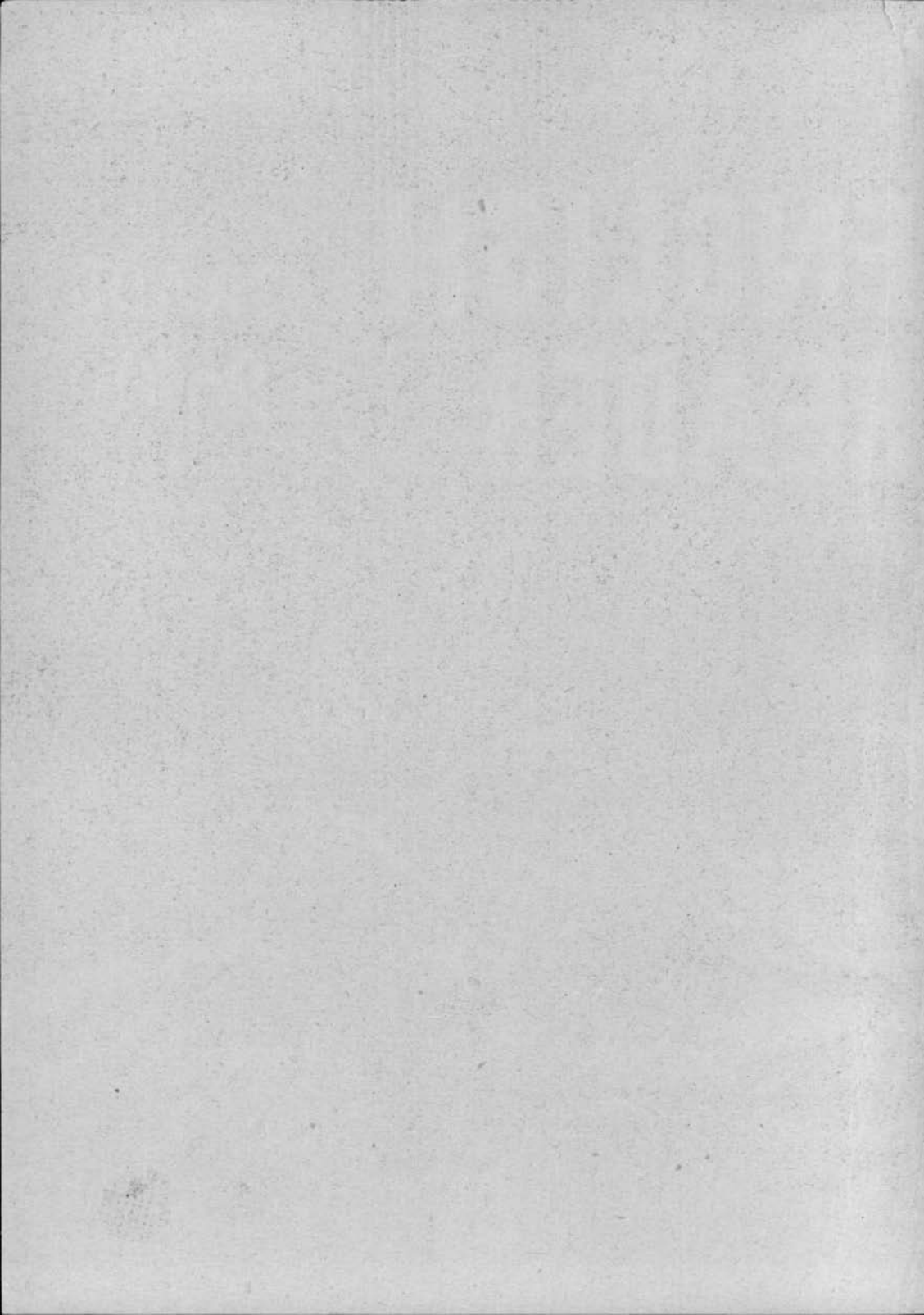


ENGLISH READER

GRADE
9-10
(PART I)





**ENGLISH
READER
For
GRADE 9-10
(PART I)**

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ज. शि. सा. के. लि.

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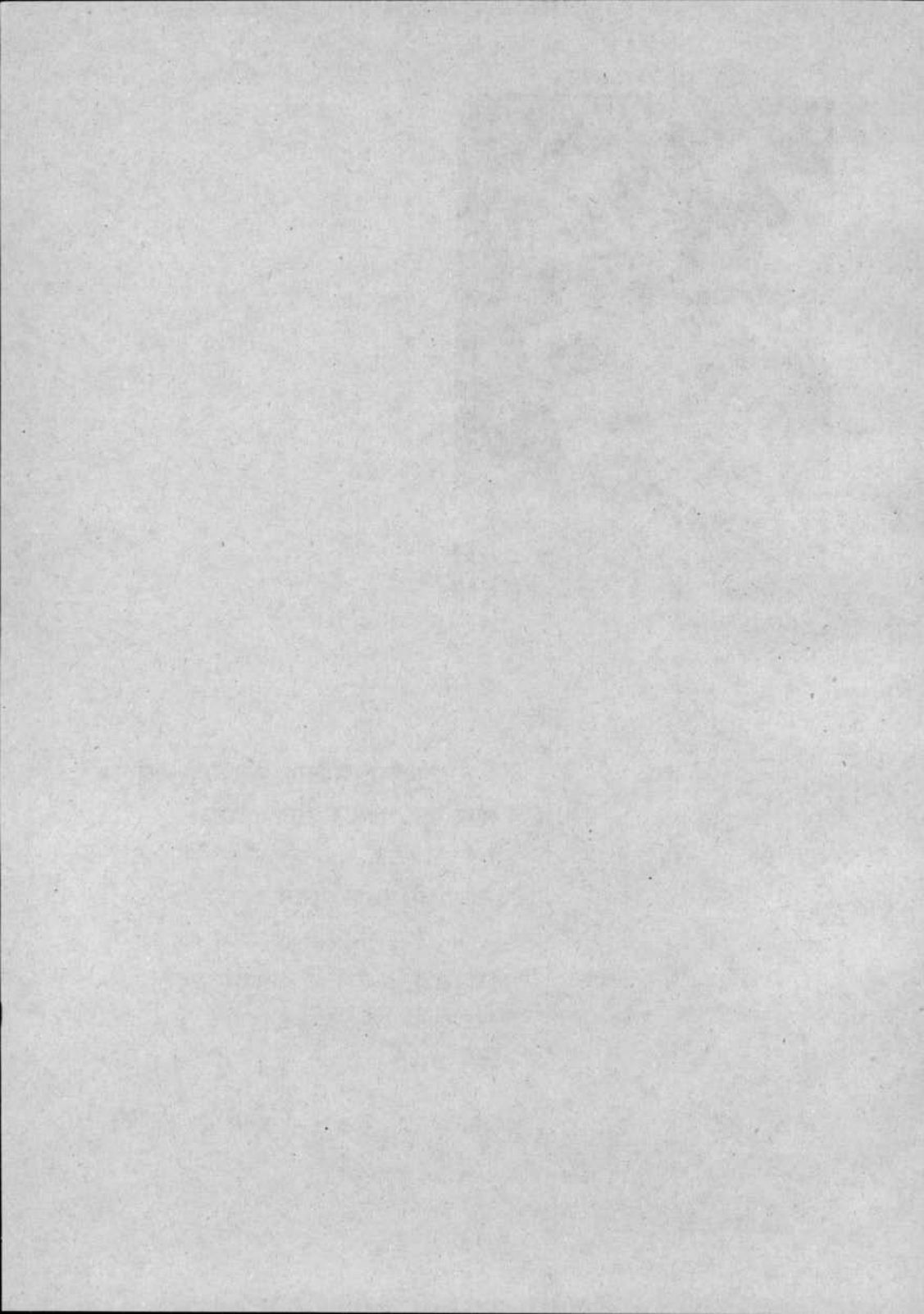
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“राष्ट्रिय प्रतिभालाई फुलाउने फलाउने
तथा जनताको मनोभावनालाई
विकासमूलक बनाउने नीति लिई लागू
गरिएको यस राष्ट्रिय शिक्षा
योजनाबाट केही वर्षभित्रै एउटा
जागरूक, परिश्रमी र उन्नतिशील
समाजको सिर्जना हुन सक्नेछ भन्ने
मैले आशा लिएको छु।”

श्री ५ वीरेन्द्र



हाम्रो भनाइ

शिक्षालाई जीवन सापेक्ष गराई राष्ट्रिय एकता, सार्वभौमिकता, राजमुकुट र स्वतन्त्रताको रक्षा गर्ने, कर्तव्यनिष्ठ नागरिक तयार गराउने र सामाजिक जीवन यापनका लागि आवश्यक ज्ञान र सीप हासिल गराउने राष्ट्रिय शिक्षा पद्धतिको योजना २०३८ को विशुद्ध उद्देश्य अनुरूप विद्यालयस्तरका पाठ्यक्रम र पाठ्यपुस्तकहरूको विकास गर्ने प्रक्रिया चालू रहि आएको छ ।

श्रमप्रति श्रद्धा जगाई उपयोगी नागरिक तयार गराउने र देशभक्ति, राजभक्ति तथा ईश्वरभक्ति सिकाई अनुशासित सुयोग्य नागरिक तयार गराउने माध्यमिक शिक्षाको उद्देश्यमा आधारित संशोधित पाठ्यक्रम २०३८ अनुसार यो पाठ्यपुस्तक तयार गराई प्रकाशमा ल्याइएको छ ।

