve it on a plate.

(iv)

- Put your iron plug into socket.
- Spread your shirt over the ironing board.
- Sprinkle some water over it.
- Then, iron the shirt part by part.
- Wear it and go to the party.

B Read again and match the text number with the topics they talk about. Work in pairs.

Text number

Topics

(i)

making omelette

(ii)

ironing shirt

(iii)

preparing popcorn

(iv)

making tea

C Work in pairs. The following instructions are not in proper order. Read and put them in order. Give a suitable title to each of them.

- Say hello and explain why you called.
- Press the number of the person you want to call.
- Say thank you and take leave.
- Get hold of the receiver.



- Respond politely to the caller.
- Take leave politely.
- Say hello and give your introduction.
- Try to be sympathetic and helpful.



2. A These people have got some problems with them. Give instructions on how they can probably solve their problems. Work in pairs.

A: I've got an awful headache.

B: aspirin



A: I have a flat tyre.

B: Go/bicycle shop/ blow it up.



A: I want to improve my handwriting.

B: Four line exercise book/then practice, practice, practice



A: Damn with it. It doesn't work.

B:repair center.



A: It's very dark granny.

B: Open door/ press switch of the light.



A: How can I go to Sanothimi?

B: Go/bus-stop/ take no. 9 bus.



B Discuss with your friends and put the following instructions for making chips (French fries) in proper order:

- Fry it deep.
- Cook it until it is light red.
- Peel the potato.
- Chop it in finger sizes.
- Your chips is ready.
- Put salt and turmeric.

C Work in pairs. Prepare a list of instructions on how to mend a flat tyre. You can use the following words/phrases in your instruction:

patch tube blow it up puncture glue rubber

D Talk to your friend and prepare instructions on how to make:

- (i) plain rice
- (ii) chowmein

3. A Discuss with your teacher.



- (i) Have you travelled by plane?
- (ii) Where did you go?
- (iii) Did you enjoy it?
- (iv) What were the rules?
- (v) What did the airhostess do?
- (vi) Do you want to travel by plane again?
- (vii) Say about one thing you liked and one thing you did not.

B Listen to your teacher and write numbers in front of the instructions in the order they are given to the boy.

- Take your seat.
- Listen to the instructions of the airhostess.
- Unfasten seat belt when you reach your destination.
- Come out and go where you have to.
- Thank the airhostess for her service.
- Fasten your seat belt.
- Obey what the pilot instructs.
- Get on board the plane.
- Thank the airhostess for her welcome.

Note for the facilitator: Put the above instruction in the correct order and read them to the learners. Ask them to number them in the book.

Unit 4: Describing Positions

1. A Read, learn and act it out.



Dawa: Look at this photograph. It's my family photo.

Poonam: When did you take it? Are you there in the photo?

Dawa: Yes, I'm there. It was taken long ago when I just started going to my primary school.

Poonam: Let me see. Are you at the front of the group?

Dawa: Yes, the only girl on the lap of my mother.

Poonam: So the man to the left of your mother must be your father.

Dawa: You're right. And at the back of my mother is my uncle.

Poonam: I see. And who's this in the middle of the second row?

Dawa: She's my aunt. She's just completed her MBBS. And on the far right is my brother.

Poonam: Oh, really?

B Discuss.

- (i) Whose family photograph is this?
- (ii) When was it taken?
- (iii) Is Dawa at the front row or at the back row?
- (iv) Who is in the middle of the second row?
- (v) Who is to the right of Dawa's Aunt?
- (vi) Who is to the left of Dawa's aunt?

2. A Discuss your house with your friend. Ask and answer the following questions.

- (i) Where's your house?
- (ii) What's at the front of your house?
- (iii) What's at the back of your house?
- (iv) What's to the left and right of your house?
- (v) How far is the school from your home?

B Work in pairs. Ask and answer about the people in the pictures given below.

A: Who's inside the house?

B:

A: Who's outside the house?

B:

A: Who's in the middle?

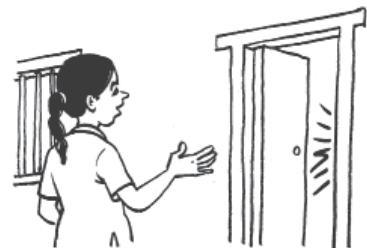
B:

A: Who's to the left of Khusbu?

B:

A: Who's to the right of her?

B:



Min Khusbu Shama



A: Who's in the middle?

B:

A: Who's at the back of kumar?

B:

A: Who's at the front?

B:



Kanha Kumar Maya

3. Grammar

Fill in the blanks with the words/phrases given in the box.

at the front of, at the back of, to the left of, to the right of, in the middle of, inside, in front of, beside.

Sonu is generally late for class and has a seat the class. Whereas Reshma is punctual and likes to have a seat the class. She hates sitting last of all. Many of my friends want to sit the class. If you are in the centre, the teacher cannot easily get at you. Thus you can avoid many challenging questions from the teacher. Some girls enjoy sitting the class by the windows especially in the winter. But the bunch prefers having their seats the class in the summer. There are some guys who want to be the class even when there is no class. And there are many who run the class as soon as they come to know their teacher is absent. Almost always our teachers stand the class the blackboard.

4. A Discuss with your teacher and friends.

(i) Have you had any accident in the past?

(ii) Where were you or where were you going?

(iii) What happened?

(iv) How was your immediate feeling?

(v) How do you feel when you recall the accident?

B Read the following travelogue and say.

- (i) Where was the traveller going?
- (ii) Why was he going there?



Many souls in the world want to leave it all behind, at least once in life time, and run off to see the world outside. But for Raghab it was his first journey abroad for his post graduate course in England. After about four hours delay the Indian airbus took off the Indira Gandhi Airport in New Delhi for Gatwick Airport in London carrying more than 300 passangers on board.

It was about six o'clock in the morning and Raghab knew that the weather was not completely clear yet. The wind was not weak and he could see the lightening in the sky off and on through the transparent plastic roofs. But he was called in for the boarding and was by now climbing up in the sky higher above the disturbing weather if possible.

Hardly had an hour passed before the wind began to pick up. The sky grew darker and the black cloud became thicker. Heavy rain started to pour and frequent lightening struck just outside his windows. By this time the air-hostesses were serving breakfast. The flight was bumpy and it was difficult for people to put the stuff into their mouths. Raghab looked at the faces of the air hostesses. They were sweating, looking grim and telling something unwelcome. He looked around at the people. They were panicking. Their worried faces showed what they felt inside.

The weather went from bad to worse. So much so that the foodservng trolley in the store fell down. Airhostesses came round and pulled down all the window covers. The flight was bumpier than an on land bus ride through a country road full of

big pot holes and rocks. Every now and then scary passengers made frightening screams. People at the front, people at the back and all the people on board began to cry. The lady on his left covered her face with hands and prayed. The gentleman on his right closed his eyes and kept on saying something with his breath. One lady in the middle section shouted for help. Her husband had lost sense. He thought it was the end. He was experiencing death.

Suddenly, the sky turned blue. The rain stopped and the wind calmed. The pace of the plane became smooth. "Was I dreaming? No, I was not. It is a real travel story." Raghab told his new friends in a new country - England.

C Vocabulary

Learn the following words and their meanings.

abroad:	foreign country
delay:	late
off and on:	from time to time
transparent:	able to be seen through
to pick up:	to grow stronger
lightning:	bright light in the sky
stroke:	hit
bumpy:	rough
stuff:	food
grim:	serious
panicking:	feeling strongly worried
pot holes:	holes in the road
every now and then:	from time to time
scary:	causing fear
cry:	weep
calmed:	not windy
smooth:	not rough

D Match the paragraph numbers with their themes.

<u>Paragraphs</u>	<u>themes</u>
-------------------	---------------

- | | |
|----|-----------------------------------|
| 1. | worsening of the weather |
| 2. | bad weather impact on passengers |
| 3. | his boarding on the plane |
| 4. | sudden improvement in the weather |
| 5. | Raghab's going to England |

E Answer the following questions.

- (i) What do many people in the world want?
- (ii) Where was Raghab going and why?
- (iii) Did the plane fly on time? How long was the delay?
- (iv) How was the weather when the plane took off?
- (v) Did the weather improve or worsen after an hour of the take off?

F Read through the third paragraph and answer the questions.

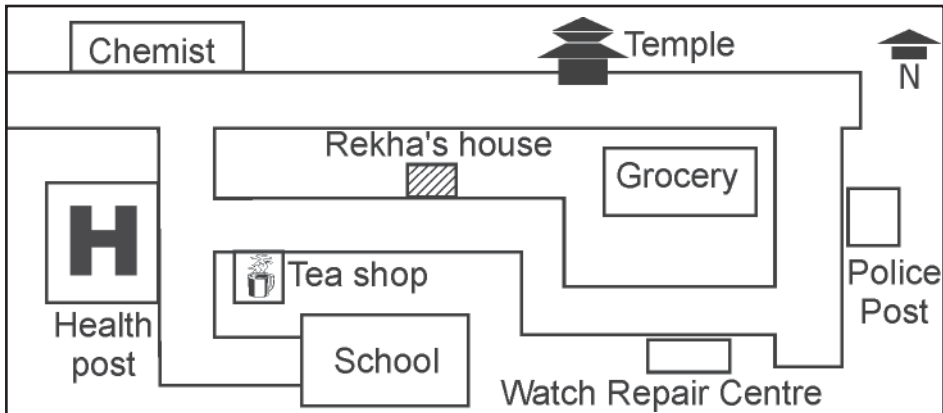
- (i) How did the air hostesses look?
- (ii) What was their faces telling?
- (iii) What is the flight compared with?
- (iv) What did the lady on his left do?
- (v) What did the lady in the middle section ask for?

G Fill in the gap with words given in the box.

worsened, improved, England, delayed, six, post graduate, die

Raghab was going to for his course. His flight was by 4 hours. He boarded on the plane at about in the morning. After about less than an hour the weather passengers lost hope for their lives. Raghab thought he would luckily, the weather and all were saved.

5. A Look at the map of Rekha's village and discuss:



- (i) Where is Rekha's house?
- (ii) Which direction is her house?
- (iii) What is to the right and left of her house?
- (iv) Which direction is the tea shop?
- (v) Which is farther her? School or the chemist?

B Listen and answer.

- (i) Is the school on the main road?
- (ii) Is it a village or a city school?
- (iii) What is at the front of the school?
- (iv) What is there at the back of the school?
- (v) What can you hear outside school?

6. A Look again at the map of 5.A and write a paragraph about Rekha's village.

B Write a paragraph about a recent travelling you have made. Write where you went. How long it took. How the journey was. What did you see? Did you like it? why?

C Write a paragraph about your house (the place where you live). Write what is in front of, at the back of, to the left/right of the house.

Unit 5: Measuring Height, Weight and Distance

1. A Spelling quiz

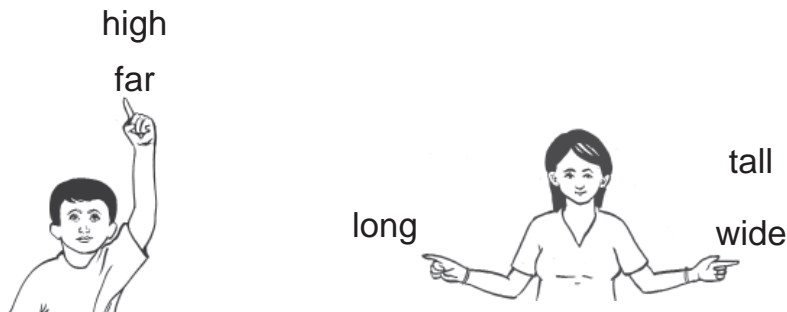
Class is divided into two group; A and B. Teacher pronounces the following and groups try to spell them out in turns.

(haIt, weIt, lentθ, dIstans)

B Run to the board (RTTB)

Teacher gives the meanings of the above five words. students, representing groups run to the board and point to the correct words. The one who does it correctly and does it first gets a point.

2. Read, learn and practise.



Ramswarup: How tall are you?

Dolma: I'm 1.52 metres tall.

Ramswarup: What's the length of your classroom?

Dolma: It's 4.30 metres long.

Ramswarup: What's the width?

Dolma: It's 3.67 meters wide.

Ramswarup: How far is the school from your house?

Dolma: It's about one kilometre.

3. Talk about the classroom and places with your friends. Measure the objects with your ruler and say. Give true answers.

A: What's the width of the blackboard?

B:

A: What's the length?

B:

A: What's the height of the door?

B:

A: What's the breadth?

B:



A: What's the length of your classroom?

B:

A: What's the width?

B:



A: What's the length, breadth and weight of your book?

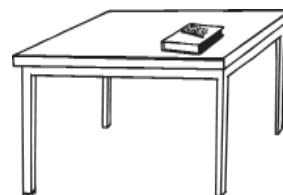
B:

A: What's the length, breadth and height of your table?

B:

A: How far is Nepalgunj?

B:



4. A Discuss with your teacher and friends.

- (i) What is space?
- (ii) What are there in the space?
- (iii) How big is the space?
- (iv) Can man travel to the space?
- (v) What was the name of the first space shuttle (rocket)? Which country made it?
- (vi) What was the first animal that was sent to the space?



