

Grade 10

English
English
English

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The publishers welcome any comments from readers.

Please contact the Editing and Publishing Unit, CDC, Sanothimi, Bhaktapur.

Preface

English language is taught as a foreign language in all school levels of Nepal. Curricula and curricular materials get changed and revised in order to make them effective and relevant to the ever changing context. The Secondary Level English Curriculum which was developed and implemented in 1999 has been repackaged after the government's decision to administer the SLC Examination only from Grade ten curriculum. This book contains communicative activities with an aim to make students competent in communicating ideas with people of any nationality. In other words exercises for all language skills are carefully designed so that students gain knowledge, skills and confidence in handling the language.

This book, originally written by Vishnu S Rai, Ishwor Shrestha and Krishna R Hamal has been revised by a task force comprising of Krishna R Hamal, Bishnu Prasad Parajuli, Madhu Upadhaya, Shree Prasad Koirala, Ganesh Chapagain and Durpada Sapkota. Valuable suggestions of the Executive Director of CDC Mr. Haribol Khanal as well as professors, subject experts and teachers were also incorporated in the revision work. Likewise the English Subject Committee members Dr. Yogendra Prasad Yadav, Dr. Jaya Raj Awasti, Drona Dahal, Bamdev Gautam, Ganga Dhar Hada and Jaya Lamsal also provided valuable suggestions in bringing the book in this form. Its original version was edited by Carol Price. Its cover page was designed by Tarjan Rai and Hiroko Masukawa. The revised version was designed and illustrated by Tarzan Rai and Anil Thapa.

Textbook is an important tool of teaching/learning process. Inquisitive students and experienced teachers can use various resources in teaching/learning the subject matter in order to achieve the objectives specified by the curriculum. It is expected that teachers have the potentiality of devising various examples and exercises to support and illustrate the concept and skills to be imparted to the students. Attempts have been made to bring this book up to the standard so as to cope with the situation. Despite this effort, there may be some shortcomings with regard to its language, presentation style and illustrations. Therefore CDC anticipates constructive suggestions from teachers, parents, experts as well as general readers.

Government of Nepal
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Revised Grade 10 English Book

Every unit in this textbook contains exercises which practise the four language skills: **reading**, **writing**, **speaking** and **listening**. Symbols are used next to each exercise to show you which skills are being practised and how to complete the exercise.



Work with a partner, or with other students, to complete this exercise.



This exercise presents and practises grammar points.



To complete this exercise you have to guess the answer to some questions. Make a guess based on any clues that you have – it doesn't matter if you are right or wrong.



To complete this exercise you have to decide if certain statements are true or false. Use a tick (✓) for true and a cross (X) for false.



To complete this exercise you have to read the text **silently**. First, look at any questions at the beginning of the text. You will have to read each text more than once; always think about what you need to find out first and then read silently.



To complete this exercise you have to write something down. There are many different writing activities in the textbook: paragraphs, letters, essays, poems and newspaper articles. Some should be done alone, others need to be discussed with a partner. Always write your final answers clearly, neatly and correctly.



To complete this exercise you have to speak aloud, either to a partner, the teacher or the whole class. You may be asked to share ideas, have a conversation or reply to questions.



To complete this exercise you have to listen to a tape or to your teacher reading aloud. First, think about any questions you have to answer. You will get the chance to listen more than once; always think about what you need to find out first and then listen carefully.

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Before you begin ...

1. Read and answer

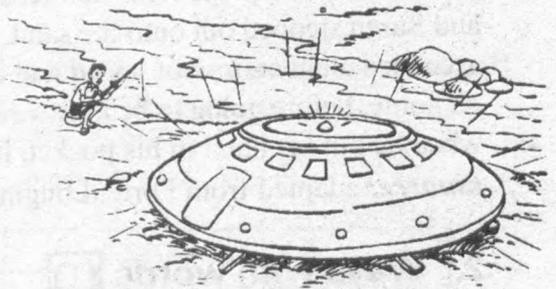
Read the story quickly and answer the following questions.

- (a) What was the boy doing when the spaceship arrived?
(b) Did he fly in the spaceship?
(c) What was he given?

A Message from Another Planet

Suren Majhi sat on the sandy bank of the Sun Kosi river. He had been fishing all day but had caught nothing. He was tired and the twilight was changing into darkness.

5 Suddenly, in the distance over the river, Suren saw a bright object. It might be a helicopter, he thought,



10 probably going to Diktel, but there was no noise. It came closer, and took on the shape of a saucer. It landed on the bank about 50 metres away.

Suren got up and walked to the object. Once he had seen a film of a spaceship, probably this was one. It might have come from some other planet. As he went closer, a door opened, and Suren was drawn into the vessel. He found himself in a room with what appeared to be a large number of control panels with flashing

15 lights. He was frightened and almost jumped when he heard a voice saying, "Welcome to our spaceship, Suren. Don't be afraid. Sit down on the couch behind you."

"How do you know my name?" Suren asked.

20 "We are from another planet and we have been observing Earth for several months. Our devices have recorded radio and television broadcasts, and we have learned to speak English, since it is the most widely-used language. By using a long-distance listening device we learnt your name and that you are the best student in your school. We have chosen you to pass on an important message to the leaders of your nation and of the world."

25 "Do you think that leaders'll listen to a poor kid like me? Please open the door, I want to leave." Suren said.

"You can't leave now, look at the screen. The ship is several thousand kilometres from Earth, although only a few minutes has passed. On our planet, all

30 resources are conserved and recycled whereas, on earth, you are wasting your resources. Soon there'll be nothing left. Give your people the message that collection centres should be set up in every town and city on Earth. Cans, bottles, old household appliances, in fact everything which is no longer in use, should be taken there and recycled."

35 Suren said, "If I tell people that I've been in a spaceship, they will probably think I'm joking or, perhaps, out of my mind."

"Don't worry!" the voice said. "We'll give you an object that will prove that what you say is true. Pick it up. It's a tiny computer, far more advanced than any found on Earth. When it's examined by a computer engineer, we're sure your story will be believed."

40 The screen lit up, and Suren saw the world growing larger and larger. He saw the Himalayas and the river Sun Kosi. The screen grew dark, the door opened, and Suren stepped out onto the sand. As soon as he was out of the spaceship, it ascended at an enormous speed and disappeared.

45 At home, before going to bed, he wondered whether he had been dreaming, but when he put his hand in his pocket, he could feel the tiny computer.

(Source: adapted from Forte, Longman 1989)

2. Ways with words

Find the words in the story that have the opposite meaning to those below:

dawn (4)

took off (10)

huge (37)

descended (43)

primitive (37)

bright (41)

3. Read and answer

Read the story again and answer the following questions:

- Where did the spaceship come from?
- Why did they pick Suren up?
- What was their message for human beings?
- Why did they give Suren the tiny computer?
- Will people believe Suren's story? Why/why not?

4. Write

Discuss the following questions with your partner before writing the answers:

- Pretend that you are Suren. Write the story as Suren might have told it to his parents.
- Do you believe that there is life on other planets? Give reasons to support your answer.
- Pretend that you are Suren. Write a letter to the editor of a newspaper telling the story.

5. Time for grammar

In expressing degrees of probability the structure, modal (*will/may/might*) + V is used. With *will* the word 'probably' can also be used. Make as many sentences as possible from the following table:

He	will/(probably) won't may/may not might/might not	believe me
She		come for dinner
The teacher		be poorer in coming years
The public		get the job
		take the history class today
		raise their voice against corruption

6. Have your say

(a) Work in pairs. Take it in turn to ask and answer questions. Use *will (probably)/may/might* and the clues above the pictures.

Example:

A: Where's Mr Hamal?

B: I'm not sure.

He may be in his office.

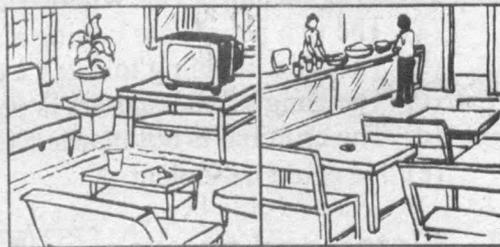
where Mr Hamal?/office



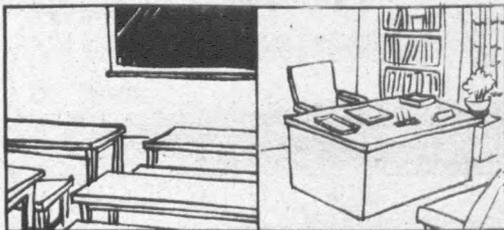
where Radha?/shopping



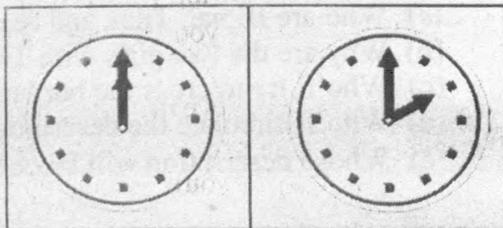
what teacher?/lunch



where mother?/office



when Mr Jha?/by 12.00



(b) **Work in groups. Decide on five development projects that your village or town needs and discuss the changes that the projects may bring to your village or town. Use the given phrases.**

It'll probably... We're sure... It may/might...

Example:

We're going to open a school. It'll make people aware of education. We're sure it will...

7. Look and guess  

Look at the picture and guess the answer to the following questions:

1. Who are the people in the picture? What is their job?
2. Why are the policemen looking at the map?
3. Who is the most important police officer?



Now listen to the tape or the teacher and find out if your guesses were correct.

8. True or false? 

Listen again and decide whether the following statements are true or false:

- (a) The two people are talking about a man, his wife and his sister-in-law.
- (b) They are planning to catch a criminal.
- (c) The gang's headquarters is probably in Kathmandu.
- (d) The criminal is not married.
- (e) He could be violent.

9. Listen and answer   

Listen once again and answer the following questions:

- (a) Who are Bimal, Tilak and Jeevan?
- (b) Why are the two girls with Tilak?
- (c) Who'll try to cross the border?
- (d) Who'll circulate the descriptions?
- (e) Whose description will be circulated?

10. Have your say

(a) Work in pairs. Take it in turns to make polite requests and appropriate responses. Use the clues next to the pictures.

Example:

- A: Good morning.
 B: Good morning. How can I help you?
 A: Could you tell me when the first bus leaves for Chitwan?
 B: It leaves at 8.00.
 A: Thanks.
 B: You are welcome.



departure time/arrival time/fare



- A: Excuse me, could you tell me where the post office is?
 B: It's right behind you.
 A: Oh, thank you.
 B: Not at all.

post office – behind/ bus park – to left

- A: Good morning.
 B: Good morning. I wonder if you can help me? I'm trying to find a romantic novel.
 A: There you are.
 B: Thanks.



romantic novel/thriller/travelling account

(b) Work in pairs. Take it in turns to ask for and give permission. Use the clues in the box.

Example:

- A: Excuse me. May I sit here?
 B: Sure.
 A: Thanks.

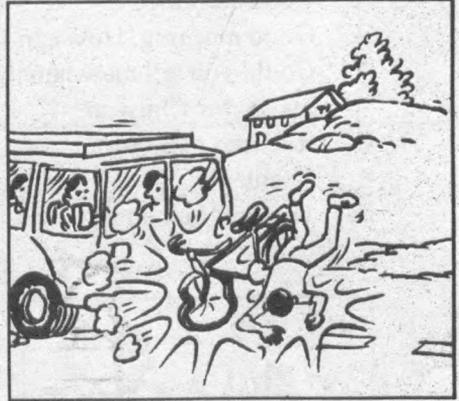
sit here	use phone	borrow bicycle	take photograph
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11. Write  

(a) Look at the pictures below and describe the happenings using simple past and past continuous tenses. Use the clues next to the pictures:



cyclist – ride – fast – traffic



bus – collide – fall - accident

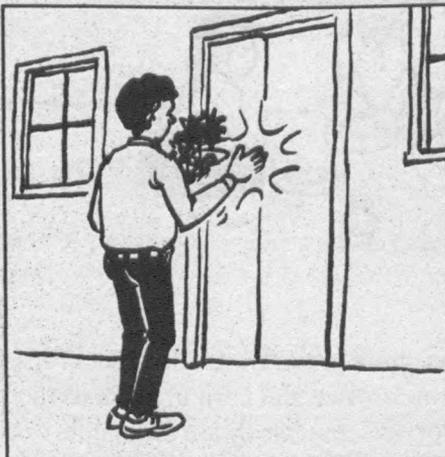
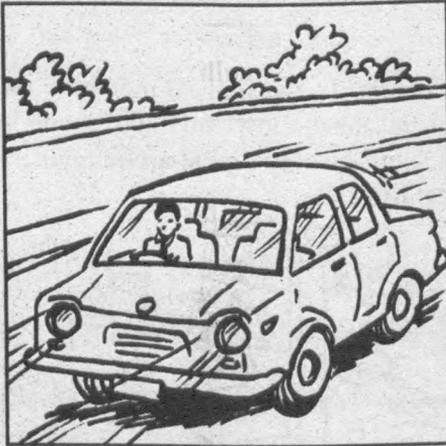


injured – unconscious – damage
- driver – help



telephone – hospital - ambulance
- stretcher - carefully

(b) Look at the pictures below and describe what is happening in these pictures. Use simple past and past continuous tenses.



12. Read and match

Read the passages about Nepal below quickly and match each of them (A, B, C, D and E) with one of the headings given below:

Occupation

Food

Culture

Physical features

Spread of traditions and food

A

Nepal is a landlocked country in the Himalayas, the highest mountain range in the world. Nepal has three distinct geographical zones – lowland hills, mountains, valleys and the Great Himalayan Range – with subtropical to alpine-arctic temperatures and wide variations in vegetation and animal life.



B

Most people in Nepal are farmers. They grow grain, fruit, and other crops in the lowlands, where temperatures are the warmest. Rice and corn grow in terraced, or stair-like fields in the cooler hilly regions. Potatoes and barley are the staple, or chief, crops at higher altitudes, where temperatures are the coolest.

C

- 10 The Nepalese raise goats, cattle and yaks for dairy products. Meat is eaten mostly on special occasions. Religious rules affect, which meat people in Nepal eat. Hindus, who make up almost 70 per cent of the population, do not eat beef. Islam does not allow its followers, Muslims, to eat pork. The Buddhist religion prohibits the killing of any animals but allows the eating of meat.

D

- 15 A typical family meal in Nepal might include *daal bhat* (rice with lentil gravy) or chapati (a flat bread), steamed vegetables, and *achhaar* (a paste of spiced pickled fruits). About 90 per cent of Nepalese people live in rural areas. They often lack electricity for refrigerators, so they rely on cereals such as grain, lentils, and beans.

E

- 20 People take their traditions and the kinds of food they eat with them when they move from one place to another. You might recognize examples when you look at your classmate's special family foods or at specialty restaurants in your community.

(Source: English Teaching Forum, October-December 1998)

13. Ways with words

Match the words with the meanings:

landlocked	a place where milk is kept and butter is made
vegetation	surrounded by land
terraced	leveled area of sloping ground
dairy	plants, plant life

14 True or false?

Read the passages again and decide if the following statements are true or false:

- (a) Nepal has no access to the sea.
- (b) Most Nepalese aren't farmers.
- (c) Religions have nothing to do with eating meat.
- (d) Most Nepalese live in villages.
- (e) Migration within Nepal doesn't affect traditions and food.

15. Read and complete

Read the passages once again and complete the following table with information about the main religions, crops, types of food and geographical zones found in Nepal.

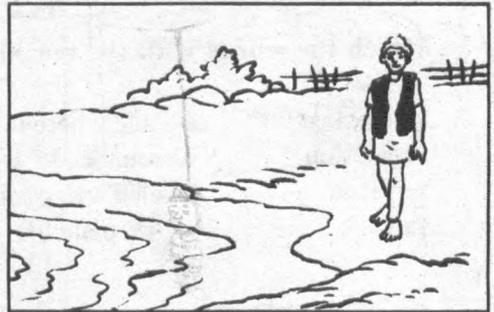
Main religions	Main crops	Main food	Geographical zones

16. Write

(a) Write about your village or town in about 200 words. Include the following points:

- location
- population
- crops
- climate
- religions
- specialties

(b) Describe what's happening in the following pictures:



Unit 1

1. Look and guess ?

Look at the pictures and guess.

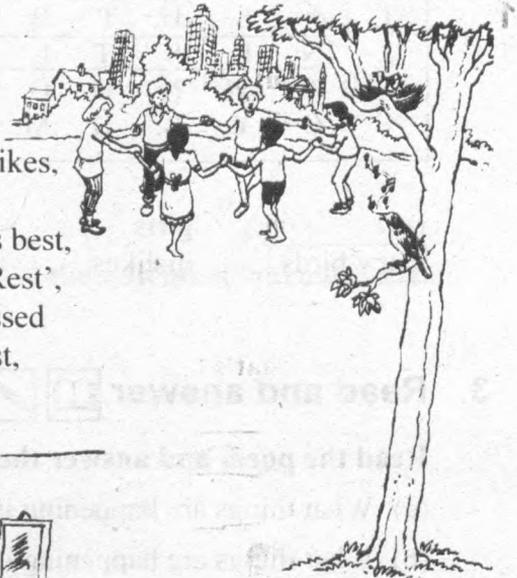
(a) What kind of weather does each picture suggest? How do you know?

Weathers

This is the weather the cuckoo likes,
And so do I;

When showers betumble the chestnut spikes,
And nestlings fly:

- 5 And the little brown nightingale bills his best,
And they sit outside at 'The Travellers Rest',
And maids come forth sprig-muslin dressed
And citizens dream of the south and west,
And so do I.



10

This is the weather the cuckoo shuns
and so do I;

When beeches drip in brown and duns,
And thresh and ply;

15

And hill-hid tides throb, throe and throe,
And drops on gate-bars hang in a row,
And rooks in families homewards go,
And so do I.

Thomas Hardy

2. Ways with words

Find the words in the poem which are associated with the following words. Then circle them in the word square below. They may be in horizontal (left to right) or vertical (top to bottom) lines:

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

rain

baby birds

girls

dislikes

sings

name of a bird

name of an inn

3. Read and answer

Read the poem and answer the following questions.

- What things are happening in the first verse?
- What things are happening in the second verse?
- Both the cuckoo and the poet like the weather described in the first verse but don't like the weather described in the second verse, why?
- Do you feel the same as the poet does? Why/why not?

4. Write

Do you live in the Terai, the hills or the mountains? Write a letter to your friend describing the weather in your region. Express your feelings about whether you like or dislike it and say why. Use the following clues:

The place you live	Weather (hot/cold/temperate)
Birds	Vegetation

5. Time for grammar

(A) The function of confirming and denying is expressed through the structure
So + aux (do) + NP.

Examples:

They like noodles. (Hari) So does Hari.

They don't like noodles. (Hari) Neither does Hari.

Use this structure with the following statements.

- (a) Elephants and leopards live in Parsa Wildlife Reserve. (Deer and bear)
- (b) Gita doesn't like wild animals. (I)
- (c) Mina and Mona are in Grade 10. (Sunil)
- (d) My friends will pass the final test. (I)
- (e) My father works in a factory. (Lila's)
- (f) Muslims don't eat pork. (Jews)
- (g) Devkota wasn't a politician. (Parijat)

(B) Addition of 'question tag' at the end of the statement for confirmation.

Examples:

He is here. isn't he?

Ram came yesterday. didn't he?

Nura won't tell him. will she?

Add question tags to the following statements.

- (i) You can swim well.?
- (ii) I wasn't very quick.?
- (iii) They always work hard.?
- (iv) He speaks English well.?
- (v) He has finished.?
- (vi) He has a lot of books.?
- (vii) No one is ready.?
- (viii) I didn't hurt you.?
- (ix) I am not stupid.?
- (x) He used to live here.?

6. Have your say

(a) Work in pairs. Look at the pictures and agree or disagree with your partner.

Example:

A: I like shopping. Or I don't like shopping.

B: So do I. Or Neither do I.



(b) Work in pairs. Say how you feel about the things in the box. Your partner will agree or disagree with you.

Example:

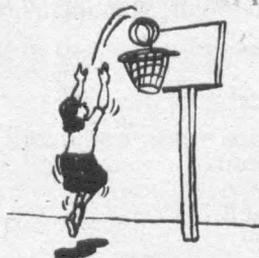
A: I hate watching horror films because they make me feel sick.

B: I agree. But I think they're really boring.

Or

I don't agree. I quite like them.

chess	knitting	dancing	playing cards
yoga	football	doing exams	science fiction babies



(c) Work in a group of three. A says how he or she feels about a topic in the box, B either agrees or disagrees, and C responds to B.

Example:

A: I like mountaineering because it's very exciting.

B: I'm afraid I don't agree. I think it's dangerous.

C: I agree it's dangerous but that's why I like it.

computers	farming	journalism	cooking	singing
studying	drawing	boxing	fishing	rafting

7. Look and guess

Look at the picture and guess.

- (b) Where are they?
- (a) Who are they?
- (c) What are they talking about?



Now listen to the tape or teacher and check if your guesses were correct.

8. Listen and match

Listen again and match the people with their job.

teacher	Sarah
nurse	Sandip
doctor	Elizabeth

9. Listen and answer

Listen once again and answer the following questions.

- (a) What similarities do they find between Nepal and Switzerland?
- (b) What difference do they find between the two countries?
- (c) Where's Elizabeth now?
- (d) When did Sarah come to Nepal?
- (e) When is Sarah going back to Switzerland?
- (f) What does Sandip want to send to Switzerland, and to whom?

10. Test yourself

(a) Respond to the following statements using **So + aux + NP OR Neither + aux + NP.**

- (i) Pramila likes rock music.
- (ii) Chakra and Nisha eat *dal bhat* every day.
- (iii) Nabin is going to see a film tonight.
- (iv) Sharmila won't ride on a scooter.

(b) Read the statements, decide whether what you think and respond, with reasons, by using the structures **I agree/don't agree.**

Example:

Nepalese women's status is going to improve.

I agree, because women are more educated nowadays.

- (i) Nepal will win the gold in the SAAF football game.
- (ii) Pop music will be more popular than folk music in Nepal.
- (iii) People are having fewer children nowadays.
- (iv) Girls and boys should be treated equally.
- (v) Everyone in class will pass English in the SLC.

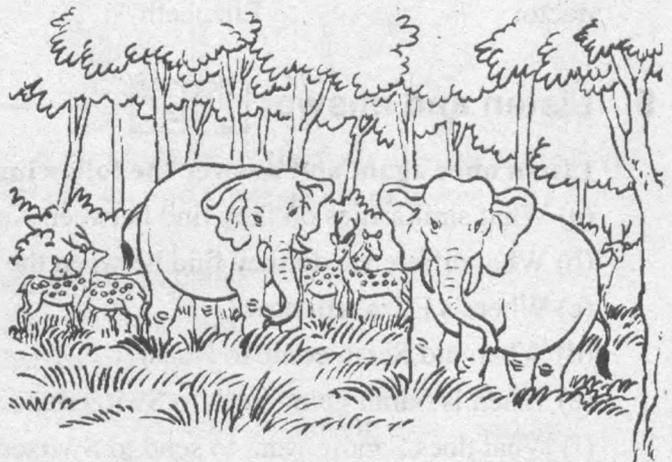
11. Read and answer

Read quickly and answer the following questions.

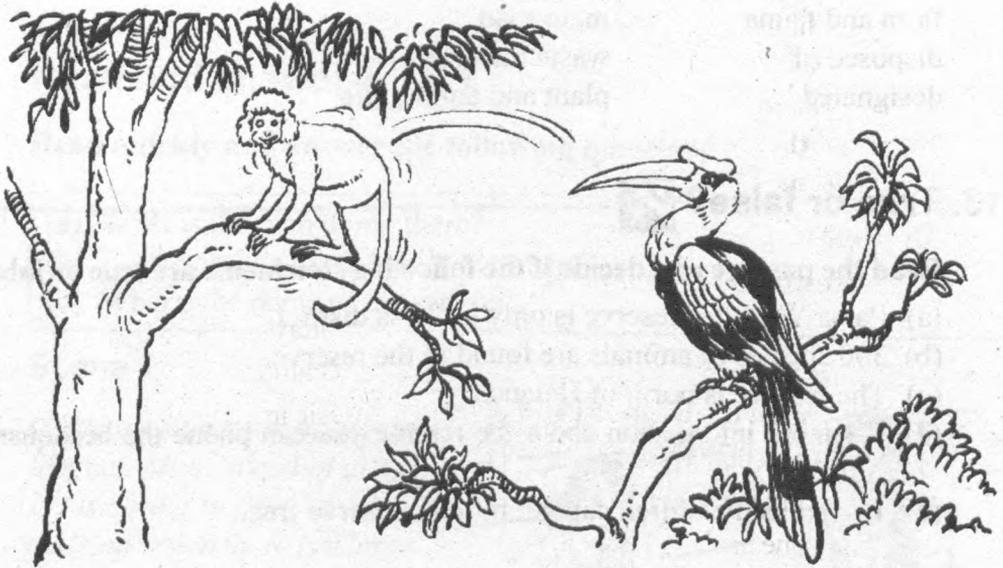
- (a) Where's Parsa Wildlife Reserve?
- (b) How do you get there?
- (c) What are its main features?
- (d) Does it have an entrance fee?

Parsa Wildlife Reserve

Parsa wildlife reserve was established in 1984 with an area of 499 sq. km. It occupies parts of Chitwan, Makwanpur, Parsa and Bara districts in Central Nepal. The reserve headquarters is at Adhbar on the Hetauda-Birgunj highway (22 km. south of Hetauda and 20 km. north of Birgunj). The reserve supports a good



15 population of resident wild elephants, tigers, leopards, sloth bears, blue bulls, and wild dogs. Other common animals are sambar, chital, hog deer, barking deer, langur, striped hyena, palm civet, and jungle cat.



There are nearly 300 species of birds in the reserve. The Giant Hornbill is one of the endangered species to be found in certain forest patches. Peafowl, red jungle fowl, flycatchers, and woodpeckers are a few of the other common birds found in the reserve.

20 The reserve is accessible by bus via the Kathmandu-Birgunj highway or the Mahendra Rajmarg. The reserve headquarters are an 8-hour drive from Kathmandu. Simara airport is 7 km. away from the reserve headquarters. It takes only 15 minutes to reach Simara from Kathmandu by plane.

25 **FOR MORE INFORMATION, CONTACT**

Reserve Headquarters Adhabar or
Department of National Parks,
Babar Mahal, Kathmandu
P.O. Box 860
30 Telephone: 220859, 220912, 227926

(Source: adapted from a leaflet produced by the Department of National Parks and Wildlife Conservation, Nepal)

Fees	Foreigners	Nepali
Entrance	650/-	10/-
<u>Camping</u>		
1 night		
1 person	300/-	20/-
<u>Elephant rides</u>		
1 hour		
1 person	650/-	100/-
Children below 10 years free entrance. Flora and fauna of the reserve are fully protected and must not be disturbed. Rubbish must be buried or disposed of in a designated place.		

12. Ways with words

Match the words with their meanings:

highway

marked

rubbish

got rid of

flora and fauna

main road

disposed of

waste material

designated

plant and animal life

13. True or false?

Read the passage and decide if the following statements are true or false.

- Parsa Wildlife Reserve is only in Parsa district.
- 300 species of animals are found in the reserve.
- The reserve is north of Hetauda.
- For more information about the reserve you can phone the headquarters at Adhabar.
- 10-year-old children can get into the reserve free.

14. Complete the table

Read the passage again and complete the table below:

Animals	Birds	Rules and regulations

15. Read and answer

Read the passage once again and answer the following questions.

- Would you like to go Parsa Wildlife Reserve? Why?
- Have you ever been to a wildlife reserve? Compare it to Parsa Wildlife reserve. Do you think the government should set up more reserves?