यस पाठ्यपुस्तकका परिमार्जनकर्ता श्री कृष्णबहादुर मानन्धर र श्री तेजबहादुर श्रेष्ठ हुन्हुन्छ ।

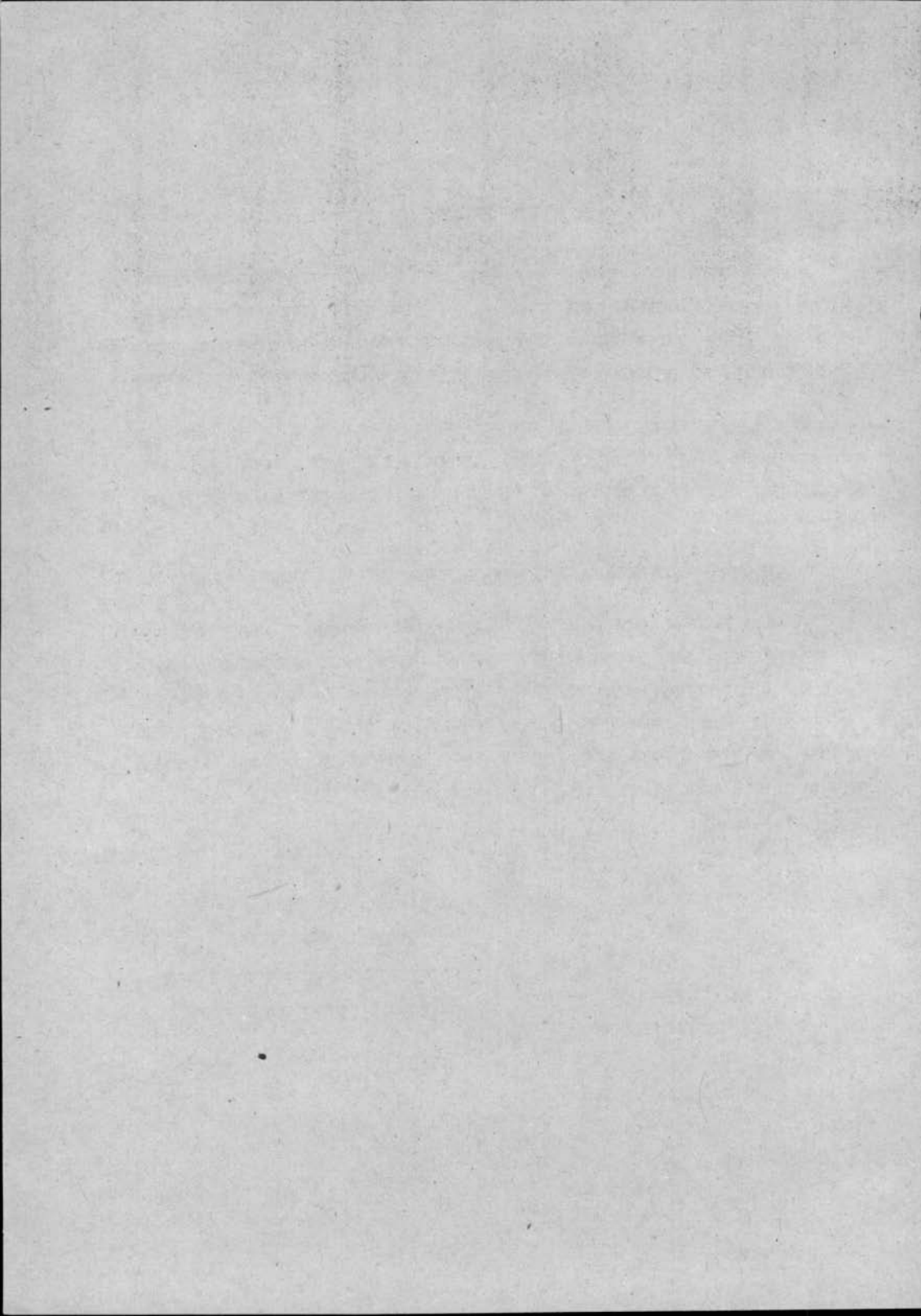
सम्बन्धित विषयका अनुभवी शिक्षक, प्राध्यापक एवं विशेषज्ञहरूको सुझाव समेतलाई ध्यानमा राखी यस पाठ्यपुस्तकलाई सकेसम्म स्तरयुक्त बनाउने प्रयास गरिएको छ । तालिम यसमा भाषागत, विषयगत र शैलीगत कतिपय त्रुटिहरू अझ हट्न नसकेका होलान् । तिनका सुधारका लागि शिक्षक, अभिभावक, विद्यार्थी लगायत सबै बुद्धिजिवी पाठकहरूको सक्रिय सहयोगको महत्त्वपूर्ण भूमिका रहने हुँदा यस पवित्र सेवा कार्यमा यहाँहरूको रचनात्मक सुझावको यो केन्द्र सदैव स्वागत गर्दछ ।

श्री ५ को सरकार

शिक्षा मन्त्रालय

पाठ्यक्रम विकास केन्द्र

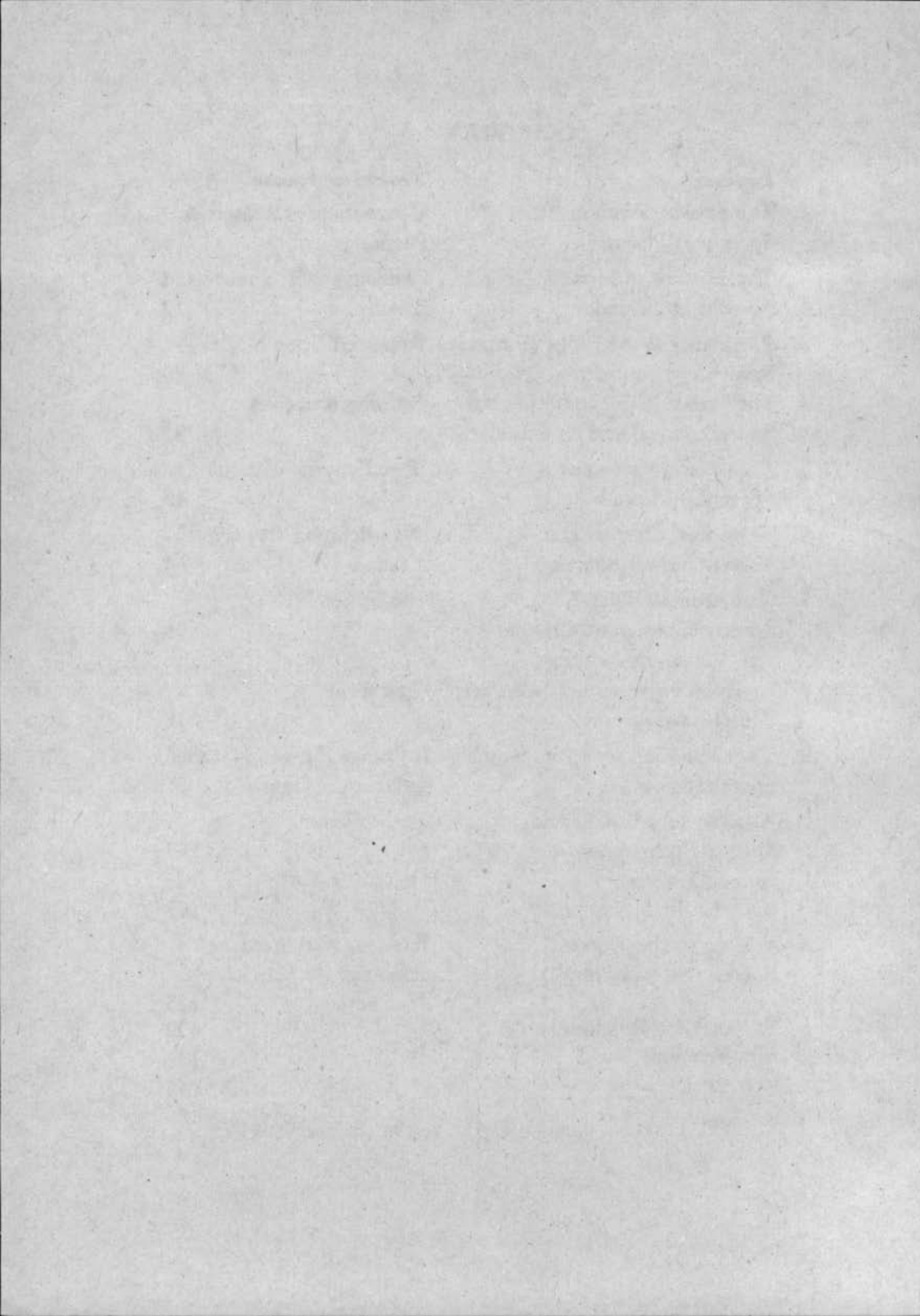
सानो ठिमी, भक्तपुर, नेपाल ।



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(Please read Part II for the rest of the textbook)



LESSON ONE

The Fables of Aesop

A. LANGUAGE STUDY

(I) Reason Connectives: because, as, because of, since.

1. *We can join a statement and a reason with 'because' or 'as'.
Look at these examples.*

statement

He was angry.

She lit a fire.

He was angry because no one spoke to him.

She lit a fire as it was cold.

reason

No one spoke to him.

It was cold.