B Read and answer the questions that follow.

Until the middle of the twentieth century space travelling was nothing but a fantastic dream of human beings. Before that people thought only the most powerful engine could push out of the gravity of the earth and it was not easy to make. Early forms of the rockets were like fireworks. Later they were developed into rockets. The invention of rocket has helped man to fly to great heights and understand the earth and the solar system in greater details.

In 1957 the former USSR, now Russia launched Sputnik 1, the first-ever man-made satellite into space. Sputnik I was an aluminium ball, only 53 cm in width. The total weight of this satellite was 83 kg. It stayed in space for 92 days. That marked the beginning of the space age. Nowadays there are hundreds

of satellites in space. They are used for many different purposes such as communications, weather forecasting, spying, etc.

The same year the U.S.S.R., launched sputnik 2 which carried a dog called Laika along with it. It stayed in space for a week. Obviously, these developments in science and technology have reduced the distance between our earth and our neighbouring planets.

People who fly into the space on space rockets are called astronauts. One such astronaut, Neil Armstrong of America, became the first person to set foot on the moon in 1969.

C Learn the following words/phrases.

fantastic: imaginary

push out: to use force to go out.

intervention: making of something new

spying: collecting information secretly

reduce: shorten, decrease

set foot on: put foot on

D Fill in the spaces with words and phrases from the above passage.

In the beginning rockets were like Rockets have helped man to the earth and in greater details. Russia was the first country to launch rocket into space. Sputnik 1 remained in space for But sputnik 2 stayed there for Man put his foot on the moon for the first time in

E Write 'T' for true and 'F' for false statement

- (i) Space travelling was considered possible in the 19th century.
- (ii) Sputnik 1 was an aluminium ball, only 85 cm in width.
- (iii) Sputnik 2 carried a dog into space.
- (iv) Rockets have shortened the distance between the earth and other planets.
- (v) A dog set foot on the moon before man.

F Answer the following questions.

- (i) Why was space travelling considered a fantastic dream before the middle of the 20th century?
- (ii) How has the invention of rockets helped man?
- (iii) When did the space age begin?
- (iv) What are the satellites in the sky used for?
- (v) Who are called astronauts?

5. Listen to the following text quickly and do the activities that follow.

The first system of commercial colour television broadcasting was invented by Peter Carl Goldmark (US) in 1940. The first regular colour television service began in 1954. The same year scientists at Bell Laboratories developed standards for practical colour broadcasting, sponsored by National Television System Committee (NTSC). In 1956 Henri de France developed in France a standard for broadcasting called SECAM (Système en Couleurs à Mémoire); It had been adopted for use in France, Germany and some other countries. In 1962 Walter Broch (Germany) invented the PAL system (Phased Alternate Line). It is used in Great Britain and other countries.

A Answer the following questions.

- (i) Who invented commercial colour television service first? When was it?
- (ii) When was commercial colour television service invented?
- (iii) When was colour television service started regularly?
- (iv) What does NTSC mean?
- (v) Who developed system enclosures a memoirs?

B. Listen to your teacher or the cassette and fill in.

- (i) Walter Broch invented the PAL system in

(ii) PAL system is used in and other countries.

(iii) Walter Broch was from

7. Write a paragraph about the house you live in with the help of the following clues.

The place where your house is. How many storeys it has. How tall. What is the length and width, How far it is from your school. What you like about it.

Unit 6: Expressing Preferences

1. Everyone of us has a liking and disliking. We like doing one thing or the other in our free time. Talk to your friends about the following questions.

- (i) Say one thing you like doing the most.
- (ii) Say why you like doing what you do?
- (iii) What is the thing you do not like doing?
- (iv) Why do you not like doing it?

2. A Read, Learn and Practice.

Poonam: How often do you watch TV?

Madan: I watch it almost everyday especial- in the evening.

Poonam: Which programmes do you like to watch?

Madan: I like news programmes but I'd rather watch sports events.

Poonam: Oh! your choices are different. I like neither of them.

Madan: Which programmes do you enjoy watching?

Poonam: I enjoy watching the Animal Planet but I prefer Travel & Living. I like it most.

Madan: Why do you like it most?

Poonam: Well, you can travel around the world sitting in your room. One moment you are in Thailand and the next moment you will be in America. It's so exciting.

Madan: Which programmes do you not like especially?

Poonam: I don't like fashion TV. Sometimes it's very vulgar. And I don't like wrestling too.

Madan: I don't like fashion TV either. Besides I hate crime programmes.



B Answer.

- (i) Which programmes does Poonam like?
- (ii) Which ones does she not like?
- (iii) Which TV Programmes does Madan like?
- (iv) Which one does he not like?

3. A Talk to your friend about the following questions.

- (i) Do you like cooking food over a fire?
- (ii) Do you like tea or coffee?
- (iii) What would you like to play football or basket ball?
- (iv) Would you prefer reading in the morning or in the evening?
- (v) Would you like getting a job or starting your own business?

B Express your preference. Speak in pairs.

A: Do you like listening to the radio or watching TV ?

B: I (quite) like listening to the radio but I would rather watch TV.

- (i) living/in this village/live in a town
- (ii) travelling/by bus/go by plane
- (iii) opening/a shop/work in the office
- (iv) meeting him/now/at 5.
- (v) going to fair/sitting at home.
- (vi) to play hockey/cricket.

4. A Read the following text quickly and decide which of these titles belongs to each paragraph.

Types of film, Film making, choosing, Advantages of films and books, Review of 'Balloon over Nepal'

- (i) Do you like films? I'm sure everyone likes them. So do I. Film making is one of the world's biggest industries. The largest number of films are feature films which are for entertainment

and use actors and sets. Sets are specially built scenery. Documentary films about real places and people are also very popular. A new one, called 'Balloon over Nepal' was released some years ago in Kathmandu.

- (ii) Filming itself is only a small part of making a film. Films must be edited. The editor chooses short pieces of film and joins them together to make the final film. This is a difficult and professional task which some people do not like. A sound editor adds sounds and music to the film. This is called the sound track. Titles and credits are added at the beginning and end. Then the film is ready.
- (iii) Balloon over Nepal has already been acclaimed throughout the country, and it is also popular in other countries. It is exciting, unusual and full of interest. The photography shows the great beauty of Nepal with its rich cultural and scenic variety.
- (iv) Is there a conflict between films and books? Films teach people about other places and times in a vivid way. Illiterate people can enjoy and learn from them. On the other hand books are cheaper and they need no especial equipment. They can be read easily at any time and can be studied carefully. Reading stories encourages us to use our own imagination.
- (v) We need to choose carefully which books we read and which films we watch. We should choose those which are based on truth and which celebrate all that is good, interesting, and beautiful in life.

B Answer these questions.

- (i) What are the two main kinds of film?
- (ii) What sort of film is 'Balloon over Nepal'?
- (iii) What are for entertainment?
- (iv) What are especially built scenery?
- (v) What has just been released?
- (vi) What encourages us to use our imagination?

C Complete the chart below in your exercise book using the text and your own ideas.

	Advantages	Disadvantages
Films		
Books		

D True or false? Give your reason.

- (i) Very few films are made in the world.
- (ii) Someone must first write a story for a feature film.
- (iii) Editing means choosing small parts of a film and putting them together.
- (iv) Ballon over Nepal is not a success.
- (v) The photography is of poor quality.
- (vi) Credits are lists of people who made the film. Their names come at the end.
- (vii) Illiterate people can enjoy books at any time.
- (viii) Books need especial equipment.
- (ix) Bad and violent films and books can harm us.
- (x) Good films and books bring joy to our lives.

E Find these words and match them with their meanings.

Popular, entertainment, equipment, encourages

- Something interesting for our free time.
- Liked by most people.
- Things needed to do a job.
- Helps someone to do something good but difficult.

5. A Discuss with the teacher.

- (i) Say one thing you like most.
- (ii) Say one thing you most dislike.
- (iii) Say how do you spend your free time?
- (iv) Say how do your friends and neighbours spend their leisure time.

B Tick ☒ or ☐.

likes/does not like

	dancing	singing	reading science	reading biography
Paru				
Chyangba				

C Listen and list the names of the places Paru and Chyangba have already travelled to.

Paru has been to:

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

Chyangba has travelled to:

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

6. A Write a paragraph about the subject you like most. Explain why you like it? When did you start to like it? How has it helped you?

B Write a small paragraph about one thing or person you most dislike. Mention why you do not like the thing or person.

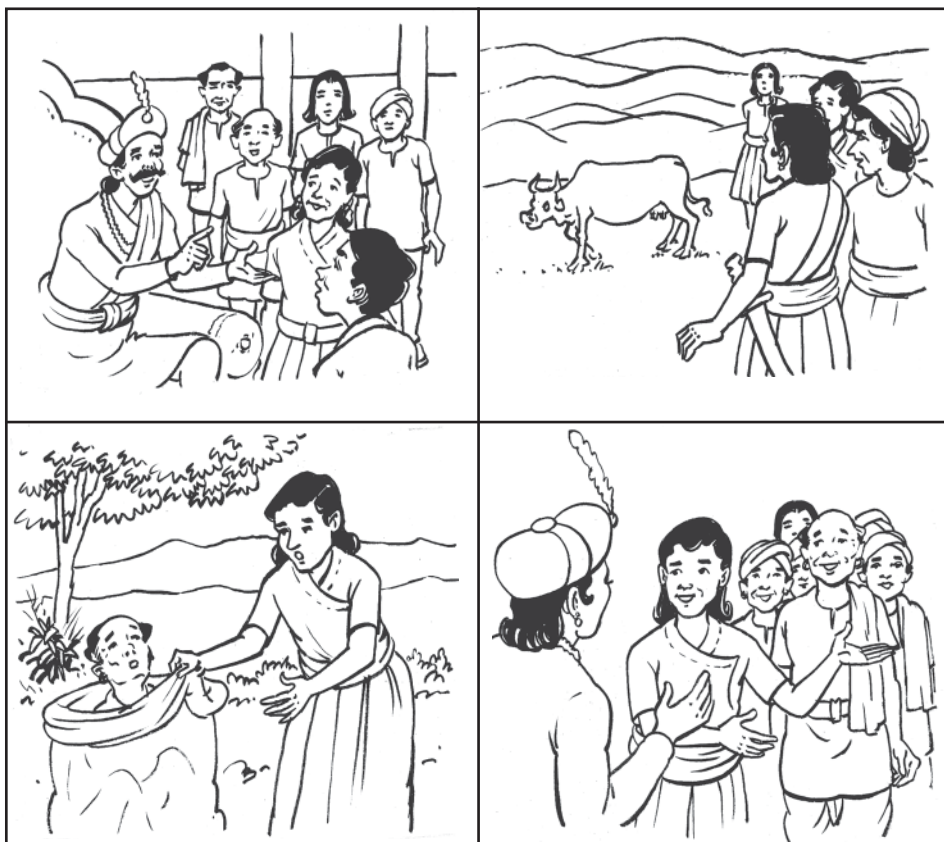
Unit 7: Narrating the Past

1. Pre-reading.

- (i) Look at the four pictures and make your own stories. Work in groups
- (ii) Are there any old people in your family?
- (iii) Do you like them? Say why?
- (iv) If you do not like them, give reasons.
- (v) There are some young people who do not work at all and there are some old people who work very hard and are active. What do you think old age means?

2. Now read the story and say if you like it or not.

Old is Gold



Long ago there lived a merchant. One day he decided to visit another land with his people. But the road to the land was long and hard. The day before they started, the merchant announced that all old men be left out. "They will burden us in our travel," he said. People were greatly grieved but could not go against the merchant's order. They feared and obeyed the merchant. Only one of the merchant's men, the young John, did not leave his old father. He and his father agreed that he would hide himself in a large bag and his son would carry him secretly to the land.

The next day the merchant and all his people moved on. They were travelling for a long time through the desert while men and cattle began to suffer from lack of water. The merchant sent his men to find water but they came back without finding any. Fear gripped the people. They did not know what to do.

Then John made his way secretly to the horse on which his old father was hiding in a large bag.

"Tell me, father, what are we to do? The people and cattle are dying of thirst."

And the old man said, "Set loose a cow and see where she goes. Dig where she stops and starts smelling the ground."

John did exactly as he was told. The cow put her head low to the ground and roamed and finally she stopped and began smelling the ground.

"Dig here," John said.

While the men were digging they found a large fountain of water. They all had as much water to drink as they wanted and rejoiced and looked brighter.

"How did you manage to find a fountain head in this arid place?" the merchant asked the young man.

"I followed special signs..." John said.

One night there was a strong downpour which put out their fire. Hard as the people tried they could not start it again. Suddenly one of them noticed a spark from a bonfire on top of a distant hill.

The merchant immediately ordered that they go to the hill and fetch the fire. The people hastened to fulfill the merchant's order. Sitting on top of the hill by the fire was a hunter. The merchant's men took burning sticks from the fire and tried to bring them back still aglow. They could not do so for the rain kept putting them out.

It was John's turn to fetch the fire. He went to his old father and asked, "Father, how am I to bring the fire back to camp?"