16. Write

Write a similar leaflet about a place of interest near your village or town. Include the following points:

Location	Area it covers	Interesting features	Accessibility
----------	----------------	----------------------	---------------

1. Read and answer

Read quickly and answer the following questions.

- (a) What is the man doing there?
 (b) Where are the other family members?
 (c) What's the name of the servant?

Scene 1

(Sitting room of a house in Birgunj. Mina, a girl of about 17, is sitting in front of a low table on which there is a large book. At her side is a middle-aged man with a knife pointing towards her in his hand. Mina rises very slightly from her seat.)



10 **Man:** (Shouting) Sit down! I told you not to move an inch. (Mina sits abruptly). That's better. If you keep quiet and still, nothing will happen to you. (Pause) You look like an intelligent girl. Where are your parents?

15 **Mina:** I think you know where they are, or you and your friend would not have broken into the house.

Man: Oh, yes. We have all the sources of information we need. We knew that your parents had gone to Kathmandu. (Pause) Do you know why this house is so quiet? Well, I'll tell you. Your servant is fast asleep. You often get phone calls, don't you? Well, not tonight. We cut the wire. Ha, ha, ha.

(The clock strikes twelve o'clock. Mina rises slightly from her seat.)

Sit down! The next time you get up you'll get the knife in you.

(An older man comes in carrying a torch in one hand and a sack in the other. He places the sack on the floor and the torch on a side table.)

25 **Man:** Did you finish? Let's go.

Old man: Oh no. There's something more. There was a safe upstairs, I saw it when I came here pretending to be a plumber. It's not there now, she'll lead us to it.

Mina: You've got everything that you want. Why don't you go away?

30 **Old man:** Oh, no, young lady. What I found upstairs is nothing much. The best is in the safe. (*Loudly*) Take us to it. Get up.

(Mina slowly walks towards a door, the thugs follow her. Suddenly the stage is plunged into darkness. Sounds of a chair falling, then thugs cursing. The stage is lit again. A servant with a stout stick enters followed by Mina.)

35 **Servant:** It was clever of you, Miss, to turn off the switch before coming to wake me up.

Mina: I couldn't have done it without being able to find my way about this house in pitch darkness.

Servant: It was very brave of you too, Miss.

40 **Mina:** Thanks. Good night Damber.

Servant: Good night, Miss.

(Curtain)

Scene 2

(Mina and her parents are seated round the table.)

45 **Mother:** I'm glad it's all over.

Mina: The police didn't seem to believe me so I had to tell the story twice.

Father: I'm not surprised. Who would believe that you had been the captive of two armed thugs for an hour, and that you fooled them without getting hurt? It was only the evidence that convinced them: the loot in a bag on the floor, the cut telephone line, the knife.

50 **Mother:** But what saved you was what they didn't know about you.

Mina: Yes. They saw the book I'd been reading on the table.

Father: But they didn't know that books printed in Braille are meant for blind people, like you, Mina.

(Source: adapted from Forte, Longman 1989)

2. Ways with words

From the drama find the words which mean:

motionless (11,12)

stolen things (48)

sightless (54)

criminals (48)

strong, thick (34)

proof (48)

3. Read and answer

Read the drama and answer the following questions.

- How was Mina able to find her way in the dark?
- How did Mina fool the thugs?
- What evidence convinced the police that Mina was telling the truth?
- What didn't the thugs know about Mina?

4. Write

Work in pairs. Discuss the questions before writing the answers.

- Imagine that you're Mina. You are telling the story to the police. When you write the story use the pronoun 'I'.
- It is often believed that disabled people cannot do what normal people can do. What do you think? Use the drama to support your opinion.

5. Time for grammar

Complete the sentences using the correct form of the verbs.

Example:

She had already finished when the teacher said 'Stop!'

- The injured man (die)..... before the doctor (examine)..... him.
- I (phone)..... Sunita but she (go)..... out to lunch.
- She (read)..... several of his books and (be)..... interested to meet him.
- Suman (try)..... to learn some Japanese before she (visit)..... Tokyo.
- Prem (paint)..... the portrait after he (draw)..... a rough sketch.
- My friends (be)..... on a tour of India and (feel)..... exhausted.
- He (pay)..... for the computer when he (save)..... up enough money.

6. Have your say

(a) Work in pairs. Take it in turns to ask and answer questions using the past perfect tense. Use the clues in the box.

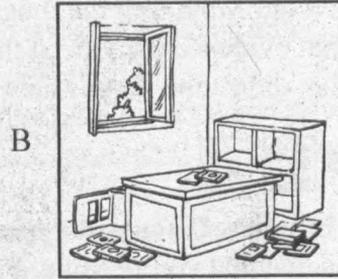
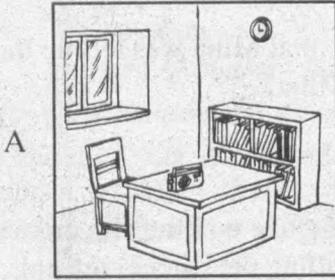
Example:

A: Why did you feel sick when you travelled by bus?

B: Because I'd never travelled by bus before.

pleased see 'Balidan'?/never such film
excited watch Asiad?/never TV
sad hear Pasang?/never such new
disappointed know exam result?/hope better

- (b) Picture A shows what Shankar Kirat's bedroom normally looks like. Picture B shows what his room looked like when he got back late one evening. How did he know that a burglar had broken into his bedroom? What had the burglar done?



7. Look and guess  

Look at the pictures and guess the answer to the following questions.

- (a) What are their nationalities?
 (b) What are their jobs?



8. Listen and complete  

Listen to the tape or the teacher and complete the following table.

Name	Nationality	Occupation

9. Listen and answer  

Listen again and answer the following questions.

- (a) Who sounds like a Liverpoolian?
 (b) Who learned English at school?
 (c) Did translation in Nepali help Mina to learn English better?
 (d) Who thinks that his or her English is OK?

1. Look and guess ?

Look at the picture and guess the answer to these questions:

- (a) What has happened?
 (b) What are the people doing with the man?

The hailstorm last week wasn't a large one, but it caused many accidents. The hailstones started to come down in the late afternoon and were followed by rain. I saw it through the window of the restaurant.



The vehicles were being driven slowly

because of the downpour. The visibility was poor and the wind was howling. There had been landslides in many places and driving was dangerous. Earlier the wind had been blowing forcefully but, by the time we started off, it had calmed down. The downpour had turned into a drizzle and brought thunder and lightning.

I'd been driving for an hour when the accident happened. My wipers hadn't been working, and the rain was spattering my windscreen, so I couldn't see well. I'd been stopping to clean my windscreen every few minutes. I had just started the engine again when my tyres started to slip. The truck slipped onto the side of the road, hit the hill, turned over and stopped.

I felt and looked to see if I was hurt, but I wasn't. I had been driving quite slowly and luckily the bend was quite wide. It was very quiet, with just the sounds of music and falling rain; I'd been playing the cassette. I looked for my *khalasi* but couldn't find him. Soon there was a long queue of vehicles and people were all round me asking questions about the accident. I heard them talking about two more accidents in which three people had died and ten others had been injured. Suddenly, someone shouted that there was a man lying beside the road. It was my *khalasi*. He had been lying unconscious for half an hour. He was helped . . .

2. Ways with words

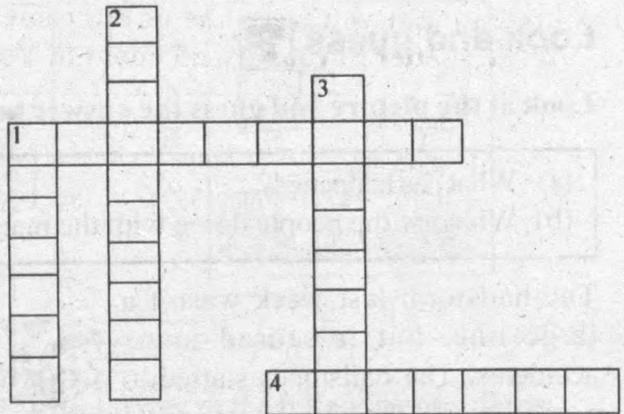
The meanings of some of the words from the story are given below. Find the words and fill in the crossword puzzle.

Across:

- (1) A storm of frozen rain.
- (4) Small, light rain.

Down:

- (1) A loud sound made by the wind.
- (2) The clearness of the atmosphere (how far you can see).
- (3) Heavy rain.



3. Read and answer

Read the story and answer the following questions.

- (a) Did it begin to rain just as the man started to drive home?
- (b) What's the man's job?
- (c) How long had the man been driving when he had the accident?
- (d) Why couldn't he see well?
- (e) Why had he stopped so often?
- (f) How many accidents were caused by the hailstorm?

4. Complete the table

Read the story again and complete the following table:

number of people dead	number of people injured	natural causes of accident

5. Write

- (a) Read the story once again and then complete it. What happened after they found the *khalasi*?
- (b) Pretend that you were one of the passengers who saw the accident. Write a letter to your friend about it. You may start as follows:

*Dear Suman,
Last week I was going home by bus. The weather was very good in the morning but in the afternoon the sky was overcast. Soon there was a hailstorm . . .*

6. Have your say

- (a) Work in pairs. Look at the pictures. Take it in turns to ask and answer questions.

Example:

A: Before she came back to school, what had Krishna been doing during the summer vacation?

B: She had been learning how to use a computer.



- (b) Work in pairs. Surjeet Singh, a truck driver, had an accident. His friend went to see him in hospital. Take it in turns to play the roles of Surjeet Singh and his friend. Use the clues below.

Example:

When?

How long had you been driving when the truck fell off the road?

I'd been driving for two hours.

Where?

Why?

How?

7. Time for grammar

(a) For the past perfect continuous tense the structure **had + been + V + ing** is used. Rearrange the words below to make sensible sentences.

Example:

had been / It / all day / raining / the evening / until
It had been raining all day until the evening.

- (i) driving / He / for / had been / one and half an hours / the accident / when / happened
- (ii) splattering / had been / on / The rain / his windscreen
- (iii) very slowly / He / driving / because of / had been / the heavy rain
- (iv) for the cleaner / He / for / looking / half an hour / had been

(b) Make 10 sensible sentences from the given table.

I	had been	working in a hospital	before	starting a clinic.
They		studying in a village school		coming here.
Suraj		living in Hetauda		buying a house.
Anita		staying at hotels		

8. Listen and answer

Listen to the tape or the teacher and answer the following questions.

- (a) What's the name of the child?
- (b) How old is she?
- (c) How long did her father search for her?
- (d) Where did he look for her?
- (e) Did he find her? How do you know?

9. Listen and arrange

Listen again and number the sentences in the correct order.

- (a) He didn't find ~~her~~ when he came back.
- (b) One day her father went to visit an old friend.
- (c) He returned feeling miserable.
- (d) He went out in search of her.
- (e) He found her at home.
- (f) Minu came to Kathmandu with her father.

Revision 1

1. Look and guess ?

Look at the picture and guess the answer to these questions.

- (a) Where are these people?
(b) What are they talking about?



2. Listen and answer

- (a) What's special about the new computer that she is reading about?
(b) What size computers will everyone soon be using?
(c) Why might newspapers disappear within 20 years?
(d) Think of two other ways in which the world might be affected by computers.

3. Have your say

- (a) Work in pairs. Discuss what will or may happen in 20 years time Use the clues in the box.

Example:

A: In 20 years time, rhinos may disappear from the earth.

B: You're probably right. Their preservation is not being taken seriously.

OR

I don't think so. They're being looked after by the Government.

tigers

pollution in Kathmandu

population in Nepal

use of the English language

use of pesticides

(b) Work in pairs. Say how you feel about the things in the box. Your partner will agree or disagree with you. Use verbs 'like' or 'hate'.

Example:

A: I like reading newspapers because they give me a lot of information.

B: You're right / I agree. They're very interesting.

OR

I'm afraid I don't agree. I think they're boring.

<i>dal bhat</i>	travelling	relatives	looking after cattle
swimming	teachers	films	animalsold people

4. Write  

(a) Look at the timetable and write down the answers to the following question. Bankali Night Bus Service, Gongabu (254563, 256631)

Timetable

Destination	Bus Number	Arrival	Departure
Nepalgunj	3422	8.45am	3.00pm
Dhangadi	2354	8.30am	3.15pm
Butwal	1675	7.30am	4.00pm
Birgunj	3211	5.30am	6.30pm
Janakpur	1901	6.00am	6.00pm
Biratnagar	3200	7.30am	3.30pm
Dharan	2445	7.30am	3.30pm
Kakarbhitta	3331	8.30am	3.00pm

- (i) What's the name of the bus company?
- (ii) When does the bus for Nepalgunj leave the bus park?
- (iii) When does the Birgunj bus arrive?
- (iv) Which number bus goes to Biratnagar and when?
- (v) Which is the longest route?
- (vi) Which is the shortest route?
- (vii) How can you make reservations?
- (viii) What are the numbers of the buses which arrive and depart at the same time?
- (ix) Where is the bus park?

5. Time for grammar  

Complete these sentences. Use the simple past or past perfect with the verbs in brackets.
 I ...already (hear) the good news when I ... (reach) the classroom. As soon as I ... (enter), the students ... (leap) to their feet and ... (start) saying good morning to me. But I ... (interrupt) them, and ... (tell) them that Lila ... (win) the National Scholarship. I ... (say) that she was the only girl that I ... (teach) who ... ever (win) anything. They ... (cheer) loudly when I ... (give) them a day's holiday for the following Monday. I ... (wait) until they ... (calm) down, and then I began the lesson. We were reading an English book which they ... (like) very much because it ... (be) on television. They all ... (try) hard and many of them ... (read) very well indeed.

6. Read and answer

Read the story quickly and answer the following questions.

- (a) What couldn't the old man remember?
(b) Why did he fight with the *zamindar*?
(c) Who is Rani?

The old man couldn't remember how many generations of lotuses had bloomed and faded in the pond since he was born. What Prodip Pal did remember, however, was that he had once been a prosperous farmer. He had owned as many as six granaries full of rice and eight acres of fertile land. He had been able to provide for the future of his sons and



give his daughters generous dowries to get them good husbands. For himself and his wife in their old age, he had kept a small piece of land. "The pair of us should be able to live there in peace," he had promised her "until the day when Yama, god of death, comes to claim us."

The old man had been wrong in his expectations. That plot of ground had been given to his father years ago by a *zamindar*. One day the *zamindar*'s son laid claim to the land. Prodip Pal refused to return it; the matter came before the courts. But the young *zamindar* had bought the judge and the farmer had to abandon his land and his house.

Further terrible trials lay in store for Prodip Pal and his family. Their legal fights with the *zamindar* had left them with only half an acre of good land, which could not produce enough crops to feed the family. When they ran out of rice, they survived on the fruits from the three coconut trees and on the vegetables from the high ground that required very little irrigation. There was also the fruit from the jackfruit tree. The Pals were thus able to survive for two years.

During the third year, however, disaster struck once more. A parasite destroyed the entire field of rice. To overcome this catastrophe, the father set out on the path that led to the only brick house in the village.

Nearly all the inhabitants of Bankuli had been compelled at some time or other to call on the *mahajan*. He was the key person in the village. He was its banker, its moneylender, its pawnbroker and, very often, its vampire. By mortgaging the family field Prodip obtained a loan of four hundred pounds of rice on condition that he would return six hundred pounds after the harvest.

35 By this time poverty had really begun to strangle the Pals. Bad weather added to their plight. One night in April, a storm brought down all the mangoes and coconuts. Consequently they had to sell the buffalo and Rani, the cow. Rani obviously did not want to leave. She strained at her rope with all her might uttering the most heart-rending bellows. No one could fail to read in her reaction a bad omen, a sign that Radha, beloved of cowherd god Krishna, was angry.

(Source: Lapiere's The City of Joy, Arrow, 1991)

7. Ways with words

Read the story again and find the words whose definitions are given below:

- | | |
|--|-----------------------------------|
| storehouses for grain (8) | give up (19) |
| sudden happening that causes great suffering and destruction (26) | |
| a blood-sucking ghost (26) | kill by squeezing the throat (34) |
| giving somebody a claim on property as a security for payment of a loan (31) | |
| loud deep noises (38) | warning of evil fortune (39) |

8. Read and answer

Read the story again and answer the following questions.

- "He had once been a prosperous farmer", how do you know?
- Who lost the legal fight and how?
- How did the Pals survive when they had no rice left?
- What did Prodip Pal do to save his family from the disaster?
- Why did the writer call the *mahajan* a "vampire"?
- What was the bad sign?

9. Write

- Complete the story and give it a suitable title. You might write a happy ending by giving the Pals a good harvest or a sad ending by . . .
- Compare the situation of Nepalese farmers with Prodip Pal's situation. Are they similar or different? Describe the situation of both of them in a couple of paragraphs.

1. Look and guess ?

Look at the picture and guess the answer to these questions.

- (a) Is the boy happy or sad? Why?
 (b) Where does he want to go with his friends?



Kabhre
 October 28

Dear Aunt,

I'm very unhappy because my father won't let me go on an outing with three other friends. They are going to a hillside bungalow which my friend's father has rented for a week. We were planning to go there after games practice on Friday, that is, after we had finished our badminton at about 11:30. We planned to spend the whole of Friday afternoon there, stay the night and then have the whole of Saturday there as well. I asked my father but he refused to let me go. What he objected to most was my spending the night there. He said I couldn't go there because I was too young to stay away from home for so long. I think he is being unreasonable. What could happen, anyway? He shouldn't worry because my friend's parents will be there too. It isn't as though we will be alone. I think my father is very unfair because when he wants me to do something then I'm big enough but when he objects to something then I'm too young. When I wanted to join the National Library he couldn't be bothered to take me. He said, "Can't you go on your own? You're big enough. You aren't a baby anymore." But when it comes to things like this weekend away he says, "No. You're too young to stay away from home." Why is he so unfair? I feel so upset, what do you think I should do?

Love, Anil

2. Ways with words

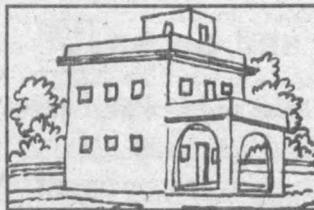
The word, 'bungalow' means a kind of house. Put the words in alphabetical order then match them with the pictures:

bungalow

villa

castle

hut



3. Read and answer

Work in pairs. Discuss the following questions with your partner before answering them.

- Why do you think Anil's father refused to let him stay at the bungalow? What do you think his reasons were?
- Why do you think Anil's father wanted him to go to the library by himself? What do you think his reasons were?

4. Write

- Work in pairs. Pretend that you are Anil's aunt and write a sympathetic reply to Anil giving him some advice to cope with the problem with his father. Use these questions as a guide.

What actually is Anil's problem?

Is he just upset about the weekend problem or is it something more than that?

Anil used the phrase "couldn't be bothered to take me" in his letter. What, in Anil's opinion, is his father's attitude towards him?

- Work in pairs. Imagine the conversation about the weekend that might have taken place between Anil and his father. Then write the conversation in about 10 lines.

5. Have your say

(a) Work in pairs. Take it in turns to ask and answer questions about why these people are famous.

Example:

A. Why is Araniko famous?

B. Araniko is famous because he made Nepal known to Tibet.

Bhanu Bhakta Acharya	Araniko	Parijat
Pushpa Lal Shrestha	Biseshwor Prasad Koirala	
Bhimsen Thapa	Pasang Lhamu Sherpa	

(b) Work in pairs. Look at the pictures below and read the complaints the parents make about their teenage children and the teenage children make about their parents.

Now play the roles of parent and child with your partner. Use the clues below and add ideas of your own from your own experience.

Example:

Father: I'm angry because my son dresses badly and has an ugly hairstyle.

Son: I'm really upset because my father always criticises my appearance.



Parents about teenagers



Teenagers about parents

My son/daughter

doesn't help around the house
dresses badly and has an ugly hairstyle
doesn't listen to my advice
watches TV too much
has strange friends
doesn't study enough

My father/mother

nags about chores and homework
criticises my appearance
always tells me what to do
doesn't listen to my opinions
always asks me to look after the animals
doesn't like my friends

(c) **Work in pairs. Ask in turn to join the sentences as in the examples.**

Examples:

Shashi went to the market, she bought vegetables.

Shashi went to the market in order to bring vegetables.

Shashi went to the market to bring vegetables.

Shashi went to the market so that she could bring vegetables.

Gopal – school/study Sick people – medicine /get better

Farmers – cows/ milk Students – work hard/ pass exam

(d) **Work in pairs. Ask in turn to join the sentences as in the examples.**

Example:

Radha didn't eat food. Radha was very hungry.

Radha didn't eat food although she was very hungry.

Radha didn't eat food in spite of her hunger.

Beenita/ very talent/ secured low marks

Bishal/ very poor/ had a new car

Gautam/ an honest man/ accused of stealing money

Sangeeta/ ignored me / very intimate friend

6. Time for grammar

(A) **Write conversations by asking questions and giving answers on the basis of following examples. Use the clues in the box.**

Example:

A: What did you do yesterday evening? A: Why did you go to the market?

B: I went to the market.

B: Because I wanted to buy some ...

yesterday evening yesterday morning last night last week last year

(B) **Complete the following sentences using 'as' 'because of' 'although' 'in spite of' 'in order to' 'so that' whichever is correct.**

(a)it rained a lot, we enjoyed our holiday.

(b) I went home early I was feeling unwell.

(c) He passed the examhe was very stupid.

(d) their hunger, they did not eat anything.

(e) I got wet in the rain I had an umbrella.

(f) they live next to us, we see them quite often.

(g) We didn't see the football matchwe were asleep.

(h) her carelessness, she met with an accident.

(i)she was very ill, she worked a lot.

(j) She sings wellshe can impress her friends.

(k) He studied hard get good marks.

7. Look and guess

Look at the picture and guess the answer to the following questions. Then listen to the tape or the teacher and find out if your guesses were correct.

- (a) These people are.....
 (i) teacher and student
 (ii) guest and host
 (iii) friends
- (b) They are talking about
 (i) their careers
 (ii) their exams
 (iii) their business



8. Listen and answer

Listen again and answer the following questions.

- (a) Who's undecided about his or her life?
 (b) Who'd make a good journalist?
 (c) Who'd make a good teacher?
 (d) Who couldn't be a businessman?
 (e) Who's good at making quick decisions?

9. Listen and complete

Listen once again and complete the following table with the correct information.

What are the names of the two people talking?	What do they want to do with their lives?	Why have they chosen these careers?

1. Read and match  

Read the passages and match them with the pictures.

If you ask someone about Terai festivals they will probably mention *Holi* or *Chhath*. But I like *Sama-Chakewa* best. It's a festival which is celebrated in the month of Kartik. When the full moon comes out in the sky, here on earth, women and girls come out of their houses. They carry flat baskets on their heads in which there are dozens of different birds made of clay, so beautiful and real, they look as if they are ready to fly. Cranes, herons, ducks and many others, among them *Sama-Chakewa*, the loving birds. And among the birds, there is also a bearded character, called *Chugla*. Some baskets also contain rice, fruit, flowers and betel. Small *dios* twinkle in the baskets and the innocent, beautiful faces of the women are reflected in their light. They ask *Sama-Chakewa* to give their blessing to their brothers and the sweet notes of their song fill the tranquil night air:

D-e-e-p is the river and
forceful's the current
Sama might be drowned
Chakewa is d-y-i-n-g of
crying, O God ! Come
back *Sama*, p-l-e-a-s-e.

If you talk about
festivals in Nepal you
must talk about *Teej*,
a festival celebrated
mostly by married

Hindu women. On the day of *Teej*, the women wear beautiful dresses and dazzling ornaments and pray for the health and long life of their husbands. The women who celebrate the festival neither eat nor drink anything, not even a single drop of water, on *Teej* day. Some of them invite *purohitas* to perform religious rituals, but most, dressed in their best saris and ornaments, go out into the street to sing and dance. Some also go to their *maiti* to see their relatives. They share their happiness and sorrow by telling the story



of their successful marriage, or cursing their fate for not being able to make their husbands happy. Their songs reflect their mixed emotions.



35 Have you ever seen *Chandi Naach*? If you are lucky, you might see it at Tundikhel, Kathmandu. But if you want to experience its real flavour, you have to go to the eastern hills of Nepal. It's a festival which is celebrated by Rai people on *Baishakh Purnima*. They celebrate it with the help of their priests who perform rituals to worship their ancestors. Men and women, old and
40 and enjoys the occasion. First they form a circle by holding each other's hands. With the beating of the drum people start dancing, at a slow pace in the beginning but faster as the drum
45 beats more quickly. The festival provides an opportunity for young *Rai* men and women to meet and get to know each other. Their song and dance reflect their simple life.



2. Ways with words

These Nepali words are used in the passages. Try to give their English equivalents:

Holi	(1)	the festival of colour
Purohitas	(27)	
Maiti	(29)	
Naach	(33)	
Purnima	(36)	

3. Read and complete  

Read the passages again and complete the following table.

Name of festival	Community	Participants	Time of year	Activities

4. Write  

(a) Write a couple of paragraphs about a festival which is celebrated in your village or town or by your community.

(b) Write a letter to your penfriend describing any one of the following festivals:

<i>Gaura</i>	<i>Christmas</i>	<i>Ramjan</i>	<i>Gaijatra</i>
<i>Chhatha</i>	<i>Losar</i>	<i>Holi</i>	<i>Bhai tika</i>

5. Have your say  

(a) Work in pairs. Take it in turns to ask and answer questions. Use the clues next to the pictures.

Example:

A: Why don't you stop eating so much?

B: If I stopped eating much, I might become very thin.



not stop eating much/
become very thin



not open window/get cold

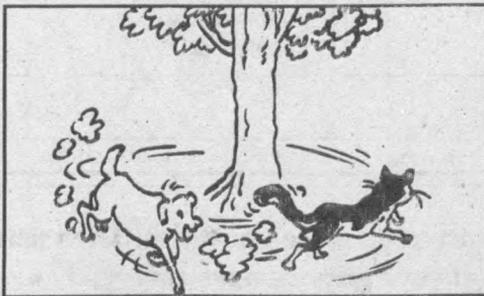


not water plants/plants die

(b) Work in pairs. Look at the pictures and describe them. Use an 'If clause ...'

Example:

If number 3 doesn't run faster, he'll lose the race.



6. Time for grammar  

Supply the missing clauses.

- (a) If you smoke a lot, ...
- (b) If you want to be a doctor, ...
- (c) ...you might be able to save some money.
- (d) ...you will see rhinos and tigers.
- (e) If you go to India, ...
- (f) If you learn English, ...
- (g) ...you are welcome.
- (h) ...you will fail the SLC.

7. Write

Write newspaper articles for the following headlines. Use the clues given below the headlines. Use defining clauses in your sentences.

Earthquake hit Tokyo
mild earthquake
magnitude of 5.3 Richter Scale
According to Meteorological Agency "no danger of Tsunami"
quake centred 20 km underground the remote island
no immediate reports of injuries

Kumari Bags Three Golds
national swimming championship
outstanding performance by Kumari
breaks all previous records
wins three gold medals

Workers on Strike
J.N. Industry workers
on strike
demand increase in salary, allowances and bonus
10 days negotiation failed
hunger strike from tomorrow

8. Look and guess

Look at the picture and guess the answer to these questions. Then listen to the tape or the teacher and find out if your guesses were correct.

- (a) Who are these people? (b) What are they talking about?



9. Listen and answer

Listen again and answer these questions.

- (a) Who are the people talking?
- (b) What are they talking about?
- (c) How often does she need to visit the nurse?
- (d) Do her in-laws take care of her?
- (e) What do her in-laws advise her not to do?