If we think that the statement is more important than the reason, we put it last. For example,

Because no one listened to him, he was angry.

Using 'because' or 'as', join each statement in the column on the left with a suitable reason from the column on the right.

statement

1. We stayed inside.
2. The crops were good.
3. We had to drink tea without sugar.
4. She never passed any exams.
5. We went to bed.
6. The bus wouldn't start.
7. We drank a lot of tea.
8. The plane had to land at Calcutta.

reason

- She never studied hard.
- We were very thirsty.
- There was no petrol in the tank.
- The weather was very bad.
- There was no sugar in the market.
- There was plenty of rain.
- It was very hot.
- It was almost midnight.

2. We can also join a statement and a reason with 'because of'. The reason must be a noun phrase. Look at these examples.

Because of the heavy rain, the river flooded the village.

He was able to lift the tree because of his great strength.

Now fill in the spaces in these sentences with 'because' or 'because of', whichever is correct.

1.he was small, he could not join the police force.
2.his height, he could not join the police force.
3. He could not find a bed which fitted him.....height
4. He could not find a bed which fitted him.....he was very tall.
5. He could not become a pilot.....his bad eye-sight.
6. He could not become a pilot.....he had bad eye-sight.
7.the rain, they cancelled the football match.
8.it was wet, they cancelled the football match.
9. They did not climb the mountain..... it was snowing.
10.the snow, they did not climb the mountain.

3. 'Since' also links a statement and a reason. 'Since' is often used when the reason is negative. Sometimes we use 'since' when we are trying to justify or excuse an action. Look at these examples.

Since you didn't write to me, I didn't write to you.

Since I can't speak Hindi, I didn't understand the policeman.

I didn't go to his wedding, since he didn't invite me.

First decide which is the reason and which is the statement, then join these pairs of sentences. Use 'because' or 'as' whichever is appropriate.

1. You haven't paid me for two months.
I am leaving.
2. I didn't know it was time to start.
I didn't hear the bell.

3. There is now a frequent bus service.
It's easy to go to the market.
4. I cannot eat this food.
I never eat meat.
5. I won't marry you.
You don't love me.
6. We now have piped water.
We don't have to go to the well.
7. Hari can read now.
He sometimes buys a newspaper.
8. You will do extra homework tonight.
You didn't do any homework last night.

(II) **Purpose** to/in order to, so that, for.

1. We can link an action and its purpose with 'to'.

Look at these examples.

action

purpose

He left home early.

Be at the market by six.

He painted his house red.

Impress his neighbours.

He left home early to be at the market by six.

To impress his neighbours, he painted his house red.

Informal speech and writing, we sometimes use 'in order to'. For example

He left home early in order to be at the market by six.

In order to impress his neighbours, he painted his house red.

Now make six informal and three formal sentences from this table.

I went to	the bank	to in order to	pray.
	the doctor		have a tooth filled.
	a tea-shop		wash my clothes.
	the dentist		get some firewood.
	the bazaar		have a glass of tea.
	the temple		get some medicine.
	the river		get some water.
	the well		buy some vegetables.
	the forest		get some money.

2. *We can link an action and purpose with 'so that'. The purpose is shown by a clause. Look at these examples.*

action

She got up early.

The beggar wears rags.

She got up early so that she could go to the temple.

The beggar wears rags so that people will give him money.

purpose

She could go to the temple.

People will give him money.

Now answer each of these questions using 'so that' number 1 is done for you.

1. Why do we read books ? We read books so that we can learn things.
2. Why do we read newspapers ?
3. Why do we go to the cinema ?
4. Why do farmers keep cows ?
5. Why do farmers use fertilizers ?
6. Why do we listen to the radio ?
7. Why do sick people take medicines ?
8. Why do people fish ?

3. *'For' links an action and its purpose. Note how 'for' is used in these examples.*

He opened the door for her to go out.

He left the book for me to read.

He bought a sari for his wife to wear at the wedding.

Now rewrite each of these sentences 'for' instead of 'so that'.

Example: They handed in their homework so that the teacher could correct it.

They handed in their homework for the teacher to correct.

1. The doctor wrote a letter so that the patient could show it to his boss.

2. Hariman brought a ball so that his son could play with it.
3. They brought some rice so that I could eat it.
4. They brought a snake so that I could look at it.
5. She brought some soup so that I could taste it.
6. They danced so that I could photograph them.
7. I sent Hari a book so that he could read it.
8. I gave Kamala a gold bracelet so that she could wear it at the wedding.

B. WORD STUDY

accuse	v.t.	<i>say that s.o. is guilty of s.t.</i> I accuse you of stealing.
ambitious	adj.	<i>full of a strong desire to be s.t.</i> The ambitious student became a Minister.
collect	v.t. & i.	<i>bring together.</i> I collect stamps.
popular	adj.	<i>liked by many people.</i> Tara Devi is a popular singer of Nepal.
spill	v.t. & i.	<i>run over the side of a container.</i> He filled the sack too full and the sugar spilled all over the floor.
skill	n. (C&U)	<i>ability, talent.</i> They are famous for their skill at making pots.
trip	v.t.	<i>catch one's foot on s.t., stumble.</i> He tripped over the log and fell.

The Fables of Aesop

Aesop was a Greek slave who lived in the sixth century B.C. Because of the stories which he told at feasts and festivals he became famous.

Although Aesop was a great story-teller, he did not write his stories himself. He is important because he collected old stories and made them popular. Some of his stories probably come from India. This fable of Aesop is very like an Indian story, popular before Aesop was born.

A young farm girl was going to the market in order to sell a pot of milk which she was carrying on her head. While on her way, she began to make plans for using her money. She thought that she would sell the milk in order to buy some chickens. The chickens would lay eggs. Those eggs would be hatched so that more chickens could be produced. She would sell those chickens in order to buy some goats. Those goats would produce more baby goats. They, in turn, would grow up to be large goats. She would sell those goats to buy some cows. After some time she would sell those cows in order to buy beautiful clothes and expensive jewelry. Young men in town would come to her to propose to her.

She would not, however, accept any proposal outright. She would put off accepting the proposals so that young men would keep on coming to her. Meanwhile as she was thinking of the marriage proposals, she tripped on a stone and her milk spilled all over the ground.

The lesson of this story which is often heard in English, is "Don't count your chickens before they are hatched."



Because of his skill in telling such stories, Aesop was made a free man. Later, one of the Greek kings was so impressed by his story-telling that he made Aesop a high government official. Aesop was often sent on important missions by this king. On one of these missions he had to go to Delphi, a town in Greece. There according to the legend, Aesop was accused of stealing a gold cup from a temple. He told a fable about an eagle and a beetle to defend himself. But this time his fables could not help him. Although he was probably innocent, the citizens killed him by throwing him over a cliff near the city.

C. COMPREHENSION

1. Find the meaning of these words as they are used in the passage.
lay, hatch, impress, official, mission, defend.

2. Fill in the spaces in this paragraph with verbs from this list. You will have to put the verbs in their correct form.

accuse
spill
hatch
defend

carry
lay
trip
collect

impress
fall

1. Aesop many old stories from Greece and India.
2. One of them is about a girl who was a pot of milk to the market on her head.
3. She hoped to sell the milk and buy hens which would many eggs.
4. The eggs would into chickens which she could sell.
5. Unfortunately the girl ..
..... over a stone.
6. The pot and all the milk was ...
7. Aesop's story-telling the king, who made him an official.
8. While in Delphi on a mission for the king, he was of stealing.
9. He himself claiming that he was innocent, but the citizens did not believe him.

3. *Say whether each of these statements is true or false. Give reasons for your answers.*

1. Aesop wrote many stories.
2. There is an Indian story similar to and older than Aesop's fable of the girl and the pot of milk.
3. The farm girl intended to sell the milk in the market.
4. The farm girl owned many chickens.
5. The farm girl hoped to marry a rich man.
6. The farm girl was unable to sell the milk in the market.
7. This fable of the farm girl and the pot of milk teaches us not to be ambitious.
8. Aesop's skill in story-telling helped to make him an important official.
9. It is a known fact that Aesop stole a gold cup from a temple in Delphi.
10. Aesop was killed because of his stories.

D. SPEECH

Sound System: *In this section we will first revise some important consonant sounds in English, especially those which give some troubles to Nepali speakers.*

One of them is the | f | sound. This sound is produced by

slightly pressing the lower lip with the upper teeth making a narrow opening through which the air is expelled out.

/f/

Say the following words.

/f/

1. fan 2. fat 3. fill 4. fail 5. fox 6. fun 7. full
8. fear 9. life 10. leaf

Now say those words with the following sets of words.

/f/	/p/	/f/	/p/
1. fan	pan	2. fox	pox
3. fat	pat	4. fun	pun
5. fill	pill	6. full	pull
7. fail	pail	8. fear	peer
9. leaf	leap	10. life	ripe

E. COMPOSITION

1. *Read these notes on Rangoon; then study how the description of Rangoon which follows has been made from them.*

Rangoon — Burma — Rangoon river — 21 miles from the sea — hot and wet — exports rice — beautiful pagoda — population 1 m.

Rangoon is the capital of Burma. It lies on the banks of the Rangoon river. It is twenty-one miles from the sea. It has a hot, wet climate. Rice is Rangoon's main export. The city is famous for its beautiful pagoda. About a million people live in Rangoon.