"Don't take the burning sticks but collect some embers in a pot and thus you will bring the fire back to camp."

John did as he was told. The people started fires, got warm, cooked their meals. The merchant ordered John to come before him. John came and the merchant began to shout at him, "Why did you keep this a secret so long? Why did not you tell us at once how to go about it?"

"I did not know myself," John answered.

"So, how did you find out?"

John had to tell him that he had carried out the orders, thanks to the advice of his old father.

"Where is your father?" he asked.

"I have been carrying him all the while in a large bag," John said.

The merchant at once ordered the old man to be brought before him and said, "Pardon me brother. I revoke my order. Old men are not a burden to the young. The old are wise. Don't hide any longer. Travel with us openly and happily."

Courtesy: Wisdom

- 3. A** The following are the words from the story of 'Old is gold'. Read the text and match them with their meanings in bubbles. Work in pairs.

burden

an area of sand rock with very little rain

gripped

became unhappy

hidden

gripped

desert

to let go free

fountain

a difficult duty

felt strongly

set loose

arid

put in a place not to be seen by others

a stream of water coming up from the ground

rain

spark

embers

recall

a large fire made outside

bright

a small bit of fire

aglow

revoke

bonfire

cinder

dry

downpour

B Read and answer.

- (i) Why did the merchant order his men that the old be left out?
- (ii) Were the people happy with the merchant's order.
- (iii) What happened when they travelled through the desert?
- (iv) What helped them to find water?
- (v) Do you like the merchant's order that the old people be left out?

- C** The following is a paragraph from the story. Every sixth word is missing in it. Supply the correct words that are missing. Work in pairs.

The merchant immediately ordered that go to the hill and the fire. The people hastened fulfill the merchant's order. Sitting top of the hill by fire was a hunter. The men look burning sticks from fire and tried to bring back still a glow. They could do so for the rain putting them cut.

- D** Write 'Y' after the correct statements and 'N' after the incorrect one.

- (i) John's father brought fire from the mountain top.
- (ii) The merchant said sorry to John's father.
- (iii) Old men can help the young with their knowledge.
- (iv) The merchant and his men faced two problems on the way.

Role Play

- 4. A** Work in pairs in turns between.

- (i) John and his father
- (ii) John and his father
- (iii) John and the merchant
- (iv) John's father and the merchant

- B** Read, practice and act.

Merchant: Why didn't you tell us at once how to bring the fire?

John: I didn't know myself about it.

Merchant: So how did you know then?

John: My father taught me on how to bring it.

Merchant: Where's your father?

John: He's hiding in a bag out there.

Merchant: Bring him to me.

John: (Goes and brings) He's my father.

Merchant: Old is gold. They're not a burden. Don't hide. Travel with us openly. I'm proud of you.

5. If you were John, how would you complete the story? Work in groups.

The merchant wanted to go to another country. So we got ready. Before we set off he said that old people can't walk such difficult and long journey. So they were left out. But I did not want to leave my father behind. I hid him in a large bag and carried him along with me on my horse. One day we were all marching through a desert. All the people and animals got thirsty. There was no sign of...

Grammar section

6. A Write the past tense of the following action words (verbs).

Present

past

travel

hide

carry

find

know

drink

B Supply the present tense of the following verbs.

Past form

Present form

left

began

sat

struck

tried

brought

C Read the following piece of text.

Once a merchant decided to go to another country. All his men got ready with their animals. The Merchant did not want old men with him. But a boy hid his old father in a bag and took him on his horse. This old man helped the merchant, his men and animals when they were in trouble.

- (i) Underline all the action words (verbs) in the above piece.
- (ii) When did all the above actions happen, in the past or present?
- (iii) Do all the underlined verbs refer to the past time or present time?

<i>Note: Verbs that show past actions are called the simple past tense of the verbs.</i>
--

7. A Pronunciation

Say after your teacher.

debt, doubt, subtle.

- (i) Which letter is silent?
- (ii) What letter follows the silent letter?

B Say these words after your teacher.

scene, scent, scientist, scissors, scythe

- (i) Which letter is silent?
- (ii) What letter comes before the silent letter?
- (iii) What letters follow the silent letter?

8. A Rhyme time

Pussy cat, Pussy cat,
Where have you been?
I've been to London
To see the queen
Pussy cat, Pussy cat
What did you there?
I saw a little mouse
Under her chair.

B Cock-a-doodle nice

Let me have some rice
Where's my rice?
The cat had it

Where's the cat?
Went after the mice

Where's the mice?
Went into the hole

Where's the hole?
The cow crushed it

Where's the cow?
The river swept up

Where's the river?
It dried up.

9. A Listen to the teacher and narrate the story in your own words.

Note to the facilitator: You are requested to bring any short moral story and ask your students to narrate it in their own words.

10. Project

In every town or village there are some good old people. Choose one of them. Go to him or her and write a paragraph about him/her. Write about all the good things he or she did in the past. To do this you have to prepare some questions to ask the person. So in pairs make some questions to ask him or her.

Self-Help activities

1. Learn the rules:

- 'is' is used for now
- 'was' is used for the past.
- 'was' is used for one.

I was

He was

It was.....

The boy was

- 'Were' is used for more than one:

We were.....

They were.....

People were.....

You were.....

2. Complete the sentences with am, is, are, was, were.

- (i) Namgyal and his friends _____ playing in the rain yesterday.
- (ii) What date _____ you born?
- (iii) We _____ off the work today.
- (iv) Nepal _____ between India and China.
- (v) I _____ the ninth letter of English alphabet.
- (vi) I _____ always written capital.
- (vii) He said, "I _____ not feeling well today."
- (viii) There _____ several ethnic groups in Nepal.
- (viii) Dal-Bhat _____ our basic food.
- (ix) She _____ having meal when the door-bell rang.
- (x) It _____ windy, dark and cold.
- (xi) She _____ sick when I met her.

3. Learn these rules:

- (i) 'does' is for one and is used for now.
- (ii) 'do' is for more than one and is used for now
- (iii) 'did' is for both for one and more. It is used for the past.

(iv) 'do' and 'does' are used for now questions.

(v) 'did' is used for past questions.

4. Complete the sentences with 'do', 'does' and 'did'.

(i) She..... yoga everyday. So she looks healthy.

(ii) I it myself yesterday.

(iii) He always his best.

(iv) How do you?

(v) you like tea?

(vi) I know how to it.

(vii) Mother cooked food father washed the dishes.

(viii) I..... my teeth after every meal.

(ix) Ramu..... me a favour yesterday.

5. Change into 'negative' and 'questions'.

(i) She loves her dog. (negative)

(ii) He broke the plate. (question)

(ii) Kamal does his homework (negative)

(iii) Children make noise. (question)

(iv) I like English. (negative)

(v) We speak Newari at home. (question)

(vi) The teacher phoned me yesterday. (negative)

(h) Nima does it everyday. (question)

(i) Mother writes plays. (questions)

(j) Brother made a mess in the room. (negative)

Unit : 8 Getting Things Done

1. Discuss with your teacher and class.

- (i) Where do you get your radio repaired?
- (ii) How do you get your shoes polished?
- (iii) Who do you get your health checked up by?
- (iv) Who do you get your hair cut by?
- (v) How often do you get your house whitewashed?

2. A Read, learn and act out.

Nanda: Good morning! My watch is broken. Can you make it work?

Aftab: Good morning! Let me see it first.

Nanda: Here (gives the watch).

Aftab: (Looks at the watch) I think I can make it work.

Nanda: How long will you take? I want to get it done by the evening.

Aftab: No problem. You can collect it back at 4.

Nanda: How much does it cost?

Aftab: Fifty rupees, please.

Nanda: Ok. then I will come at 4. Bye!

Aftab: Bye bye!

B Answer the following questions.

- (i) What does Nanda want to get done?
- (ii) Until when does she want to get her watch repaired?
- (iii) How much will she pay to get her watch repaired?

3. A Speak in pairs as in the example. Use the clues.



Clues

- (i) My clothes are dirty.
- (ii) There's dust on the carpet.
- (iii) The flowers are dying.
- (iv) I don't know how pure is the water I drink.
- (v) I can't see things clearly.
- (vi) Ahemed hasn't done the work.

Responses

- cleaned
- dusted
- water
- tested
- eyes tested
- Make..... do.....

B Speak again with your pair.

Example:

A: Where do you get your furniture made?

B: I get my furniture made at a carpenter.

Where do you get (your) -

- teeth pulled out?
- blood pressure checked?
- flat tyre repaired?
- complaint against theft registered?
- personal problem solved?
- your documents photocopied?

4. Listen and answer.

Who does Pasang get the following done by?

- | | |
|--------------------|------------------|
| - his homework | - clean his room |
| - wash his clothes | - cook his food |
| - polish his shoes | - make his bed |

Note to the facilitators: Develop a paragraph with the beginning sentence 'I'm in formations required using causative verbs. Read the paragraph aloud and let the learners.

5. A Grammar

To say that someone does not do things by him/herself but gets them done by others we use:

get		These are called causative verbs.
have or		
make		

Example:

Pramod gets his clothes washed by mother.

or

Pramod has his mother wash his clothes.

or

Pramod gets his mother to wash his clothes.

or

Pramod makes his mother wash his clothes.

B Fill in the gaps with the correct form of get or have or make.

- (i) She her tooth pulled out yesterday.
- (ii) I the gate painted last week.
- (iii) He the carpenter repair my chair.
- (iv) The woman the waiter serve her tea in bed.

- (v) Father the wood chopped by others everyday.
- (vi) People the cobble to mend their shoes.
- (vii) We Kanchhi cut grass these days.
- (viii) Mother father milk the cow everyday.
- (ix) They the light changed this morning.
- (x) We the road built last year.

6. A Read the following text, say what it is about.

There are things which we do ourselves. There are also things which we do not do ourselves. It is not possible to do all the things we have to do by ourselves. For most of the things we have to depend upon others. We can cook our food but if there were no traders how could we get the things we need to cook. We can wash and wear clothes but if there were no soap and the tailors and cloth stores how could we get them? So only a few things we do ourselves and many things we make others do for us. We get our houses built by others. We have electricians repair our wiring and lights. We make doctors check our health. Similarly, we have to have our fields ploughed. People depend upon each other. Teachers do not know how to repair a TV. A farmer does not know how to fly a plane. In the same way a doctor does not know how to build houses.

Different people know different things. But we need most of these things. We need a house, a school, a hospital, a farmer, a bus driver, a hair dresser and many other people. They help us with the knowledge and skill they have and we help them with what we have. So human beings are interdependent. No one is small or big. Everyone is equally important. That is why we should have equal love and respect for all professionals.

B Read and answer.

- (i) Can we do all the things we want to do by ourselves?
- (ii) Whom do we get to repair our electricity?
- (iii) How do doctors help us?
- (iv) Why do people depend upon each other?
- (v) Why should we show equal respect for all?

7. A Write a paragraph about the things you do yourself and the things you get others to do for you.

Unit 9: Expressing Conditions

1. A Observe the following situation.



Kamala won a lottery.



Bhagat won the election



Pemba became a pilot.



Somebody has stolen Mr. Shaky's motor bike.

B Activities

- What would you do if you won a Rs. 100000 lottery?
I would
- What would you do if you won an election?
.....
- What would you do if you became a pilot?
.....
- What would you do if your motor bike was stolen?
.....

Note: Ask your students in turns to think of an imaginary situation. Then assign each of your students to ask and answer questions.

2. A Read.

Damon and Pythias

Characters:

Narrator, Pythias, Dionysus, Chief Jailer, Damon

Narrator: King Dionysis was an extremely rich and cruel tyrant who ruled over Syracuse, one of the kingdom of Greece. In his kingdom, there was a young man called Damon. He had a friend, Pythias, who lived in another kingdom.

(Curtain opens)

Dionysus: Who is the knave you soldiers have brought?

Chief Jailer: It is the man you sent us to arrest for speaking against you.

Dionysus: So you are the scoundrel that spoke against me, the king of Syracuse. Tell me what you have dared to say against my good name.

Pythias: All I spoke was the truth that although you are powerful, you are a cruel and foolish king. Cruel because you rule with a fierce army. Foolish because your people serve you out of fear, not because they respect and love you. A good ruler would ...

Dionysus: Silence! That's enough. Because of your insolent words you shall learn how powerful I truly am. You will be thrown into prison and at the end of three months you shall be put to death.

Damon: (Entering) Please mighty king, spare his life. My friend Pythias is a stranger here and he did not know that it was against the law to criticize you in public.

Dionysus: In my kingdom my word is law. He will learn this and after his death, others will think twice before speaking against me.

knave = a dishonest person

Pythias: King Dionysus, I must accept your harsh law, but I ask a favour of you. I ask that you let me return to my country and bid goodbye to my old mother and young sister. They will be alone in the world with no one to look after them after I die. Let me make some arrangements for them. Then I will return to receive my punishment.

Dionysus: You expect me to believe that if I let you go, you will return. Huh! Guards, throw this criminal into prison.

Damon: Wait, great king. My friend Pythias is an honest man. If he promises to return, he will keep his word. If he does not return, then on the day of his execution I will take his punishment of death.