10. Listen and complete  

Listen once again and complete the following table.

What should she do?	What shouldn't she do?

11. Test yourself 

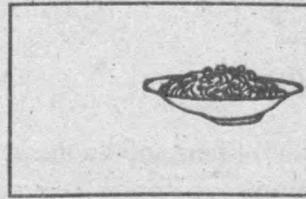
(a) Look at the pictures and describe them using the clues.

Example:

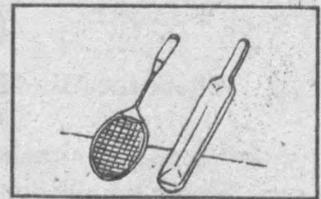
If number 3 doesn't run faster she will lose the race.



not run faster/lose the race



not like noodles/eat biscuits



not play cricket/badminton



not study commerce/computer



not go with Ma/Pa



not read newspaper/comics

(b) Fill in the blank spaces with suitable clauses.

Example:

If it goes on raining like this, the whole area will be flooded.
 there may be a lot of landslides.
 the rice crops will be destroyed.
 we may not be able to go outside.

If the population goes on increasing,

.....

.....

If irrigation is not provided for the farmers,

.....

.....

12. Look and guess

Look at the picture and guess the answers to the following questions. Then read the poem and check whether your guesses are correct.

- (a) How many different races can you recognise?
(b) What is the meaning of the picture?



Where the Mind is Without Fear

Where the mind is without fear and the head is held high;

Where knowledge is free;

Where the world has not been broken up into fragments by
narrow domestic walls;

5 Where words come out from the depth of truth;

Where tireless striving stretches its arms towards perfection;

Where the clear stream of reason has not lost its way into the
dreary desert sand of dead habit;

10 Where the mind is led forward by thee into ever-widening

thought and action . . .

Into that heaven of freedom, my Father,

let my country awake.

Rabindranath Tagore

13. Ways with words

Match the words and phrases with their meanings.

fragments

(3) you

domestic walls

(4) old, useless traditions

dead habit

(8) god

thee

(9) pieces, parts

father

(11) divisions between societies, countries, etc.

14. True or false?

Read the poem and decide whether these statements are true or false.

- (a) The poet wishes for the freedom of knowledge.
- (b) The poet thinks that the present world is divided into different factions.
- (c) "Dead habits" refers to dead peoples' habits.

15. Read and answer

Read the poem again and answer the following questions.

- (a) What happens if the mind is full of fear?
- (b) In what situations is knowledge not free?
- (c) Why is the world broken up into fragments?
- (d) Give a couple of examples where 'reason has lost its way into the dreary desert sand of dead habit'.
- (e) What does the poet wish for his country?

16. Write

- (a) Write a summary of the poem in about 100 words.
- (b) The poem is a prayer to God for the whole of humanity. What does the prayer ask for?
- (c) Write a short essay on what you would like to see in your country and its people?

Consider the following points:

honesty patriotism	dignity of labour	revolt against tyranny
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- (d) The poet talks about 'dead habits'. Give examples of some 'dead habits' and bad habits in your own community where "the clear stream of reason" has lost its way. Here are some suggestions:

untouchability	child labour	corruption
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1. Read and answer  

Read the drama quickly and answer the following questions.

- (a) What does Sushila want to do?
 (b) What do her parents want her to do?

Mrs Ojha: Sushila, it is time your father and I had a talk with you.

Sushila: 5 Yes, Mother. What is it about?

Mr Ojha: Well, you know that your

10 mother and I are

very concerned about your future. You know that we are not rich. If we were rich we would send you to a university. Since we could not do that, we have considered the best course for you is to do what Nepalese young ladies have done for centuries.

Sushila: 15 And what is that?

Mrs Ojha: Sushila, you are not very respectful to your father. Imagine you are asking your father rudely, "What's that?" before he has the chance to tell you.

Sushila: I'm sorry, Mother. but I was not rude, only anxious.

Mr Ojha: 20 It's all right, Sushila. Well, we think it's time you got married.

Sushila: (*Gasping*) But, . . . I . . . I . . .

Mrs Ojha: There's no need to get excited. If I were you I would listen to the whole thing first.

Mr Ojha: We understand your anxiety, Sushila, you've been brought up in
 25 this foreign country, so different from Nepal. Had you been brought up in Nepal, you would have thought it natural to get married at this age.



Sushila: Father, I feel that, as I cannot go to a university, the best career I can look forward to is that of a nurse. Many of the young ladies I know
30 are nurses and have excellent careers in private clinics. Had you allowed me to apply to the nursing institute, I'd have got the scholarship.

Mr Ojha: But there is no secure future in being a nurse. Although it's a noble profession, it doesn't pay much.

Sushila: 35 But I don't see any security in marriage. I do not know what my future husband will be like. You haven't told me who he is.

Mrs Ojha: (*Angrily*) You are too impatient. If I were you I'd have complete trust in my parents. Of course we have chosen a most suitable man for you, one who will give you and your future children all
40 the security you need.

Sushila: But will he show me love, kindness and consideration, besides giving me security?

Mrs Ojha: I'm sorry to see that you have been so influenced by your friends, films, and television. I agreed to marry your father
45 without having seen him before, without even knowing his name. He gave me all the kindness I required. Hasn't he treated you and your brother well?

Sushila: (*After a pause, and in tears*) Yes, Mother. I agree entirely with what you say about Father. You were lucky. But how do I know
50 I shall be as fortunate as you?

Mrs Ojha: Lucky? There is no such thing. Of course, besides learning all we could about your future husband and his family, we have consulted your horoscope. If you believe in your horoscope the marriage will turn out very well.

Mr Ojha: 55 Have you considered who is going to pay for your nursing course? I haven't got the money.

Sushila: But you will have to find money for my marriage.

Mr Ojha: (*After a pause*) Yes, I will.

Mrs. Ojha: I see what you mean. She's right, Sushila's father. Instead of
60 saving money for her marriage we should spend it on her education. Then she will be able to find a good husband for herself.

Sushila: Oh, Mother! (*She hugs her mother*).

(*Source:* adapted from Forte, Longman 1989.)

2. Ways with words

Find the words from the drama which have the meanings given below:

feeling fear and uncertainty	(20)
catching the breath in surprise	(22)
thoughtfulness (for the feelings of others)	(42)
lucky	(51)
chart showing the position of the stars at birth, used for fortune-telling	(54)

3. Tick the best answer

Read the drama again and tick the best answer.

- (a) Sushila's parents are concerned about her:
- | | | |
|------------|---------------|----------------------|
| (i) career | (ii) marriage | (iii) higher studies |
|------------|---------------|----------------------|
- (b) Sushila wants to be:
- | | | |
|-------------|---------------|-----------------|
| (i) a nurse | (ii) a doctor | (iii) a teacher |
|-------------|---------------|-----------------|
- (c) Sushila was brought up in:
- | | | |
|-----------|------------|---------------------------|
| (i) India | (ii) Nepal | (iii) an overseas country |
|-----------|------------|---------------------------|
- (d) According to Sushila, who is lucky?
- | | | |
|--------------|------------------------|---------------|
| (i) Mrs Ojha | (ii) Sushila's brother | (iii) Sushila |
|--------------|------------------------|---------------|

4. Read and answer

Read the drama again and answer the following questions.

- (a) Why don't Sushila's parents want to send her to university?
(b) Was her parents' marriage a love marriage? How do you know?
(c) Why does Sushila say that her mother was 'lucky'?
(d) What's Sushila's suggestion about money to pay for her studies?
(e) If you were Sushila's father what would you do?

5. Write

Pretend that you are Sushila. Write a letter to one of your friends describing how you persuaded your parents to allow you to go to university. You can start as follows:

Dear Nisha,

I am very happy today – so happy that I wanted to share my happiness with you. My parents have agreed to let me go to university. But it was not easy. Actually, they wanted me to get married. They had already ...

6. Have your say

(a) Work in groups of three or four. Use the clues under the pictures and take turns to ask and answer questions.

Example:

You find 60,000 rupees

A: What would you do if you found 60,000 rupees?

B: I'd buy a mountain bike. And you?

C: I'd go to the UK to study. What about you?

D: I'd deposit the money in a bank.



find 60000 rupees



find a burglar in your home



see someone shoplifting



score the highest mark in the class



find someone's certificates



see a friend in a fight



lend money to a friend who doesn't return it

(b) Work in pairs. Take turns to ask and answer questions about what you would do in the following situations.

Example:

Your house catches fire.

A: What would you do if your house caught fire?

B: If my house caught fire I'd shout for help.

You are a VDC chairperson.

You meet a film star in the street.

The teacher gives you 80 marks by mistake.

You see two people fighting in the street.

You see a friend from your class cheating in the exam.

(c) What should you have done to avoid the following situations?

Example:

you failed your exam

Had I worked harder I'd have passed my exam.

You missed your bus to Dhangadi

You lost your game of badminton to your opponent

You had an argument with your mother

You forgot to write a letter to your friend

7. Look and guess 

Look at the picture and guess. Then listen to the tape or the teacher and find out if your guesses were correct.

- (a) Where are they?
- (b) What are they talking about?



8. True or false? 

Listen again and decide if these statements are true or false.

- (a) Someone found Rs. 50,000.
- (b) He returned it to the owner who thanked him.
- (c) Three friends are talking about the money.
- (d) One of the friends wants to start a business.
- (e) They are going to travel round the world.

9. Listen and complete  

Listen once again and complete the following table.

Names of the friends	What do they want to do?	What do they like/dislike?

10. Time for grammar

(a) Read the situations in Column A then read the suggestions in Column B. Match the suggestions with the situations by choosing what would have been the best thing to do. Then compare your answers with a partner.

A	B
(i) The teacher borrowed my favourite book and spilled tea all over it.	(a) You should have spoken to him about it.
(ii) I saw a friend cheating in an exam. So I wrote her a letter about it.	(b) I'd have said that I'd prefer something else.
(iii) A friend of mine always has dirty fingernails. So I gave him a nail-cutter for his birthday.	(c) I'd have spoken to the teacher about it.
(iv) I hit a dog with my bike when I was going home. Luckily, no one saw me.	(d) I'd have taken it to a vet
(v) My uncle gave me a tennis racquet for my birthday. But I don't play tennis. So I gave it back to him.	(e) You should have exchanged it.
	(f) I wouldn't have said anything.
	(g) You should have warned her not to do it again.

(b) Fill in the missing part of the sentences.

- (i) If Hari could sing
- (ii) Had I known the answer
- (iii) If I were the Prime Minister of Nepal
- (iv) Had I gone to bed earlier
- (v) I'd build a hospital.
- (vi) I'd have joined the medicine course.
- (vii) I'd fly in the sky.
- (viii) I'd have recognised her.

(c) Conditionals without “if”

If can be replaced by **unless, but for, provided (that), in case, supposing (that), as long as, etc.** The shade of meaning gets a bit different by the usage of such words.

Examples:

1. **If** you don't go, I'll inform the principal.
= **Unless** you go, I'll inform the principal.
2. **If** it had not been his help, I would have been ruined.
= **But for** his help, I would have been ruined.
3. **If** you do not spoil the garden, you can play there.
= **Provided (that)** you do not spoil the garden, you can play there.
4. **If** you meet my sister, tell her to phone me.
= **In case** you meet my sister, tell her to phone me.
5. **If** it rains, can we play in the shed?
= **Supposing (that)** it rains, can we play in the shed?
6. **If** it doesn't rain, you can play outside.
= **As long as** it doesn't rain, you can play outside.

(d) Choose the correct word/s given in the brackets in each sentence to make a complete sense.

- i. You all can play here (unless/ provided that) you do not make too much noise.
- ii. You can make fire here (as long as/ but for) you leave the door and the windows open.
- iii. We are going to get late (unless/provided that) we hurry.
- iv. (In case/ But for) the rain, we should have reached even earlier.
- v. We will go with uncle (in case/ but for) he comes today.
- vi. What would have happened (supposing/ unless) no one had come here.

11. Test yourself

Answer the questions below, using the correct form of the verb in the brackets.

Example:

What would you have done if it hadn't rained yesterday? (play football)

If it hadn't rained yesterday, I would have played football.

- (a) What would she have done if she hadn't overslept? (arrive on time)
- (b) What would I have known about if I hadn't been absent yesterday? (know about the test today)
- (c) What would Sarita have done if she hadn't gone to her friend's party? (go on a picnic)
- (d) What would Ms Thapa have done if she hadn't been ill? (go to the office)

12. Look and guess

Look at the pictures, read the poem quickly and answer the following questions.

- (a) What does the first picture show?
- (b) What does the second picture suggest?
- (c) What is the relationship between the two pictures?



Knowledge

Your mind is a meadow
To plant for your needs
You are the farmer
With knowledge of seeds,
Don't leave your meadow
Unplanted and bare,
Sow it with knowledge
And tend it with care.
Who'd be a know-nothing
When he might grow
The seeds of knowledge

Of stars and snow;
The science of numbers,
The stories of time,
The magic of music,
The secrets of rhyme?
Don't be a know-nothing!
Plant in the spring,
And see what harvest
The summer will bring.

Eleanor Farjeon

13. Ways with words

Find the words from the poem which rhyme with the words given below:

needs

bare

snow

time

bring

14. Read and answer

Read the poem again and answer the following questions.

- What does the poet want us to plant in our minds?
- What does 'a know-nothing' mean?
- What does she think we can learn about? (Name four things in the poem)
- What does 'spring' mean, when the poet says, "Plant in the spring"?
- Why does the poet call the reader a 'farmer'?

15. Read and complete

Read the poem again and complete the conversation below.

A teacher is talking about the poem with her students.

Teacher: Why does the poet talk about meadows and seeds in her poem?

S1: She wants us to put seeds into our meadows.

Teacher: Yes, but what are our meadows?

S2: Our And the seeds are 'The seeds of knowledge'.

Teacher: Yes, good. But why meadows and?

S3: Because we can plant and..... things in our minds.

Teacher: Right. How does the poet think we might do that?

S4: If we studied

S5: Or if we listened to stories, or poems, or.....

Teacher: Very good! What would happen to seeds if they weren't planted?

S6: They'd

Teacher: Yes, that's right. And if we didn't cultivate our minds, they might die too.

16. Write

Think of the different ways we learn (cultivate our minds). Which ways do you like most and why? Write a couple of paragraphs about this subject using the clues in the box.

By observing things happening By reading books

By travelling to places

From teachers

From parents

1. Look and guess ?

Look at the picture and guess the answer to these questions.

- (a) What is the woman doing?
 (b) Is mother's milk good for babies?



Human milk is biologically specific for human babies. Simply put, this means that each species of mammal makes milk that is uniquely suited for its young. Cow's milk is high in protein and minerals because baby calves are up and running within hours after birth – rapid muscle and bone growth is necessary for their survival. In contrast, the human survival organ is the brain. Human milk is high in factors that promote brain growth. This means that children who were breastfed tend to score higher on IQ* tests, due to the beneficial effects of human milk on neurodevelopment.

As a side note: why not choose a mammal closer to humans to provide an artificial milk supplement for human infants – a primate, perhaps? Can you imagine a gorilla sitting passively, attached to a milking machine like a cow? Not very likely, but kind of fun to think about.

Human milk contains enzymes, hormones, and immunoglobulin that simply can't be duplicated in formula, although formula manufacturers keep trying. They advertise that their brand is "most like mother's milk", but even they agree that breast milk is the best. Look on the can of formula – it says so right on the label. Since breast milk is always raw and fresh, you don't lose any of the nutrients that are destroyed in formula processing.

* Intelligence quotient

Breast milk is living tissue that changes to meet your baby's nutritional needs, and to protect him against disease. The fat content of human milk varies month to month, day to day, and even hour to hour. For example, the milk produced for a premature infant is higher in protein and calories than milk produced for a full-term infant, giving the tiny baby what it needs to catch up on growth. In cold climates, human milk contains more fat – in warm climates, more water. If your baby is very hungry, he nurses more vigorously and receives more fatty milk. If the baby is just thirsty, he feeds more leisurely and receives lower calorie milk. As he gets older, the fat content of the milk will gradually decrease because his growth will slow, and he will need fewer calories per pound of weight. Standards for formula are based on data about pooled human milk, so every serving of formula is the same. Human milk constantly adjusts during the whole time your baby is nursing.

Human milk also changes to protect your baby against germs. This is especially important during the first six months of life while his immature system is gradually building his own supply of germ fighting elements, or immunoglobulin. You provide these through your milk for as long as you breastfeed. If you or your baby are exposed to a germ, your milk begins producing antibodies which protect him from the same germs. The white cells in your milk produce a special protein which coats his intestines, preventing the passage of harmful germs from his intestinal tract into his bloodstream. The concentration of antibodies in your milk actually increases as your infant gets older and nurses less often, thus continuing to provide protection as long as you nurse.

Breast milk contains antiviral, antibacterial and antifungal factors as well as antibodies to many specific disease organisms. Breastfed babies have a lower incidence of infection, anemia, diarrhoea, meningitis, diabetes, gastroenteritis, asthma, constipation, allergies, dental and speech problems, childhood cancer, pulmonary disease, cataracts, high cholesterol, and many more. Artificially fed babies are three to four times as likely as bottle-fed infants to suffer from ear infections and lower respiratory infections, and sixteen times more likely to be sick during the first two months of life.

Let's not forget the importance of the emotional security and closeness to mother than nursing infants enjoy. Anyone who has ever seen a baby blissfully drifting off to sleep while nursing, or being comforted at the breast during periods of stress, knows that breastfeeding offers much more than nutritional and immunological advantages. Breastfeeding ensures that the baby will have lots of physical contact with its mother – there is no way to 'prop' a breast! Rather than making babies more dependent, studies have shown that nursing makes babies more independent as they grow up, since their needs have been met so effectively while they were infants.

(Retrieved: www.breast-feeding-basic.com)

2. Ways with words

Match the words in column A with their meanings in column B.

A

neurodevelopment
primate
immunoglobulin
pooled
antibodies
concentration
anemia

B

a protein that acts like antibody
growth of nervous system
a member of a mammal
something collected and stored
having few red blood cells causing paleness
a kind of protein in the body
amount of one substance mixed with
another

3. Read and complete

- Mother's milk brain growth.
- A cow's milk contains high protein which helps faster growth of and
- Human milk is high in factors that help the growth of
- In cold climates mother milk contains more
- Human milk regularly with the need of the baby during the whole time the baby is nursing.

4. Read and Answer

Read the text again and answer the following questions.

- Why do the children who were breastfed tend to score higher on IQ tests?
- Can you duplicate human milk into formula? Give your reasons.
- Do you think human milk is better than formula (manufactured milk)? Give two reasons.
- How do the white cells in human milk function?
- What risks involve with artificially fed babies in the first two months of their lives?

5. Write 

A. Make a beautiful poster depicting the importance of breast feeding. In your poster include the following:

- Picture of a mother breast feeding her baby girl,
- A mother bottle-feeding her skinny baby,
- Advantages of mother's milk,
- Beautiful pictures and letters,
- A good lay out of the pictures and the message.

B. Write a couple of paragraphs on the importance of 'baby hygiene'

6. Have your say 

Work in pairs. Take in turns to complete the sentences of your partner.

Examples:

A: *Although formula manufactures advertise,* (9)

B: *Although formula manufactures advertise, their product is not as good as mother's milk.*

A: *In majority Nepalese mothers breast feed their babies,*

B: *In majority Nepalese mothers breast feed their babies, although they are not aware of its importance.*

(a) You: *Though he was tired,*

(b) Friend: *Even though he was late...*

Friend:

You:

(c) You: *Despite his appeal,*

(d) Friend: *In spite of his request,*

Friend:

You:

(e) You: *Because of fuel shortage,*

(f) Friend: *Although he earns a lot....*

Friend:

You:

7. Time for grammar

There are two types of connectives of unexpected result-In first type there occurs **though / even though / although**. Remember that ' **though** ', ' **even though** ' and ' **although** ' have the similar meaning. They occur before the situation with clause.

The second type of the connectives of unexpected result is **in spite of** and **despite**. They are also used before the situation but the situation must be a **noun phrase**.

Example:

In spite of the dry climate, the crops became good.

Fill in the gaps with 'though/although/even though', 'in spite of' or 'despite'

- (a) he is on diet, his weight is constant.
- (b) the high temperature, he always wears a jacket.
- (c) they spend huge money, no roads are good.
- (d) the great potentiality of power, many villages are still in darkness.
- (e) there is scarcity of petrol, there are a lot of motor cars.
- (f) the heat, terai is overpopulated.
- (g) the notice, he took photographs of the museum.
- (h) he is thin, he is strong.
- (i) his wealth, he has never travelled abroad.
- (j) she is old, she can read without glasses.

8. Listen and guess

i. Look at the picture and guess the answers to the following questions. Then listen to the tape or the teacher and find out if your guesses were correct.

- (a) Is the man happy?
- (b) What are they talking about?



9. True or false

Listen to the tape or your teacher and write T for true and F for false statements.

- (a) There were 90 vacancies.
- (b) Two thousands candidates applied for the post.
- (c) The man had worked previously.
- (d) The man will continue his studies.

10. Listen and answer

Listen to the tape or the teacher once again and answer the following questions.

- (a) What happened to the man ?
- (b) Why would the competition for the bank job be easier for the man ?
- (c) What was his last job?
- (d) How many vacancies were there?

Revision 2

1. Look and guess



Look at the picture and guess.

- (a) Where are these people?
 (b) What are they talking about?



2. Complete the table



Listen to the tape or the teacher and complete the following table.

The most important people	Why?
The second most important people	Why?
The third most important people	Why?

3. Have your say



(a) Work in pairs. Take it in turns to ask and answer questions.

Use the clues below the pictures.

Example:

Sunita trekking Solukhumbu/nearly lost / not alone

A: Sunita went trekking to Solukhumbu.

She nearly got lost.

B: She shouldn't have gone alone. She should have taken someone with her.





Hari swimming lake/ nearly drowned / not in bad weather



Pramila bought new dress / not all money / save for books



Rita always cook / parents not just ask her, ask their son too

(b) Work in pairs. Take it in turns to ask and answer questions. Use the clues in the box.

Example: *1/2*

laugh praise

A: Do you like it if someone laughs at you?

B: No, I hate /don't like being laughed at.

A: Do you like it if someone praises you?

B: Yes, I love/like being praised.

touch
scold

interrupt
ask for help

tell a lie
invite for dinner

4. Time for grammar

(a) Match the clauses in column A with the end of the sentence in column B. Then compare your answers with your partner.

A

If you eat a balanced diet,

If you help others,

If you don't get enough sleep,

If you obey your parents,

If you don't study hard,

B

they'll be happy.

you might fail.

you'll always be fit.

they'll help you in turn.

you won't be able to stay awake in class.

(b) What would you do in the following situations?

Example:

If I passed the SLC in the first division,

I would go to a good 10 + 2 school,

I might go to study in India.

I would study computer science.

I might apply for a job.

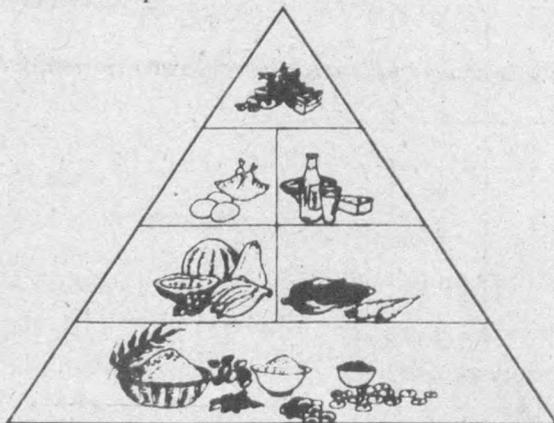
If I failed the SLC examination,

If my parents gave me enough money,

j. Read and answer  

Read the passage quickly and answer the following questions.

- (a) What happens if you skip your breakfast?
- (b) Why should you avoid food with sugar?
- (c) What's the function of protein?



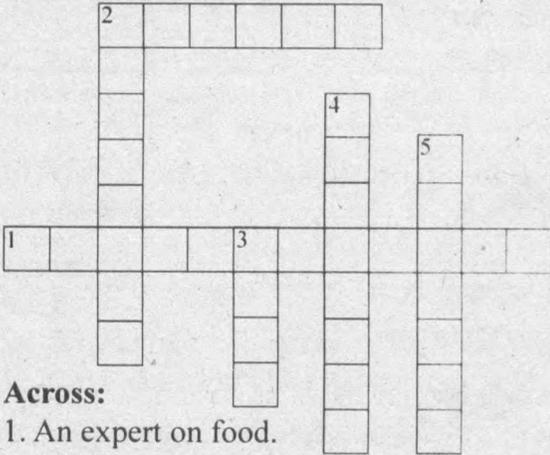
Many professional sports teams have recently added a new member to their organisation – a nutritionist. That's because athletes have become aware that food affects performance. You don't have to be an athlete to notice this effect. If you've ever skipped breakfast and then tried to clean the house, you know that you need food for energy. Here are some tips about eating to increase your physical performance:

- **Eat enough food.** Your body needs a certain number of calories each day. If you're thin, you'll often feel tired and you'll be more likely to get sick. If you're fat, you won't be able to walk fast and will be lazy. It is, therefore, necessary to eat just enough food: no more and no less.
- **Avoid eating foods that contain a lot of sugar.** You shouldn't eat too much food that contains sugar, such as chocolate. A chocolate bar will give you energy at first, but then it will leave you feeling even more tired.
- **Eat a balanced diet, one that includes complex carbohydrates, protein and fat.** Use the food pyramid to help you decide how much to eat of each type of food. Complex carbohydrates provide the body with 'fuel'. They are found in fruit and vegetables, bread, rice, and other foods made from grains. The body uses protein to build muscles, and it uses fat to absorb the vitamins in food. Protein and fat are found in foods like milk, cheese, meat, fish, and eggs. Too much fat, however, can be harmful. So, if you want to be fit and healthy you should eat a balanced diet.

(Source: Richards et al, New Interchange, CUP, 1997)

6. Ways with words  

Read the passage again and fill in the crossword puzzle.



Across:

- 1. An expert on food.
- 2. To take in.

Down:

- 2. People who compete in sports.
- 3. Advice.
- 4. Energy supplied by food.
- 5. Missed.

7. True or false 

Read the passage again and decide whether the statements are true or false.

- (a) Good performance of an athlete depends on the food they eat.
- (b) Fat people are lazy.
- (c) Chocolates do not give energy.
- (d) One should not eat a lot of fat.

8. Read and answer  

Read the passage once again and answer the following questions.

- (a) Why do professional sports teams employ nutritionists?
- (b) Why should we eat enough food?
- (c) What do complex carbohydrates provide?
- (d) What foods contain protein?
- (e) Which of the tips in the passage do you already follow and why?

9. Write 

- (a) Write a letter to your little sister telling her what she should or shouldn't eat.
- (b) Write a couple of paragraphs describing what you would do if you became a doctor. Include the following points:

serve the poor	do some research	open a clinic
----------------	------------------	---------------

1. Read and answer

Read the conversation quickly and answer the following questions.

- (a) What's on TV tonight?
- (b) What's very noisy?
- (c) What did the son do with the newspaper?

Father: Who's taken my newspaper? I left it here just a minute ago.

Son: Oh, I thought you'd finished with it. I just wanted to see what's on TV tonight. Can't I look at the paper?

Father: You can but you mustn't until I'm finished with it. How many times have I told you Radha? Don't let him move my things around.

Son: Sorry Pa. I just wanted to see the TV programmes.

Mother: TV, TV. That's all you can think about. Make sure you do your homework first!

Son: I know, I know.

Father: Well, what's on TV tonight? Anything interesting?

Son: There's 'Cine Songs' at 7 o'clock.

Father: 'Cine Songs'? I don't know why you kids are so crazy over that show. Watching it is a total waste of time.