2. *Now write your own description of Bangkok, Jakarta and Montevideo from the following notes.*

- a) Bangkok — Thailand — Menam river — 25 miles from the sea — hot — exports rice and timber — golden temple — pop. 1½m.

- b) Jakarta — Indonesia — Chiliwung river — 1 mile from the sea — hot and very wet — exports rubber and tea — gardens and canals — pop. $3\frac{1}{2}$ m.
- c) Montevideo — Uruguay — on the coast — warm and pleasant — exports wool and meat — beaches — pop. $1\frac{1}{2}$ m.

F. REVIEW

The tag-questions:

Example:

Affermative statement

It is difficult to learn English,
They are talking over the phone,
She writes good letter,
You like to go to the pictures,
Sundar called Rita yesterday,
They will wait for us,

Negative questions

isn't it ?
aren't they ?
doesn't she ?
don't you ?
didn't he ?
won't they ?

Negative statement

It isn't difficult to learn English,
They aren't talking over the phone,
She doesn't write good letters,
You don't like to go to the movies,
Sundar didn't call Rita yesterday,
They won't wait for us,

Affermative questions

is it ?
are they ?
does she ?
do you ?
did he ?
will they ?

Complete these sentences with a tag-question, and repeat them several times:

1. It is difficult to speak English over the telephone, ?
2. Sudhir smiled, ?
3. Bankers were always the same, ?
4. I wouldn't need your money, ?
5. He reached into his pocket, ?
6. He took out a checkbook, ?

7. I may borrow a pen, ?
8. The Swiss handed over his pen, ?
9. You will also receive instructions on the matter, ?
10. It is a dial phone, ?
11. The phone isn't out of order, ?
12. The line is busy, ?
13. She had the wrong number, ?
14. You didn't call me up yesterday, ?
15. You weren't at home yesterday, ?
16. The telephone didn't ring, ?
17. Your number is in the phone book, ?
18. You usually answer the phone, ?
19. Go ahead, ?
20. You used to come over here, ?
21. You needn't go there, ?
22. I am right, ?
23. You daren't do this, ?
24. You oughtn't do this, ?
25. We shall go to the table, ?

Look at the following examples:

Let's do it by ourselves, shall we ?

Let us do it by ourselves, will you ?

Come to me, will you ?

LESSON TWO

The History of Money

A. LANGUAGE STUDY

Unexpected Results although, even though, in spite of.

1. *We can join a situation and an unexpected result with 'although' or 'even though'. Look at these examples.*

situation

unexpected result

She was very clever.

She failed the exam.

Hari is very rich.

He never buys new clothes.

Although she was very clever, she failed the exam.

Even though Hari is very rich, he never buys new clothes.

If we think the situation is more important than the unexpected result, we put it last. For example,

She failed the exam, although she was very clever.

Using 'although' or 'even though', join each situation in the column on the left with a suitable unexpected result from the column on the right.

- | | |
|-----------------------------|-------------------------------------|
| 1. Hari likes sweet things. | He buys a newspaper every day. |
| 2. Hari cannot drive. | He's always tired. |
| 3. Hari lives alone. | He never takes sugar. |
| 4. Hari doesn't smoke. | He makes lots of money. |
| 5. Hari can't read. | He gets fatter and fatter. |
| 6. Hari sleeps a lot. | He's not lonely. |
| 7. Hari eats very little. | He always takes lots of cigarettes. |
| 8. Hari doesn't work hard. | He owns a car. |

2. *'In spite of' can also link a situation and an unexpected result. The situation must be shown by a noun. Note how 'in spite of' is used in these examples.*

In spite of his wealth, he never bought anything.

She passed every exam in spite of her stupidity.

Now fill in the spaces in these sentences with suitable nouns from this list.

carelessness
courage
honesty
hunger

innocence
intelligence
strength
stupidity

1. In spite of her Sita failed the exam.
2. He could not lift the load in spite of his great
3. They passed the exam in spite of their
4. In spite of his Ram Bahadur ran away from the dacoits.
5. He was allowed to drive the bus in spite of his
6. In spite of his Mohan refused to eat the rice.
7. In spite of her Rita was accused of stealing money.
8. He was arrested by the police in spite of his

B. WORD STUDY

exchange	v.t.	<i>give or receive s.t. in place of s.t. else.</i> The two Ministers exchanged ideas.
improve	v.t.&i.	<i>make better, become better.</i> They have improved Kathmandu airport.
nuisance	n. (C)	<i>s.t. that causes trouble.</i> Mosquitoes are a nuisance.
ornament	n.(C&U)	<i>s.t. added or worn for decoration or to add beauty.</i> Some women wear large gold earrings as ornaments.
represent	v.t.	<i>stand for, be a symbol of.</i> This image represents Buddha.
worth	adj.	<i>value of s.t. in money.</i> His house is worth Rs. 15,000.



The History of Money

Today anyone will accept money for goods or work. People use money to buy food and furniture, books and bicycles, and hundreds of other things they need or want.

In the past all kinds of things were used as money. Shells were⁵ one of the first things. The people who lived on the islands of the Pacific Ocean liked shells for ornaments. Anyone who had more food than he needed, was happy to exchange the extra food for shells.

The Chinese used cloth, fishhooks and knives. In the¹⁰ Philippine Islands, rice was used. Elephant tusks, monkey tails and salt were used in Africa. In spite of the development of Africa some people there are still paid in salt today.

In some places a wealthy man was a man who owned a lot of animals. In East Africa, a man could show his neighbours how rich¹⁵ he was by the number of cattle he owned. Sometimes he bought wives with his cows. Using animals as money must have been difficult. How could you give change? If your cattle died, your wealth was gone.

Exchanging goods or animals was a nuisance. A Chinese²⁰ businessman, perhaps tired of carrying a heavy load of knives and fishhooks to pay a large bill, invented coins. They were round pieces of metal with a hole in the centre so that they could be carried on a string. Other countries copied them. Sweden and Russia made copper coins. Nepal had leather coins. On Yap²⁵ Island, huge stone coins were used even though they were very heavy. They were two metres in diameter.

The most valuable coins were made of gold and silver. The heavier the coin, the more it was worth. Although coins were an improvement on exchanging goods, they were inconvenient if you had to buy something expensive. The Chinese again thought of a way to improve money. They began to use paper money to represent a certain quantity of coins. This first paper money was like note from one person to another, promising to pay certain sum of money. Nowadays paper notes are used in every country in the world. 35

C. COMPREHENSION

1. Find the meaning of these words as they are used in the passage.

wealthy, change, businessman, invent, valuable, inconvenient.

2. Fill in the spaces in these sentences with words from this list.

invented	exchanged	ornaments
represented	valuable	inconvenient
copied	wealthy	
owned	worth	

- Before coins or notes were used, people . . . goods or animals when they wanted to buy something.
- The Pacific Islanders wore shells as . . .
- A man who . . . a lot of shells was wealthy.
- A man who owned a large number of cattle was a . . . man.
- Using goods or animals as money must often have been . . .
- The first coins . . . a certain quantity of goods.
- Many countries . . . the Chinese and started to make coins.
- Gold coins are more . . . than silver coins.
- Gold coins are . . . more than silver coins.
- Paper money was . . . by the Chinese.

3. Answer these questions.

1. Why were people who lived on the Island of the Pacific Ocean happy to exchange food for shells ?
2. Where is salt occasionally used for money even today ?
3. How could wealthy East Africans be recognized ?
4. In what way was it inconvenient to use animals as money ?
5. How does the writer explain the invention of coins ?
6. Why did the first coins have a hole in the centre ?
7. What was unusual about the money used on Yap Island ?
8. What was the first paper money like ?
9. Why are paper notes more convenient than metal coins ?
10. Match the different places with the things they once used as money.

a) Pacific Islands	cattle
b) China	stone coins
c) Philippine Islands	fishhooks
d) Africa	shells
e) East Africa	elephant tusks
f) Yap Island	rice

D. SPEECH

Another important consonant sound which is somewhat confusing to Nepali speakers trying to learn to speak English is the /θ/ sound. This sound is produced when the tongue is slightly pressed between the upper and the lower teeth, thereby creating a small and narrow opening through which the air is expelled out.

Say these words after your teacher: /θ/

- | | | | |
|----------|------------|----------|------------|
| 1. thank | 2. thinker | 3. thin | 4. thought |
| 5. three | 6. thick | 7. thigh | 8. thorn |
| 9. faith | 10. death | | |

Say these words with the following set of words.

/θ/	/t/	/θ/	/t/
1. thank	tank	2. thinker	tinker
3. thin	tin	4. three	tree
5. thick	tick	6. thigh	tie
7. thorn	torn	8. thought	taught

E. COMPOSITION

1. Link each group of simple sentences into one complex sentence. Use the clues to help you. You may have to miss out some words and change other words to make a good complex sentence.