Dionysus: Well, If you are foolish enough to take his place, then you deserve his death. Throw Damon into prison instead.

Pythias: Thank you, Damon, my friend. I will feel better after my family has been cared for. Then I shall return. I will not let you take my penalty of death.

Damon: I believe you, my friend. Good luck for your journey (they shake hands).

(Curtains)

B Answer these questions.

- (i) Who was Dionysus?
- (ii) Why did Dionysus condemn Pythias to die?
- (iii) What did Pythias want to do before he die?
- (iv) Did Dionysus think that Pythias would come back?
- (v) What do you think? Will he come back or will Damon have to die in his place?

3. A Conditional

If he promises to return, he will keep his words. If he does not return, then on the day of his execution I will take his punishment of death.

Note: The sentences in the box above are conditinal.

- (i) The simple present tense is used after if and unless to express future condition or supposition. e.g.

If he has money, he will help you.

If he does not work harder, he will fail.

He will not get there in time, unless he hurries.

- (ii) The simple past tense is used after if and unless to express a present or future condition. e. g.

If he had money, he would help you.

If you worked harder, you would pass.

- (iii) The past perfect tense is used after if and unless to express a past condition or supposition. e.g.

If he had got money, he would have helped you.

If he had worked harder, he would have passed.

- (iv) For imaginary condition, i.e. one which couldn't be true or which is only advanced for the sake of agrument, past tense is used. e.g.

If I were a millionaire, I would help you.

What would you do if you were attacked by a dacoit?

4. Exercise

- (i) Each of the sentence bellow is followed by three verb patterns. Choose one and complete each sentence.

If it, we will not play the match .

(a) rains (b) will rain (c) rained

- (ii) If you dirty water, you would fall ill.

- (a) drink (b) will drink (c) drank
- (iii) If I were a king, I generously to good causes.
 (a) gave (b) would give (c) will give
- (iv) If he had worked harder, he in the first division.
 (a) would pass (b) had passed (c) would have passed.
- (v) If the bus in time, we will be in Pokhara at 5 o'clock
 (a) arrives (b) will arrive (c) had arrived.
- (vi) If I went to the moon, I a great man.
 (a) had been (b) would have been (c) would be.

5. A Make questions.

Example:

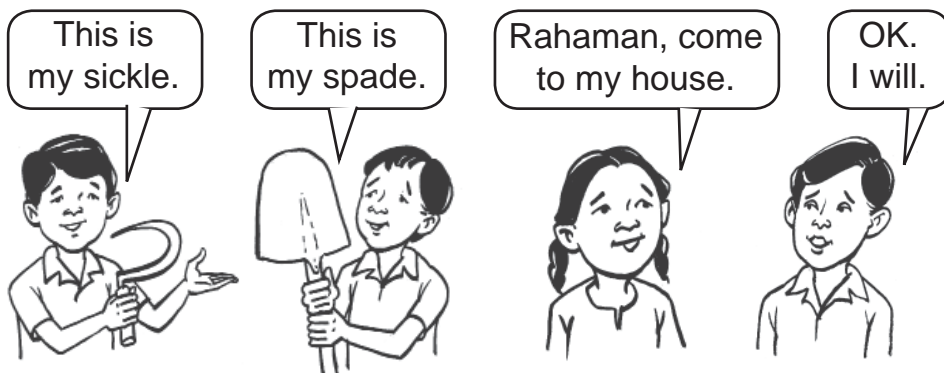
Perhaps one day somebody will give you a lot of money.

What would you do if someone gave you a lot of money?

- (i) Perhaps one day a millionaire will ask you to marry him/her.
?
- (ii) Perhaps one day you will lose your citizenship card.
?
- (iii) Perhaps one day somebody will throw an egg at you.
?
- (iv) Perhaps one day your younger brother will steal your money.
?

Unit 10: Reporting

1. A Read the following speech bubbles.



(i) What did Pemba say?

She said that that was her sickle.

(ii) What did Dorje say?

He said that that was his spade.

(iii) What did Sophia say?

She asked Rahaman to go to her house

(iv) What do Rahaman Say?

He said that he would go to her home.

or

He accepted Sophia's offer.

or

He said he would.

Note: In the example presented above the sentences in the bubbles are the actual words uttered by the speaker. These actual sentences or utterance of the speaker are in direct speech.

Unlike this if the actual sentences or utterance are reported by other person with some changes are in indirect speech. Remember the meanings of the direct speech remain the same in indirect speech.

Now, compare the sentences of direct and indirect speech and find out what changes have occurred there.

2. Read

Hari Bahadur and Madan Bahadur are neighbours. They help each other and also respect each other. Madan Bahadur has poor hearing so Hari Bahadur plays jokes on him.

One day both of them were visiting people in the next village to teach people how to vote in the election (Sambidhan Sava) as they were about to approach the village, they bumped into the ward chairman.

Ward chairman: Namaste, Hari dai. Namaste Madan dai.

Madan Bahadur: (To Hari Bahadur) What did he say?

Hari Bahadur: He said Namaste.

Ward chairman: I'm happy to see you.

Madan Bahadur: (To Hari Bahadur) What did he say?

Hari Bahadur: He said that he was happy to see us.

Madan Bahadur: Bhai! We are also happy to see you.

Ward chairman: By the way where are you going?

Madan Bahadur: I cannot quite hear.

Hari Bahadur: Madan dai, he asked us where we were going.

Madan Bahadur: Well, we are going to the next village to talk about the election.

Hari Bahadur: Madan Dai, it is getting late so we need to move.

Madan Bahadur: Ok let's move. Bye ward chairman bhai.

Ward Chairman: Bye bye.

3. Role play

Invite three students to the front of the class. Assign two of them to have a simple conversation. One of the students engaging in the conversation has poor hearing so he needs an assistant to report loudly. Repeat this activity so that every student will internalize the way how one can change direct speech into indirect without reciting the grammar rules.

4. Exercise

- (i) Change the following sentences into indirect speech.
 - (a) Mr. Rajbanshi said, "Give me your pen."
 - (b) Poonam said, "Do not tease me."
 - (c) Akhtar said to Sophia, "Hold my bag a second."
 - (d) Pravin Sarki said to his friend, "Do not eat stale meat."
 - (e) Pooja Ale said to me, "Sing a song."
- (ii) Change these sentences into indirect speech.
 - (a) "I do not like foreign culture", she said.
 - (b) Mr Yadav said, "There is peace in the Terai."
 - (c) A young girl said to her mummy, "I saw a big elephant in the zoo yesterday."
 - (d) Bhagat said, "It is very hot today."
 - (e) Aftav said to me, "I walked a lot last week."
- (iii) Change the following sentences into indirect speech.
 - (a) Dorje said to a barber, "Where are you from?"
 - (b) Ms Chantyal said to me, "What is your name?"
 - (c) The headteacher said to her, "How old are you?"
 - (d) Ms Kabita said to us, "Who wrote this poem?"
 - (e) They said, "How can we help the new government?"

5. Go through the following news stories and try to make a list of sentences in direct speech and indirect speech.

Indirect

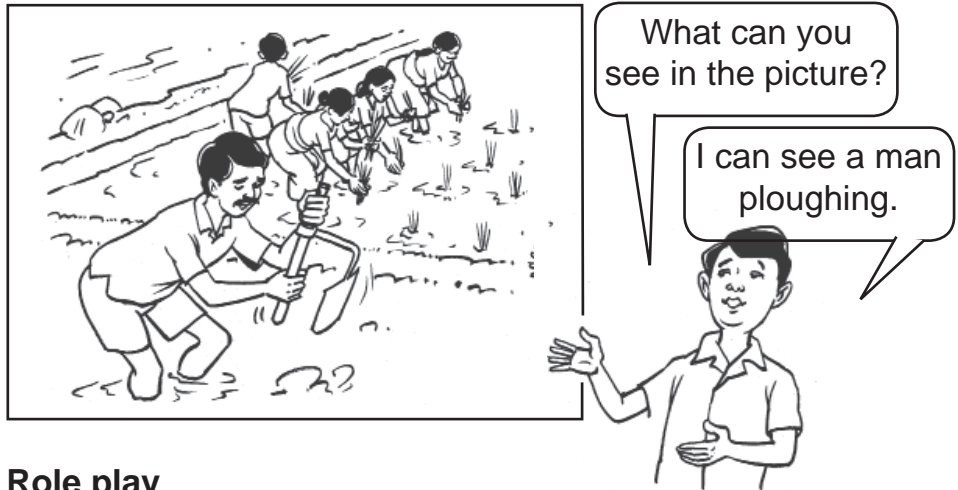
"The bus was going to Nepalgunj. It was 4 a.m. and all the passengers were in deep sleep. Suddenly there was a great bump and all of us cried and shouted out of fear. The bus was out of control. It fell into the drain and almost overturned," said one of the passengers.

Direct

He said that perhaps the driver was sleepy and tired. He was driving about 40 miles an hour. Luckily the bus did not turn right and fall into the river.

Unit 11: Describing People, Places and Objects

1. **Look and discuss about the picture as in the example given below.**



2. **Role play**

Get all students in class to pretend doing something for example reading, writing, dancing, washing etc. Then ask in turns what each of them are doing.

example:

Student A: What is he/she doing? (pointing to a student)

Student B: He/She is washing.

3. **We use adjectives to describe a person, place or thing. Group the following words in the following table.**

clever, sweet, long, smooth, red. honest, wet, healthy, heavy, dusty, hard working, sunny, heavy, hot, sour, rich

People	Place	Thing

4. Read and do the activities.

This is tricky Tilak. He plays tricks on people. There is a clever goatman. He always rides a brown goat.

One day the goatman met Tilak. Tilak was leaning against a big tree. "You can't trick me," said the goatman proudly.



"I could", said Tilak, "But my bag of trick is at home."

"Fetch it them", said the goatman.

"Sorry, I'm holding the tree, because it is falling down."

"Then I will hold the tree," said the goatman, and he leaned against the tree and held it tightly. Tilak rode on the goat.

After a long time the goatman got tired and Tilak had not come. The goatman walked away. The tree did not fall down.

"Tilak won't trick me again," said the goatman angrily. He walked quickly towards the village. He saw a pond. In the middle saw a piece of goat skin. Tilak had thrown it there. "My goat is in the pond!" said the goatman. He took off his expensive boots and walked slowly into the middle of the cold, muddy pond.

Tilak came out of the forest. He picked up the goatman's boots. He got on the goat and rode home, laughing loudly.

Activities:

- (i) Find these adjectives.
 - (a) The goatman was r.....
 - (b) His boots were e.....
 - (c) After a long time he was t.....
 - (d) The goat was w.....
- (ii) How did
 - (a) the goatman hold the tree?

- (b) the goat man say, "You can't trick me?"
- (c) the goatman walk to the village.
- (d) Tilak laugh.

5. A Words telling us how we do something are called adverbs. They also tell us when, where or how we do things. Here are some adverbs. Put them in the sentences below correctly.

brightly, slowly, sweetly, immediately, fiercely, silently

- (i) The bird sang.....
- (ii) Tortoise move very.....
- (iii) There were no clouds, and the moon shone.....
- (iv) When I call, please come.....

B First read the following words then put them in the correct column.

easily, always, bright, strongly, young, good, often, long, clever, happily, mostly, never, tall, untidy, wise, freely, proud, tired, loudly, sometimes, Indian, quietly.

Adjectives	Adverbs

6. Read the following text and then write a similar one about the person you like.

Affar Ali was born in Banke district in 1995. He was very naughty in his childhood. But when he was admitted to a school he changed himself into a good student. He was equally loved by his parents as well as school teachers. This is because he was an obedient, hard working and honest student. He never told a lie. Most of the time he used to spend in his studies. Sometimes he liked to play with his friends. Unfortunately his father was seriously ill. So he could not continue his studies. He had to work hard to

feed his younger sisters and old mother. When he was 25 years, he enrolled himself to an open school. Finally, he passed the SLC examination. Now he works in his VDC in the post of secretary. He is very happy.

7. A A colour word search

Find 10 hidden colours horizontally or vertically.

P	G	B	X	T	M	B	O
U	R	L	U	Z	R	R	R
R	E	U	B	S	A	O	A
P	Y	E	L	L	O	W	N
L	B	C	A	D	E	N	G
E	F	G	C	R	E	D	G
P	I	N	K	H	I	J	K
G	R	E	E	N	M	W	P

Unit 12: Expressing Condolences

1. A Read, learn and act .

Teacher: You weren't in class yesterday, were you?

Student: No sir.

Teacher: May I know why ?

Student: My cow was sick and I had to take it to the vet.

Teacher: Sorry to hear it. How is it now?

Student: Not good. In fact it is getting worse.

Teacher: Hope it will be better soon.

Student: Thank you.

B New words

condolence = expression of sorrow or sympathy

vet = a veterinary surgeon

veterinary = relating to diseases of animals and their treatment

C Answer the questions.

- (i) Why was the student absent yesterday?
- (ii) What did the teacher say to express her condolence?
- (iii) How is the condition of the cow now?
- (iv) Do you think the cow will get better?