Daughter: Oh Pa. You have to move with the times. You are so old fashioned. Can't we watch the most popular show of our time?

Father: Yes, you can but you must be selective. I'm trying to move with the times but the times are moving too fast for me. Today it's 'Cine Songs', tomorrow it will be something else. These modern things never last. But the old things were created to last. We still watch 'Morning Prayer' but I don't think you'll be watching 'Cine Songs' in 10 years' time.



30 **Mother:** This is all your fault. When I told them not to watch such nonsense you told me to let them watch (*mimics*) 'Oh dear! Let them watch what they want' and now you complain. Give me a good show like 'Happy Family'. That's what I call interesting and entertaining. Those film shows are just loud noise. Far too noisy!

35 **Daughter:** Oh Ma. Not you too. Those family dramas are all the same. You can guess which of the family members is going to split the family and how the story will end. And there's always a happy ending. Life's not like that.

Father: Listen to my hardened daughter! Life's not like that! What hardships and sorrows have you gone through, my girl, to make you so pessimistic?

40 **Son:** I agree with Sis. You don't have to go through hardship yourself to know that it exists. Just look around you or read about it in your newspaper.

Father: Yes, my newspaper. Where is it?

Son: Er... I thought you'd finished with it.

45 **Father:** So? Where is it?

Son: Er... I wrapped up the leftovers in it and threw it away.

Father: What! You did what? Mother, did you hear what your stupid son did? How many times have I told you not to let him mess about with my things?

50

2. Ways with words

Read the drama again and find words that mean the opposite to the words below:

boring	(16)	modern	(21)
quiet	(32)	death.....	(36)
optimistic	(39)	clever.....	(47).

3. Complete the table

Read the drama once again and complete the following table.

Who?	Which show?	What kind of show?
Father		
		Family drama
	Cine Songs	

4. Read and answer  

Read the drama once again and answer the following questions.

- (a) Why doesn't the father like the show, Cine Songs?
- (b) Why doesn't the mother like the show, Cine Songs?
- (c) Why does the daughter call her father 'old-fashioned'?
- (d) Why doesn't the daughter like family dramas?
- (e) How can you learn about sorrow and hardship without experiencing it?

5. Write  

- (a) How would you describe the parents' characters? Choose the adjectives which suit them from the box and add some of your own, then write one paragraph about each of them.

old-fashioned	friendly	authoritarian	loving
disciplinarian	fussy	quick-tempered	

- (b) Pretend that you are the daughter's friend. You were present when the family were having the conversation in the drama. Write the whole conversation as you remember it.

6. Have your say  

Work in a group of three. Take it in turns to ask for and give or withhold permission. Use the clues below the pictures.

Example:

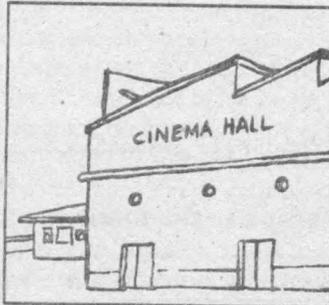
- A: Can I take some photographs?
- B: You can, but you must ask the caretaker first.
- C: Don't let her take photographs until/unless she's asked the caretaker.



take photographs? / ask caretaker



watch TV? / homework first



go to film? / take brother with you



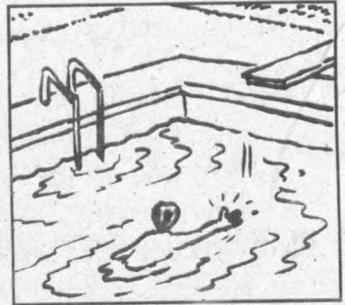
have meal? / wash hands first



borrow your book? /
return previous



see the Head Teacher? / make
appointment first



swim in the pool? / get
membership first

7. Look and guess

Look at the picture and guess the answer to the following questions.

- Who are these people?
- What are they talking about?



Now listen to the tape or the teacher and find out if your guesses were correct.

8. True or false?

Listen again and decide whether these statements are true or false.

- They are talking at Dhunche.
- They are talking about education.
- She has planned a 12-day trek.
- She will be trekking alone.
- During treks, camping is allowed.

9. Listen and complete

Listen once again and complete the following table.

What is allowed	What is not allowed

1. Read and answer



Read the front page of the newspaper quickly and answer these questions.

- (a) Where would you look for the bank exchange rate?
 (b) What did the Irani Foreign Minister say?
 (c) What affected the paddy crops?
 (d) What does NBL stand for?

The Rising Nepal

Kathmandu, Tuesday, December 18, 2007

8 Pages

Price Rs. 4.00

Iran vows to continue democratic reforms

Iran's foreign minister told the UN General Assembly today that his country is determined to implement its programme of democratic reforms.

Page 3

Noted writer Dhuswan Sayami passes away

Renowned litterateur Dhuswan Sayami (Govinda Bahadur Manandhar) passed away today of heart attack at the age of 77.

Page 5

Weather report

Page 7

Nepal Rastra Bank Exchange Rate

Page 8

NBL Parsa resumes banking services

By a staff reporter

Kathmandu, December 17: Nepal Bank Limited Parsa market branch in Chitwan district has resumed banking service from 14th of December as requested by the local entrepreneurs, civil society and customers, a press statement of the bank said.

The bank was officially started in 1995 as the 201st branch of Nepal Bank Limited, which shifted its banking service to Ratnanagar in 1998 due to security problem.

Inaugurating the opening ceremony, the Deputy Governor of Nepal Rastra Bank said that such type of rehabilitation of banks would encourage resuming the services in those banks where the service was halted during the conflict.

He said the policy of the government and Nepal Rastra Bank has also been supportive towards bank rehabilitation programme. "Nepal Bank Limited has adopted the advance commercial concept and has been launching latest product to compete with the commercial banks," he added.

The Coordinator of Nepal Bank Limited management section, informed that the principal rate and other facilities of the bank were more competitive than other commercial banks.

He said that every rehabilitated bank would be provided computers to bolster advancement in management and customer care services.

Different entrepreneurs, traders and the locals of the district lauded the rehabilitation of the bank equipped with modern facilities.

2. Ways with words

Read the news stories again. Match the words in column A with their meanings in column B.

A
implement
litterateur
restume
rehabilitation
launch
entrepreneur
bolster

B
start on
industrialist
put into effect
strengthen
a writer
reinstatement
take up again

3. True or false?

Read the text again and decide whether these statements are true or false.

- (a) The UN General Assembly agreed to implement democratic reforms in Iran.
- (b) The information about weather is on page 8.
- (c) The Deputy Governor inaugurated the opening ceremony of NBL, Parsa.
- (d) People of Parsa district praised the resuming of NBL, Parsa.

4. Read and answer

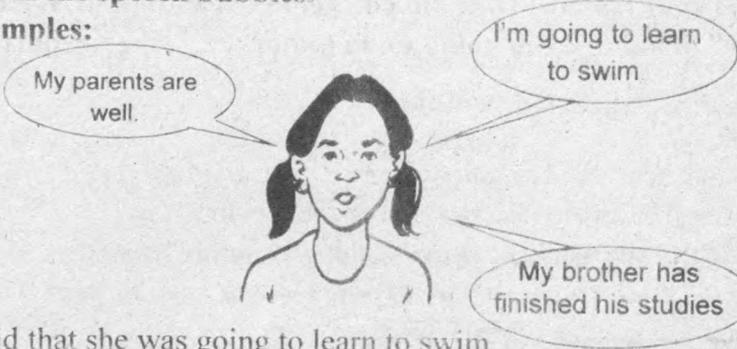
Read the newspaper once again and answer the following questions.

- (a) What was the cause of Sayami's death?
- (b) What did the press statement of the bank say?
- (c) What did the Coordinator of NBL inform?
- (d) Who praised the rehabilitation of the bank?

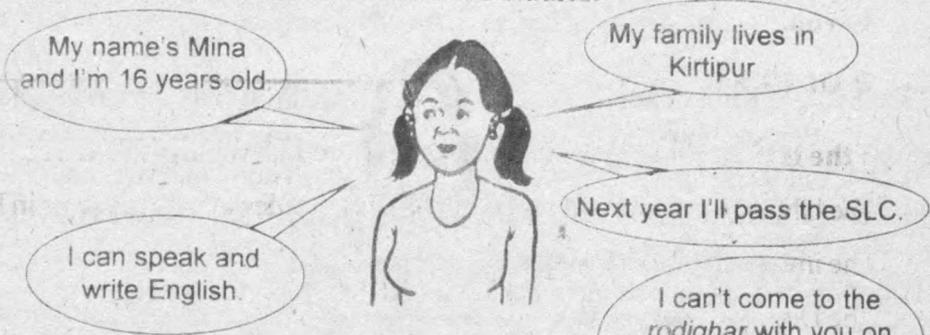
5. Have your say  

(a) Look at the picture and read the speech bubbles. Then report what Mina says in the speech bubbles.

Examples:



Mina said that she was going to learn to swim.
 She said that her parents were well.
 She said that her brother had finished his studies.



(b) Work in pairs. Take it in turns to say the sentences in the speech bubbles and report them to your partner.



6. Let's play a game

Ask five of your friends: How did you get to school today? What did you do yesterday? What are you going to do tomorrow? Then report back to the class.

Examples:

Prem said that he walked to school today.

Nita said that she went to visit her aunt on the previous day.

Kumari said that she would do some washing the following day.

7. Time for grammar

(a) Yesterday you met a friend, Mita. Here are some of the things Mita said to you.

"I'm living in Kirtipur now."

"My brother went to the US."

"I saw Sunder at a party."

"I won't join the police force."



"You can come to my place."

"My bike was stolen yesterday."

"I don't like walking."

"I'll tell Radha I saw you."

Later, you tell another friend what Mita said. Use reported speech.

Example:

Mita said that she was living in Kirtipur then.

(b) Somebody says something to you which seems to contradict what they said before. Reply by using the phrase 'I thought you said ...'

Example:

"That pen is expensive."

"I thought you said it was cheap."

(i) "Hari is going to town."

(ii) "Boys like fighting."

(iii) "I know a lot of people here."

(iv) "Priya looks older than Prema."

(v) "I can speak a little Chinese."

8. Write  

(a) Write newspaper articles for the following headlines using the clues given below the headlines.

Plane crash near Thankot

Himalayan airline
engine stopped
forced landing
all dead including the crew

Koshi beat Mahakali

Inter-zonal tournament
Dashrath Stadium, Kathmandu
final clash
3 goals to 1

(b) Work in groups of three. Write the front page of a newspaper with an **INSIDE** section. Use the newspaper in Exercise 1 as your model.

9. Look and guess 

Look at the picture and guess the answer to these questions.

- (a) What are they doing?
- (b) What does the banner mean?



Now listen to the tape or to the teacher and decide if your guesses were correct.

10. True or false? 

Listen again and decide whether these statements are true or false.

- (a) People were against the demonstration.
- (b) The Village Council wants to save trees.
- (c) The demonstration was to save trees.
- (d) Dorje escaped from the police.
- (e) Tirtha and Dorje didn't know each other.

11. Listen and answer

Listen once again and answer the following questions.

- What was the purpose of the demonstration?
- Who was holding the pole?
- Was Dorje at the police station?
- What did the officer say to Tirtha?
- Where did the demonstration take place?
- Why was Tirtha at the police station?

12. Test yourself

(a) Match the sentences in column A with the reported speech in column B.

A

- "There is an office party."
- "I'm not feeling well."
- "I visit my uncle every week."
- "I have planned a trip."
- "I've got to meet someone at Bagbazar."
- "I can't come because I have the flu."
- "I will be out of Kathmandu."
- "I may have to work tonight."

B

- She visited her uncle every week.
- She had planned a trip.
- There was an office party.
- She was not feeling well.
- He would be out of Kathmandu.
- He couldn't come because he had the flu.
- He might have to work that night.
- He had to meet someone at Bagbazar.

(b) Read what Radha says. Then change it into reported speech.

"My name is Radha and I'm one of the brightest students in my school."

"I'm not very good at sports, but I like watching basketball on TV."

"I don't mind doing homework but sometimes I have too much of it."

"I don't like gossiping and sitting doing nothing."

"I love reading books and I've got a lot of books at home."

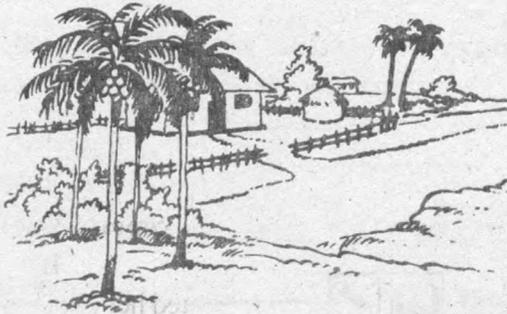
"I like my teacher, Mr Pradhan because he listens to me."

"I've never gone out of Nepal but I would like to visit Mauritius."

13. Read and answer

Read the letter quickly and answer the following questions.

- (a) Who thanks whom (in the letter)?
- (b) Which country is more developed?
- (c) Who says 'Namaste' to whom?



Sorabare, Jhapa
20th November

Dear Joe,

Thank you for your letter. You have asked a lot of questions about my village. I'm not sure if I will be able to answer all of them but I'll try.

My village is on the bank of a river. It is a small village with nearly 50 families. The houses are made of mud and they are almost hidden by tall coconut trees. The thatched roofs of the houses are always covered with different kinds of creepers, such as gourds, which we eat as vegetables. There is a high school and a post office in the village. On the occasion of Dashain a big fair is held.

Our English teacher has told us about your country and culture. He says that you are much more developed than we are. You have trains, cars, computers, TVs and you don't plough the field with bullocks. I have heard that computers can do anything. Is that true?

I have never seen a train nor a computer. I have seen a bus though. There is no concrete road to my village, to reach the nearest market we have to walk for two and a half hours and it was there that I saw the bus. I wish I could have those things in my village.

However, I'm happy. We don't have pollution in our village. Our Social Studies teacher says that towns and cities such as Kathmandu are polluted with dirt and smoke. What does that mean? Here, in our village, everyone cooks and smoke comes out of the houses but we don't feel anything. Is it the same in your city - London, isn't it? Please write about your city and don't forget to tell me about how you plough your fields, OK?

I am fine here with my family. Soni, my little sister, says 'Namaste'.

Bye.
Suraj

14. Ways with words

Some words have more than one meaning. Give two meanings for each of the following words.

Example:

bank: (a) land along the side of a river (b) an organisation where money is kept

kind.....

fair

mean.....

fine.....

train.....

15. Read and answer

Read the letter again and answer the following questions.

- What questions might Joe have asked Suraj?
- What questions does Suraj ask Joe?
- How do we know that Suraj's village is not a developed village?
- What signs of development are there in the village?
- What's the name of Joe's home town and how does Suraj know that it is far more developed than his village?

16. Write

- (a) Change the fourth paragraph of the letter into reported speech. You can start like this.

In his letter, Suraj said that he had never seen a train nor a computer ...

- (b) Write a letter to your penfriend describing your village or town. Use the following clues:

location
special characteristics

population

development
your opinion

1. Look and guess ?

Look at the picture and guess the answers to these questions. Then read the story and check if your guesses were correct.

- (a) Who are these people?
 (b) What are they doing?
 (c) Where are they?



I knocked at the door and entered the room. The room was rectangular with open windows on two sides. There were three people sitting on a sofa and two chairs, who looked at me as I entered. I noticed that photocopies of my certificates were on the table in front of them.

The man in the middle asked me to sit down and make myself comfortable. I sank into the chair opposite them. A thin man with glasses asked where I was from and if I had taught in any school or institute before. I hadn't, and I told him so. A serious-looking lady asked if I was trained for the job. I wasn't, and I told her so. Two questions in a row and my answer to both was no. I was beginning to feel uneasy and nervous. One of them asked how old I was and I told him that I was 20.

"Aren't you very young for this job?" he asked.

"I don't know, sir. I have never done a job like this before," I said and immediately realised my mistake. I should have said that my age was perfectly suitable for the job. I was not going to get the job – I was pretty sure.

"Do you like children, Ms Pradhan?" the man in the middle asked.

"Yes, I do" I replied. "I had four younger brothers and sisters at home. I took care of them because my parents went to work early in the morning and didn't come back home until 7:00 in the evening. I used to cook for them, help them with their homework and play with them."

"I see," he said, eyeing me shrewdly. Then he asked if I had liked doing those things

25 at home. I told him that I loved my brothers and sisters and enjoyed doing things for them, their smiling faces made me smile. So I told him the truth. He thanked me for being so patient in answering the questions and told me that the interview was over. I came out of the room depressed. I knew that there was no chance that I would be chosen for the job. So when, after a week, I received an appointment letter from the

30 interview board I could hardly believe my eyes. Later, the Head Teacher – ‘the man in the middle’ – told me why I was selected. It was because of my love for children.

2. Ways with words

Match the words in column A with their meanings in column B:

A
 shrewdly (26)
 row (14)
 pretty (20)
 depressed (31)

B
 fairly, nearly
 sad, unhappy
 knowingly
 one after another

3. True or false

Read the story again and decide whether the following statements are true or false.

- The writer is a woman.
- She was interviewed for the post of a teacher.
- She is an experienced teacher.
- She is trained for the job.
- She is offered the job.

4. Read and answer

Read the story once again and answer the following questions.

- Why did the writer feel uneasy and nervous?
- Why did she think that she wouldn't get the job?
- Why did she get the job?
- Give the story a suitable title.

5. Write

Rewrite the story of the interview in dialogue form adding some information of your own. You could start like this:

Man 1: Come in and sit down. Make yourself comfortable.

Candidate: Thank you.

Man 2: Where are you from?

Candidate: I'm from Kabhre.

Man 2: Have you ever taught in a school or institute?

Candidate: No, I haven't.

Woman:

6. Time for grammar

(a) In reported speech *yes/no* questions are changed by adding 'asked if + S + Vp/pp'. Read what the small girl is asking her father about tigers. Then change her questions into reported speech.

Example:

"Can it kill people?"

The girl asked if it could kill people.



"Is it a tiger?"

"Does it kill other animals?"

"Can it kill people?"

"Does it have children?"

"Can we go near and touch it?"

"Should we give it some chocolate?"

"Can we have it as a pet?"

"Are all tigers as beautiful as this one?"

(b) In reported speech *wh* questions are changed into a statement: 'wh + S + V2.' Change the following questions into reported speech.

Examples:

Krishna: "Where do you live, Umesh?"

Krishna asked Umesh where he lived.

Umesh: "Why do you want to know?"

Umesh asked Krishna why he wanted to know.

Lila: "Lok, where have you put my bag?"

Lok: "Why don't you look in the cupboard?"

Tek: "Why are you going to the market again, Gita?"

Gita: "How do you know that I'm going to the market?"

Mother: "What's Hari doing?"

Father: "I don't know. Why don't you ask him yourself?"

Anand: "What's your name?"

Tripti: "Why do you want to know?"

7. Have your say

Work in pairs. Take it in turns to ask questions and then change them into reported speech. Use the clues below the pictures.

Example:

He asked me if I was a student.

She asked what my name was.



“Are you a student?”



“What’s your name?”



“Who’s Miss Shrestha?”



“Does she fly aeroplanes?”



“Who’s Mr. Mahat and what does he do?”



“Isn’t he the head teacher?”



“Who can write a poem?
Can you write a poem, Priya?”



“Can’t you solve this problem,
Minu? Where’s your pen?”

8. Look and guess

Look at the picture and guess the answers to these questions. Then listen to the tape or teacher and find out if your guesses were correct.



- (a) Where is this man going?
- (b) Why has he got a bunch of flowers?

9. True or false?

Listen again and decide whether the following statements are true or false.

- (a) The speaker studied in Britain.
- (b) One day, he went to meet his professor.
- (c) He missed the bus.
- (d) He wore a checked shirt and faded denim trousers.
- (e) He reached the professor's house half an hour late.

10. Listen and do

Read the summary below then listen once again and underline any parts which are incorrect.

A student was invited to a party by his professor. He wore formal dress and caught an early bus. He started talking to someone in the street and missed the bus so he ran to the professor's house and arrived on time. He gave the professor a bunch of flowers.

11. Write

Rewrite the summary correcting the parts you have underlined.

12. Test yourself

(a) Read the following conversation then change it into reported speech.

Example:

Mohan asked Mina if she had heard that there was a factory outside the town that was pumping chemicals into the river. She replied by asking him if that was against the law. He told her that it was.

Mohan: Have you heard, Mina? There's a factory outside the town that's pumping chemicals into the river.

Mina: How can they do that? Isn't that against the law?

Mohan: Yes, it is. But a lot of companies ignore these laws. They go on doing whatever they like.

Mina: That's terrible! Can we do anything? What should we do?

Mohan: We can go to the managing director and talk about it.

Mina: Will he listen to us? I don't think that will work.

Mohan: Another way to stop them is to speak to the media. When the newspapers and TV start talking about it, they'll have to listen.

Mina: Yes. Companies hate bad publicity. What's the name of the company?

Mohan: Nepal Fertilisers.

(b) Read the conversation below and change it into reported speech. Remember that some of the words, such as, 'well', 'you know', 'please' etc. can be omitted.

Example:

The blacksmith said that not everyone could do his work. He told them that the young boy there...

Blacksmith: How can I help you and your friend?

Gokul: We've come here because we need some spades and sickles. Can you make them for us?

Blacksmith: Yes. How many do you need?

Gokul: Three spades and five sickles, please.

Blacksmith: OK. We've got enough iron here to make them now. Would you like to wait? You and your friend seem interested in our work.

Gokul: Yes, we are. It's really interesting.

Blacksmith: Well, not everyone can do it, you know. You see that young boy there? He's learning how to become a blacksmith.

Gokul: How many months does it take to learn the trade?

Blacksmith: You can learn it in a couple of years but it takes a long time to become really good, you know.

13. Read and answer

Read the story quickly and answer the following questions.

- (a) What was thought to be disgraceful?
(b) What's the difference between European and Nepalese farming?

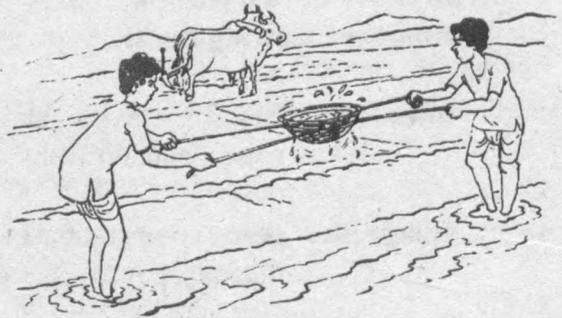
My parents were not able to pay for my higher studies. I needed to get a job to support my family as well as to save my face. I tried my luck but there was no job in the lines of my palm. It was not thought decent to dirty your hands after being at college but one day, my mother asked me if I could help her in the fields.

5 I liked working in the monsoon when there was no scorching sun in the sky. Mostly we worked in a drizzling rain that swept away the sweat of our toil. Under the canopy of black and white clouds we pulled the rice seedlings to plant them in a swampy soil as smooth as curd. The work was fun particularly when the co-workers were other young people.

10 But working in summer was very difficult and boring. Without any kind of irrigation, we had to depend on our own muscles. Swinging baskets or buckets were used to water the fields: they were suspended by four cords and were held at each end by two people. The buckets were dipped into the water – sometimes four feet down and then raised with a single throw so that the water could flow into the fields. Thus,
15 with one basket, we could irrigate half an acre a day. By the time the day was finished we were finished too. What I had heard about Europe had led me to believe that what took two of us an hour to do, an English farmhand could have done in 15 minutes. Such were the conditions then and they are the same now.

20 Except for a few tractors there is no change. The bullock cart with its slow jolting motion – the symbol of village life – is still the chief means of transportation. The wooden ploughs, light enough for the farmers to carry them on their shoulders, have not yet been replaced with tractors.

25 Mattocks with iron heads bent at a sharp angle to the hafts and harrows that are nothing more than flattened logs are still the same. Sowing baskets made of bamboo strips, small wooden handled reaping sickles are also the same. The stone grinding mill is still used by the village women.
30



14. Ways with words

(a) Match the words with the pictures:

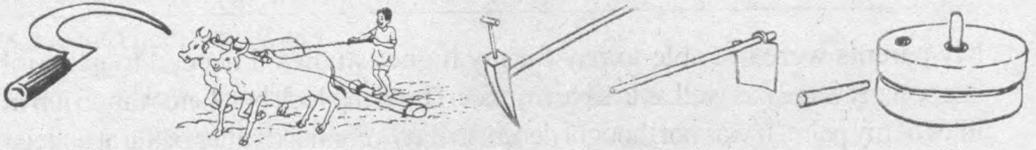
plough

mattock

harrow

sickle

stone grinding mill



(b) The meaning of some of the words in the story are given in the box. Find the words that match the meaning.

to keep respect

hard work

an overhead covering

shaking

15. Read and answer

Read the story again and answer the following questions.

- Why did the writer start working in the fields?
- Why did he like working in the monsoon?
- Why was working in summer difficult?
- In what way is village life still the same?
- Is the writer an educated person? How do you know?

16. Write

- People thought it disgraceful for an educated person to work in the fields. Do you agree? Write a paragraph on why you do or don't agree.
- Do you live in a town or a village? Write about life in your town or village, using the following clues:

Town life: facilities, entertainment, opportunities
noise, pollution, rush

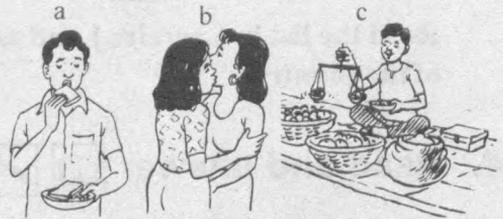
Village life: peace, co-operation, leisurely life
illiteracy, poverty, lack of facilities

1. Look and guess ?

Look at the pictures and answer the following questions.

- What's the man doing in the first picture? Is this allowed in your culture, in your part of the country?
- What are the people doing in the second picture? Are people permitted to do this where you live?
- What are the people doing in the third picture? Is this done in your part of the country?

People's behaviour is determined by where they live, by their society and culture. The behaviour that is acceptable in one culture may not be acceptable in another. Cultural differences may create misunderstandings and cause offence. Here is a list of things that people do, some of which might not be allowed in your part of the country.



Socialising

- Men and women who are friends are allowed to kiss each other on the cheek when they meet.
- You are not supposed to eat with your left hand.
- You are not permitted to talk to women you don't know.
- You can ask people how much they earn.
- You are allowed to drop in a friend's house without asking her/him first.
- You are expected to arrive on time when you're invited to someone's home.
- When you have lunch out with your friends, you are supposed to pay for everybody.
- You are allowed to choose your husband or wife.
- A woman is allowed to have more than one husband.
- Girls are allowed to go out with boys.

On the street

- You are not allowed to clear your throat in public.
- You can bargain when you buy things.
- You are not permitted to sell things on the pavements.
- You are allowed to sell alcohol without a licence.

In school

15. You are not allowed to call your teachers by their first names.
16. Girls and boys can sit together in the same row.
17. You don't have to stand up when a teacher or visitor comes into your classroom.

2. Ways with words

The word 'misunderstanding' is formed by adding the prefix 'mis-' to the word 'understanding': mis + understanding = misunderstanding. Make as many words as possible by using the following prefixes:

mis-

re-

de-

im-

a-

3. True or false?

Read the list in Exercise 1 and say which ones are acceptable for your part of the country.

4. Read and answer

Read the list again and answer the following questions.

- (a) What causes the way people behave?
- (b) 'Cultural understandings may strengthen mutual co-operation and racial harmony, elaborate it.
- (c) In which culture or country are you allowed to do the things mentioned in numbers 7, 9 and 15 on the list?
- (d) What things are you not allowed to do in public?