- | | |
|-------------------|--|
| 1. although | I have plenty of good clothes.
I wore rags yesterday. |
| 2. so that | I disguised myself.
People would think I was very poor. |
| 3. because | I took off my shoes.
I put dirt on my face.
I wanted to be a beggar for one day. |
| 4. when
to | I was ready.
I walked down to the market.
I watched how other beggars worked. |
| 5. that
asking | I saw.
Some beggars walked through the market.
They asked people for money. |
| 6. hoping
that | Other beggars sat on the ground.
They hoped.
People would give them a few coins. |
| 7. as soon as | People gave them some money.
They snatched it up.
They hid it in their clothes. |

- | | |
|-----------|---|
| 8. who | Those beggars made the most money.
Those beggars were crippled. |
| 9. as | People felt sorry for them.
People gave them a little money. |
| 10. which | I decided to sit at a street corner.
This street corner was always busy. |
2. *Now finish the story yourself. Give the completed story a suitable title.*

F. REVIEW

1. *Change the following sentences (i) to questions (ii) to the negative form.*
- The streets are always crowded.
 - People always walk slowly in villages.
 - He likes to ride on the bus.
 - The boarding-house was full when he arrived.
 - They took a bus to Nepalgunj station.
 - They were able to get a hotel room easily.
 - They have already seen the suspension bridges.
 - It would take a year to see that city.
 - They should plan to stay in Rajbiraj longer.
 - We will be there by noon, if we leave now.

Put 'some', 'any' or 'ones' whichever required in the following sentences.

- Put . . . milk in your tea. Is there . . . more left ?
- I'd like to have . . . more.
- "Is there . . . news ?" "No, there is not . . . news today."
- He bought . . . oranges, would you like . . . for yourself?
- I want some bananas. Please give me these large . . .
- Please give me . . . of these flowers.
- There is not . . . flowers left.
- There are . . . apples on the table. Please give me the red . .

9. Would you like to have . . . fruit for your breakfast today? "Oh, yes, I'd like to have bananas."
10. I asked for . . . ink but he did not have . . .
11. We have . . . new stocks arrived. They include . . . saris, too. Would you like to buy . . . saris for your wife?
12. "Oh, sure I'd like to buy . . . beautiful . . . for her. But I don't have . . . money right now."
13. Would you like . . . oranges? Here are . . . fresh . . .
14. Pick up a beautiful . . . If you don't find . . ., don't accept . . . of them.
15. Have you read . . . good books lately? Here are . . . better . . .

LESSON THREE

The Prince and the Judge

(Part One)

A. LANGUAGE STUDY

Reported Speech

1. Tense Changes

Last year you learned something about reported (or indirect) speech. Look at these examples.

- a) *direct:* I eat a kilo of tomatoes every day.
reported: He said that he eats a kilo of tomatoes every day.
- b) *direct:* Peking is the capital of China.
reported: The teacher told us that Peking is the capital of China.
- c) *direct:* Where are you going ?
reported: He asked where I was going.

In example 'a', because we are reporting a habit, we do not change the tense of the verb. In example 'b', we are reporting a fact which is always true; therefore we do not change the tense of the verbs. In other cases, such as example 'c', the tense of the verb is changed. This table shows the normal changes.

DIRECT
ING PRESENT
PAST
PERFECT
WILL

REPORTED
ING PAST
PAST PERFECT
PAST PERFECT
WOULD

Look at this example.

DIRECT

I	am eating	an egg.
	ate	
	have eaten	
	will eat	

REPORTED

He said that he	was eating	an egg.
	had eaten	
	had eaten	
	would eat	

Each of these sentences is in direct speech. Rewrite each one in reported speech.

1. Hari: "I don't like coffee."
2. The teacher: "Biratnagar is in Nepal."
3. Sita: "I am doing maths."
4. The typist: "I will have to get home earlier."
5. Rita: "I've already seen that film."
6. The old man: "I met Gandhi in Delhi."
7. Most of the students: "We are going to get a holiday."
8. Jaya: "I'm sick of studying."
9. Mrs Gurung: "It has cost a lot of money."
10. Mr Tharu: "I grow a lot of rice."
11. The beggar: "I'll call the police."
12. The oil-seller: "He's lying."
13. An Arab Prince: "There is a judge who is very clever."

2. Adverbial changes

Look at this example. The speech is reported the same day.

direct: Laxmi: "I'm going home tomorrow."

reported: Laxmi said that she was going home tomorrow.

Compare this example. The speech is reported after several days.
direct: Shyam: "I am taking the bus to Tansen tomorrow."
reported: Shyam said that he was taking the bus to Tansen the following day.

*When reporting direct speech, we sometimes have to change time adverbials. If the time adverbial in the direct speech is not equally true for the time of reporting, it must be replaced. Note also that **here** is replaced by **there** or omitted in reported speech. This table shows the changes to be made.*

DIRECT

now
 last week
 yesterday
 today
 tomorrow
 next week
 this morning
 this afternoon
 this evening
 this week
 here

REPORTED

then
 the week before
 the day before
 that day
 the following day
 the following week
 that morning
 that afternoon
 that evening
 that week
 there (or nothing)

Rewrite each of these sentences in reported speech. Assume that each adverbial has to be changed.

1. The judge: "I will be here tomorrow."
2. The butcher: "I went to the oil-seller's store yesterday."
3. The judge: "I will give you my decision now."
4. The judge: "She filled my ink-pot this morning."
5. The prince: "You can get off here."
6. The oil-seller: "I met him today."
7. The Prince: "I'm going to visit the judge next week."

8. The farmer: "I hired the girl last week."
9. The butcher: "I want my money back this week."
10. The oil-seller: "You won't get your money back this year."

Indirect Commands

Look at these examples.

- a) The judge said to them, "Leave the money here and come back tomorrow."
The judge asked them to leave the money and come back the following day.
- b) The judge said to the Prince, "Wait for a while."
The judge told the Prince to wait for a while.
- c) The judge said to the beggar, "Tell me your story."
The judge told the beggar to tell him (judge) his (beggar's) story.

Now rewrite each of these sentences in reported speech.

1. The Prince said, "Test the judge's ability."
2. He said to the Prince, "Disguise yourself as a merchant."
3. He said to the Prince, "Set out on your horse for the town."
4. The beggar said, "Give me some money."
5. He said to the Prince, "Ride with me to the town."
6. The Prince said to the beggar, "Sit behind me."
7. The Prince said to the beggar, "Get off here."
8. People said to them, "Go to the judge."
9. The judge said to them, "Leave the girl and come back tomorrow." 1
10. The butcher said to me, "Change a gold coin for me."

4. Indirect Questions

Look at these examples.

- a) *direct:* The police: "Why has Gopal left home?"

reported: The police asked why Gopal had left home.

b) *direct:* Hari: "Are you going to arrest Gopal?"

reported: Hari asked if they were going to arrest Gopal.

c) *direct:* Mr Byrne: "Can you speak Hindi?"

reported: Mr Byrne asked whether they could speak Hindi.

Now rewrite each of these questions in reported speech.

1. The police: "Where has Gopal gone?"
2. Hari: "Has Gopal stolen anything?"
3. Mr Byrne: "Can you cook?"
4. Mr Byrne: "Where is the nearest police post?"
5. The police: "When is he coming back?"
6. Hari: "Is Gopal a thief?"
7. Hari: "Has he stolen anything before?"
8. The police: "Who are his friends?"
9. Mr Byrne: "Can you read a map?"
10. The police: "Where can we find him?"
11. Sita: "What are you doing?"
12. The typist: "When will we get more money?"
13. Most of the students: "When will the exam be?"
14. Mrs Gurung: "How much will it cost?"

B. WORD STUDY

claim	v.t.	<i>say that one is, owns, or has a right to s.t.</i> He claimed that he was the Pradhan Pancha.
concern	v.t.	<i>effect, involve.</i> This story concerns a prince and a clever judge.

disguise	v.t.	<i>change the appearance.</i> He disguised himself as a woman.
ignorant	adj.	<i>knowing little, uneducated.</i> He is quite ignorant; he doesn't even know where Kathmandu is.
personally	adv.	<i>by oneself.</i> I will do this personally.

The Prince and the Judge

(Part One)

An Arab Prince heard that there was a judge who was very clever at finding out who was guilty and who was innocent. The Prince wanted to test the judge's ability personally, so he disguised himself as a merchant and set out on his horse for the town where the judge lived.

Near the town, a beggar asked the Prince for money. The Prince gave him some. As the Prince was about to go on, the beggar stopped him again and asked whether he could ride with him to the town. The beggar explained that it would be difficult for him to walk there although it was not far. The Prince let the beggar sit behind him and together they rode into the centre of the town. "Here we are," said the Prince. "You can get off here."

"Why should I get off when it's my horse?" the beggar replied. "You get off or I'll call the police." As the two men argued, a crowd gathered. Finally someone suggested that they should go to the judge and let him decide the case. The Prince and the beggar went to the judge but they had to wait for a while. There were other cases ahead of them.

A well-educated man and an ignorant farmer were both claiming the same servant-girl. After hearing them both, the judge told them to leave the girl and come back the next day.

The next case concerned a butcher and an oil-seller. The butcher said that he had gone to the oil-seller's store the day before to buy some oil. When he had taken out his purse, the oil-seller grabbed it.

"He's lying," said the oil-seller. "He came to buy some oil yesterday. He asked me to change a gold coin for him. When I took out my purse, he tried to take it from me. I grabbed his hand and brought him here for you to decide the case."

"Leave the money here," said the judge, "and come back ³⁰ tomorrow."

Next came the Prince and the beggar. Each told his story and each claimed that the horse was his. After hearing the case, the judge told them to leave the horse and come back the next day.

C. COMPREHENSION

1. Find the meaning of these words as they are used in the passage.

guilty, ability, case, grab, lie.