2. A Speak to your partner as in the example.

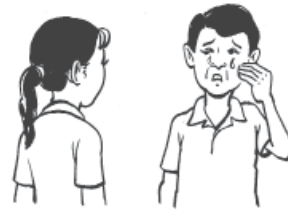
Boy: I'm sorry that you had an accident.

Girl: Thank you.



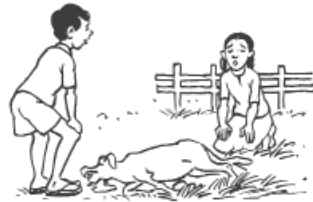
Girl: Sorry to hear about father

Boy: That's very kind of you



Boy: I /sorry about/death/your dog

Girl: That's kind of you



Girl:about your accident

Boy:



Boy:you couldn't win

Girl:



Woman: the damage

Man:kind of you



Boy 1: you lost

Boy 2:



3. **Talk about the picture.**

- How's the girl? Is she cute?
- What's she doing?
- What might happen to her?
- What do you think about the girl's parents careless, unloving or daring? etc.



4. A. **Grammar**

Condolence is an expression of sorrow or sympathy for someone close over the death of his/her dear ones. It is also offered to our known ones when they are sick or when they have bad luck e.g. loss in business, etc.

Below is given some simple ways of offering condolences and responding to them.

Offering condolences

I'm sorry.

I'm sorry to hear about your sister.

I'm sorry to hear that your goat died.

Let me offer my condolences.

I know how you must feel.

It must be pretty hard on you.

Responding to condolences

Thank you.

That's very kind of you.

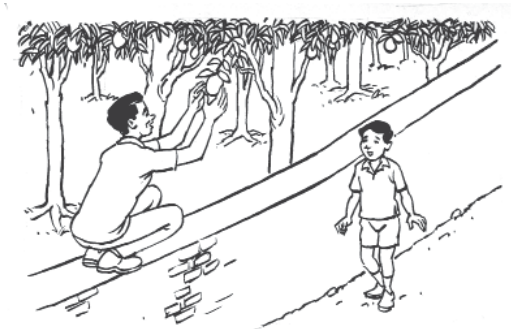
It's God will I suppose.

B Look at the example and complete the dialogues that follow.

- (i) A: My ox is sick.
B: Sorry to hear it.
A: Thank you.
- (ii) A: I cut my finger. I was cutting grass.
B:
A:
- (iii) A: Doctors say there's no hope.
B:
A:
- (iv) A: My friend died in a motor cycle accident.
B:
A:
- (v) A: I lost my digital camera yesterday.
B:
A:
- (vi) A: I broke my TV yesterday.
B:
A:

5. A Talk about the picture.

- (i) Who are they?
- (ii) Are they the owners of the orchard?



B Read the skeleton story and answer.

- (i) What is the father?
- (ii) Why did he climb up the wall?

The Orchard

Boy asks father to take him to work

Father refuses: work too hard

Boy begs, insists

Father agrees

They walked out of town to orchards

Father tells boy to shout if anyone can see him

Climbs over wall and up tree

Father's hand touches apple

'Someone can see you, father'

'Who?'

'God, what you are doing is shameful.'

(Jordanian story told to us by Lindsay Brown)

C Vocabulary

Learn these words.

beg = to request strongly.

insist = to demand (ask for) forcefully

orchard = an area of land where fruit trees are grown

shameful = deserving blame

D Read and answer.

- i. What do you think is the occupation of the father?
- ii. Why did the father agree to take the boy with him?
- iii. Why did the father tell the boy to watch if anyone can see him?

- iv. Who, according to the boy, saw the father?
- v. Why was the father's work shameful?

E Work in groups and develop a complete story from the skeleton.

F Talk about the picture

- i. Who are they?
- ii. Do you see such scenes in your town?
- iii. What do you do when you meet a beggar?
- iv. How can we do to do away with poverty?



G Read the poem and say what the man gave the beggar.

A beggar,
With an anticipating eye,
Outstretched his moribund arms
I, in turn,
dropped a few words, the only possession, I'd possessed.
Later I realized,
words would not replenish his belly.
But, bread! bread!
How could I afford,
to give him, one,
When I'm myself.
Hungry.

H Learn the new words.

anticipating: expecting or asking for something.

outstretched: held out in front.

moribund: weak not active

possession: something that is yours

replenish: to fill up (again)

I Read and answer

I. Was the man talking to the beggar/rich?

How do you know?

II. What was the beggar asking for?

III. Did the man offer the beggar what he was asking for?

IV. Why do you think people beg?

V. Give a suitable title to the poem?

6. A Read the following letter of condolences and the response.

5 April, 2016

Nadira,

I am very sorry to hear that your mother is sick in hospital.
I will come to see her as soon as possible.

Karan

We are extremely sorry to hear about the death of our friend
Suryaman Tamang. May God give you the strength to bear
the pain.

Kishore Yadav and family.

We thank all our friends and relatives for being with us and sharing our grief.

Jamuna Gharti and family.

- B** Write a condolence letter to your friend whose beautiful dog has died recently.
- C** Write a condolence letter to your friend Raghu Chaudhary whose rice crop has failed this year.

Unit 13: Asking for Information

1. A Read, ask and answer.

Sandhya: What do you do
when it rains?

Rakhi: When it rains, I
carry an umbrella.



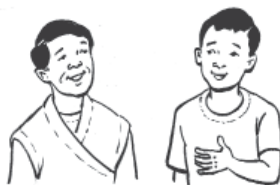
Chaudhari: You are leaving tomorrow,
aren't you?

Khatun: It's a holiday tomorrow,
isn't it?



Sherpa: How far is Sagarmatha
base camp from Lukla?

Rai: Sorry, I don't have any
idea about the distance.



Karina: Where are you from?

Laila: I'm from Birgunj.



B Answer the questions truthfully.

- (i) What do you do when you wake up?
- (ii) What do you do when you get to school?
- (iii) What do you do when the teacher comes into the classroom?
- (iv) What do you do when school finishes?
- (v) What do you do when you go home?

- (vi) What do you do when you feel hungry?
- (vii) What do you do when you feel thirsty?
- (viii) What do you do when you feel hot?
- (ix) What do you do when you feel cold?

2. Writing

Read the table and make ten sentences to show what your members of the family had done.

Example:

By the time Pankaj woke up his mother had already cooked breakfast.

Table

Time	Person (member)	Action
6:00am	mother	cook breakfast
6:30am	all members	have breakfast
7:00am	sister	do the home assignment
7:00am	grandfather	do the worship
7:00am	father	jog two km
8:00am	brother	go to school
8:30am	Pankaj	wake up

3. A The following words are related with the radio. Match the words with their purposes.

Name of radio part	Purpose
Aerial	increase and decrease loudness
Loud speaker	switch it on and off
On/Off switch,	find the stations
Tone control	pick up the radio signals
Volume control	show where the stations are
Tuning control	provide the sound
Dial	make the sound high or low

B Write five things about a radio.

Example:

A radio has an aerial in order to pick up the radio signals.

4. Read.

Resmi: Do you know anything about Australia?

Adam: A little bit.

Resmi: How big is Australia?

Adam: Very big. It's bigger than Western Europe, and nearly as big as the U.S.A. It's 55 times bigger than Nepal.

Resmi: What about the population then?

Adam: 18 million people less than in Nepal.

Resmi: Do you have the map of Australia?

Adam: Of course! But it can't cover the whole thing.

Resmi: Can I see that?

Adam: Sure.



Find the answer.

- (i) How big is Australia?
- (ii) If the area of Nepal is 147,000km, what is the area of Australia?

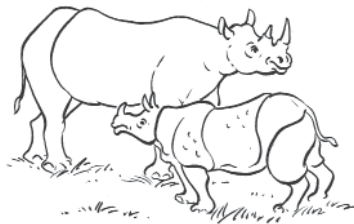
5. Listening

Listen to the tex and answer the following questions.

- (i) Where can you find rhinoceros?
- (ii) How big are they?
- (iii) What do they eat?
- (iv) What does baby eat?
- (v) How long can they live?

Listening Text

It can be dangerous. Chitawan National Park has protected the rhinoceros. Every year many rhinos are killed by hunters. Baby takes milk. They need mud or water to keep cool. They eat grass and leaves. They live for 25 years they are very big.



6. **Look at the table of marks for Anand, Meena and Alam. Use the information in the table to make five sentences.**

Name	Reading	Writing	Speaking
Ananda	B+	B	A
Meena	B	A	B+
Alam	A	A-	B+

Example:

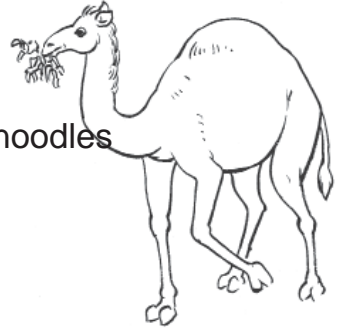
- (i) Ananda read more than meena. However, Alam read the most
- (ii) Meena wrote more neatly than Anand. However, Alam wrote the most neatly.

8. A Read and answer the questions.

The Camel's Lament

- Charles Edward Caryl

'Canary birds feed on sugar and seed
Parrots have crackers to crunch
And as for the poodles, they tell me the noodles
Have chicken and cream for their lunch.
But there's never a question
About my digestion -
Anything does for me!



Cats, you're aware, can repose in chairs
Chickens can roost upon rails;
Puppies are able to sleep in a stable,
And oysters can slumber in pails.
But no one supposes
A poor CAMEL dozes-
Any place does for me!

Lambs are enclosed where it's never exposed,
Coops are constructed for hens
Kittens are treated to houses well heated,
And pigs are protected in pens.
But a CAMEL comes handy
Wherever it's sandy
Anywhere does for me!



People would laugh if you rode a giraffe,
Or mounted the back of an ox;
It's nobody's habit to ride on a rabbit,
Or try to bestraddle a fox.
But as for a CAMEL, he's
Ridden by families-
Any loud does for me!

A snake is round as a hole in a ground,
And weasels are wavy and sleek;
And, no alligator could ever be straighter.
Than lizards that live in a creek.
But CAMEL's all lumpy
And bumpy and humpy-
Any shape dose for me!

B. Vocabulary

crackers: thin, dry biscuits

crunch: crush something noisily with teeth when eating.

repose: rest, lie

roost: settle for sleep

oysters: shellfish

slumber: sleep peacefully

coop: cage for hens, etc.

pens: small piece of land surrounded by fence for keeping cattle, poultry etc.

bestraddle: sit with one leg on each side

weasels: small, fierce animals with reddish brown fur.

sleek: smooth and glossy.

lumpy: with hard irregular shape.

C. Answer the following questions.

- (i) What do canary birds and parrot eat?
- (ii) What does the camel eat?
- (iii) How does camel get his food?
- (iv) How does a camel sleep?
- (v) How many people ride a camel at a time?
- (vi) What shape is a camel?

Unit 14: Answering in Brief

1. Discuss with your teachers and friends.



- (i) What animals do you have at home?
- (ii) Why have you kept these animals?
- (iii) Do you eat meat? Is It good to eat meat?
- (iv) What can you do to stop animal killing?

2. Read, learn and act.

Chanda: How often do you eat meat?

Chakhali: Never. I don't eat meat. I love animals.

Chanda: So do I. I don't eat meat either.

Chakhali: People are getting obese these days. That's because they eat a lot of meat and fat. I think people will stop eating meat one day.

Chanda: I hope so. But people are crazy. They can't stand eating meat.

- Chakhali: That's true. This is the age of fast food. Life in cities is getting faster. They have no time to prepare food for themselves.
- Chanda: I agree. Food habits especially with rich people have changed. They often go to the restaurant or buy ready made lunch or dinner package from a near by restaurant and have it.
- Chakhali: And that's causing a lot of health problems. People are over weight at an early age. Many people risk their lives from diabetes and heart disease etc.
- Chanda: Besides, it's a crime to kill animals. They have heart and soul like ours. Animal killing should be banned.

Answer these questions.

- (i) Why are people getting obese?
- (ii) Why is fast food popular in cities?
- (iii) What are the diseases caused by bad food habits?
- (iv) Why is animal killing a crime?
- (v) Why are Marwadis generally obese (fat)? What do they eat?

3. Answer in brief as in the example. Use the clues given. Try to give true answers.

Clues:

Not often, I hope so, Sometimes, So do I, Never, I hope not, Occasionally, I expect so, Always

Example:

- (i) You: We'll all pass the exam.
Friend: I hope so.
- (ii) You: It will rain today.
Friend: I hope not. We have a match.

Friend	You
1. Nepal's going to change.	
2. I like drawing.	
3. Teachers are going on a strike.	
4. Our school is going to win the match.	
5. How often do you have picnic?	
6. Do you go trekking?	
7. Have you seen a ghost?	
8. Do you see the cinema?	
9. How often do you have a party?	
10. Do you help with household chores?	

4. Match the following. Draw lines.

► I love pilau.	I hope so.
► My sister is going to be a doctor.	I hope not.
► You are going to be sick.	So do I.
► The new teacher will teach us better.	Never.
► How often do you stay out?	I think so.
► Do you celebrate your birthday?	I expect so.
► The weather will be fine today.	Sometimes.