5. Write

- (a) What rules and regulations in your part of the country do you like or dislike? Why?
- (b) What things are you allowed or not allowed to do in the following places?

on a bus

at school

in a national park

- (c) What things are you allowed to do in the following places?

in your uncle's house

in the examination hall

i. **Have your say**  

(a) Say what Ram and Sita are allowed and not allowed to do.

Example:

Ram is allowed to go trekking during his holidays.

He is not allowed to go to see a film on Saturdays.



Ram



Sita

(yes)	go trekking during his holidays	(no)
(no)	go to see a film on Saturdays	(yes)
(yes)	play after doing homework	(yes)
(no)	sleep till 8 o'clock in the morning	(no)
(no)	watch TV after 8 p.m.	(yes)
(yes)	write letters to a penfriend	(no)
(no)	invite friends home	(yes)
(yes)	go to a restaurant with friends	(no)
(yes)	take part in sports	(yes)

(b) Look at the pictures. Say what the people in them are allowed and not allowed to do. Use the clues below the pictures.

Example:

A. Students are not allowed to quarrel with each other.

B. They are allowed to play together.



students – quarrel (no)



students – play (yes)



Gita – sing in public (yes)



Gita – dance in public (no)



teachers – cane students (no)

7. Look and guess ?

Look at the picture and guess the answers to the questions below. Then listen to the tape or your teacher and find out if your guesses were correct.

- Where are these people talking?
- What are they talking about?



8. Tick the best answer ✓

Listen again and tick the best answers.

- Indira works for:

(i) a TV station	(ii) a radio station	(iii) a newspaper.
------------------	----------------------	--------------------
- Ms Gurung is a:

(i) IGP	(ii) DIGP	(iii) AIGP
---------	-----------	------------
- She is the woman to hold this post.

(i) best	(ii) first	(iii) most
----------	------------	------------
- Her parents had:

(i) 2 children	(ii) 3 children	(iii) 4 children
----------------	-----------------	------------------

9. Listen and answer

Listen once again and answer the following questions.

- Why is Ms. Gurung very happy?
- Why did she choose the police force?
- What are her feelings about the police force?
- What's her message for the viewers?

Revision 3

1. Look and guess

Look at the picture and guess the answer to these questions. Then listen to the tape or the teacher and decide if your guesses were correct.

- (a) Are they friends or brother and sister?
(b) What are they talking about?



2. Listen and answer

Listen again and answer the following questions.

- (a) Why can't he get a job?
(b) What should he have done to get a job more easily?
(c) What does his mother do?
(d) What would you have done if you were in his position?

3. Have your say

(a) Read the first part of the sentence and supply the missing clause.

Examples:

If I had studied harder, ...

If I had studied harder, I would have passed the SLC.

Had I saved my money, ...

Had I saved my money, I wouldn't be as broke as I'm now.

If I found a burglar in my room, ...

If I found a burglar in my room, I'd call the police.

If I saw someone shoplifting, ...

Had I known the answer, ...

If my parents gave me Rs. 1000, ...
 If I had stopped smoking, ...
 Had I learned to cook, ...
 If Mala had majored in maths, ...

(b) **Work in pairs. Look at the pictures. Take it in turns to ask and answer questions.**

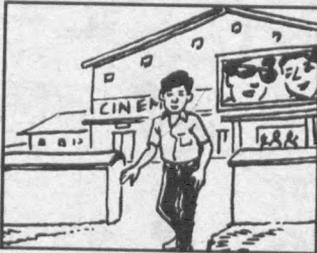
Example:

A: Can I borrow some books?

B: You can but you must become a member first.

OR

Don't let her take the book until she has asked the librarian.



(c) **Look at the picture and read what Lok says. Then report what he says.**

My name is Lok Shrestha.
 My father teaches in a school.
 My friends like me.
 I can sing and play madal.



I live in Bandipur.
 I'm studying in Grade 10.
 I am not very good at maths.
 I don't like films.

4. Time for grammar

Read the conversation below and change the sentences into reported speech.

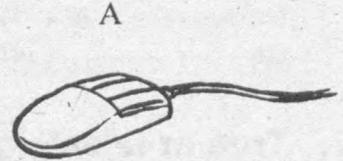
- (i) **Hari:** I study in Nepalgunj.
- (ii) **Maya:** I want to go to Australia for my higher studies.
- (iii) **Hari:** You can go there if you get a scholarship.
- (iv) **Maya:** My cousin works there so I can stay with him.
- (v) **Hari:** That's very good. You'll only need some pocket money.
- (vi) **Maya:** I may get a part-time job there.
- (vii) **Hari:** You're so lucky. I'll never be able to go there.
- (viii) **Maya:** I'll be there by the end of June. My passport is ready.

5. Read and answer  

Read the passage and match them with the picture.

Computers have become a part of modern life. Today's schoolchildren carry around calculating power which would have filled a large room 40 years ago. Computer scientists are now working on the next generation of computers, ones which will have true intelligence.

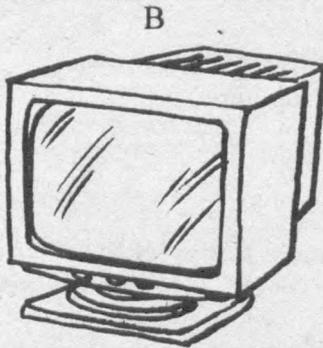
5 What are the parts of a computer? The word 'hardware' refers to the physical parts of a computer. The main parts are the monitor, the keyboard, the mouse and the CPU or Central Processing Unit, which contains the hard disk.



10 The monitor is also known as the screen or VDU (Visual Display Unit). It looks like a television screen and displays what we do on the computer. It comes in different sizes.

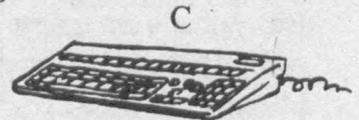
The actual computer, i.e. the part that performs tasks we ask it to do is in a unit holding the CPU, memory and hard and floppy disks. It comes in a rectangular box.

15

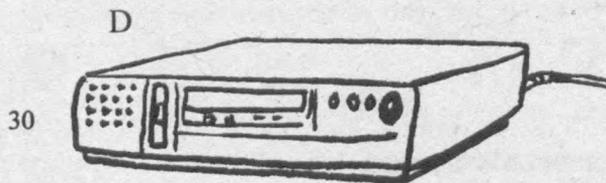


CPU stands for Central Processing Unit. This could be called the brain of a computer. It performs calculation and manipulates data.

20 The keyboard functions like a typewriter. The computer is given commands by typing them on the keyboard. Information is then displayed on the monitor.



25 The mouse is a hand-held pointing device. By moving the mouse around on a flat surface, a pointer or arrow on the monitor will make corresponding movements. By clicking, holding and dragging with the mouse various things can be done on the monitor.



30 The hard disk is a fixed device for permanent storage which stays within the computer. A hard disk is capable of holding tremendous amounts of information, yet it is only a few inches in width and length. A computer also has a floppy disk drive. It is a slot for the insertion of portable disks also known as floppy disks.

35

6. Ways with words

Find the words in the passage which have the opposite meaning to the words given below:

- | | | |
|-----------|------|-------|
| ancient | (1) | |
| small | (2) | |
| hide | (7) | |
| temporary | (33) | |
| tiny | (34) | |

7. True or false?

Read the passage again and decide if the following statements are true or false.

- (a) Forty years ago schoolchildren carried calculators big enough to fill a large room.
- (b) The CPU looks like a television.
- (c) The keyboard is used to give commands to the computer.
- (d) The hard disk is portable.

8. Read and answer

Read the passage once again and answer the following questions.

- (a) What's the difference between old and new computers?
- (b) What's the function of the monitor?
- (c) Why's the CPU called the 'brain' of a computer?
- (d) What's the mouse? What does it do?
- (e) What's the difference between the hard disk and a floppy disk.

9. Write

“Computers have become a part of our life.” How? Write an essay on this topic. Consider the following questions.

How do computers help people?

In what areas do they help people?

Are they only helpful for scientists or for ordinary people as well?

How do they help us to communicate and find out information (e-mail and internet)?

What would happen if there were no computers today?

Unit 12

1. Read and answer

Look at the cartoons, read the captions quickly, and answer these questions.

- (a) Who is speaking in the first picture?
 (b) Where's Mr. Shrestha's car?
 (c) Which picture is Mr. Shrestha in?

A



I'm afraid Mr. Shrestha isn't here. He's gone to the hospital to see his grandmother. No I can't give you his mobile phone number. He hates being called by strangers.

B



- Is Mr. Shrestha here?
- No, he's gone to the hospital.
- Oh? He wanted me to wash his car. Has he left the keys?
- His car isn't here, I'm afraid. The police towed it away.

C



- Did you hear that Mr. Shrestha had gone to hospital.
- No, what happened?
- A car crash, I think. Anyway, the police have towed away the wreckage.
- Oh, dear. I saw an ambulance on my way to work.

D



- Have you heard about Mr. Shrestha? He was rushed to hospital by ambulance at 10.30 this morning. He had a serious car crash. He never liked being talked about and now everyone's talking about him.

E



- Has anyone told you about Mr. Shrestha?
- No... what about him?
- He crashed his car. It's a complete write-off. He's in hospital intensive care unit, I heard.
- Are they going to operate?
- I'm not sure. I heard he's got a lot of allergies, and he doesn't like operations.

F



- Perhaps we should send Mr. Shrestha something.
- How about some fruit? I saw some very nice apples this morning.
- I was told that Mr. Shrestha is allergic to apples. He doesn't like fruit.

G



- Did you know about poor Mr. Shrestha? He's in hospital after a terrible car crash and they can't operate because he's allergic to antibiotics.
- My sister was treated for her allergies by a specialist.

H



- Do you know how Mr. Shrestha is? Oh, you've heard too. Bad news travels fast. I heard that he needs a specialist.
- That's going to be expensive. But there are 300 people working here. Let's collect some money.

I



- We're collecting for Mr. Shrestha.
- Who's he?
- He works in the Accounts Department. He had an awful car crash. They're flying a surgeon in from Delhi. He'll never work again.
- Oh, dear. I don't like being asked for money. But . . . well, here's a hundred.

J



- Hello, where is everyone?
- I've got no idea, Mr. Shrestha. how's your grandmother?
- Oh, she's fine. It wasn't a heart attack – just indigestion, that's all. I'd better go and collect my car from the police station. You know, I'd only parked in a no parking area while I was getting her some fruit and the police towed it away.

(Source: adapted from Streamline English, OUP 1982.)

2. Ways with words

Several words which are associated with medicine and health are used in the captions. Find them and use them in sentences of your own.

Example:

Indigestion: I'm suffering from indigestion.

3. Read and answer

Work in pairs. Discuss the questions with your partner before answering them.

- What has Mr. Shrestha really been doing?
- Why are the people in his office collecting money?
- Why did the police tow his car away?
- Why is Mr. Shrestha going to the police station?
- Give all the pictures and captions a suitable title.

4. Have your say

(a) Work in pairs. Take it in turns to ask and answer questions. Use the clues in the box.

Examples:

tea/ coffee

town/country

A: Do you like coffee?

A: Do you like living in a town?

B: Yes, but I prefer tea to coffee.

B: I like living in the country better than living in a town.

fish/ meat

folk songs/ pop songs

Hindi films/ Nepali films

football/ karate

hills/ Terai

veg dishes/ non-veg dishes

(b) Work in pairs. Think of some things that happen to you at the places in the box. Tell your friends how you feel about these things and ask them how they feel.

Example:

At home

A: I don't like being asked to get up early. How do you feel if you are asked to get up early?

B: I don't mind being asked to get up early.

at school

at a tea shop

at a cinema

at a library

at a bus park

in the street

5. Time for grammar

In the box there are words describing different sorts of people. Imagine what their likes and dislikes are and make sentences about them using the phrases "I like . . .", "I don't like . . .", "I prefer . . .".

Example:

a teacher

I don't like being asked irrelevant questions.

I like being obeyed by my students.

I prefer teaching older students to teaching younger students.

I like small classes better than large classes.

a nurse

a child

a beggar

an old person

a labourer

a driver

a police officer

a tourist

6. Write 

(a) Look at the pictures below. You might have one of them as a pet at home. Write a few sentences about what these animals like or prefer or don't like.

Example:

I have a dog at home. It prefers washing to combing. It likes chasing birds.



(b) Do you have a brother or sister? Write about what she or he prefers, likes or doesn't like. Use the same structures as in Exercise 4.a or b.

7. Test yourself 

Many people don't treat animals well. They think it is their right to treat animals as they wish. Write a couple of paragraphs about animal rights. Include the following points:

animals are also living beings
they are friendly and lovable

they need love and sympathy
they never betray people

8. Listen and complete  

Listen to the tape or the teacher and complete the table.

What doesn't he mind/like?	What does he mind/like?

9. Listen and answer  

Listen to the tape or to the teacher once again and answer the following questions.

- What does he think of begging?
- How did he become a beggar?
- How did he feel about it in the beginning?
- What doesn't he like to talk about?
- When is he going to stop begging?

Unit 13

1. Read and answer

Read the story quickly and answer the following questions.

- Why did Florence Nightingale go to Germany?
- Name the countries that assisted Turkey in the Crimean War.

Florence Nightingale was born in Florence, Italy, on 12 May 1820. She was well educated and when she grew up into a young woman, her family was concerned about finding her a good husband. But Florence refused to marry and, at the age of twenty-five, told her parents she wanted to become a nurse. Her family repeatedly opposed her. In those days, hospitals were often dirty and dark, and the nurses were untrained women. But she refused to change her mind and finally, in 1851, Florence's father gave her permission to train as a nurse.



Florence went to Germany, where she studied to become a nurse. Two years later, she was appointed superintendent of a hospital for invalid women in Harley Street, London.

In March 1853, Russia invaded Turkey. Britain and France went to Turkey's aid in this conflict known as the Crimean War. Within a few weeks of their arrival, about 8,000 soldiers were suffering from cholera and malaria. When Florence read a report on this in *The Times*, she volunteered her services. The government refused permission at first because women had never been involved in such things before. But eventually, it allowed her to take a group of thirty-eight nurses to Turkey.

Florence found the conditions in the army hospital in Scutari, in Turkey, deeply shocking. The men were kept in dirty rooms without blankets or decent food and clothes. In these conditions, it was not surprising that diseases such as typhus, cholera and dysentery were the main reasons for the high death-rate amongst wounded soldiers.

At first, military officers and doctors objected to Florence's involvement in treating the wounded soldiers. But when her friends at *The Times* reported the way, the British Army treated its wounded soldiers, she was allowed to work in the barracks hospital. By improving

the quality of sanitation, she was able to reduce the death-rate among her patients considerably. She was called the 'lady with the lamp' by the British soldiers because of the late hours she worked tending to the sick and the wounded, carrying a lamp in her hand.

In 1856, Florence Nightingale returned to England as a national figure. In October 1856, she had a long interview with Queen Victoria and Prince Albert about improving the quality of nursing in military hospitals. This resulted in the formation of the Army Medical College.

In later life, Florence Nightingale suffered from poor health. She died in London on 13 August 1910.

2. Ways with words

Match the words in Column A with their meanings in Column B.

A

invalid
invaded
volunteered
death-rate
sanitation

B

offered to do something without being forced
systems that protect people's health
weak by illness or injury
entered a country or territory to attack or occupy it
the number of death per 1000 people in a particular group during a year

3. Read and order

Read the passage and rearrange the following sentences.

- Many English soldiers were injured in the war.
- Florence Nightingale wanted to become a nurse
- Two years later she came back to London
- In 1951, she went to Germany to learn about nursing.
- Florence Nightingale, along with a group of nurses, went to Turkey to lessen the pain of the wounded soldiers.
- The Crimean War broke out soon after she returned to London.

4. Read and answer

Read the passage again and answer the following questions.

- Why did Florence Nightingale's parents oppose her decision to take up nursing?
- Why did the government at first refuse her permission to go to Turkey?
- What caused the large number of deaths amongst the wounded soldiers?
- What did Florence Nightingale do to help bring down the death-rate?
- Why was she called the 'lady with the lamp'?

5. Write

A. Write a short biography of a person who has devoted her/his life like Florence Nightingale to help the needy people. You may use the following guidelines.

- Name of a person
- When and where s/he was born
- Her/his work/s
- Any recognition s/he has received

B. Construct a readable story with the help of given outlines, also give it a suitable title.

Dispute between a moneylender and a debtor – debtor denying to pay back the money-lawyer asks the moneylender about witness- "A wild cat was the witness - not available at the time"- the lawyer advises to come with any pet cat- the debtor says, "This is not the right cat, we had a wild cat as witness in our deal"-the debtor pays back money-truth prevails

6. Have your say

A. Work in pairs. Take it in turns to ask and answer questions. Use the clues given below.

Example:

A: Have you done your homework?

B: Yes, I have/No, I haven't.

Be/educational fair

Book a table/party

Get the routine/test

Deposit fees/ this month

Talk to head teacher/the new teacher

Finish/project work

Example:

A: Why are you so excited?

B: I've got the government job.

So upset/be excluded from the team

So sad/break my leg

So worried/not finish work

So happy/get my good result

So gloomy/miss my friend

So wild/break friendship

Example:

A: How long have you lived here?

B: I've lived here since my birth.

Not spoken to her/since last week

Not seen Rupa/for three days

Worked with him/a year

Not eaten meat/get sick

Not written to her/two years

Been captain/one year

7. Time for grammar

A Present Perfect Tense

Structure [has / have + V-pp]

Example:

He has gone home. She has become a nurse.

She has played chess. We have prepared a report.

This tense is used for

(i) an action that happened 'some time before now' without specifying the time.

Example:

I've lived in the mountains and terai.

I've already been there.

She has not travelled by plane yet.

(ii) an action that began in the past and continues up to the moment of speaking.(till now). Example:

I have studied in this school for the last six years.

I have visited the temple several times since we came to this town.

We have only finished half the book so far.

B. Read the following text and underline the verbs in present perfect tense.

The paradox of our time in history is that we have taller buildings, but shorter tempers; wider freeways, but narrower viewpoints; we spend more, but get less; we buy more but enjoy it less.

We have bigger houses and smaller families; more conveniences, but less time; we have more degrees, but less sense; more knowledge, but less judgement; more experts, but more problems; more medicine, but less wellness.

We spend recklessly, laugh too little, drive too fast, get angry too quickly, stay up too late, get up too tired, read too little, watch TV too much, and pray too seldom.

We talk too much, love too seldom, and hate too often. We have learned how to make a living, but not a life; we have added years to life, not life to years.

We have been all the way to the moon and back, but have trouble crossing the street to meet the new neighbour. We have conquered outer space, but not inner space; we have done larger things, but not better things.

We have cleaned up the air, but polluted the soul; we have split the atom, but not our prejudice. We write more, but learn less; we plan more, but accomplish less.

We have learned to rush, but not to wait; we have higher incomes, but, lower morals.

We build more computers to hold more information to produce more copies than ever, but have less communication; we have become long on quantity, but short on quality.

C. Rewrite the sentences in the present perfect tense using the verbs in brackets.

- (a) She (send) three emails since breakfast.
- (b) We (be) here for a month and a half.
- (c) We (not speak) to each other for more than a month.
- (d) Kumari (do) everything she was asked to.
- (e) Farmers (prepare) the field for the next crop.
- (f) What a pity! He (not be) to Pokhara yet.
- (g) I already (take) my citizenship.
- (h) Ankita just (open) a bank account.
- (i) Namgyal (ring) me up twice since yesterday.
- (j) A new bus service (start) from our village.

D. Fill in the blanks with correct form of the verbs given in brackets.

- (a) He here since last month. (live)
- (b) Mr. Basnyat a book, it is very popular. (write)
- (c) They already..... the film . (see)
- (d) She just to the market (go)
- (e) They the house, do you like the colour? (paint)
- (f) Shashithe SLC yet.(pass)
- (g) I a bath. I am still wet. (take)
- (h) Rahaman..... in this school for 5 years. (study)

8. Listen and answer  

A. Listen to the tape or your teacher and fill in the blanks.

- (a) Birthdays are great..... for children.
- (b) Sometimes they forget to say
- (c) Nisha forgot all about breakfast as she opened each.....
- (d) Deepak was Nisha's
- (e) wants his breakfast.

B. Listen to the tape or the teacher again and choose the correct answer,

- i. Birthdays are very interesting for children because,
 - a) They don't have to go to school.
 - b) They receive a lot of presents.
 - c) They get special breakfast.
- ii. On the birthday, Nisha forgot to,
 - a) open the parcel b) have breakfast c) say "Thank you"
- iii. Which of the following wasn't presented to Nisha on her birthday?
 - a) a silver pencil b) an instrument box c) a box of chocolate

9. Test yourself

Examples:

- i. The woman is a doctor. She lives next door.
The woman who lives next door is a doctor
- ii. Where is the pen? It was in the box.
Where is the pen which / that was in the box?
- iii. We saw some people. Their car had been broken.
We saw some people whose car had been broken.
- iv. The hotel was not clean. We stayed in the hotel.
The hotel where we stayed wasn't clean.

Complete each sentence using who/whom/whose/where/that

- i. The story was interesting. I read the story last night.
The story.....
- ii. The place was beautiful. We had played in the place.
The place
- iii. The woman is called a widow. Her husband has died.
The woman
- iv. I don't know the man. Everyone likes him.
I don't know
- v. The doctor treats well. The doctor lives here.
The doctor

10. Read and answer

Read the poem and give short answers.

- | |
|--|
| <p>(a) Who is called a dead man?
(b) Who dies twice?</p> |
|--|

Patriotism

Breathes there the man, with soul so dead,
Who never to himself hath said,

“This is my own, my native land!”
Whose heart hath never within him buried?
As home his foot steps he hath turn’d.
From wandering on a foreign strand!

If such there breathe, go mark him well;
For him no minstrel raptures swell,
High though his title, proud his name,
Boundless his wealth as wish can claim,
Despite those titles, power and pelf,

The wretch concentrated all in self,
Living, shall forfeit fair renown,
And doubly dying shall go down,
To the vile dust from where he sprung,
Unwept, unhonour’d and unsung.

- Sir Walter Scott

11. Ways with words

(i) Learn the meanings of the following words

patriotism - love of one's own country	forfeit - to lose
breathes - lives	renown - fame
foreign strand - alien country	vile dust - useless dirt
minstrel - travelling singer	raptures - extreme joy and happiness
wretch - miserable person	swell - increase in volume or quantity
pelf - riches	

ii) Find the meaning of these words from the poem.

- (a) move around (b) social status (c) unlimited (d) fame (e) demand
(f) birthplace

12. Complete the sentences choosing the correct answer

i. The man who has no love for the..... is called dead.

- (a) motherland (b) fatherland (c) foreign land

ii. All the title of a man is useless if he isn't.....

- (a) honored (b) wealthy (c) patriotic

iii. One's motherland is far better than,.....

- (a) native land (b) heaven (c) dream land

13. Work in pairs. Discuss the following questions with your partner before answering them.

- (a) What has Walter Scott expressed in the poem? Do you agree with him?
(b) Write some names of patriotic persons of your native land.
(c) Write an essay on **Patriotism** in about 150 words.



1. Read and answer



Look at the picture, read the story quickly and answer the following questions:

- (a) Who looks different in the picture? Why?
 (b) Why was the writer in a dilemma?
 (c) Who asked him to join the group photograph?

My parents did not believe in boys wearing trousers, so I wore shorts to school. I wanted to wear trousers, but every time I opened my mouth my parents told me to shut up.

5

One day, the class teacher told us that we were going to have a group photograph taken and he asked us to wear trousers for the occasion. I was in a dilemma, as I did not possess a pair of trousers.

10

After school, I asked some of my friends to lend me a pair of trousers, but no one had a pair which would fit me. I even tried on a pair of my father's trousers. They were too short for me and much too large at the waist. I gave up in despair.

15

The next day arrived. I thought of not going to school but my parents told me to get ready. They told me to stop grumbling because there was nothing wrong in wearing shorts. So I turned up as usual at school. The class teacher was aghast when he saw me. He and some other students wanted me to be excluded from the photograph but the head teacher intervened. She asked me to join the group. The class teacher told me to sit in the front with two students on either side of me.

20

The photograph was duly taken. A few days later a copy of the picture appeared on the noticeboard. Crowds of students gathered to see it. It was a well-taken photograph. All the students were there in their well-ironed, spotlessly white shirts and trousers – except me in the front row, with my knobbly knees conspicuously exposed! Needless to say, the picture gave rise to a lot of laughter and unkind remarks. You can imagine how I felt!

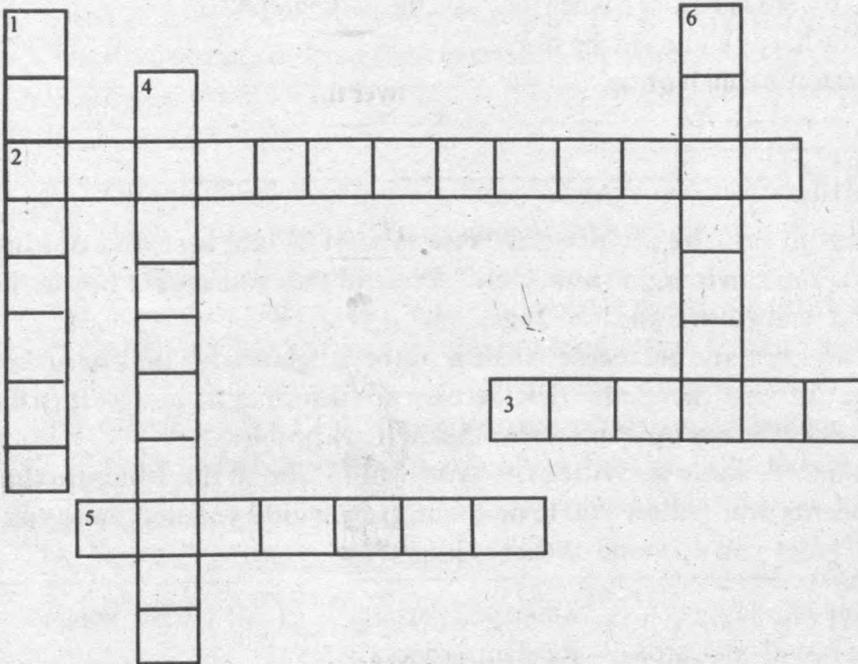
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But the incident had a happy ending. I bought a copy of the photograph and showed it to my parents. My father immediately asked my mother to buy some white trousers for me - my very first pair.



2. Ways with words

The meanings of some of the words from the story are given below. Find the words and fill in the crossword puzzle.



Across:

- (2) Noticeably
- (3) Filled with fear and surprise
- (5) Sticking out like a knob

Down:

- (1) Left out
- (4) Interfered
- (6) A situation in which one has to choose between two things

3. True or false?

Read the story again and decide whether the following statements are true or false:

- (a) The writer of the story is a boy.
- (b) He likes wearing shorts.
- (c) None of his friends lent him a pair of trousers.
- (d) The class teacher was angry with him because he disobeyed him.
- (e) The Head Teacher was a woman.
- (f) His parents liked the photograph.

4. Read and answer

Read the story again and answer the following questions:

- (a) Why did the boy wear shorts although he didn't like them?
- (b) What did he do after his class teacher asked him to wear trousers?
- (c) Why did the students laugh when they saw the photograph?
- (d) What's the happy ending to the story?
- (e) Give the story a suitable title.

5. Write

- (a) "Needless to say, the picture gave rise to a lot of laughter and unkind remarks. You can imagine how I felt!" Pretend that you are the boy in the story and write down your feelings.
- (b) Parents sometimes do not realise that their son or daughter is having a hard time at school. But when they realise that there is a problem, they try to solve it. In the story, how did the boy's parents realise that he had a problem?
- (c) In the box are some activities that you would like to do. Imagine that your parents don't allow you to do them. How would you persuade your parents to let you do some of these things?