2. Fill in the spaces in these sentences with words from this list.

ability	ignorant	decided
case	innocent	disguised
claimed	lied	guilty
	well-educated	

1. The judge had the to decide who was guilty and who was innocent.
2. The Prince himself so that people wouldn't know who he was.
3. The beggar that horse was his.
4. The judge first heard the about the servant-girl.
5. The farmer could not read or write.
6. The man read a great deal.
7. The oil-seller said that the butcher had .. about the money.
8. The judge the cases the next day.
9. The man who had lied was
10. The man who had told the truth was

3. Answer these questions.

1. What was the judge famous for?
2. Why did the Prince disguise himself as a merchant?
3. How did the Prince help the beggar?
4. Why did the beggar refuse to get off the horse?
5. Why did a crowd gather round the Prince and the beggar?
6. Why did the beggar and the Prince go to the judge?
7. Why couldn't the judge hear the Prince and the beggar's case immediately?
8. What story did the butcher tell the judge?
9. In what way was the oil-seller's story different from the butcher's story?
10. After hearing their case, what did the judge tell the Prince and the beggar to do?

D. SPEECH

The Rising Tone

Besides [f] and [θ] other sounds such as 'v' and 'ð' are also equally difficult to articulate for Nepali speakers who are trying to learn to speak English correctly. The manner of articulating these sounds are similar to those of [f] and [θ], except that the former, that is 'v' and 'θ' are voiced and the latter are voiceless.

While articulating a voiced sound we feel a vibration in our throat.

Say these words after your teacher.

[v/

- | | | | |
|------------|----------|---------|---------|
| 1. very | 2. van | 3. vest | 4. vow |
| 5. vote | 6. vent | 7. vain | 8. vile |
| 9. believe | 10. live | | |

E. COMPOSITION

1. Study this advertisement.

A 5 STAR HOTEL REQUIRES A TRAINEE MANAGER

Applicants must be of smart appearance and have an intermediate degree. They must be able to speak English fluently. Apply, stating qualifications, age and experience, and giving two references, to :

THE MANAGER
HOTEL SUPERBA,
KATHMANDU.

Study this letter which was written in response to the above advertisement.

Dear Sir,

I wish to apply for the post of Trainee Manager which was advertised in "The Rising Nepal" of April 24th.

I am 25 years old. I passed the S.L.C. in 1967 and went to Prithvi Narayan College where I studied Commerce. I passed I. Com. in 1970.

Since 1970, I have been working as accountant for Ashok Engineering, Kathmandu. My experience in this large company should be useful in my work as a hotel manager.

My English is very good.

References can be obtained from

The Principal, Prithvi Narayan College, Kathmandu.

The Manager, Ashok Engineering, Kathmandu. I look forward to hearing from you in the near future.

Yours faithfully,

Ishwar S. Malla

2. *This advertisement appeared in today's edition of 'The Rising Nepal'. Write a letter applying for one of the posts listed.*

WANTED

the following staff
for an engineering firm
in Kathmandu.

1. Civil Engineer

B. Sc. (Engg),
at least two years' experience.

2. Site Supervisor

Dip. Engg. (Civil)

3. Accountant

I. Com.

4. Secretary

S.L C., typing, shorthand.

5. Receptionist

S.L.C., smart appearance,
good spoken English.

Apply, stating age, qualifications
and experience together with the
names of two people willing to give
references to :

**The Personnel Manager,
Ashok Engineering
P. O. B. 15635,
Kathmandu.**

F. REVIEW

Arrange these sentences in the correct and normal word order.

1. Are you going to be a long time there ?
2. Always we must speak English in class if we want to learn it.
3. I am reading now a book in English.
4. She says that she has read already that book.
5. Have you climbed on to the top of a Himalayan peak ever ?
6. They will be soon here, because it already is six o'clock.
7. The volume of water furnishes for many cities light and power.
8. He has been two years in Nepal, but he yet hasn't seen a rhino.
9. He goes some times to a museum but he prefers to see a zoo.
10. He has to take every day a train to his office in the city.
11. He likes very much apples.
12. Are carried on the truck wheat, rice and sugar.
13. Is the industry most important of Biratnagar jute.
14. Sheep and goats are brought every year by the thousands in to Kathmandu.
15. Pokhara has become in a short time an important place.
16. They manufacture in Birgunj agricultural tools.
17. There is at Hetauda a large cloth mill.
18. Is very beautiful the Janaki temple at Janakpur.
19. Bhairahawa is an important town near Lumbini.
20. Pokhara offers many cultural advantages its inhabitants.

LESSON FOUR

The Prince and the Judge

(Part Two)

A. LANGUAGE STUDY

Defining Relative Clauses

1. *Look at these examples.*

a) The horse is brown and white.

The horse belongs to the prince.

The horse **which is brown and white** belongs to the prince.

b) The ignorant man was lying.

The ignorant man claimed the servant-girl.

The ignorant man **who claimed the servant-girl** was lying.

The part of each of these sentences which is in bold type is a defining relative clause.

*Now join each of these sentence pairs with **who** or **which** so that the second sentence becomes a defining relative clause.*

1. In a certain town there was a judge. The judge was very clever at finding out the truth.
2. The next case was about a man. The man sold oil.
3. Aesop told a story. The story was called 'The Foolish Milkmaid.'
4. Hari Bahadur had planted the crops. The crops were now ready to harvest.
5. The woman is Hari Bahadur's wife. The woman is planting peas.
6. The man is really a famous prince. The man is disguised as a merchant.
7. The man is a beggar. The man is sitting behind the prince.

8. The man is an oil-seller. The man has oil on his hands.
9. The temple is called Changu Narayan. You can see the temple on that hill.
10. The small plane is a Pilatus Porter. The small plane has just landed.

2. *Look at these examples.*

- a) The judge told the Prince the things.
The Prince wanted to know the things.
The judge told the Prince the things which he wanted to know.
The judge told the Prince **what he wanted to know.**
- b) I took him to the town.
He lived in the town.
I took him to the town **where he lived.**

The part of each of these sentences which is in bold type is a defining relative clause.

*Now join each of these sentence pairs with **what** or **where** so that the second sentence becomes a defining relative clause.*

1. The Prince took the beggar to the place.
The beggar had asked to go to the place.
2. The judge took them to a stable. There were many horses in the stable.
3. I gave him the things. He wanted the things.
4. One of the girls in the hostel told her to buy a pair of glasses. Miss Rai lived in the hostel.
5. Miss Rai forgot the things. Her teacher had told her the things.
6. I remember the house. I was born in the house.
7. He took his slacks back to the shop. He had bought them in that shop.

8. He told the judge the things. He knew these things about the robbery.

3. *Sometimes we can miss out **which** in defining relative clauses. Look at these examples.*

- a) The stories which the boy read at school bored him.
The stories the boy read at school bored him.
- b) The suitcase which he took to the USA belonged to his sister.
The suitcase he took to the USA belonged to his sister.
- c) I quickly forgot the advice which my father gave me.
I quickly forgot the advice my father gave me.

*We can miss out **which** when it is followed by a noun phrase or a pronoun.*

*Now rewrite the following sentences without **which**, where possible. Not all the sentences can be written without **which**.*

- 1. The animals which they killed were quickly eaten.
- 2. Ram Lal spent all the money which he was given.
- 3. The first coins which were used in Nepal were made of leather.
- 4. The city which I like most is Kathmandu.
- 5. The tea which is grown in India originally came from China.
- 6. The money which the Yap Islanders used was made of stone.
- 7. The medicine which she was given made it difficult for her to read.
- 8. The country which has the highest mountain in the world is Nepal.
- 9. The money which he stole belonged to the butcher.
- 10. The rice which Hariman grows is the best in Nepal.

B. WORD STUDY

approach	v.t.& i.	<i>come near (er).</i> As midday approached it grew hotter and hotter.
fairly	adv.	<i>honestly, without prejudice.</i> Our teacher treats us fairly.
indifferently	adv.	<i>not caring for, without interest.</i> They treated the stranger indifferently.
recognize	v.t.	<i>know, identify.</i> Because he was disguised, they could not recognize him.
stable	n. (C)	<i>building in which horses are kept.</i>

The Prince and the Judge

(Part Two)

The next day, many people came to hear the judge's decisions. When the educated man and the farmer appeared, the judge said to the educated man, "The girl is your servant. The farmer will be whipped as punishment." Next he called the butcher and told him that the money was his. The judge said that the oil-seller was a thief and would be punished.

The judge then asked both the Prince and the beggar if they could recognize their horse among many other horses. Both of them said that they could. The judge took them, one at a time, to a stable where there were many horses. Each of them recognized the horse without difficulty.

When they returned, however, the judge said to the Prince, "Take the horse. It is yours. The beggar was lying. You were telling the truth." The judge then ordered the beggar to be whipped. Later the Prince went to see the judge.

"Aren't you satisfied with the decision?" asked the judge.

20 "Certainly," replied the Prince. "But I am Prince Baukas and I came here to test your ability because I have heard so much about you. Can you tell me how you decided these cases?"

"I called the servant-girl this morning," said the judge, "and told her to fill my ink-bottle. She took the bottle,"³⁵ cleaned it carefully and then filled it with ink. She did this quickly and well. Clearly such work was not new to her. If she had been the farmer's servant, she wouldn't have been able to do such work so expertly."

"As for the butcher's money, last night I put the"³⁶ money in water. This morning I looked to see whether there was any sign of oil on the water. There wasn't any sign. I had noticed that the oil-seller's hands were covered with oil. If the money had been his, it would have been marked with oil."³⁷

"The case of the horse was a little more difficult. I knew that both of you would recognize the horse. I wanted to find out who the horse would recognize. When you went into the stable, the horse turned its head to look at you. When the beggar approached the horse, it looked in the other"⁴⁰ direction indifferently. In this way, I knew the horse belonged to you."