5. Fill in the gaps with; sometimes, always, never, occasionally, not often.

- Students should be regular in class.
- our school holds folk tale competitions.
- I am absent from my class.
- I do not know her. I have seen her.

5. our teacher are late for class.
6. How often do you get your health checked?
7. Rich people..... travel by plane.
8. Bipasa lives nearby me. So we meet.....
9. Do you read newspapers?.....
10. Do you invite friends for dinner?.....

6. A Listen to your teacher or audio materials used and answer the following questions

- (i) What does Kiran want to start?
- (ii) What is the first thing they are going to do?
- (iii) When are they going to call the meeting?
- (iv) Why does Rakhi want to call meeting on Saturday?

B Listen again and list three things we should do to stop river pollution.

.....

.....

.....

7. A Discuss with your teacher and class.

- (i) How big is your family?
- (ii) Who is the person in the family you love most?
- (iii) Do you have a quarrel in the family sometimes? What causes the quarrel?

B Read the story and say whether it is about:

- (i) love (ii) education (iii) money (iv)



Kanchi and Rohan were the only two members in their family. She sold smoked corn on the roadside and Rohan went to village high school during the day. Rohan loved his mother very deeply. He could not live without her for even a day.

Kanchi fell sick one day and Rohan took her to the health centre. The doctor after examining wrote a prescription and handed over to Rohan. "My mother will soon be all right, won't she doctor?" asked Rohan. "I hope so" said the doctor. That day mother gave Rohan fifty rupees to buy medicines and told him to buy them after school. Rohan left home on time but did not return till late in the evening. Kanchi was worried and began to talk to different people in the village. "Rohan hasn't returned up yet. Did you see him anywhere dorjee?" She asked. "No I have not seen him today", said he. "Something must have gone wrong with him, I think," he added. "so do I". she agreed much worried. "But don't worry. Rohan is a good boy and nothing will happen to him." Dorjee consoled her. "I expect so," she tried to convince herself.

Rohan returned after the sunset. Kanchi's anger was beyond control. She took a stick and beat him hard. He wanted to say something but kanchi was not ready to listen to him. She loved her son as much as he loved her. Her reaction was out of the fear of loosing him. Rohan was the only hope for kanchi in this world.

Both mother and son did not speak that night. Rohan did not eat his meal and mother too could not eat it. They slept looking at opposite sides tears rolling down from their eyes. Till late at night they could not go to sleep. Though they were poor, theirs was always a happy family. They had never quarrelled like that before. Slowly Kanchi's anger reduced and she began to feel hurt. She repented for what she had done. "Sometimes, even grown ups loose temper but it is their weakness," she said to herself.

Next morning when Rohan woke up Kanchi went to him and said, "I'm sorry for what I did to you yesterday." "so am I", said Rohan "I didn't tell you what I was up to yesterday." Then Rohan told the story. The fifty rupees that his mother had given to him was not enough to buy medicines. He knew that she had no more money in stock. So he decided to avoid the school and go to the fair in the next village. With the fifty rupees his mother had given he bought balloons and wanted to sell them there. He bought fifteen balloons first and sold them for five rupees each. It took no time to sell them out. Encouraged by this, he bought twentyfive balloos and sold them. He continued doing this all day long and by the end he had made three hundred ten rupees. With the money he bought medicines for his mother, a pen for himself and had saved some to give to his mother.

Kanchi's eyes were full of tears like the ponds in the rainy season. Knowing how much her son loved her and how she had reacted upon him she felt really guilty. "Though you're small you seen to be very wise. I'm really sorry for what I did to you yesterday. Please, forgive me," she said to her son. Then she embraced her son and hugged him for a long time. There was no need to speak. They exchanged all their feelings of love and regrets in silence. True silence can speak sometimes more than words.

C Read and complete.

There were only peeples in Kanchi's family. Kanchi sold corn and Rohan went to the When she was sick Kanchi gave Rohan.... .. rupees to buy That evening Rohan did

not return home..... late in the evening. Kanchi was and asked people in the village.

D Read, correct and rewrite the correct form.

- Rohan left home on time but did not return till late in the night.
- Rohan returned at the sunset.
- Kanchi's anger was out of control.
- She took a stick and beat him hard.
- Her anger was out of the fear of losing him.
- Rohan was the only help for Kanchi in this world.

E Answer the following questions.

- a. Did Kanchi and Rohan have dinner the night she beat him?
- b. Did they go to sleep early that evening?
- c. Why did Kanchi repent for beating her son?
- d. Rohan made a mistake, though he did not go to school for a good cause. What was his mistake?
- e. Kanchi made a mistake too. What was that?

8. A Everyone of us has a quarrel with someone in our family sometimes. Write a paragraph about one such quarrel at home in which you think it was not your mistake.

B Write a paragraph about a person in your family whom you love the most.

Unit 15: **Expressing Ability with Reason**

1. Discuss with your teacher or friends.

- (i) What animals do you like?
- (ii) Why do you like them?
- (iii) What would happen if there were no animals?

2. A Read and say, what happened to the dog.

There was a man in a Terai village. He had a dog-named Kale whom he loved very much. The dog was very smart and obedient to his master Yogendra .Yogendra had an infant son and the dog took care of him when the father was out. Father was confident that his son would be safe with the dog.

One day father went to town to sell out his vegetables. The road was not good and his oxen could not pull the cart as usual. It was a very hot day, and there was no water source on the way for them to drink. It took him much longer time to reach town. Back home the boy was sleeping and kale was on duty by his side. All of a sudden two wolves came to attack the house. The dog defended the child. He fought the wolves with all his wit and might. He also killed one of the wolves and chased away the other one.

When the man reached home, he saw the dog outside the door of the house. His mouth was covered with red blood. The man became suspicious. He looked for the boy all around. He looked outside and inside the house but did not see him. Tired and wounded, the dog was not as active and welcoming to his master. The man's suspicion grew stronger. He hit Kale on the head with a big stick. Kale lay dead on the ground. The man then went inside the house only to find his son playing with the dead body of a wolf. The man realized his mistake but it was already too late. How many animals get punished by men this way?

B Learn the following words

obedient: doing what one is asked to do

confident: sure of

defend: to protect (against)

suspicious: showing doubt

wounded: injured (damaged area such as a cut hole)

C Read and answer.

- (i) What was Kale like?
- (ii) Why was Yogendra confident of the dog?
- (iii) Why did he go to town?
- (iv) Why did he spend much time on the way to town?
- (v) What did Kale do to the wolves?
- (vi) Why was Yogendra suspicious of the dog?
- (vii) Write one thing you like about the story.
- (viii) Write one thing you do not like about the story.
- (ix) Supply your own title to the story.
- (x) Do you like the story, Why? Why not?

3. A Listen and write the three things that you teacher can do.

.....

.....

.....

B Listen and write the three things your teacher can't do?

.....

.....

.....

Note to the teacher: Please, tell you students what you can do and what you can't do. Use it as a listening text for this exercise and ask your students to do the activity.

4. A Speak to your friend using the following questions. Give true answers.

- (i) Can you work on a computer?
- (ii) Can you speak Bhojpuri?
- (iii) Can you write poems?
- (iv) Can you climb a tree?
- (v) Can you repair watches?
- (vi) Can you talk to animals?
- (vii) Can you fly like a bird?
- (viii) Can you mend a puncture?
- (ix) Can you milk a cow?
- (x) Can you use an English dictionary?
- (xi) Can you hold your breath for a minute?

B Game

Find someone who

- (i) can make rice pudding.
- (ii) can ride a bicycle.
- (iii) can play chess.
- (iv) can speak Maithili.
- (v) can knit a sweater.

Go around the class and ask your friends one question only to each of them. Keep on asking until you find answers. Friends will have to give true answers. You have played this game in level one.

5. Grammar

Can means *be able to*.

Could /was able to is the past tense.

Will be able to is the future tense.

They all express our ability at present, in the past or in the future.
We use not for negation.

Example:

I can drive a car. (present ability)

I could run very fast. (past ability)

I will be able to buy a house. (future ability)

6. Change the sentences like in the example.

(i) You can go.

You could/were able to go.

You will be able to go.

(ii) I can sing very well.

.....

.....

(iii) She can do this exercise.

.....

.....

(iv) Father can cook very well.

.....

.....

(v) I can stay up late.

.....
.....

(vi) We can speak Newari.

.....
.....

7. Add an appropriate reason to the followings.

I could not come because I was busy.

I could not pass because I did not work hard.

I could not write to you _____

I could not phone you _____

I could not invite you _____

She could not go to school _____

They could not win _____

We could not get the bus _____

He could not meet her _____

She could not speak to him _____

Lalu could not play well _____

The man could not sleep well _____

Unit 16: Describing Habits

1. Look at the pictures and talk in pairs.



Marku/use to bursh



Dal Bahadur/tooth bursh



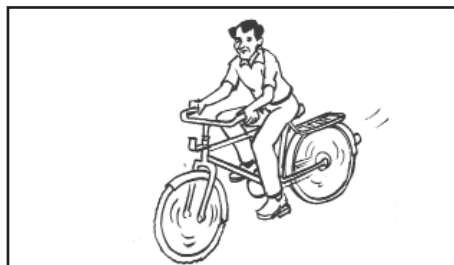
Purnima/forefinger



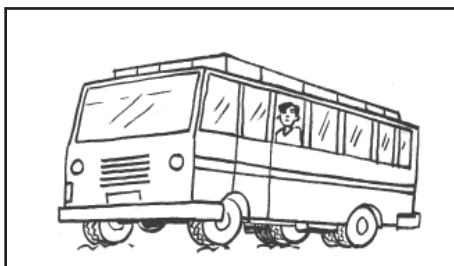
Ram Kailash/chercoal



Tshiring/go trekking



Ram Niwas/cycle to office



Umakanta/travel by bus



Sundar/walk on a wheel chair

A: What did Marku brush her teeth with?
B: She used to brush her teeth with neem.

2. A Read and act out.

Piyush: What do you do in the morning, Pankaj?

Pankaj: I get up at 7:30 and go to bathroom.

Piyush: What do you do in the noon?

Pankaj: I go to school.

Piyush: What do you do in the evening?

Pankaj: I watch news on television and after 8:30 p.m., I go to bed.

Piyush: What's a good habit! Thank you.

B Make a list of good and bad habits.

good habits

bad habits

(i)

(ii)

(ii)

(ii)

(iii)

(iii)

(iv)

(iv)

(v)

(v)

3. Read the following text about Meena.

My name is Meena. I used to live in a mountainous village when I was a child. Of course we didn't use to watch videos. We didn't have electricity. But we also knew that we could use solar energy for it. It cost a lot so we used to burn pieces of pine wood as lamps. We didn't use to see any tourists. But my mother kept a tea shop where many travellers stopped. I used to sit quietly at a table watching all the strange people-pilgrims and lamas in dark red robes, Tibetan traders and Rougbas from the south. My father was a trader and he used to go away for long periods.

Vocabulary

exercise: a set of questions in a book that tests your knowledge
tourist: a person who travels for pleasure or out of interest.
travel: to go from one place to another
trader: a person who buys and sells things
watch : to look

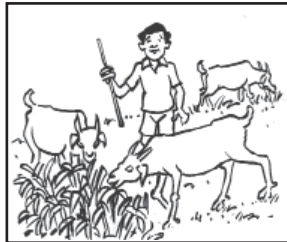
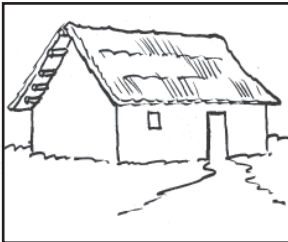
4. A Think and talk to your partner.

- (i) about the clothes you wore
- (ii) the games you played
- (iii) where you slept
- (iv) what your parents did

B Think of the four things you didn't do when you were young.

"I didn't use to ..."

5. Write two paragraphs from the following pictures.



Then: live in village Keep Sheep and goat Travel on foot

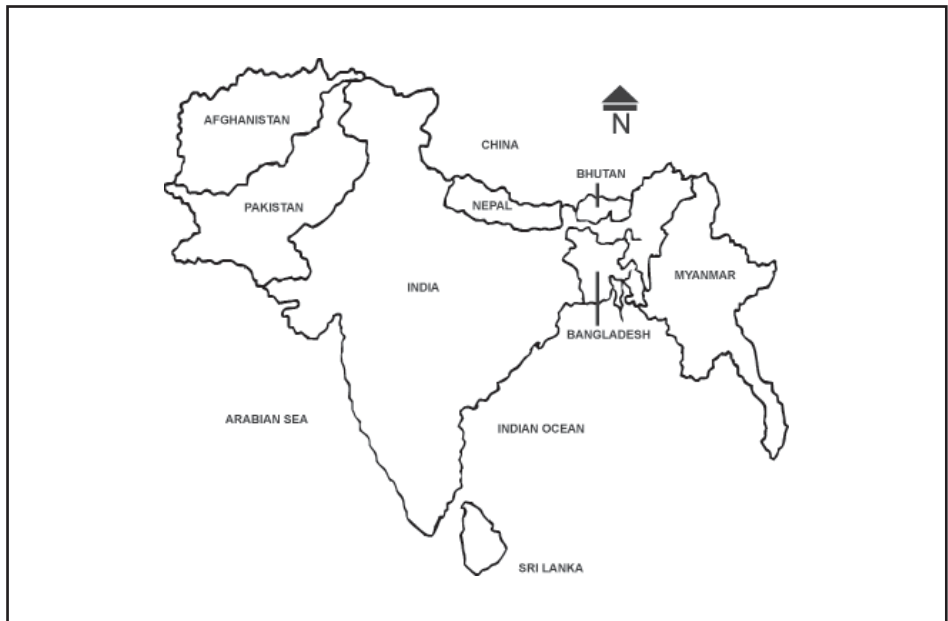


Now: Live in City

Work in air-conditioned
offices with computers

Drive cars

6. Study the map.



(i) Can you name the following countries?