Travel on holiday

Make pen pals

Listen to pop songs

Buy and send postcards

Read magazines

6. Time for grammar

Requests and commands are reported with the verbs 'ask', 'tell', 'say' + infinitive:

Examples:

Original speech

Could you open the window?

Don't eat too much.

Reported speech

She asked me to open the window.

She told me to open the window

He asked me not to eat too much.

He told me not to eat too much.

Change the following original speech into reported speech.

- (a) Can you bring some food?
- (b) Don't eat in class.
- (c) Meet me at the bus park.
- (d) Don't spend a lot of money on clothes.
- (e) Call me back at 4:30.

7. Have your say

(a) Work in pairs. Take it in turns to make sentences and then change them into reported speech, using the verbs in the box:

Example:

Head Teacher: "Ram, come to my office."

The head teacher ordered Ram to come to his office.

ask

order

advise

tell

- (i) Doctor: "Stop smoking as soon as you can."
- (ii) Friend: "Don't tell Radha anything about it."
- (iii) Father: "Clean the sitting room."
- (iv) Teacher: "Suman, you should read your textbook carefully."
- (v) Mother: "Don't ever do that again, Hari"

(b) Work in pairs. Look at the pictures and take it in turns to make sentences and report on what your partner has said. Use the clues below the pictures:

Example:

A: Ram, finish the work before you leave.

B: He asked Ram to finish the work before he left.



Ram, finish work before leave



not write on wall, Mina



go and bring tea



stop crying, Pramila



not play football

8. Look and guess

Look at the picture and guess the answer to the questions below. Then listen to the tape or the teacher and find out if your guesses were correct.

- (a) The people are
 (i) brother and sister (ii) friends (iii) husband and wife
- (b) They are talking about
 (i) cooking (ii) buying things (iii) a party



9. True or false?

Listen again and decide if the following statements are true or false.

- (a) Jyoti phones Ashok.
 (b) They are going to see a film.
 (c) They are planning to give a surprise party for Alok.
 (c) They have arranged to meet at Alok's at 8:00.
 (d) Alok doesn't know about the plan.

10. Listen and complete

Listen once again and complete the following table.

Who is doing what?

Anand	planning a surprise party
Ashok	
Pritee	
Gyanu	
Jyoti	
Alok	

11. Test yourself

(a) Look at the picture. Mrs Jha is asking some of the children in her class to do or not to do different things. Report what she asks the children to do.

Example:

She asked Ram not to write in his book.

Ram, don't write in your book.

Radha, open the window.

Finish your homework, Mina.

Help Radha, Gita.

Suji, don't bite your fingernails.

Priya, hold this for me.

Don't forget your ruler tomorrow, Kumari

Nita, go and stop Ram writing in his book.



Ram Radha Suji Priya Kumari Nita Gita Mina

(b) Anand went overseas to study. On the phone, his mother told him to do the following things. Change what she said into reported speech.

- Pay attention to your studies.
- Don't eat too much meat.
- Take care of your health.
- Make sure you wear clean clothes..
- Don't go out drinking.
- Don't stay out late at night.
- Don't forget, you are going to be a doctor.



12. Look and guess

Look at the picture and guess the answers to these questions.

- (a) What's happening in the picture?
- (b) What are the boys and girls doing?
- (c) What do you think the poem could be about?

Where the Rainbow Ends!

Where the rainbow ends

There's going to be a place, brother,
Where the world can sing all sorts of songs

And we're going to sing together, brother,

5 You and I, though you're white and I'm not.

It's going to be a sad song, brother,

Because we don't know the tune,

And it's a difficult tune to learn.

But we can learn, brother, you and I.

10 There's no such tune as a black tune.

There's no such tune as a white tune.

There's only music, brother,

And it's music we're going to sing

Where the rainbow ends.

Richard Rime



13. True or false?

Read the poem again and decide whether the following statements are true or false.

- (a) The poem was written by a black poet.
- (b) He doesn't like white people.
- (c) The poem is about racial harmony.
- (d) The poet wants people of different races to live together in peace.

14. Read and answer

Read the poem again and answer the following questions.

- Who does the word, 'brother' refer to?
- Suppose we change the word 'brother' into brotherhood, and 'black tune' and 'white tune' into black and white people, does it then change your impression of the poem?
- Why does the poet say that to learn to sing together is difficult? Is it because the poet is black?

15. Read and complete

Fill in the blank spaces in the paragraph below with the words given in the box.

The poem is an for brotherhood. It is a song of between The world is divided into and there is between them. But the poet hopes that there will be a place where people will together. It is a poem but it with a hopeful

hatred	note	people	sad	appeal
black and white	love	live	ends	

16. Write

- In our country we have people who come from different castes and follow different religions. Do you think that it is difficult for them to sing and live together? Write a couple of paragraphs on this subject.
- Write about your neighbour, using the clues in the box. You can write a poem or a couple of paragraphs. Discuss your ideas with your partner before you write.

What religion or culture do you and your neighbour follow?
Do you help each other? How?
Do you invite one another to festivals?
Do you avoid arguing with each other? How?

1. Read and answer 

Read the text in the boxes quickly and answer this question:

a. Here are three sets of regulations. Who are each of them for?

**Devkota Boys' Hostel
Eastern Star Higher Secondary School
Regulations for Residents**

1. All bills are to be settled within 15 days of presentation.
2. No guests are allowed in students' rooms after 11:00 p.m.
3. Radios, cassette players, etc. are not to be played between 11:00 p.m. and 8:00 a.m. At all other times, the volume must be kept low so as not to disturb other residents.
4. Pictures, posters, etc. are not to be posted on the walls.
5. Residents are not allowed to interfere with the electricity. Any difficulty must be referred to the resident caretaker.
6. Tampering with fire extinguishers or the fire alarm system is strictly prohibited. Any breach of this regulation will be referred to the Principal, and may result in expulsion.
7. Smoking is strictly prohibited in the school area.

Koshi Transport

- (a) Passengers should not stand in the gangway.
- (b) Passengers must not speak to the driver while he is driving.
- (c) Smoking is strictly prohibited.
- (d) Dogs and goats are not allowed unless carried by passenger.
- (e) Passengers must take care of their own luggage.
Beware of Pickpockets

National Zoo

- (i) Visitors are not allowed to feed the animals.
- (ii) Provoking animals is strictly prohibited.
- (iii) Visitors should always keep their children with them.
- (iv) Visitors must not go very close to the tiger's cage.
- (v) Visitors are forbidden to pick the flowers.

2. Ways with words

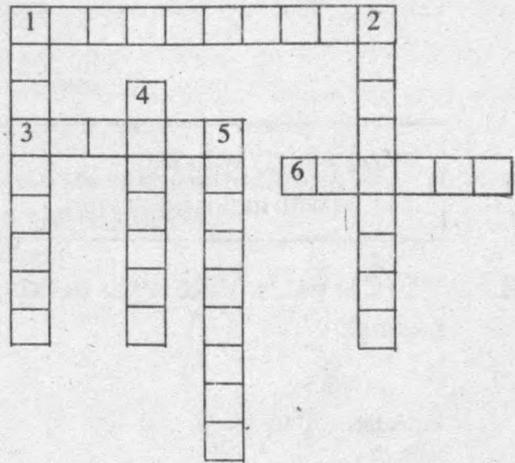
The meanings of some of the words from the regulations are given below. Find the words and fill in the crossword puzzle.

Across

- (1) Someone who steals money from people's pockets
- (3) Loudness of sound
- (6) The act of breaking a rule or agreement

Down

- (1) Annoying
- (2) Interfering
- (4) Bags, suitcases etc
- (5) Forcing a student to leave



3. True or false?

Read the regulations again and decide whether the following sentences are true or false.

- (a) Students can receive guests in their rooms until 11:00 p.m.
- (b) Students can interfere with the electricity, provided that they inform the caretaker.
- (c) Passengers can talk to the driver, but not when he is driving.
- (d) In no circumstances are passengers allowed to travel with dogs and goats.
- (e) Visitors can give food to the animals.
- (f) Visitors are not allowed to have a close look at the tiger.

4. Read and answer

Read the regulations once again and answer the following questions:

- (a) Can a student listen to the radio in the hostel? How?
- (b) For which things can a student be expelled from the hostel?
- (c) Why do you think passengers are not allowed to talk to the driver?
- (d) Why do you think visitors are prohibited from feeding the animals?

6. Write 

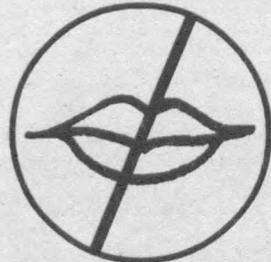
A. Make sensible sentences by re-arranging the jumbled words. Add a capital letter and a full stop.

Example: are / to eat / students / not allowed / in the class
Students are not allowed to eat in the class.

- (i) allowed / tourists / here / photos / are / to take / not
- (ii) here / strictly / is / prohibited / smoking
- (iii) not / be / here / rubbish / to / allowed / thrown / is
- (iv) during / cheating / prohibited / examination / is / strictly / the

B. Look at the pictures and write sentences explaining what they mean.

Example:
Smoking is strictly prohibited here.



C. Work in pairs. Choose one of the places in the box and write a list of regulations.

Examination room	Youth club	Library
------------------	------------	---------

7. Time for grammar

Change the structure of the following sentences from **must not + V** into **V ing + be + V3** or vice versa.

Example: (must not + V) **You must not smoke here.**
 (V ing + be + V3) **Smoking is prohibited here.**

- (a) You must not spit here.
- (b) You must not swim here without a swimming suit.
- (c) You must not make a noise here.
- (d) Taking photos is not allowed here.
- (e) Playing is not allowed during the lesson.

8. Guess before you listen

- A. Look at the picture and write down two problems that cigarette smoking can cause.

1. -----

2. -----



- B. Listen to the tape or the teacher and check if your guesses were correct.

9. Listen and complete

- A. Listen again and complete the following table:

Cause	Leads to	Result
nicotine	-----	leg amputation
-----	infection in the lungs	-----

B. Listen once again and list the things that can be done to stop people smoking. The first one is done for you:

(i) should create public awareness

(ii) -----

(iii) -----

(iv) -----

10. Test yourself



A. Make sentences which explain what is not allowed to do in the following places or situations.

Example: library: talking is not allowed here.

(i) examination

(ii) women's club

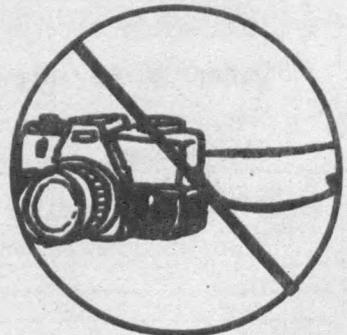
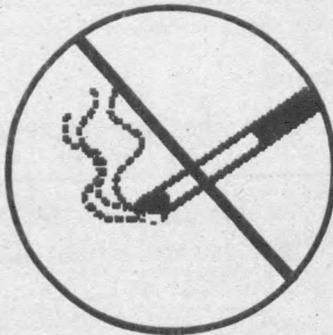
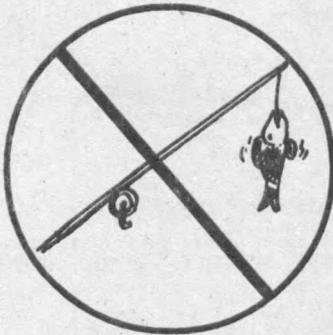
(iii) temple

(iv) classroom

(v) garden

B. Look at the pictures and make similar sentences.

Example: Fishing is not allowed here.



11. Read and answer

Read the text quickly and answer these questions:

a. Why do workers carry baskets? b. What happens, "From there ..."?

My Trip to Ilam

During the school holidays my parents and I spent a week in Ilam which is in the far eastern part of Nepal. We visited many places of interest but I liked the tea estates most. The tea bushes are planted on the slopes, usually on high ground. They are trimmed and kept short so that the workers can pluck the leaves. Each worker carries a basket on her back and throws the shoots over her shoulders into the basket.



There are five stages in the manufacturing of tea:

First, the tea leaves are laid out on racks. Warm air is blown over them and causes them to become withered.

10 Next, the tea leaves are rolled in a special machine. The leaves become twisted and broken.

After that, they are put in trays to ferment.

Then, the tea leaves are dried in a special drier. The leaves become black and give off a pleasant smell.

15 Finally, the leaves are graded by a special machine. The fine leaves are separated from the coarse ones. The tea is packed in boxes and sent to markets. From there ...

12. Tick the best answer

(A) The writer went to Ilam:

- (i) to study (ii) for a holiday (iii) to visit a tea estate

(B) Tea is grown:

- (i) on high ground (ii) in the valley (iii) in the lowlands

(C) Warm air causes the leaves:

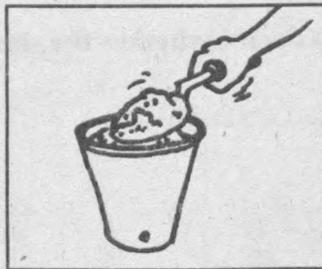
- (i) to roll (ii) to become withered (iii) to dry

(D) During the fourth stage the leaves:

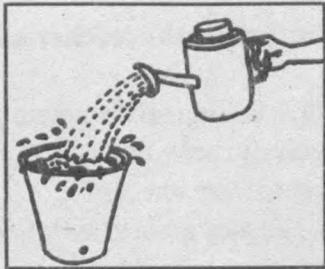
- (i) give off a pleasant smell
(ii) are graded
(iii) undergo chemical changes

13. Write 

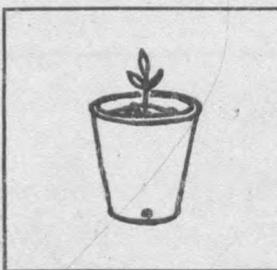
A. Look at the pictures. They show five steps of how to grow flowers in pots. Describe the process, using linking words like “first”, “next” and “then”. Use the clues next to the pictures. Start by writing: First, fill the pots with soil. Then . . .



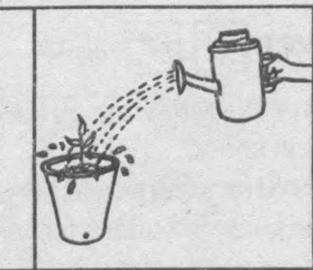
fill soil/pots



water soil/pots



put/plants



water/plants



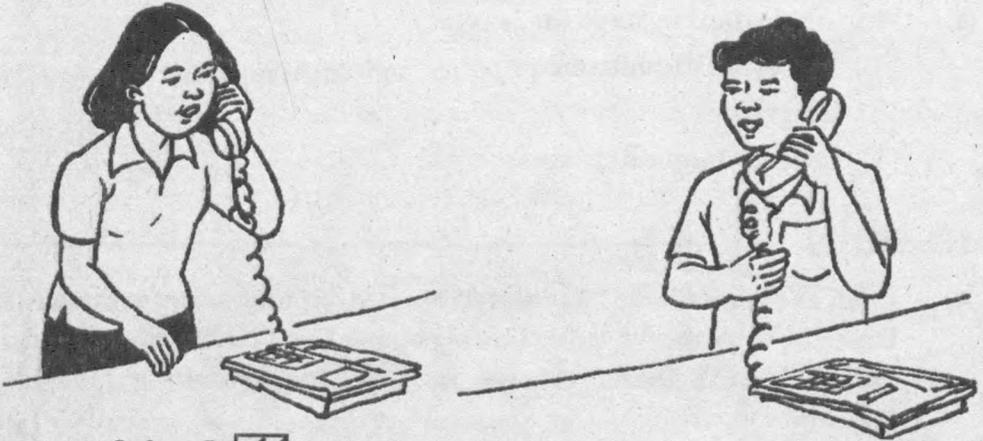
fertilizers/big and

Revision 4

1. Look and guess

Look at the picture and guess the answers to the following questions.

- Who are these people?
- What are they doing?



2. True or false?

Listen to the tape or the teacher and decide whether the statements are true or false.

- The people talking on the phone are Gita and Milan.
- Gita is going to her village.
- She is going there tomorrow.
- Suraj has already gone to his village.
- Milan has gone to Surkhet.

3. Listen and answer

Listen again and answer the following questions.

- What did Gita want to know?
- Who was not interested in going to Surkhet?
- How long was Milan going to Surkhet for?
- Who wanted to find out an address in the village?
- What didn't Suraj know?

4. Have your say

(a) Change the sentences below into reported speech. Use the verbs, 'ask', 'advise', 'tell', etc. according to the situation.

Examples:

Manish: "Bring the book here, Manoj."

Manish asked Manoj to bring the book here.

Doctor: "Take a morning walk every day."

The Doctor advised me to take a morning walk every day.

- (a) Teacher: "Nira, do your homework now."
- (b) Police: "Show me your driving license."
- (c) Mother: "Don't ever eat with your left hand."
- (d) Friend: "You can take my dictionary but bring it back tomorrow."
- (e) Teacher: "Look at the board, Manoj".

(b) Work in pairs. Look at the pictures. Take it in turns to ask questions and report them. Use the clues below the pictures.

Examples:

Who are you and what are you doing here?

He asked me who I was and what I was doing there.

Can you help me?

She asked me if I could help her.



who be-what do?



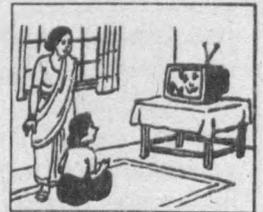
if/can help?



why/ laugh?



if/be teacher?



if/ finish homework?



where/ be from?



be/ student?



how/ be old?

5. Time for grammar

Write a conversation about asking for and giving/withholding permission.
Use the clues in the box.

Example: go in – (withhold permission)

A: Can I go in there?

B: No. You are not allowed to go in there.

stay here (withhold)

enter temple (withhold)

play during leisure time (withhold)

take three books (give)

do task tomorrow (give)

6. Read and answer

Read the story quickly and answer the following questions.

Nine year old Suresh was troublesome at school. His parents were well off, but they lived separately. His father had married another woman and left Suresh's mother.

5 Suresh was in the habit of pushing children for no apparent reason, and once he scratched a girl's leg with a pencil and it bled. Suresh was also a problem at home. There was a close connection between his home

10 circumstances and his behaviour at school. He lived with his mother and a younger brother with whom he quarrelled all the time. His mother seemed to prefer his brother, who was much better behaved at home and much more successful at school than Suresh. Suresh made his mother angry. She tried not to favour her younger son, but she was aware that it seemed as if she did.

15 It seemed very obvious that Suresh's attacks on other children at school were connected with his jealousy of his younger brother. He attacked his brother at home, just as he attacked other children at school. His attacks on his brother were, of course, linked to his feelings of being unwanted and unloved at home. They also ensured that his mother took notice of him. Similarly, his attacks on the other children

20 at school gained him the teacher's attention. Once he had the teacher's attention, e.g. when she talked to him, he could be very appealing. Just as his frequent quarrels with his younger brother could be seen as his way of telling his mother that he felt hurt by her preference for the younger child, he showed his teacher that he was hurt when she paid attention to other children. Neither his mother nor his teacher neglected him

25 but neither of them could give him as much attention as he desired.

Suresh's attention-seeking behaviour made the teacher's life very difficult. She understood that he wanted and needed attention, yet, as he was only one of 40 children in the class she could not give him what he wanted. She also had to protect



the other children from his attacks. So she had to reprimand him and punish him, just as his mother did at home. In this way Suresh was caught in a vicious circle which was difficult to break. He wanted to be loved, he felt angry because he could not get what he wanted, he attacked other children because he was angry, and therefore could not get the love that he wanted.

(Source: adapted from 'Troublesome Children' by Irene Caspari in Spratt's English for the Teacher)

7. Ways with words

(a) Match the words in column A with their meanings in column B:

A	B
well off	likeable
apparent	rebuke
ensured	a situation in which a cause produces an effect which in turn repeats the original cause
appealing	rich
reprimand	clear
vicious circle	made sure or certain of

(b) The words and expressions below are taken from the story. Which words or expressions are used to describe Suresh, his younger brother and his mother?

troublesome	well off	better behaved
more successful	unloved	angry
appealing	hurt	attention-seeking

8. Read and answer

Read the story again and answer the following questions.

- What did Suresh do at school and at home?
- Why couldn't the teacher give Suresh her full attention?
- Why did the teacher reprimand and punish Suresh?
- What were the reasons for his bad behaviour?
- What was the 'vicious circle' that Suresh was caught in?

9. Write

(a) Write a couple of paragraphs on the topics in the box.

Suresh's behaviour at home and at school
 The causes of his behaviour
 How his teacher treated him and why

1. Read and answer

Read the passage quickly and answer these questions.

- (a) What's the definition of health according to the WHO?
- (b) How many definitions of health do we find in the East?
- (c) Give each of the pictures one of these titles: physical health; social health; spiritual health.

Health

Health means different things to different people. To some, it means not having pains anywhere in the body. Others think of it as being free of illness or disease. According to the World Health Organisation (WHO), "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Most people just think of the last part of the definition "the absence of disease or infirmity", but apparently there is more to health than just that. Let us look at the other three aspects mentioned in the definition - "complete physical, mental and social well-being."

Physical health means how well all the different parts of the body function. Mental health refers to the ability to think clearly and sensibly, and social well-being means the ability to make and keep relationships with other people. All these different aspects are necessary for the complete health of the individual.

In the East, we have our own definitions of health. The Hindus do not consider the body and the spirit as separate from each other, but as an integrated whole. Both body and spirit are an integral part of human beings. The Taoists believe that both body and mind should be in a state of balance. According to the Buddhists, the mind and the body are in unison. This means that health is not



confined to the well-being of the body alone, spiritual, mental and social health also have to be considered.

- 20 But whether we accept one definition in preference to another, there are necessities which everyone accepts. These include sufficient air, water and food; a balance between activity and rest and between solitude and social activities. We accept the need to be careful about health hazards and to consider the proper social development of each human individual.
- 25 The most important aspect of health, however, is people's ability to make the correct choices about what is good or bad for them. This ability depends upon how well-informed or well-educated people are about the many different things that can affect their health.

2. Ways with words

Match the words in column A with their meaning in column B:

A

- infirmity (5)
- apparently (6)
- in unison (17)
- solitude (22)
- hazards (23)

B

- risk, danger
- weakness
- state of being alone
- obviously, clearly
- in agreement, as one

3. True or false?

Read the passage again and decide whether the statements are true or false.

- (a) According to the WHO, health is a complete harmony between physical and mental states.
- (b) Hindus consider body and soul as separate from each other.
- (c) Taoists do not consider body and soul as separate from each other.
- (d) Everybody agrees that a balanced diet is necessary for good health.

4. Read and answer

Work in pairs. Read the passage again and discuss the following questions with your partner before answering them.

- (a) What is the meaning of the phrase "the absence of disease or infirmity"?
- (b) In this passage, one definition of health is given by the WHO. Find at least three other definitions of health in the passage.
- (c) What are the necessities that everyone accepts?
- (d) What does the writer consider the most important aspect of health? Why?

5. Have your say

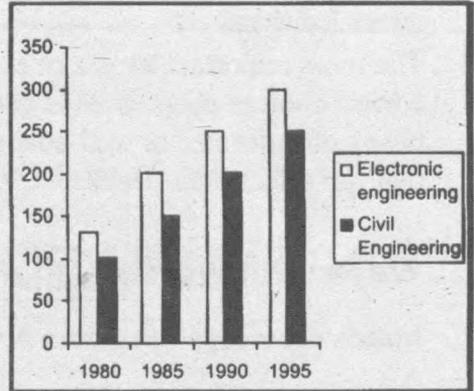
- (a) Look at the chart below and talk about the popularity of civil and electronic engineering among Nepalese students using the clues in the box. Use the phrases, 'the chart shows that' and 'according to the chart'.

Example:

The chart shows that, in 1980, the number of students in electronic engineering was more than those in civil engineering.

According to the chart ...

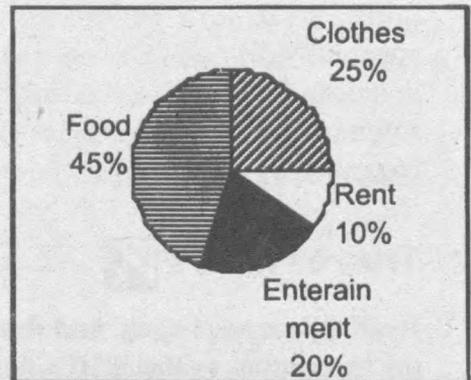
- (b) The chart below is the pie chart. It shows how Mr. Yadav spends his money. Look at it and answer the following questions. Use the phrases, 'according to the chart' and 'the chart shows that'



Example:

According to the chart Mr. Yadav spends most of his salary on his food.

- (a) What percentage of his salary does Mr. Yadav spend on his food, entertainment and clothes?
 (b) Do you think he is spending his money well?



6. Write

- (a) Make a bar chart from the following data.

According to a census report a city's total population increased by 10 years is given below:

Population		1990	2000
1	Male	50,000	60,000
2	Female	48,000	56,000
3	Children	30,000	45,000
Total population		1,28,000	1,61,000

(b) Look at the tables below and then convert them into pie charts.

(i) The result of a school in the SLC in 1998 was as follows:

Students	Percentage
First division	50%
Second division	30%
Third division	10%
Failed	10%

(ii) In a finance company 5 people have got shares in the following way:

Share holder	Share in percentage
A	30%
B	10%
C	25%
D	20%
E	15%

7. Guess before you listen   _____

Look at the picture and guess the answer to these questions. Then listen to the tape or the teacher and find out if your guesses were correct.

- | |
|--|
| <p>(a) Who are these people?
 (b) What are they talking about?
 (c) What's wrong with the woman?</p> |
|--|



8. True or false?  _____

Listen again and decide whether the statements are true or false.

- (a) The woman's name is Mrs. Sharma.
- (b) She's been vomiting all the time.
- (c) The doctor takes her blood pressure.
- (d) The doctor looks at her throat.
- (e) She advises her to rest.

9. Complete the table  _____

Listen once again and complete the following table:

What are Mrs. Singh's symptoms?	What does the doctor do?	What are the doctor's suggestions?
sore throat	looks into her mouth	

1. Read and answer

Read the story quickly and answer these questions:

a. What does the writer do for a living?

b. How old is he now?

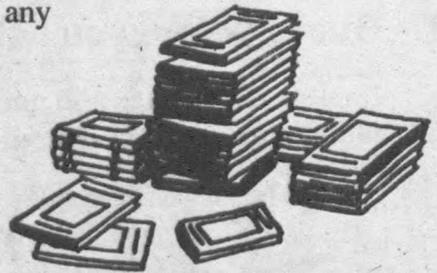
A Payment Greater than Money

When I was 16, I used to read a lot of books, any book I could lay my hands on.

I still read today but now I select books to suit my interest and purpose.

5 It took me a long time to be able to do so.

The time and events which changed the course of my life are still fresh in my mind.



10 Like so many of my friends, I used to earn money by teaching primary school children (now I teach college students). Mr Chhetry never paid me but he always had a reason. One day he had nothing smaller than a 500 rupee note, on another he was simply not home, and so on. Then, I used to think him a liar but now I think of him as a fine gentleman who was the victim of poverty.

15 One late afternoon, I was walking by his house, when he motioned me to come inside. "I owe you . . ." he began, I thought I'd save him the trouble of thinking up a new excuse. "No problem. Don't worry about it."

"I'll be able to pay in a couple of days. In the meantime I thought perhaps you could choose one or two volumes for a down payment." He gestured towards the walls, and I saw books stacked everywhere.