The Prince wanted to give the judge something. "Nothing you could give me would be worth the satisfaction of having decided the cases fairly," said the judge. "I only hope"⁴⁵ that God will always help me to see the truth equally well."

C. COMPREHENSION

1. Find the meaning of these words as they are used in the passage.
punish, satisfy, expertly, mark.
2. Fill in the spaces in these sentences with words from this list.

fairly	satisfied	marked
expertly	approached	recognized
indifferently	noticed	

1. Both the Prince and the beggar.....the horse.
 2. The judge that there was oil on the oil-seller's hands.
 3. The money was not with oil.
 4. The horse looked the other way when the beggar.... it.
 5. The judge's decision the Prince.
 6. The girl cleaned and filled the ink-bottle
 7. The horse looked at the beggar
 8. The judge decided each of the cases
3. *Say whether each of these statements is true or false. Give reasons for your answers.*
1. The judge whipped the farmer.
 2. The butcher was innocent.
 3. The judge took the Prince and the beggar together into the stable.
 4. The beggar was punished for lying.
 5. The prince asked the judge to explain his decisions because he was not satisfied with them.
 6. The educated man used more ink than the farmer.
 7. The oil-seller had dirty hands.
 8. The judge wanted to know which man the horse would recognize.
 9. The horse recognized both the beggar and the judge.
 10. The judge refused to take anything from the Prince because the Prince had nothing valuable to give.

D. SPEECH

Say these words after your teacher:

- | | | | |
|---------|-------|---------|-------|
| /v/ | /f/ | /v/ | /f/ |
| 1. very | ferry | 2. van | fan |
| 3. vest | feet | 4. vent | faint |

5. vain feign
7. vast fast

6. vile file
8. vine fine

Both the above pairs of words are produced exactly alike, that is, their manner of articulation is alike, except that the former is voiced and the latter is voiceless.

Now compare them with the following list of words:

- | | /v/ | /f/ | /b/ |
|----|------|-------|-------|
| 1. | very | ferry | berry |
| 2. | van | fan | ban |
| 3. | vest | fest | bet |
| 4. | vent | faint | bent |
| 5. | vain | feign | bane |

E. COMPOSITION

1. *You are in Gopal's house when the telephone rings. You can only hear Gopal's side of the conversation which follows. Use your imagination to write Hari's side of the telephone conversation.*

Gopal: Hello, this is 15391. Who's calling, please ?

Hari: .. .

Gopal: Oh, hello, Hari. How are you ?

Hari: .. .

Gopal: I haven't planned anything for tonight. What had you in mind ?

Hari: .. .

Gopal: No, I haven't. What's it called ?

Hari: .. .

Gopal: Who are the stars ?

Hari: .. .

Gopal: It sounds good. I'll come. Where shall I meet you ?

Hari: —

Gopal: What time ?

Hari: —

Gopal: All right. I'll see you then. Goodbye.

Hari: —

F. REVIEW

Reported Speech

1. *Change this paragraph of reported speech into a dialogue between Mohan and Badri. Begin like this:*

Mohan: My watch doesn't work. Can you fix it ?

Badri:

Mohan's watch was broken. He took it to Badri's shop. He said to Badri that his watch did not work and he asked him if he could fix it. Badri asked to have a look at it. He said that it needed cleaning and that perhaps one of the bearings was loose. Mohan inquired if Badri could finish the work that day. Badri replied that he probably could not as he was very busy. He told Mohan to leave the watch and come back the next day. Mohan asked if it would cost much. Badri replied that if it only needed cleaning, it would cost four rupees. A new bearing would cost five rupees. He suggested that Mohan should also buy a new strap. The one he had was going to break soon. Mohan said that he would think about it and would return the next day to collect the watch.

2. Study the following dialogue, then put it into reported speech. Begin like this:

Last night, Mohan came home very late. His father was waiting for him. He asked Mohan where he had been.

Father: Where have you been ?

Mohan: I was at Kamal's house.

Father: Do you realize it's one o'clock ?

Mohan: I'm sorry. We were talking so much that I didn't notice the time. And you know that my watch is being repaired.

Father: That's no excuse. You should be ashamed of yourself. Your poor mother was very worried.

Mohan: I'm sorry, Father. I'll try not to be late again.

LESSON FIVE

Transport

(Part One)

A. LANGUAGE STUDY

(i) Two patterns with 'it'.

1. *Study these statement and reason pairs. Then note how they can be joined in two different patterns.*

statement

reason

The young boy was clever. He thought of making a steam-engine.
They are stupid. They laugh at Watt's engine.

Pattern 1 The young boy was clever to think of making a steam-engine.

They are stupid to laugh at Watt's engine.

Pattern 2 It was clever of the young boy to think of making a steam-engine.

It is stupid of them to laugh at Watt's engine.

Now join each of these statements and reason pairs using both pattern 1 and pattern 2.

1. He was good.

He gave food to the hungry.

2. People were foolish.

They made fun of Stephenson.

3. He was very generous.

He gave all his money to the poor.

4. Sita wasn't polite.

She left without saying

'thank you.'

5. That student was silly.

He didn't take the exam.

6. They are crazy.

They are going into the lion's cage.

7. The teacher is careless.

He forgets his keys.

8. They are stupid.

They are climbing the mountain in winter.

- | | |
|----------------------|-------------------------------|
| 9. Hari was greedy. | He ate all the potatoes. |
| 10. Nila is selfish. | She is keeping all the money. |

2. Look at these examples of this pattern.

It		needs		+ noun phrase + to-infinitive.
		requires		
		takes		

It needs good nursing to get better quickly.
 It requires intelligence to become a good farmer.
 It takes a lot of millet to make ten litres of beer.

Now make sentences of this pattern from these words.

1. need / lot of courage / climb / Sagarmatha
2. take / long time / walk from / Jumla to Kathmandu
3. require / lot of patience / learn / Chinese
4. take / brave man / hunt / lion
5. require / lot of studying / become / doctor
6. need / good engineer / make / good road
7. take / three and a half days / cross / Atlantic
8. require / three man / lift / this stone
9. take / one hour / fly / from Delhi to Kathmandu
10. need / lot of cement / make / bridge

(ii) however, therefore, because.

1. You already know how **because** is used to introduce a reason. Look at these examples and note how **therefore** and **however** are used.

Situation: You have asked me to talk to my father for you.
 He isn't here. Therefore, I can't talk to him.
 He was here yesterday. However, I didn't talk to him.

Use therefore to indicate that the second sentence is a result of the first.

Use however to indicate that the second sentence gives information you consider contrary in some way to that in the first.

Study these sentences

- a) Early steam-engines were inefficient. Engineers tried to develop more efficient engines.
Early steam-engines were inefficient, therefore, engineers tried to develop more efficient engines.
- b) Watt was one of the first people to make a steam-engine.
His engine was not the first steam-engine.
Watt was one of the first people to make a steam-engine; however, his engine was not the first steam-engine.
- c) The doctor found that Miss Rai had eye-strain. He told her she should wear glasses.
The doctor found that Miss Rai had eye-strain, therefore, he told her she should wear glasses.
- d) Travelling by bus is cheap. It is not very comfortable.
Travelling by bus is cheap; however, it is not very comfortable.

Now join these sentence pairs using however, therefore or because.

1. I have very little money. You can borrow what you need.
2. Coal gives more heat than wood. It was used to fuel steam-engines.
3. People were afraid of railway engines. They travelled so fast.
4. Aeroplanes are comfortable and quick. They are noisy and expensive.

5. Bicycles are popular. They are very useful and not too expensive.
6. Most of the medals were won by the USSR and the USA. Several medals were won by smaller countries.
7. Nepal is a very mountainous country. Nepal has many transport problems.
8. Hari Bahadur increased his farm. He wanted to grow more food.
9. The man who drank tea every day lived to be eighty-three. It was shown that tea-drinking was harmless.
10. Miss Rai should have been in class. Her teacher gave her permission to be absent.

B. WORD STUDY

efficient	adj.	<i>able to work well.</i> He is an efficient engineer.
fuel	n.(C&U)	<i>material for burning.</i> Wood, coal and oil are fuels.
transport	n.(U)	<i>carrying people or goods from place to place.</i> Because of her geography, Nepal has a transport problem.
the Universe	n.(U)	<i>The sun, planets and stars.</i> Powerful telescopes help scientists to study the Universe.

Transport

(Part One)

In the last hundred years man has found out a lot about the Universe. Because of the things he has discovered, we live longer, we are healthier and our lives are more comfortable. However, we are also far better at killing each other. Because modern medicine keeps more people alive and helps people to live longer, there may soon be too many people in the world. Man's scientific discoveries can have both good and bad results.

In this and the next lesson, you will read about discoveries in one small part of the world of science — transport engineering. Transport engineering is a science which has a practical use. For this reason it is known as applied science. Transport engineering has changed our lives more than any other science.

1. The Steam-engine

Steam power was the first man-made power used in transport. Before steam power, man had to use animal power, the power of his own muscles or the power of wind and water. The first good steam-engine was made by James Watt. People say that Watt became interested in steam power when he was a boy. He noticed how the steam inside a kettle of boiling water could push up the kettle lid. It was clever of the young boy to think of making an engine which could use steam power.