P =

Bh =

BA =

S =

(ii) Which country is the smallest?

(iii) Which country is the farthest from Nepal?

7. A Grammar exercise

(i) Used to refers to our past habit.

Positive: I used to

Negative: I didn't use to

Question: Did you use to?

B Express these sentences as in the example.

Example:

He lived in Dhanusha as a child.

He used to live in Dhanusha.

- (i) We went to school together.
- (ii) He played volleyball.
- (iii) She ate meat
- (iv) They didn't watch television.
- (v) Did you keep cows at home?

8. Read the story.

Jeevan was born in Dhankuta. When he was a child, his family left Dhankuta. They went to Morang. They travelled for many days. When he grew up Jeevan built a small house, made of mud and grass. He grew rice. After five years he built a concrete house. It was made of cement and concrete. Now the family has got many fields and a tractor

- (i) Where did Jeevan use to live?
- (ii) Where did his family use to live?
- (iii) Where did his family go to?
- (iv) Did there use to be a bus service from Dhankuta to Morang when Jeevan was a child?

Unit 17: Stating Intention, Making Prediction



1. Look at the picture and answer the questions.

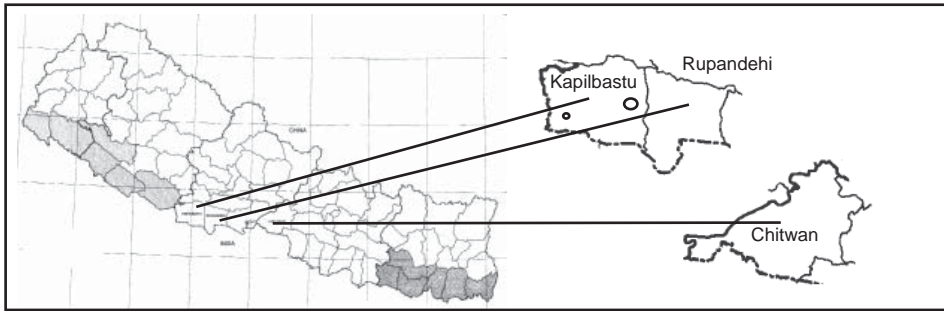
- (i) What are the children in the first picture doing?
- (ii) What are the children in the second picture doing?
- (iii) Can you help these children in the first picture to bring to school. If yes, how?
- (iv) Why are children not in school? Write your own opinion.

2. A Read and say.

What did archaeologist find in Lumbini and Tilaurakot?

Lumbini is 136km from chitwan, 30km from Bhairahawa. At this place Lord Buddha was born around 563 BC, and today it is a place of piligrimage and peace.

In 1895, a German archeologist discovered the remains of a tall pillar. The Indian Emperor Ashoka put up this carved pillor when he visited Nepal in 250 BC, and it says that Lumbini was the birth place of Lord Buddha.



Tilaurakot is 24 km west of Lumbini. Archeologists have uncovered the remains of a palace. They found four gates, thick walls, the bases of stupas, three thousand coins, pottery and toys. This is the old capital city of Kapilvastu, 2800 years old. This is the place where Buddha lived as a boy.

2. B. Read about Lumbini and answer.

- (i) When was Lord Buddha born?
- (ii) Who put up the Ashoka Pillar?
- (iii) How far is Tilaurakot from Lumbini?
- (iv) What have archeologists found in Tilaurakot?

Vocabulary:

archeologist: a person who studies archeology

BC: before Christ (used in the Cristian calendar before the year Christ is belived to have been born)

pilgrimage: a journey to a holy place

discover: to find something for the first time

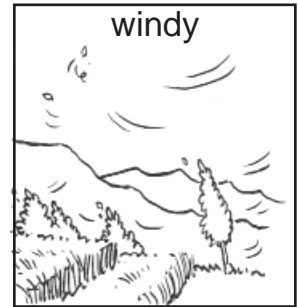
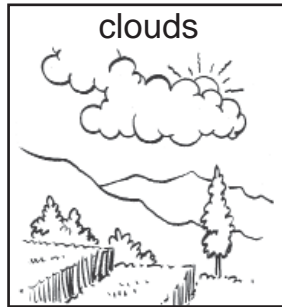
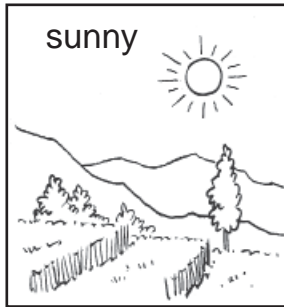
carve: to make objects by cutting away material from wood or stone

palace: the official home of a king

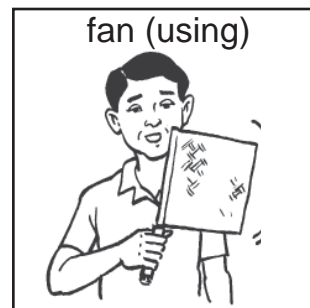
pottery: the skill of making pots and dishes from clay

toy: made as a copy of a particular thing and used for playing

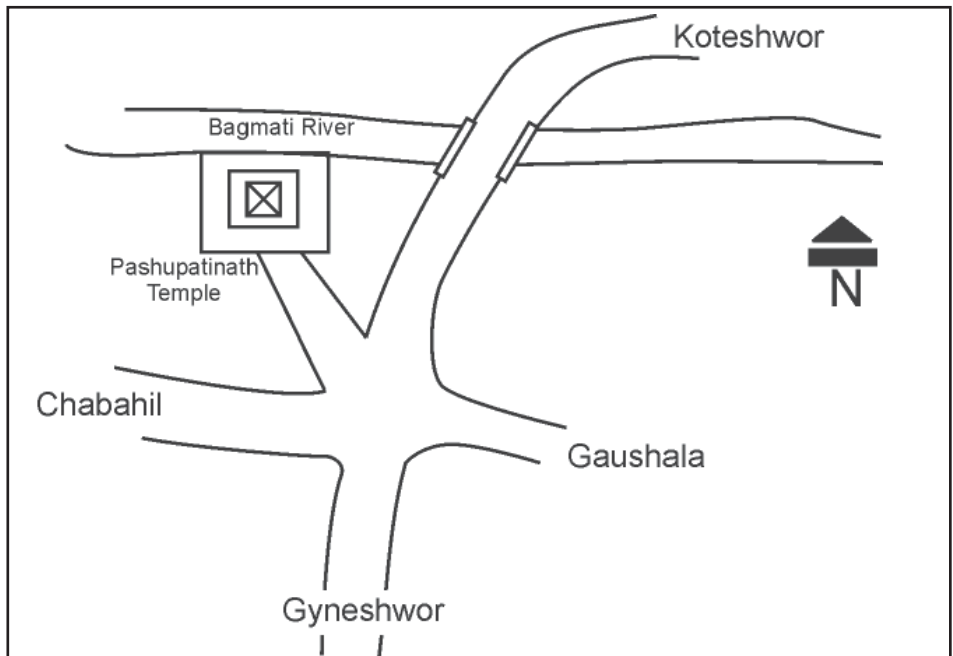
3. Describe the Weather.



It's going to be sunny. _____



4. Write a paragraph from the following picture.



5. Listen to your teacher about the weather and answer in short.

maximum temperature _____

minimum temperature _____

weather in eastern hills _____

sun rise time _____

sun set time _____

Note to the facilitators: Please tell you students about the existing weather of your place and listening text.

It is raining. I think it will rain all night.



I have to buy rice. I think we need vegetables as well.



We are playing a match tomorrow. I think we will win.



6. Look at the pictures.

7. Read and act.

Sandhya: What's your programme tomorrow?

Sofi: Well, we're going to have a marriage party?

Sandhya: What are you doing in this evening?

Sofi: I'm going to do my English homework.

Sandhya: Tomorrow, I am going to kathmandu by plane.

Sofi: What do you think about the weather?

Sandhya: I think it will be fine.

Sofi: Will it be too hot?

Sandhya: No, it will be fair.

8. Practice.

Example: If it doesn't rain soon, the plants will die.

(i) If you put on a jacket, you'll be

(ii) If I was the head teacher, I'd

(iii) If we walked faster, we

(iv) If we had a new ball, we

9. Correct the sentences.

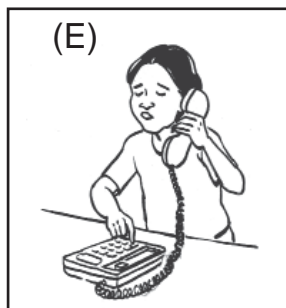
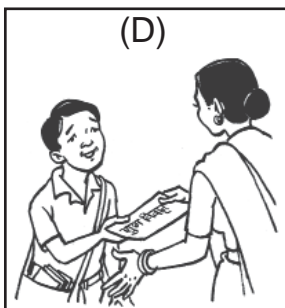
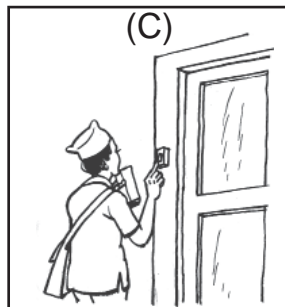
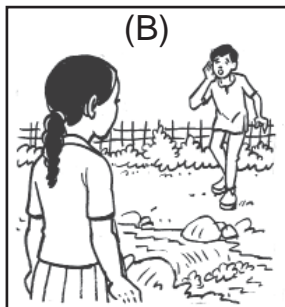
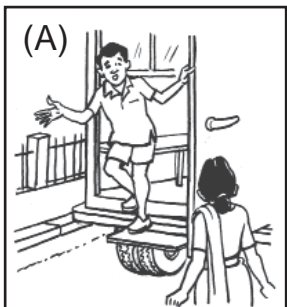
(i) If I will meet you, I'll give you the book.

(ii) If I have some money, I'd buy an ice-cream.

(iii) He's been walking for two hours when he saw a bear.

(iv) I've been studying English for five years.

1. Look at the picture and then answer the questions.



- (i) Make a list of ways for invitation.
- (ii) Why is the khalasi calling the passenger?
- (iii) What do you say when you want to call Mohan to play?

2. A Read.

The Bagmati - a holy river

The Bagmati is Nepal's most famous river. Hindu people from Nepal, India and the world, believe that the Bagmati is a holy river. So every year specially in Shivaratri; millions of them go there. Many go by bus but some people walk with bare feet. Many holy men live on the bank of the river. They claim to be able to tell the future, heal the sick and help people get rid of

bad luck. Some holy men do not eat for many days and wear nothing. The Bagmati river flows through the Kathmandu valley, which is one of the most crowded cities in the country. The Bagmati is not only important as a holy river. Farmers use it for irrigation.

However, Bagmati is polluted due to sewage. People build their houses on the banks. They join their drain with the river. It causes pollution in the river.

B Fill in the missing words.

- (i) is the most famous river in Nepal.
- (ii) It is a holy river for the people.
- (iii) It is used for

C Answer the questions.

- (i) Why is Bagmati river famous?
- (ii) How can we keep Bagmati as a clean river?

3. A Write a paragraph from the following words.

koshi river

Largest

irrigation

terai

fish

B Learn the following words from the text.

holy: related to God and religion.

bare: without any clothes on

irrigation: supply of water to land

polluted: made (water, air, earth) dirty

sewage: waste matter such as urine, excrement

drain: a pipe which carries waste matter.

4. Read, learn and practise.

Manisha: Would you like to go on a picnic?

Devshankar: No, I would like to go travelling.

Manisha: Why don't you like to go on a picnic?

Devshankar: It's a waste of time. I can't learn anything from picnic?

Manisha: Well! How could you learn from travelling?

Devshankar: I can see new places, people and culture. Would you like to go travelling?

Manisha: No, I prefer to go fishing.

Devshankar: Ok! different people, different interest.

5. Talk to your partner about the pictures.



How about
watching TV?



..... working
in the field?



..... going
shopping?



.....
write/letter?



.....
put/finger print?

6. A Listen to the following invitation and say.

- (i) Who sent the invitation?
- (ii) When was it sent?
- (iii) What is the occasion of the Party?
- (iv) What day is the party?
- (v) What time is the party?

Note for the facilitators: Please bring an invitation card about wedding party and read it aloud and ask your students to answer the questions.

Unit 19: Persuading and Reminding

1. A Look at the picture.

Sunny day



Rainy Day



Occasion

Wedding



Funeral



- (i) Make a list of things that people can do in a sunny day.
- (ii) How can people enjoy in a wedding?