20 Mr Chhetry encouraged, "Find something you like. What do you read?" I didn't know. So I said, "Pick for me." He raised his eyebrows, and regarded me for a while. After a moment, he handed me a dark red book.

I started the book sitting outdoors on an uncomfortable kitchen chair. Within a few pages, everything else disappeared and I plunged into the events of the book. When the evening light finally failed, I moved inside and read all through the night.

25 To this day, 35 years later, I vividly remember the experience. I used to read books

30 but for the first time I was stunned by the undiluted power a book could contain.

Next week when I met him, he asked "Well?" "It was good," I said. "Keep it then," he said, "and take another." To cut a long story short, Mr Chhetry never paid me a rupee for teaching his children that year or the next, but I learned that summer that reading was not the innocent pastime which I used to think it to be. Now I think that a book, if it arrives at the right moment, will change the course of all that follows.

35

(Source: adapted from Michael Dorris, Reader's Digest, Dec. 1994, Vol. 145, No. 472.)

2. Ways with words

The meanings of some of the words from the story are given below. Find the words and write them next to their meaning.

books	(19)	-----
clearly	(28)	-----
very much surprised	(29)	-----
strength	(29)	-----
anything done to pass time pleasantly	(34)	-----

3. True or false?

Decide whether the following statements are true or false:

- (a) The writer used to read but now he doesn't read.
- (b) He used to teach and he still does.
- (c) Mr Chhetry did not pay him because he didn't want to.
- (d) The writer liked the first book Mr Chhetry gave him.

4. Read and answer

Read the story again and answer the following questions.

- (a) Why did the writer teach children?
- (b) Was he paid for his job by Mr Chhetry? How?
- (c) Do you think reading books is an innocent pastime? Why? Why not?
- (d) Is "A Payment Greater than Money" a good title for the story? Why?

5. **Have your say** 

A. **Work in pairs. Tell your partner about changes in your life over the years.**

Example: hobbies

I used to collect stamps. Now I draw pictures.

hobbies	clothes	food	sports	songs	movies
---------	---------	------	--------	-------	--------

B. **Work in groups. Describe how life used to be in Nepal and how it has changed.**

Example: family

People used to live in a joint family.

Now they live separately.

education	machines	transport	entertainment	nature
-----------	----------	-----------	---------------	--------

6. **Time for grammar** 

Make as many sentences as possible from the following table:

I Sita Tek	didn't use to used to	grow swim play work	in the river volleyball in the fields vegetables in an office <i>madal</i>
------------------	--------------------------	------------------------------	---

7. **Let's play games** 

Go round the class asking the question, "Did you use to...?" Use the clues in the box. Try to find someone who "used to" for each of the things in the box.

Example: **Did you use to walk to school?**

Yes, I used to walk to school. Now I go to school by bus.

FIND SOMEONE WHO USED TO ...

wear shorts	cut firewood
go to bed early	swim in the river
play football	play <i>madal</i>
ride a bicycle	dance
fly a kite	wear <i>daura suruwal</i>
go fishing	be shy
sing folk songs	play hide-and-seek

8. Write 

A. Discuss the table below with your friends, then fill in the blank spaces:

When I was in Grade 4	Now I am in Grade 9
(i) I used to go to school with my father.	Now I go to school on my own.
(ii) I used to be afraid of my teacher	Now I -----
(iii) I used -----	Now I wear trousers.
(iv) ---- in the back.	Now -----
(v) I ---- listen ----	---- read ----
(vi) -----	-----

B. Below is a description of a village written by a Grade 9 student. Describe your own village or town in a similar way.

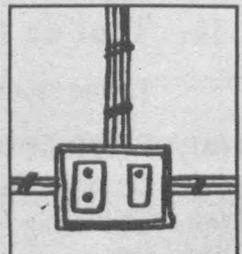
I returned to my village after seven years. I went to India with my parents when I was 10. There are a lot of changes.

There used to be a house with a thatched roof. We called it school. Now there is a big building with lots of rooms. Children used to play the whole day then. Now they go to school. There used to be just one path which got very muddy in the rainy season. Now there is a shiny concrete road. All the important buildings, school, health post, post office are beside the road.

At the end of the village, there was a wood. We used to go there and play hide-and-seek. Now it has been cleared.

People used to be very friendly. They liked each other. Now they are so busy. They do not talk to each other. This is sad. There are a lot of changes. However, I still love my village.

C. Work in pairs. Discuss with your partner how the things in the box have changed our lives:



(a) What did life use to be like? (b) How is life now?

9. Look before you listen 

Look at the two pictures and find the differences between them.



10. Listen and complete  

Listen to the tape or the teacher. Write down three things that used to be in the village.

(1) -----

(2) -----

(3) -----

11. True or false?  

Listen again and decide whether the following sentences are true or false:

- (a) People destroyed the small old houses.
- (b) Beautiful buildings replaced ugly old cottages.
- (c) The village is surrounded by a green forest.
- (d) Life has become more complex.
- (e) People do not like to work in the fields.

12. Test yourself

A. Read the following sentences and fill in the blank spaces.

Example: I used to sing folk songs, **now I sing pop songs.**
I used to read comics, now I read novels.

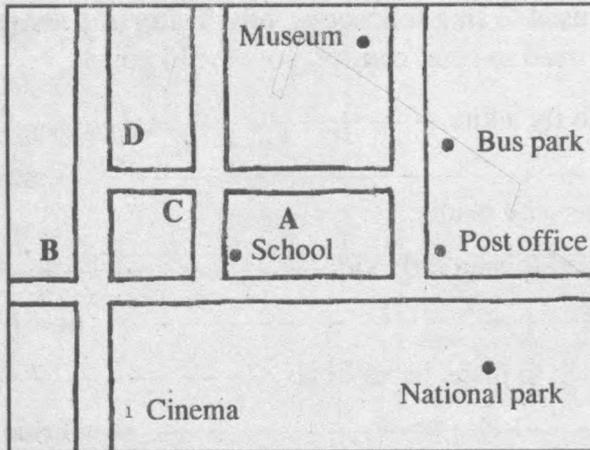
- (a) I used to fly a kite, -----.
- (b) -----, now I have no problems with maths.
- (c) Mina used to be a little kid, -----.
- (d) -----, now he is a teacher.
- (e) Amit used to make paper boats, -----.
- (f) -----, now I ride a motorbike.
- (g) Kumar used to be very lean and thin, -----.
- (h) -----, now she is a doctor.
- (i) I used to talk a lot, -----.

B. Try to remember the things you used to do when you were between five and ten years old. Read the following sentences and fill in the blank spaces.

- (a) I often used to -----.
- (b) My parents didn't use to let me -----.
- (c) I used to wonder -----.
- (d) My little sister used to -----.
- (e) I used to dream about -----.
- (f) My little dog used to -----.
- (g) I never used to -----.
- (h) My teachers used to -----.
- (i) Papa used to -----.

13. Read and answer  

Look at the map, then follow Yadav's directions and draw a line along the roads from the cinema to the museum:



Krishna Yadav was on his way to his office. On the way a tourist stopped him.

Tourist: Excuse me, how do I get to the museum?

Yadav: Would you like to go by bus?

Tourist: No, I'd like to walk. It's impossible to see very much from a crowded bus.

Yadav: We are now on the main road, outside the cinema. With the cinema on your right, go along the main road till you reach the junction. Turn right and continue down the road. Take the second turning on your left. The bus park is on your right and the museum is a few metres further on your left.

Tourist: Thank you. You've been very helpful.

14. True or false? 

Decide whether the following statements are true or false:

- (a) Yadav works in an office.
- (b) Yadav asks the tourist if he would like to walk.
- (c) The tourist wants to take a bus because he is tired.
- (d) Yadav and the tourist are talking in a cinema hall.
- (e) The school and the post office are opposite each other.

15. Have your say   _____

Work in pairs. You and your partner take it in turns to ask for and give directions. Use the clues in the box to ask for directions and the map (exercise 13 above) to give directions.

Start at

A		the cinema?
B	Please show me the way to	the school?
C	How do I get to	the post office?
D		the national park?

16. Write   _____

Arati, Rani and Kumari are going to Paradise Park for a picnic. Arati wrote a letter to her friend, Neelam, inviting her to join them. In her letter she tells her how to get to her house from the bus park.

Using the map, write down her directions to Neelam and complete the letter.

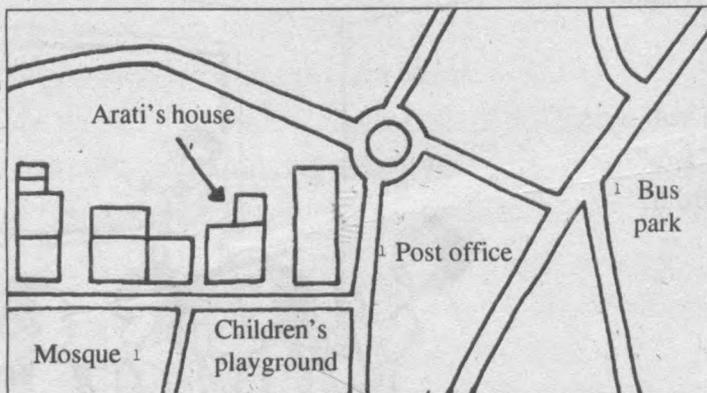
Dear Neelam,

Rani, Kumari and I are going to Paradise Park on Saturday for a picnic. We would like you to join us. If you decide to come, please be here at 8 o'clock. My father will take us there by car.

When you get off at the bus park, -----

Hope you can come.

Yours,



1 Read and answer

Read the story quickly and answer these questions:

- a. Why did the boy hate himself? b. Give the story a suitable title.

I was very shy in my childhood. My first day at the new school, I was half paralysed when in the presence of a crowd. The teacher asked me to do a very simple thing: I was sent to the blackboard to write my name and address. I knew my name and address, knew how to write it; but standing at the blackboard with the eyes of so many girls and boys looking at my back made me freeze inside and I was unable to write a single letter.

“Write your name,” the teacher called to me.

I lifted the white chalk to the blackboard and, as I was about to write, my mind went blank. I could not remember my name, not even the first letter. Somebody laughed and I stiffened.

“Just forget us and write your name and address,” the teacher said.

An impulse to write flashed through me, but the staring eyes at my back made me immobile: my hand refused to move. The children began to laugh and I flushed hotly.

“Don’t you know your name?” she asked.

“Richard.” I whispered.

“Richard what?”

“Richard Wright.”

“Spell it.”

I did.

“Now can you write?”

“Yes, Ma’am.”

“Then write it.”



25 Again I turned to the blackboard and lifted my hand to write, then I
was blank and empty within. I tried frantically to collect my senses but I
could remember nothing. A sense of the girls and boys behind me filled
me to the exclusion of everything. I realised how utterly I was failing and I
grew weak and leaned my hot forehead against the cold blackboard. The
room burst into a loud and prolonged laugh that made my muscles freeze.
30 "You may go to your seat," the teacher said.

I sat and cursed myself. Why did I always appear so dumb when I was
called to perform something in a crowd? I knew how to write as well as
any pupil in the classroom, and no doubt I could read better than any of
them, and I could talk fluently and expressively when I was sure of myself.
35 Then why did strange faces make me freeze? I sat with my ears and neck
burning, hearing the pupils whisper about me, hating myself, hating them.

2. Ways with words

Find the words in the story that describe the boy's fear and lack of movement.

Example: freeze -----

3. True or false?

Read the story again and decide whether the following sentences are true or false:

- (a) The writer was very shy in his childhood.
- (b) On the very first day at school, he was praised by everybody in the class.
- (c) Other students in the class were laughing at him.
- (d) He leaned his forehead against the blackboard.
- (e) In the end, he wrote his name and address on the blackboard.
- (f) He did not feel comfortable among strangers.
- (g) He liked his first day at school.

4. Read and answer



Work in pairs. Discuss the following questions with your partner before answering them.

- a. Why didn't the boy write what he was told to write on the blackboard?
- b. Why did the students laugh at him?
- c. Did the teacher help him to write his name and address?
- d. How do you know that he was, or wasn't, able to write his name and address?

5. Have your say



- A. Work in pairs. You and your partner take it in turns to ask and answer "What happened?". Use the clues in the box.

Example: Ram / the barber/cut hair. What happened?

- Ram got his hair cut.
- Ram had his hair cut.
- Ram got the barber to cut his hair.
- Ram had the barber cut his hair.
- Ram made the barber cut his hair. (If the action is done under compulsion)

Gita/ her friend/ sing a song

Father/ son/ clean the room

Teacher/ student / do the homework

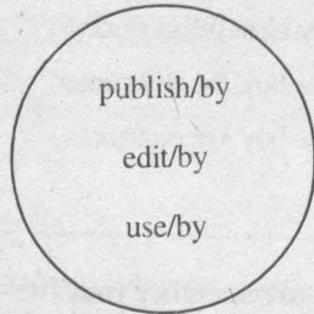
Mr Gurung / secretary/ type the letter

Mother/ daughter/ cook the rice

B. Look at the picture of the cover of a book. Describe the book by using the clues in the circle.

Example: : Write/by

It was written by Sarah Scott Malden and Judith Wilson.



C. a. Study and say by joining the following sentences using *who*, *whom*, *whose*, *which*, *that*.

Example: **The boy is very intelligent. He is standing there.**
 The boy *who* is standing there is very intelligent.
This is the garden. I used to play here.
 This is the garden *where* I used to play.
Here is the boy. You want to meet him.
 Here is the boy (*whom*) you want to meet.

These are the girls. They work very hard.
 I have lost the pen. I bought it yesterday.
 We went to Pokhara. We stayed there for five days.
 A fable is a tale. It teaches a moral.
 A widow is a woman. Her husband is dead.

b. Complete the following statements with the given introductory clues.

- (a) I like the people who
- (b) I love the place which
- (c) I dislike the students who
- (d) My sister likes the film which

6. Write

- A. Imagine that you were one of the students in the class in the story. Write your diary for that day, about what happened and how you felt. Use the clues in the box:

the class full of students	you sitting in the back row
the boy, the newcomer	teacher asking him to write on the board
the boy's nervousness	students laughing at him
	how you felt about him

- B. Try to remember your first day at school. How did you feel? Write a paragraph or a couple of paragraphs about your experience. Use the story as a model.

7. Time for grammar

- A. Rewrite the following sentences using the correct form of words given in the brackets.

- The engineer got the workmen.....the bridge. (build)
- We made the gardener.....out the grass. (cut)
- My father got me.....the homework. (do)
- I made my mother..... new clothes. (buy)
- The teacher got Shyam.....a glass of water. (bring)
- She didn't want to sing a song. I asked her she had to. I made hersong. (sing)
- My shoes are dirty. I will get the cobbler.....them.(polish)
- Rita got her dress.....(wash)
- He made us..... a song yesterday.(sing)

- B. Compare these sentences:

The cat killed the mouse.

The mouse was killed by the cat.

The above sentences convey the same meaning. In the first sentence the subject performs the action while in the second; the subject of the verb is acted upon. Therefore, there are two kinds of Voices:

Active Voice: When the subject of the verb acts, the verb is said to be in the Active Voice.

Passive Voice: When the subject of the verb is acted upon, the verb is said to be in the Passive Voice

a. Rewrite the following sentences without changing their meaning

- (a) People are destroying the jungle. The jungle.....
- (b) They turned my offer down. My offer.....
- (c) Someone has stolen my book. My book.....
- (d) They promise us higher wages. We
- (e) No one saw me. I
- (f) Someone told the students a story. The students.....
- (g) Nobody hurt him. He
- (h) Ahmed speaks English. English.....
- (i) Devkota wrote Munamadan. Munamadan.....

b. Fill in the blanks in the paragraph below, using the passive forms of the verbs given in brackets.

Heavy rain with hailstorm is forecast for the next few days. Fisherman (advise) not to go to the sea as a heavy storm (predict) possibly in the afternoon. Last night, due to a violent storm, the trees beside the highways (uproot). The roads remained closed all over the place and transport services (disrupt) for several hours. Meanwhile many vehicles which overturned due to the storm (remove) from the roads. The cost of damage.....(count) in millions.

C. Complete the following sentences with *who, where, whom, whose, which, etc.*

- (a) The building we live in is newly built.
- (b) The students..... secured good marks will be given prizes.
- (c) Please tell me book you have stolen.
- (d) This is the house my uncle lives.
- (e) This chemical, is an acid, corrodes everything it falls on.
- (f) His friend, I dislike, says he is honest.
- (g) She introduced me to her husband I haven't met earlier.

8. Listen and tick  

Listen to the tape or the teacher and tick the things which the Nepal Army has been doing:

- (a) protection of wildlife reserves
- (b) environmental conservation
- (c) fighting in a war
- (d) relief and rescue work

9. Listen and complete  

Listen again and complete the following table:

Purpose	Activities
Protection of national parks	Habitat kept safe for endangered species
Environmental conservation	
	People injured in landslides, floods, etc. are rescued and helped.

10. Listen and answer  

Listen once again and answer the following questions.

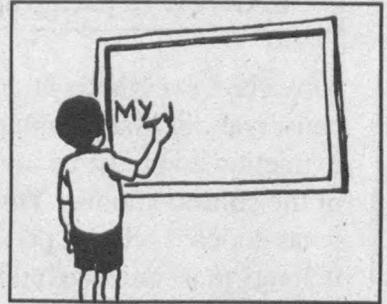
- (a) Who does the Nepal Army work with?
- (b) How many national parks does the Nepal Army look after?
- (c) What endangered species are mentioned by the Colonel?

11. Test yourself

Look at the pictures then complete the sentences with make + obj + V.

Example:

The teacher made Hari write on the board.



(a) My brother -----



(b) Mother -----



(c) Father -----

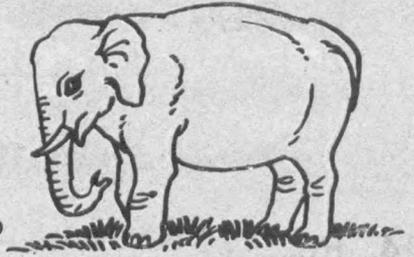


12. Read and answer

Read the passage quickly and do the following:

- a. Give the whole passage a suitable title.
- b. Give each paragraph a title.

Nowadays everybody is talking about wildlife conservation. Many animals are in danger of extinction and must be saved: this is the plea of the conservationist. You may be wondering what it means when a particular animal belongs to an endangered species. The conservationist will draw your attention to two dangers that threaten the wildlife of the world. Let's look at each of them.



An animal may be said to be endangered when people begin to kill it indiscriminately. Elephants are killed for their ivory; alligators are killed for their skin; and several kinds of birds are killed for their feathers. If such killing is not checked, these animals may become extinct.



There is an even more serious threat to animals. When people cut down the trees of the forest, the animals living there lose their home. Trees are cut for fuel or for timber, and little by little the forest area diminishes. Sometimes large areas of forest are cleared to make way for a reservoir or a dam. The animals in the area are then pushed out of existence.



What does that matter, you may ask. We can do without many of these animals. The world will be safer without poisonous snakes and man-eating tigers. But if one animal species is removed from the earth, it is like removing one link from a chain. Wildlife is a vital part of our ecosystem. Nature maintains a delicate balance among the plants and animals of the world. If we go on killing species after species of animals, we will be removing thread after thread from the complex tapestry of life until finally nothing will be left of life on earth.

13. Ways with words

Match the words in column A with their meaning in column B:

A		B
extinction	(3)	place where water is stored
plea	(3)	becomes smaller
indiscriminately	(11)	a piece of cloth woven with a design
diminishes	(21)	urgent request
reservoir	(23)	dying out
tapestry	(31)	without care

14. Read and answer

Work in pairs. Read the passage again and discuss these questions with your partner before answering them.

- What are the two dangers for wildlife?
- Why are animals killed?
- Why are forests being cut down?
- Would it matter if there were no animals on the earth? Why?
- What would you do to save the wildlife?

15. Time for grammar

A. Look at the pictures and fill in the blank spaces with the structure S+Aux+V3.



Example: Apples are grown in Jomsom.

- is grown in the Terai.
- grown in Ilam.
- in Pokhara.
-

1. Look and guess ?

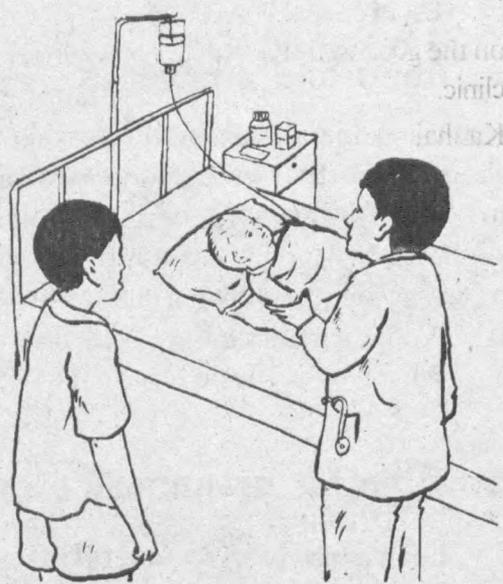
Look at the picture and guess the answers to these questions:

- (a) What happened to the boy?
 (b) Who is the young boy beside the doctor?

At about 4 in the evening Vikram was driving along the bustling street in Kathmandu while he saw something amiss. A seemingly confused crowd was milling about a three-storeyed about 35 feet tall building. Vikram, a little short and stout 25 year old restaurateur braked his motorbike and looked up for a second. From one of the windows on the third floor was dangling a wailing little baby-boy stuck between the gaps of the window grille. He prayed for the life of the baby as he jostled his way into the crowd.

Neha, the young mother of the 2 year old Kanhaiya, had left the boy back alone in the room to buy vegetables from a street-vendor. As her husband was out on that day there was no one at home to baby-sit the boy. But before she went out the boy's mother had placed the boy on a wooden plank on the base of her bed-room window's grille that boxed the window on the outside. Under the plank was a little larger round opening to fit a potted plant which was yet to be used as its original purpose. She put the boy on her boxed window grille so that she could keep her eye on the baby while still shopping on the street.

The baby, however had somehow managed to displace the plank from its place and purpose. His legs slipped through the circular opening in the grille and got stuck there by the arms only. Hearing the boy's cry, Neha dropped her vegetables and



30 dashed back into the building and was by now racing up the staircase. Shocked and aghast the crowd looked at the boy while Vikram stood himself right below the boy. The boy was frantically struggling and the people along with Vikram reckoned that he would slip through any moment. "Get a bedsheet!" shouted someone in the crowd. A man ran to get one from a line. Everyone knew the worst was behind them. Vikram was all set to catch hold of the boy before it fell to the ground. "If I can't do this, I'll have to watch him die," he thought looking at Kanhaiya intently.

Seconds before Neha entered into her bedroom when, suddenly, she heard an outcry from below. "It's all over," she thought as she stiffened and sank down on the stairs. It was then that the baby-boy had slid through the hole, hit the second-floor window-shade and landed heavily on Vikram's chest. His strong arms closed tightly around Kanhaiya. Vikram lost his balance and fell back.

40 Looking out through her bedroom window grille, sobbing Neha, noticed that the crowd had dispersed-even Kanhaiya was not there. She rushed down and a man on the ground floor told her that her son was safe and had been taken to a nearby clinic.

Kanhaiya was being treated for minor bruises who grabbed and clung to her when she approached him. Standing by him was a young stranger who was the savior of her beloved son. "I have no words to express my gratefulness to you," she kept on telling the stranger. "I was only doing what I had to do," said Vikram, "but I wish nobody'd leave small children near windows".

(Adapted from: Reader's Digest)

2. Ways with words.

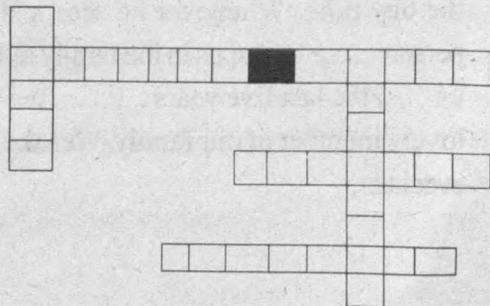
The meanings of some of the words from the text are given below. Find the words and fill in the crossword puzzle.

Across

- (a) pushed roughly against (someone) to move past them (2)
- (b) moving about in a confused way
- (c) took something to be true

Down

- (a) wrong or not as it should be
- (b) busy



3. True or false?

Read the story again and decide whether the following sentences are true or false.

- (a) Vikram knew who the boy and his mother were.
- (b) It seems that there were three people in the family.
- (c) The boy was seriously injured after the fall.
- (d) Vikram was a business man.
- (e) The baby was rushed to hospital after the accident.

4. Read and answer

Work in pairs. Discuss the following questions with your partner before answering them.

- (a) What did Vikram see when he looked up?
- (b) Do you think Neha to be a matured mother? Give reasons.
- (c) What might have been Kanhaiya's father's reaction when he first heard about his son's fall?
- (d) If you were the parents of the boy how would you show your gratitude to Vikram?
- (e) Do you like persons like Vikram? Why?

5. Time for grammar

Among others, prepositions help express relationship in **time** and **motion**.
Prepositions of time

Study the prepositions of time given in the box below:

in	after	by	on	to	upto	at	during	before	for
since	till	between		from	throughout		within		

a. Fill in the spaces with the appropriate prepositions from the box above .

Pangre does not sleep night. He compensates his lost sleep by sleeping..... the day time. Whenever he sees a stranger at home he starts barking at the person..... one of us in the family tells him to stop. Pangre has been living with us the last five years the year the flood hit our village. Pangre is a lovely member of our family. We take him out for walking Saturday evenings.

b. 'Since' and 'for' also indicate time.

Since is used to indicate a point of time from the past till now. **For** is used to indicate period of time from the past till now.

Examples:

- (a) I have not written to him since May.
- (b) We have not met for a long time.

Note: Since is used with a perfect tense. For is used with other tenses as well.

c. Fill in gaps with 'since' or 'for'.

- (a) I came to this school at nursery. I have been studying in this school more than ten years.
- (b) The family was in trouble until last year. But the situation of that family has changed their father started a shop in town.
- (c) We have a unit test tomorrow. So we have been very busy the last week.
- (d) They spend some time with us every year. They have been living here last week.
- (e) "Sorry I'm late. How long have you been waiting?" "..... half an hour."

Prepositions of motion:

into	onto	to	through	off	on	out of
------	------	----	---------	-----	----	--------

d. Fill in the spaces with appropriate prepositions from the box above.

- (a) The Bagmati river flows..... Kathmandu.
- (b) The beggar is walking the street.
- (c) He rushed the door.
- (d) They climbed the lorry.
- (e) Snow fell the hills.
- (f) We lifted him..... the table.
- (g) The pencil rolled the table

6. Have your say

Work in pairs. Take it in turns to ask and answer questions using the clues the given below.

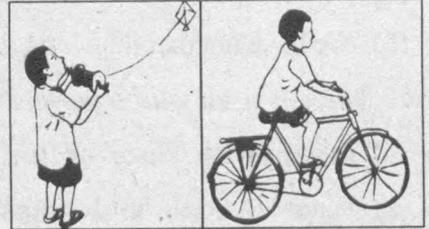
Examples:

A: How long has Puran been flying kite?

B: He's been flying kite since two o'clock.

A: How long has Pasang been riding bicycle?

B: He's been riding bicycle for an hour.



A: How long Maya reading ?

B: 7 o'clock

A: How long Kumari working on computer ?

B: 3 hours.

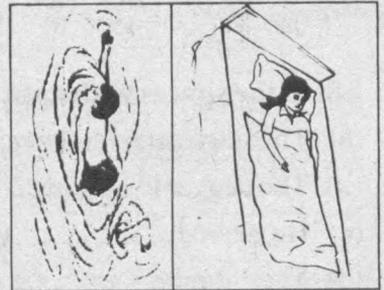


A: How longAhmad swimming ?