2. A Read.

Earth

I am your favourite planet
The one that gave you birth
A green spot
A clean spot
That's known as Mother Earth

My orbit never changes
On my journey round the sun
Circling through space
Leaving no trace

I spin upon my axis
Once every day and night
Observers say
I lean one way
I'm inclined to think they're right

I have Moon that sometimes comes
Between the Sun and me
And for a time
I know that I'm
Plunged in obscurity

Consider the Sun, Moon and stars
The other seven planets and I
Ask, "who put them in place?
Who arranged them in space?
When did it happen and why?"

Experts say the whole scheme will collapse
And there's nothing that mankind can do
Not much longer to go
A billion light years or so
So I'm not going to worry, are you?

- Charles Connell

B Learn the following words.

axis: an imaginary line through the center of an object around which the object turns.

circle: a completely round flat shape.

spin: to turn round and round quickly

plunge: move suddenly

light year: the distance that light travels in one year

expert: a person with special knowledge, skill

favorite: best liked

planet: a large round object in space moving round the Sun

orbit: a curved path followed by a planet.

obscurity: difficult to understand

journey: travel

C Fill in the missing words.

(i) Earth orbits around the

(ii) There are planets apart from the earth.

(iii) The poet says earth will last for a years.

D Answer the following questions.

(i) How long does it take the earth to spin once on its axis?

(ii) What does sometimes come between the earth and the sun?

(iii) Why is the poet not going to worry about the collapse of the universe?

3. A Write three paragraphs on:

(i) Sun

(ii) Moon

(iii) Earth

- B** Write a paragraph about your favourite pastime (activity you do in free time). Write what you do, why you like doing it, why you enjoy doing it.
- C** Write a paragraph describing the weather condition in your area.
- 4. Listen to the letter and answer.**
- (i) Who wrote the letter and to whom?
 - (ii) What is the letter about?
 - (iii) When was the letter written?

Note to the facilitators: Please bring any informal letter and read it in the class as a listening text.

Grammar

5. A Put the correct reflexive pronoun in the spaces.

Example:

I couldn't have done it myself, said Shambhu.

My brother can dress himself.

They ate it themselves.

- (i) I'll do it
- (ii) You can look at
- (iii) We sat by
- (iv) Be careful not to cut

B Put 'so that', 'because', 'until', 'when', 'where' and where in the spaces.

- (i) He was late the tire of the bus punctured.

- (ii) She was reading the book her friend had left.
- (iii) He left instructions his friend would know what to do.
- (iv) Don't start writing I tell you.;
- (v) he got home he felt exhausted.
- (vi) Can you see the place I made a mistake?

C Make questions for these answers. Use words in brackets.

- (i) two days ago (When)
- (ii) for six weeks (How long)
- (iii) in April (When)
- (iv) last week (When)
- (v) since I was five (How long)
- (vii) at ten o'clock. (When)

Unit 20: Asking for a Repeat of Information



Guess the answer for the following questions.

- a. Who are the people in the picture?
- b. What are they talking about?
- c. Are they from the same country?

1. Read the following transcription of telephone conversation between a tourist and a receptionist.

(Telephone rings)

Receptionist: Good morning, Duke Nepal Adventure Treks, Dolma speaking.

Tourist: Good morning, Dolma. May I Speak to Mrs. Tiwari?
I've to pay her \$5000.

Receptionist: Sorry? I couldn't catch you. Could you please say it again?

Tourist: Oh yes. I'm from Germany. I've to pay \$5000 to Mrs. Tiwari. So, may I talk to her?

Receptionist: Ok, just a minute. I'll forward the call.

Mrs. Tiwari: Hello!

Tourist: Hello, it's Mandel speaking, from Germany.

Mrs. Tiwari: Good morning, Mandel. How are you?

Tourist: I'm fine. How is your business nowadays?

Mrs. Tiwari: Well, it's good! How was your journey back to Germany?

Tourist: Fantastic. I spent almost all the time watching videos that I captured in Nepal.

Mrs. Tiwari: How did you feel with us in Nepal during your visit?

Tourist: I beg your pardon.

Mrs. Tiwari: I mean, did you enjoy your trekking in Nepal?

Tourist: Oh, yes. I loved it. I found Nepal a live museum of natural beauty. I've never visited such places before. The weather was incredible. I was really stunned by enchanting natural beauty there.

Mrs. Tiwari: Thank you, Mandel.

Tourist: You're welcome ... and your hospitality is still pulling me back to your place. I really loved it! If I get time, I'll visit there again.

Mrs. Tiwari: If so, let me welcome you again.

Tourist: Mrs. Tiwari, I've sent your money through IME. Please let me know when you collect it.

Mrs. Tiwari: Ok, I'll notify you. Thanks.

Tourist: Welcome, Bye Mrs. Tiwari.

Mrs. Tiwari: Bye. Mandel.

a. Words in the text

- i. Match the words from the text in column A with their synonyms in column B.

S.N.	Column A	S.N.	Column B
a.	journey	i.	record
b.	captured	ii.	unbelievable; extremely good
c.	incredible	iii.	trip
d.	stunned	iv.	generosity; kindness; welcoming behaviour
e.	hospitality	v.	charming
f.	enchanted	vi.	amazed

ii. Form sensible sentences using the following words.

- a. forward b. trekking c. museum d. notify

c. Answer these questions.

- (a) Who is Mandel?
(b) What is the conversation about?
(c) How was Mandel's visit in Nepal?
(d) What was the weather like to Mandel in Nepal?
(e) Why does Mandel call Mrs. Tiwari?

d. Write 'true' or 'false' against the following statements.

- a. Dolma is a domestic tourist.
b. Mrs. Tiwari had to pay \$5000 to Mandel.
c. Mandel deposited the amount in Mrs. Tiwari's Bank account.
d. Mandel liked Nepal and its beauty.
e. For Mandel Nepal is a live museum of natural beauty.
e. Now play the role of Dolma, Mandel and Mrs. Tiwari, and have a telephone conversation.

2. Let's speak. Observe the following example and have similar conversations in the following situations.

Example: Telephone conversation about going for a morning walk.

Pemba: Hello, Pemba speaking

Laksha: Hello Pemba. I'm Laksha.

Pemba: Hey Laksha, what are you doing?

Laksha: I'm in a morning walk.

Pemba: Excuse me. I couldn't catch you.

Laksha: I mean I'm in a morning walk.

Pemba: Me too. Where are you now?

Laksha: Bahnu Park. I'll call you later, ok?

Pemba: Ok, bye.

Laksha: Bye.

- a. A telephone conversation between friends about preparation for examination.



- b. Face to face conversation between two people about prospects of tourism in Nepal.



- c. Telephone conversation about celebration of holi.



- d. Online conversation about significance of education tour for students.



- e. Online conversation about discouraging student from cigarette smoking.



- 3. Listen to your facilitator and do the activities that he/she gives you.**

(Note to the facilitator: Please read any text from the book and ask the students to do the activities. You are requested to design objective and subjective questions).

- 4. Let's write dialogues. Now, recall the conversation you practised above and compose a dialogue for each situation.**

Listening text

Unit 1

Kabir: Are you all right, Kanah?

Kanah: No. I'm not. Everyone is going on a picnic. But I have no money.

Kabir: Why don't you ask your mum?

Kanah: She bought me books and uniform with the money she had.

Kabir: I think you should ask Paru. She's really helpful.

kanah: I went to her but she said she is broke nowadays.

kabir: How much do you need?

Kanah: Two hundred.

Kabir: Don't worry. Every problem has a solution.

Kanah: What do you mean, Kabir?

kabir: Let's go to the bank. I've got some deposits there.

Kanah: Oh Kabir! You're really great.

Unit 2

Dolma: Hello! I'm Dolma. I live in Solu. I'm 20 years old. I want to go into business and make a lot of money. I want to help my parents in their old age. I want to send my brother Pemba to a good school in Kathmandu. I wish I had a beautiful hotel.

Debu: Hi! I'm Debu. I'm from Kalaiya, Bara. I study in class six. I'm 12 years old. My school is one mile away from my home. I walk to school. It's difficult when it is too cold or hot. I wish I had a bicycle.

Unit 3

Teacher is giving instructions to her student who is travelling by plane for the first time.

► Get into the plane.

- Thank the airhostess for her welcome.
- Take your seat.
- Fasten your seatbelt.
- Listen to the instructions of the airhostess.
- Obey what the pilot instructs.
- Unfasten seatbelt when you reach your destination.
- Thank the airhostess for her service.
- Come out and go where you have to.

Unit 4

My school is away from the main road. It is in the middle of a small village. At the front of the school is a big play ground. At the back of it is a small stream. To the left is a small mountain and to the right is a thick jungle. Inside my school is quiet and peaceful. Outside it you can hear the noise of birds and the rushing down of small mountain stream.

Unit 5

- A: Can you tell me the height of Mt. Everest?
- B: Yes, I can. It's 8848 m.
- A: What's the longest river of the world?
- B: The Nile.
- A: What's its length?
- B: Its 5584 km long.
- A: You seem to know many things. Tell me the distance between the sun and the earth.
- B: I have no idea. Do you know how far is it?
- A: Yes, It's 149600000 km.
- B: Do you know what's the length of a lawn tennis court?
- A: It's 78ft long. You tell me the weight of a football.
- B: It's 14 to 16 ounces.

Unit 6

Paru: Do you like dancing?

Chyangba: I like dancing but I prefer singing. What do you like?

Paru: I like dancing. I have terrible voice. Do you enjoy reading Science?

Chyangba: I enjoy reading Science but I would rather read biographies.

Paru: Do you like travelling?

Chyangba: I quite like travelling.

Paru: What places have you already visited?

Chyangba: I've been to Kathmandu, Pokhara, Mahendranagar, and Biratnagar. Do you like travelling?

Paru: Yes, I do. I've travelled to Chitwan, Lumbini, Namche and Manang.

Unit 7

Boy: Well it was a mid summer night. It was so hot that I could not go to sleep in my bedroom.

Girl: Then?

Boy: I took a mattress and a pillow and went up to the roof to sleep.

Girl: Were you alone at home?

Boy: No, others were sleeping in their rooms.

Girl: What happened then?

Boy: At about 1 O'Clock in the night some drops of water woke me up. I looked up at the sky. It was covered with black clouds.

Girls: Oh, then you came down?

Boy: You're right. But when I was about to get into my room someone held me around my waist and shouted 'thief! thief!'

Girl: My goodness! Who was he?

Boy: It was my father. He couldn't see me in the dark. It was only when my mother switched on the light, he knew that it was me.

Unit 8

Pasang is my brother. He does not work at all. he gets everything done by others. He gets his home work done by his sister, Chanda. He makes his father clean his room .He has his mother wash his clothes and cook his food. He gets his shoes polished by his brother. He makes his grandmother make his bed.

Unit 12

Nadira : Hi kabir! How are you ?

Kabir: Fine thanks, Nadira. And you?

Nadira: Very well. Where is your daughter.

She's so cute. I want to talk to her.

Kabir: She's not home. She's in hospital.

Nadira: Oh! Really ? What happen to her?

Kabir: She spilled hot water on her feet.

She has a severe burn.

Nadira: I'm so sorry to hear it. When did it happen?

Kabir: The day before.

Nadira: How's she now? Who's there with her?

Kabir: She's getting better. Her father is with her.

Nadira: Please call me when you're going to see her.

Kabir: O.K.

Unit 14

Kiran: I want to start a Clean River Club, Rakhi.

- Rakhi: So do I. Let's start it, Kiran.
- Kiran: Many of our friends will support us, I suppose.
- Rakhi: I hope so. Our rivers are very polluted.
- Kiran: So the first thing we'll have to do is to call a meeting. When shall we call it?
- Rakhi: Saturday morning will be ideal.
- Everyone will be free on that day.
- Kiran: I expect so. All our friends are busy on work days.
- Rakhi: You're right. But how can we keep the rivers clean?
- Kiran: I think we should stop sand-mining from the river. Most important of all we should campaign against our sewage system. They are all joined to the river.
- Rakhi: Good, we'll also plant trees along side the river.

Unit 15

My name is Jamuni. I can read and write. I can speak Hindi and English. I can also play volleyball.

My name is Ahmed. I can write stories. I can draw pictures. I can also swim in the river.

Unit 17

This is the weather forecast for tomorrow:

Maximum temperature will go up to 32° celsius and minimum temperature will be 12° celsius. Mainly fair all over the country. However it will be cloudy over the eastern hills. There will be light rain there during late afternoon. The sun will rise at 5:35 and it will set at 6:30.

Unit 18

Kotdevi Marga, Jadibuti
March 26

Dear Siva,

I would like to invite you to my brother Govinda's wedding party on the following schedule.

Vennue: Kailash Party Palace
Maitidevi, Kathmandu

Time: 4.00 PM - 9.00 PM

Date: March 30, 2008

Nagendra

Unit 19

April 10

Dear Ramu

Do come home as soon as possible. Father is sick in hospital. I have to go to school. There is no one at home to look after him. Do not forget to bring me a pen, please. I have my class test next week. May I remind you that you have promised to buy me a pair of shoes as well. See you soon.

Sister,
Neha