B: 12 o'clock.

A: How long Kunti sleeping ?

B: 3 hours.



A: How long the boy..... ?

B: a long time.

A: How long it raining?

B: early morning.



A: Sasan climbing ?

B: 10 days.

A: yak grazing ?

B: 11 o'clock.

A: the girls ?

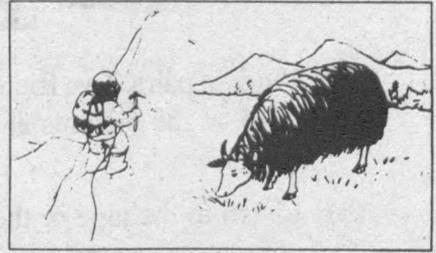
B:

A: the boy ?

B:

A:

B:



7. Write  

(a) Make four sensible sentences from the table below. The sentences should be linked together with their meanings.

The teacher	came	at time today.
She	was back	on a week.
The class	started	till exactly 11 o'clock.
It	continued	nonstop until 12 o'clock

(b) In every village or town there are some great people like Vikram. Write a few paragraphs in about 200 words on one of them. Use the following points in your composition:

- What were you doing when you saw the incident?
- Who was the person and how did s/he look?
- What had happened?
- What did the person do?
- How was s/he rewarded?

8. Look and guess _____

- (a) Work in pairs. Two friends are talking together. Look at the pictures and guess what they are talking about.
- (b) Listen to the tape or the teacher and check if your guesses were correct.



9. Listen and do

Listen to the tape or the teacher and write T for true and F for false sentences.

- (a) Biru missed a party last night.
- (b) His mom had a fever at 5.
- (c) He spent the night at hospital.
- (d) Ani enjoyed the party very much.
- (e) Ani and Biru did not meet yesterday.

10. Listen to the tape or the teacher again and write short answers to the following questions.

- (a) What time did Biru say his mother started headache?
- (b) How is she doing now?
- (c) How long did he stay at hospital?
- (d) How long is she going to be at hospital?
- (e) What did Ani wish in the end?

11. Read and answer:



- (a) Where is the man stopping by?
(b) Do you think he has lost his way?

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives the harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promise to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Robert Frost

12. Ways with words.

Match the words in column 'A' with their meanings in column 'B'

A

queer

harness

sweep

downy

flake

B

blowing of wind

a small thin piece

soft

strange or unexpected

leather straps for an animal

13. True or false?

Read the poem and write T for true and F for false statements.

- The poet is sure that he knows the owner of the woods.
- They (the poet and the horse) used to stop at farmhouse at night.
- The poet liked the woods.
- The horse was not happy to stop in the woods.

14. Find the rhyming words with the following

know
hear
lake
sweep
.....

15. Who do the following words refer to?

'I', which is mentioned several times in the poem.

'his' in the second line first stanza.

'here' in the third line first stanza.

'it' in the first line second stanza.

16. Answer the following questions



- (a) Why did the poet think that the owner would not find him stopping in his (the owner's) wood?
- (b) What was the weather like that night?
- (c) Why did the horse give a shake to his bells?
- (d) Where was the poet going?
- (e) What does 'before I sleep' suggest?

17. Fill in the space with the words in the box



short, journey, mission, obligations, fail, continue

Theof life is full of obligations and responsibilities. We have..... to our family, friends and society. If we..... to fulfill them, we fail in our life. There are distractions all around and the life is So we should not indulge in them andon our..... before we die.

After you finish

1. Look and guess

Look at the picture and guess the answers to these questions. Then listen to the tape or the teacher and find out if your guesses were correct.

- (a) The people in the picture are:
(i) mother and son (ii) shopkeeper and customer
(iii) employer and employee
- (b) They are in:
(i) an office (ii) a home (iii) a shop
- (c) The woman isthe man.
(i) making a request to (ii) giving a warning to
(iii) quarrelling with



2 True or false

Listen again and decide whether these statements are true or false.

- (a) Mrs Pradhan is angry with Suresh.
(b) Suresh is very punctual.
(c) Mrs Pradhan asks him if his wife was ill.
(d) Suresh wants to leave the job.
(e) Mrs Pradhan fires him from the job.

3 Listen and answer

Listen once again and answer these questions.

- (a) Why is Suresh sorry?
- (b) Is Suresh a good or a bad worker? How do you know?
- (c) What piece of advice does Mrs Pradhan give to Suresh?
- (d) Why did Suresh thank Mrs Pradhan?

4 Have your say

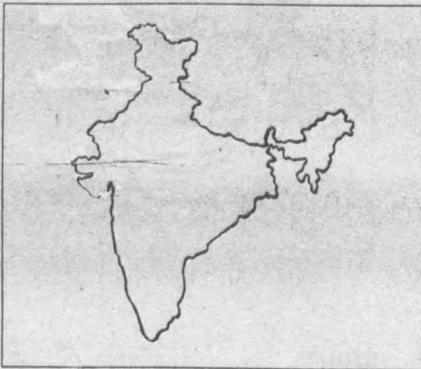
(a) Look at the pictures below and say what is grown where. Use the clues next to the pictures.

Example:

(i) They grow wheat in India.

Wheat is grown in India.

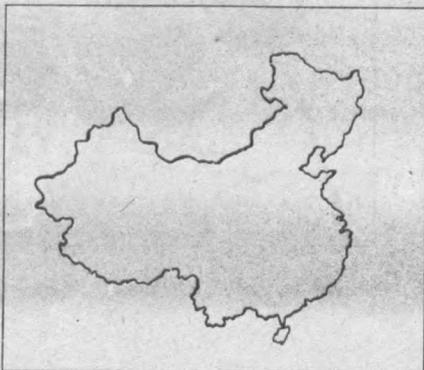
India



wheat



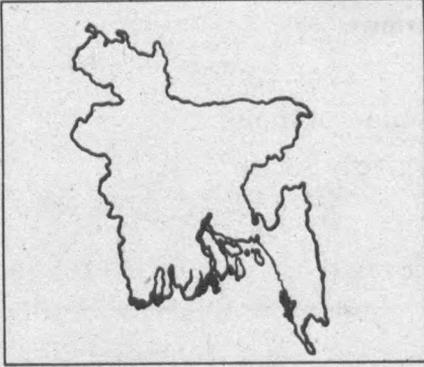
(ii) China



rice



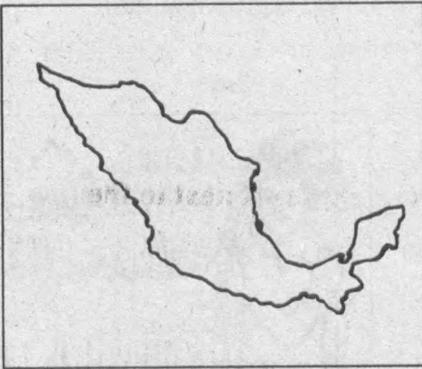
(iii) Bangladesh



jute



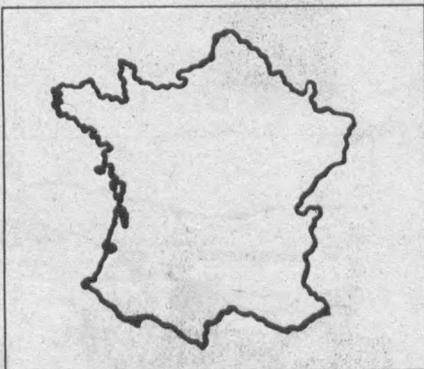
(iv) Mexico



maize



(v) France



grapes



(b) Change the following sentences into the passive.

Examples:

They didn't invite me.

I wasn't invited.

They don't open the school until 9.00.

The school isn't opened until 9.00.

People don't use this road very often.

Farmers didn't grow apples in the past.

They grow apples now.

People didn't care for the environment a few years ago.

Now they save jungles and plant trees.

Men didn't do household work in the past.

People elected him as president.

Somebody cleans this room every day.

He cannot solve this problem.

She doesn't write letters very often.

They cancelled the programme.

Somebody hit me in the crowd.

He didn't give her a chance to speak.

(c) Make sentences with 'which' clauses. Use the clues next to the pictures.

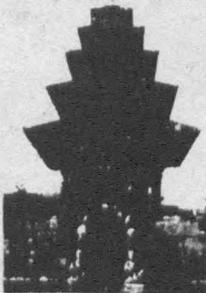
Example:

Bangkok, which is the capital of Thailand, is a very beautiful city.

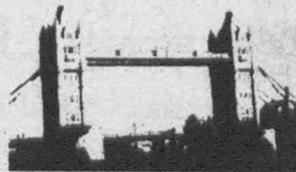
Bangkok, which is a very beautiful city,
is the capital of Thailand.



Bangkok/ capital of Thailand/beautiful city



Bhaktapur/ ancient city/temples



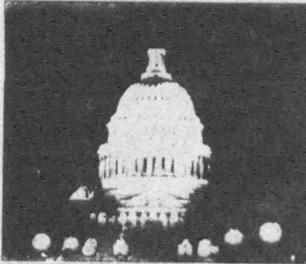
London/ river Thames/
capital of England



Paris/ capital of France/
famous for Eiffel Tower



Delhi/ capital of India/
famous for Red Fort



Washington DC/ capital of USA/
named after first president



Mumbai/ called Bombay in the
past/biggest city in India

5. Write  

Write about your favourite city. Include these points.

- Where is it?
- Who lives there?
- Is it on the sea/ on a river/ on the hill?
- What can you see there?
- What can you do there?
- Why do you like it?

Kathmandu	Delhi	Pokhara	Mumbai
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6. Read and answer  

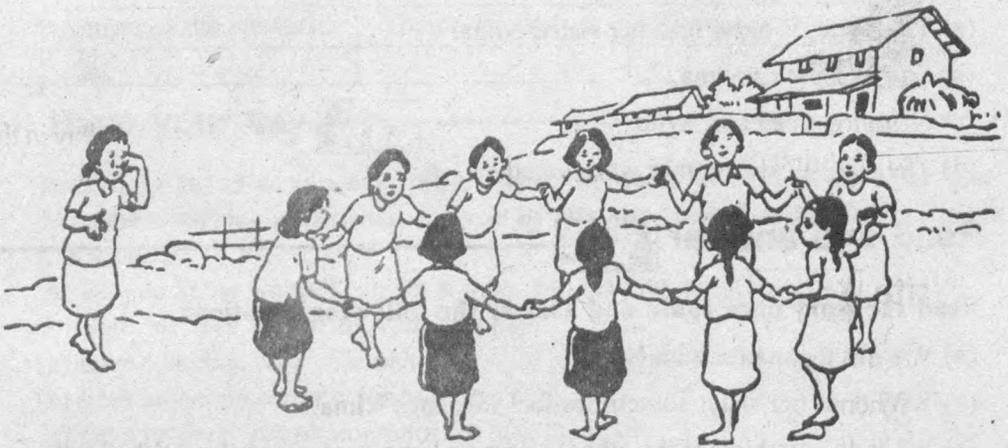
Read the story quickly and answer the following questions.

- Who can't read and write?
- What made the writer's friends angry?
- Why did the writer feel bad?

It was always me who had to take care of Nima. And it wasn't easy. She was always doing strange things and the other children would laugh. I used to feel so ashamed, there were times I even felt I hated her. But it really wasn't her fault. You see, Nima is mentally retarded. Although she is older than I am and taller, she can't do many things. She can't read or write. What she calls writing is just wild scribbles across the page.

Whenever I am with my friends she wants to be with us. My mother has to go out to work so that leaves just me.....I have to look after her.

"She is your sister! You have to take care of her. If you don't who will? I've got to go out to work, otherwise what are we going to eat?" Mother used to say.



Well, that was true. Even since Father died, life hadn't been very easy for mother and I guess I hadn't made things any easier, grumbling about having to keep an eye on Nima and all that!

She always wanted to join our games. Then, she'd make a mess of things because she really didn't understand any of the games. She didn't keep the rules because she didn't know them. We'd let her play to stop her from crying, but then she'd break a rule and if we said that she was 'out' she'd begin to cry again. My friends Rita, Mona, and others used to get really mad, not just at her but at me as well. Then, I would lose my temper and walk off, with Nima crying and stumbling behind me in her attempt to keep up with my strides. And mother would be there, watching us from the kitchen window.

"Haven't you any feelings? Can't you see she feels hurt and left out? It isn't her fault!" Then mother would comfort her.

And I would feel bad.

7. Ways with words

Match the words with their meanings.

- | | | |
|-------------------|------|---|
| mentally retarded | (4) | state of confusion, disorder |
| scribbles | (6) | walking with long steps |
| mess | (14) | abnormal, mentally underdeveloped |
| stumbling | (20) | hasty, careless writing |
| strides | (20) | almost falling by striking one's feet against something |

8. True or false?

Read the story again and decide if these statements are true or false.

- The writer is older than her sister, Nima.
- She looks after Nima.
- Nima can read and write.
- Their father and mother work together.

9. Read and answer

Read the story once again and answer the following questions.

- What is the matter with Nima?
- Why does her sister sometimes feel she hates Nima?
- What do you think of the other children's behavior towards her? Why?
- Do you think Nima's sister changed her attitude later? Can you find any clues in the passage to justify your answer?
- If Nima were your sister how would you treat her? Why?
- Give a suitable title to the story.

10. Look and guess

Look at the picture and guess the answer to these questions. Then listen to the tape or the teacher and find out if your guesses were correct.

- Where are these people?
- What are they talking about?



11. True or false?

Listen again and decide if the following statements are true or false.

- (a) The boy and the girl are friends.
- (b) He lives in America.
- (c) She wants to get her fortune told.
- (d) Fortune telling is more expensive in America.
- (e) There are not many fortune tellers in Nepal.

12. Listen and complete

Listen once again and complete the following table.

Names of the speakers	Their relationship	Where are they going

13. Have your say

Take it in turns to ask and answer the questions. Use 'have' or 'get' to describe a service performed for you by someone else. Use the following clues.
Example:

A: Do you know where I can get someone to read my palm?

B: You can have a *Jyotishi* read your palm.

- (a) have someone read your palm
- (b) have someone read my horoscope
- (c) get a professional photographer to take my photo.
- (d) have someone trace my family history
- (e) get someone to check my fitness level
- (f) have someone train my dog

14. Time for grammar

Change the following sentences by using the correct form of 'make' and get.

Example:

She made her brother clean her room.

She got her brother to clean her room.

- (a) I asked the mechanic to fix my bike.
- (b) He told his servant to polish his shoes.
- (c) The boss ordered the clerk to finish the job.
- (d) Mother asked father to paint the walls.

15. Test yourself

Look at the pictures then describe them using 'make' + object + verb, use the clues next to the pictures.

Example:

Father made me clean the floor



Father/floor



mother/food



teacher/homework

16. Read the poem

Exile

My shade is striped
My air is barred
(As it was before;
only here the bars
Do not bend with the wind.)

My breath is short
My claws are blunt
With long pacing on stone ground.
All day I smell
Zebra.... gazelle....
But I am full of easy meat
I have no appetite.



Only at dusk-
When the monkeys mock from stone trees
And the buck (soft noses sniffing the air
For the scent they no longer fear)
Come down to the mudless pool to drink-
Only at the dusk I dare to dream
Eyes half closed, bending the bars
Against the sun
And plotting my return.

Alan Duff

17. Ways with words

Match the words with their meanings:

exile	desire for food
appetite	planning secretly
dusk	to be away from home
plotting	twilight, evening

18. Read and answer

Read the poem again and answer the following questions.

- Who is the speaker in the poem? Is it the poet?
- What is 'easy meat'? Why does the speaker have no appetite?
- Why there is no mud in the pool where the monkeys drink water?
- Why are the buck not afraid any longer? Why were they afraid before?
- Where does the speaker want to return to and why does he need to plot his return?

19. Write

- You might have seen tigers in a zoo or pictures of animals in a zoo. Is it good to put them into a cage? Write a short essay about this. Give reasons to support your answer.

Glossary

A

abandon (v)	give up, to desert
abruptly (adv)	suddenly, unexpectedly
absorb (v)	take in, to suck in
accessible (adj)	able to be reached
aghast (adj)	filled with fear and or surprise
allergy (n)	sensitivity to particular food, insects, etc.
amiss (adj)	wrong or incorrect
ancestor (n)	forefather
apparently (adv)	clearly
appealing (adj)	sympathetic, moving
appetite (n)	desire, particularly for food
applause (n)	hand clapping, loud approval
appliance (n)	instrument, tool
ascend (v)	go to the top of
ashamed (adj)	feeling shame
avalanche (n)	great mass of snow or rocks sliding down mountain

B

bar (n)	rail or rod across a gate, door, etc.
beech (n)	a kind of tree
bend (v)	become curved or angular
betel (n)	<i>paan</i>
betumble (v)	shake gently
bill (n)	horny part of a bird's mouth
bloom (v)	flower, bear flowers
blunt (adj)	not sharp or pointed
bolster (v)	strengthen or boost up
Braille (n)	system of reading and writing for blind people
buck (n)	male deer or rabbit
bruise(n)	an injury which appears as a purple mark on our body

C

calories (n)	units of energy supplied by food
captive (n)+(v)	taken prisoner, kept as a prisoner
catastrophe (n)	sudden happening that causes great suffering or destruction
chestnut (n)	a kind of tree with brown red nuts
circumstance (n)	condition
claws (n)	pointed nails on the feet of an animal or bird
combat (v)	fight, to struggle
concerned (adj)	anxious
conserve (v)	save from destruction, to keep
conspicuously (adv)	in a way which attracts attention
couch (n)	long bed-like seat

D

decent (adj)	right, suitable, respectable
declare (v)	make known publicly and clearly
depressed (adj)	low in spirit
designate (v)	mark or point out clearly
determine (v)	decide
devour (v)	eat hungrily and greedily
disperse(v)	scatter
diary (n)	daily record of events
dilemma (n)	situation in which one has to choose between two things, ideas or situations
display (v)	show
distressing (adj)	painful, uncomfortable
downpour (n)	heavy rain
dreary (adj)	dull, gloomy
drizzle (n)	light, fine rain
dusk (n)	faint light around

E

ensure (v)	make sure
expulsion(n)	throwing out

F

fade (v)	lose colour, freshness, vigour, etc.
fallow (adj)	(of land) ploughed but not sown or planted
farmhand (n)	farm worker
flavour (n)	distinctive taste
flora and fauna (n)	animal and plant life
frantically (adv)	madly, crazily
fright (n)	sudden fear

G

grille (v)	frame or lattice
gasp (v)	take a short quick breath
gazelle (n)	deer, antelope
granary (n)	storehouse for grain

H

hailstones (n)	small balls of ice falling as rain
hailstorm (n)	storm of frozen rain or small balls of ice
hardship (n)	severe sufferings, troubles
harrow (n)	pointed part (made of iron) in a plough, <i>faali</i>
hazard (n)	risk, danger
horoscope (n)	record of the position of the stars and planets for the purpose of fortune telling
howling (n)	long, loud sound (usually animal)
hyena (n)	wolf-like animal

I

immune (adj)	free, secure
implement (v)	carry into effect
indigestion (n)	difficulty in digesting food
indiscriminately (adv)	without any care, without choosing or prioritising
infirmity (n)	weakness
inhabitant (n)	person living in a place
insertion (n)	act or putting or placing something in something else
integral (adj)	necessary for completeness
interfere (v)	hinder or get in the way
intervene (v)	come between two people, interrupt
irrigation (n)	supplying fields with water

J

jackfruit (n)
 jolting (adj)
 jostle (v)
 jubilant (adj)

katahar
 moving jerkily
 push
 triumphant, joyous

K

knit (v)
 knobbly (adv)

make articles of cloth by looping wool
 sticking out

L

leftovers (n)
 lentil gravy (n)
 loot (n)

food that remains uneaten after a meal
daal
 goods taken away forcefully and unlawfully by thieves

M

manipulate (v)
 mattock (n)
 meadow (n)
 mentally retarded (adj)
 mess (n)
 millennium (n)
 mimic (v)
 mock (v)
 monk (n)
 mortgage (v)
 moth (n)

operate, handle with skill
 tool for digging ground, spade
 grassland
 mentally undeveloped
 state of disorder, confusion or dirt
 period of thousand years
 imitate, to pretend to be somebody else
 make fun, to ridicule
 male member of a religious community *saaddhu*
 give somebody a claim on property as a security for
 payment of a debt or loan
 kind of winged insect (usually flies at night)

N

nestling (n)
 noble (adj)
 nutritionist (n)

baby bird too young to fly or leave the nest
 having a good character
 person who is an expert on food and diet

O

offence (n)
 omen (n)
 ornament (n)

wrongdoing, crime, hurt feeling
 sign of future good or evil
 thing such as ring, nose ring, bangles, etc. worn particularly by women

P

palm civet (n)
 pause (n)
 pavement (n)
 pawnbroker (n)
 peafowl (n)
 pessimistic (adj)
 pest (n)
 pesticides (n)
 pickled (adj)
 plague (n)
 planet (n)
 plank (n)
 plight (n)
 plot (n)
 plumber (n)
 ply (v)
 pollution (n)
 pool (n)
 potential (adj)
 pound (n)
 predator (n)
 premature (adj)
 prosperous (adj)

small cat like animal
 short interval or stop
 footpath
 a person who lends money at interest
 a kind of bird
 always expecting things to go badly
 troublesome thing, often an insect
 chemicals used to kill pests
 preserved in salt and vinegar
 disease which passes from one living thing to another
 heavenly body which circles a sun, e.g. the Earth
 a long, thin rectangular piece of wood
 unfortunate condition
 secret plan
 workman who fits pipes etc. in a house
 offer a service
 dirt, filth
 small area of still water
 possible
 UK currency
 animal that kills and eats other animals
 early, untimely
 successful, flourishing

R

reckon (v)
 recycle (v)
 rely (v)
 reprimand (v)
 restaurateur (n)
 rook (n)
 row (n)
 rudely (adv)

think, consider
 process to make other materials from old things
 depend upon with confidence
 rebuke, to criticise publicly or officially
 a person who owns and manages a restaurant
 crow-like bird
 number of person or things in a line
 impolitely, disrespectfully

S

sack (n)	bag made of jute or plastic fibres to carry things such as grain, salt, etc.
safe (adj)	free from danger
sama-chakewa (n)	pair of water birds
saucer (n)	small curved dish
scorch (v)	burn slightly
scratch (v)	make lines in a surface with something sharp, e.g. a nail
scribble (v)	write hastily and carelessly
security (n)	safety, freedom from anxiety, danger, etc.
seedlings (n)	young shoots of plant
shorts (n)	short pants (half pants)
shrewdly (adv)	cleverly
shun (v)	avoid, to keep away from
skip (v)	jump lightly and quickly
slot (n)	narrow opening through which something can be put
solitude (n)	being alone
sow (v)	plant seeds into the soil
spatter (v)	splash in all directions
spikes (n)	sharp pointed pieces of metal or wood
spiritual (adj)	related to the spirit or the soul
stack (n)	heap or pile
staple (n)	small piece of wire used for holding sheets of paper together firmly
stone grinding mill (n)	<i>jaanto</i>
stout (adj)	thick, strong, unbreakable
strain (n)	exhaustion
strangle (v)	to kill by squeezing the throat
street vendor (n)	a person who sells goods in the street
stride (n)	distance covered by one long step
stripes (n)	pattern of lines of different colours,
strive (v)	make a great effort
supplement (n&v)	addition, complement
suspended (adj)	hung up
swampy (adj)	(of land) wet, soft

T

tamper(n)	mood
Taoist (n)	person who believes in Taoism, a Chinese religion and philosophy
temper (n)	state or condition of the mind

tend (v)
terraced (adj)
thatched (adj)
thee (pronoun)
throe (pre)
thunderous (adj)
tip (n)
toil (n)
tow (v)
tranquil (adj)
treat (n)
tremendous (adj)
trial (n)
troublesome (adj)
tune (n)
twilight (n)
typical (adj)

watch over, to attend
(of hilly land) levelled like a series of steps
roofed with dried straw
you (old fashioned)
through (old fashioned)
very loud
piece of advice
hard work
to pull along by a rope or chain
calm, peaceful
something that gives pleasure
huge
test
difficult
musical melody
faint light around sunset
most common

U

unfair (adj)
upset (adj)

not right, unjust
troubled, disturbed

V

vampire (n)
vegetation (n)
vicious circle (n)

supernatural creature which sucks the blood of living people
plants
problem which creates new problems which in turn recreate the original problem

visibility (n)
vivid (adj)

condition of the atmosphere which allows things to be seen
clear, bright, vibrant

W

wail (v)
windscreen (n)
wiper (n)
wrap (v)
wreckage (n)
write-off (n)

moan, weep, scream
screen of glass in front of the driver's seat in a motor car
something that cleans
cover or roll up
ruined or destroyed material
something which has been damaged beyond repair

Listening texts

Unit: 7

Man : Although I tried my best, I couldn't get the job.

Woman : Sorry to hear it. How many vacancies were there?

Man : Nine.

Woman : And how many applicants?

Man : About two thousands.

Woman : But you were the most qualified, I'm sure. You've topped the university and you've also work experience.

Man : Sometimes, despite all your efforts, you can't get things done. It's called bad luck.

Woman : What'll you do next?

Man : Apply for another job at a bank.

Woman : Don't you think it'll be tougher.

Man : No, it's related with my subject-Account. The last one was marketing.

Woman : Good luck, then.

Man : Thanks.

Unit: 13

Birthdays are great fun for children. They come down to breakfast and find lots of presents on the table. They cut the string as fast as they can. They want to know what is inside the parcel. It is so exciting that sometimes they almost forget to say "Thank You". But no one minds, because birthdays come only once a year. On her birthday Nisha got a lovely doll, a silver pencil, and some arm chairs for her doll's house and an enormous box of chocolates. She forgot all about breakfast as she opened each parcel but her brother Deepak, didn't. He wanted his breakfast soon. "If I don't get breakfast soon, I won't be alive to see your party tonight", he said. But I don't think Deepak was really as bad-tempered as he pretended to be.

कक्षा १० को गीत

जय जय काली, जय जय गोरख, जय जय काली, जय जय गोरख ... ४

हाम्रो रगतले कोरिएका सीमारेखा मेटेर मेटिन्नन्
हाम्रो किल्लामा गाडिएका खाँबाहरू भाँचेर भाँचिन्नन्

हामी नेपाली जन्मैदेखि स्वतन्त्र छौं

हामीलाई कसैको परतन्त्र स्वीकार छैन

हामीलाई कसैको दासत्व स्वीकार छैन

हामी नेपाली जन्मैदेखि स्वतन्त्र छौं

जय जय काली, जय जय गोरख, जय जय काली, जय जय गोरख ... ४

हामी आफ्नो स्वाधीनतालाई मुटुभन्दा प्यारो ठान्छौं

हामी आफ्नो देशको माटो प्राणभन्दा प्यारो ठान्छौं

कसैले हामीलाई हाँक दिएमा पहाड भएर आँधी सहन्छौं

देशको सीमा छेक्नुपरेमा ढाल भएर वज्र सहन्छौं

हाम्रो रगतले कोरिएका सीमारेखा मेटेर मेटिन्नन्

हाम्रो किल्लामा गाडिएका खाँबाहरू भाँचेर भाँचिन्नन्

जय जय काली, जय जय गोरख, जय जय काली, जय जय गोरख ... ४

हामी आफ्नै पाखुराले विकासको मूल फुटाउन सक्छौं

रोग, भोक, शोकसित हामी पनि लड्न सक्छौं

सगरमाथा भै उठेको शिर झुक्न कहिले जानेको छैन

जय काली भन्दै बढ्ने नेपाली रुक्न कहिले जानेको छैन

जय जय काली, जय जय गोरख, जय जय काली, जय जय गोरख ... ४



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मुद्रक

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