Steam-engines are based on a simple fact: when we heat water it changes into steam. The steam fills a greater space than the water it comes from. It is the expansion of steam which makes steam-engines work.

It took time for people to start using steam power in transport.³⁵ But in 1783 the first steamship was built. Almost forty years later a steamship crossed the Atlantic. It took twenty-eight days. Nowadays it takes three and a half days by ship. On land, Stephenson invented a railway engine worked by steam. It was called 'The Rocket' and had a speed of forty-eight kilometres per hour. ³⁰

By 1900 steam was the world's most important source of power. There were steamships, steam railway engines and even steam cars. Because of steam power, people could travel quite quickly all over the world.

However, steam-engines were inefficient. They used a lot of³⁵ fuel to do a little work. They were large and heavy. Therefore, engineers tried to make a better, lighter and more efficient engine.

C. COMPREHENSION

1. Find the meaning of these words as they are used in the passage.
discover, comfortable, muscle, expansion.
2. Fill in the spaces in these sentences with words from this list.

noticed	efficient	result
invented	healthy	fuel
worked	comfortable	power
	discovery	

1. The young boy.....that steam could push up a kettle lid.
2. Watt.....the first good steam-engine.
3. Good food, fresh air and exercise make us.....
4. The first steam-engines used wood or coal as.....
5. In Nepal, water.....is sometimes used to work flour mills.
6. The first ship.....by steam power was made in 1783.
7. Because of better houses, more clothes and electricity, our lives are more.....

8. Ross made the.....that mosquitoes cause malaria.
9. The.....of improved transport is that people can travel all over the world more easily.
10. The first steam-engines used a lot of fuel to do little work. They were not
3. *Choose the correct answer from the four possible answers.*
1. The writer says that
- a) 300 years ago man knew nothing about the Universe.
 - b) man now knows everything about the Universe.
 - c) in the last 300 years we have learned a lot about the Universe.
 - d) The Universe has changed a lot in the last 300 years.
2. The writer says that modern medicine
- a) makes us better at killing each other.
 - b) makes people live too long.
 - c) makes people have more children.
 - d) helps people to live longer.
3. An applied science is
- a) a science which changes our lives.
 - b) a science concerned with transport.
 - c) a science which has a practical use.
 - d) a science about one small part of the world.
4. Which one of these statements is true ?
- a) Before steam power, there were no sources of power which man could use.
 - b) Before steam power man's only sources of power were his own muscles or animals.
 - c) Wind and water are man-made powers.
 - d) Before steam power man sometimes used animal power.

5. When Watt was a boy,
- he made the first good steam-engine.
 - he first noticed the power of steam by watching a kettle of boiling water.
 - he made a steam-engine out of a kettle.
 - he often boiled kettles of water.
6. Steam-engines work because
- water expands when it is heated.
 - steam is lighter than water.
 - heated water changes into steam which has a much greater volume than the water it comes from.
 - steam condenses into water at temperatures below 100°C .
7. Steam power was used in transport
- immediately after the invention of the steam-engine.
 - some time after the invention of the steam-engine.
 - 40 years after the invention of the steam-engine.
 - when Watt was a boy.
8. Stephenson invented
- | | |
|-----------------|----------------------------|
| a) a rocket. | c) a steam-engine. |
| b) a steamship. | d) a steam railway engine. |
9. Because of steam-powered transport, people
- could travel all over the world quite quickly.
 - lived longer.
 - could make their own steam cars.
 - no longer had to work hard.
10. An inefficient engine is one which
- is very large.
 - uses a lot of fuel to do a little work.
 - is heavy.
 - is large and heavy.

D. SPEECH

Another voiced sound which causes some difficulty for Nepalese students is the /ð/ sound in English. It is articulated exactly as the 'f' sound except that the former is voiced and the latter is voiceless.

Say these words after your teacher.

/ð/

- | | | | |
|---------|----------|----------|----------|
| 1. they | 2. then | 3. those | 4. their |
| 5. them | 6. there | 7. these | 8. that |

Now say the following.

/ð/

/d/

/ð/

/d/

- | | | | |
|----------|------|----------|------|
| 1. they | day | 2. then | den |
| 3. those | doze | 4. their | dare |
| 5. them | dame | | |

Now say the following after your teacher.

/ð/

/d/

/t/

- | | | |
|----------|------|------|
| 1. then | den | ten |
| 2. those | doze | toes |
| 3. their | dare | tear |
| 4. them | dame | tame |
| 5. this | dis | tis |

E. COMPOSITION

1. Study how these notes have been used to make the paragraph which follows.

Tribhuvan Highway

Birgunj — Kathmandu

179 km.

Terai — Siwalik Hills — Mahabharat Range

Highest point 2,500 m.

1953 — 1956

black-topped

King Tribhuvan

India.

The Tribhuvan Highway links Birgunj with the capital of Nepal, Kathmandu. The road is 179 kilometres in length. It runs through the plains of the Terai before crossing the Siwalik Hills then winding up through the Mahabharat Range. It reaches a height of 2,500 metres at its highest point. Work was started in 1953 and black-topping completed in 1956. The Highway takes its name from King Tribhuvan who introduced democracy to Nepal. It was built with the assistance of the Government of India.

2. Now write similar paragraphs of your own using the information which follows. Add to your paragraphs any additional facts you know about these roads.

- a) Siddhartha Highway — Sunauli to Pokhara — 200 km. — 1964 to 1971 — 34 bridges — crosses Kali Gandaki — Lord Buddha — India.
- b) Prithvi Highway — Naubise to Pokhara — 176 km. — follows Trisuli river — crosses Madi river — longest bridge is over the Madi (368 metres) — 1970 to 1973 — double-lane, black-topped — Prithvi Narayan Shah — People's Republic of China.
- c) Pathlaiya to Dhalkebar sector of Mahendra Highway — Birgunj — Janakpur — 110 km. — 1965 to 1972 — 92 bridges — King Mahendra — USSR.

F. REVIEW

Articles

1. Add 'a', 'an' or 'the', only where necessary.

Kathmandu is capital of Nepal. It lies in valley which was once bed of large lake.

Thousands of years ago lake drained away and valley gradually became populated. Because of rich soil, good crops could be grown. Several cities grew up, each ruled by king largest city was Kathmandu other cities were Patan and Bhaktapur. They became famous for art. Bhaktapur was noted for brass work people of Patan made beautiful wood carvings king of Gorkha conquered three cities of valley in eighteenth century.

2. Add 'a', 'an' or 'the', only where necessary.

..... Mount Everest is highest peak in Himalayas and highest in world struggle to conquer it lasted one full century. In 1953, Sir Edmund Hillary, New Zealander, and Tenzing Norkey, Sherpa, reached top of mountain. This was eighth attempt on Everest.

3. Add 'a', 'an' or 'the', only where necessary.

Professor Erickson is from Sweden. He teaches political science in Tribhuvan University, Kathmandu. He goes to University every morning by bus. In afternoon when his flat-owner's children are at school he plays sitar and listens to music. On Saturday he either goes to cinema or works in

garden. Erickson is Christian, so every Sunday he goes to....church. Though he does not go to...temple, he knows a lot about Hinduism and has great respect for it.

Last night when Erickson was away at party thief broke into his house. His cook saw.... thief and called police thief hurt cook while trying to get out of house....police came in time thief was taken to....prison. The cook was taken to hospital. Professor Erickson heard news while he was still at party policeman came to inform him of incident. Professor Erickson rushed to....hospital. The cook was only slightly injured. He went home and bolted all windows and went to bed.

LESSON SIX

Transport

(Part Two)

A. LANGUAGE STUDY

Non-defining relative clauses

1. Look at these examples.

- a) The passengers who were sitting at the back of the bus were not hurt in the accident.
- b) The passengers, who were sitting at the back of the bus, were not hurt in the accident.

Both sentences contain a relative clause introduced by 'who'.

However the two relative clauses are different. Sentence 'a' has a defining relative clause. Sentence 'b' has a non-defining relative clause. The two sentences have different meanings. Sentence 'a' means that some of the passengers were hurt in the accident. But the defining relative clause tells us that the passengers at the back of the bus were not hurt. Sentence 'b' means that none of the passengers were hurt. The non-defining relative clause tells us where the passengers were sitting.

Non-defining relative clauses add extra information to a sentence but they are not essential. Note that we put commas round non-defining relative clauses.

Look at these examples. The 'a' sentences have defining clauses and the 'b' sentences have non-defining clauses.

1. a) The students who have worked hard will pass the exam.
b) The students, who have worked hard, will pass the exam.
2. a) The buses which had good brakes were allowed to use the Raj Path.

- b) The buses, which had good brakes, were allowed to use the Raj Path.
3. a) The pilots who had five years' experience were trained, to fly the new plane.
- b) The pilots, who had five years' experience, were trained to fly the new plane.
2. *Study these examples then join each sentence pair with who or which so that the second sentence becomes a non-defining relative clause.*
- 1) Goddard was the first to make a liquid-fuelled rocket.
Goddard was an American.
Goddard, who was an American, was the first to make a liquid-fuelled rocket.
- 2) The Germans built the first really powerful rockets.
They used the rockets as weapons.
The Germans were the first to make really powerful rockets, which they used as weapons.
- 3) The village is on the side of a mountain. Many stories have been written about the village.
The village, about which many stories have been written, is on the side of a mountain.
1. Mr Sharma came home late. Mr Sharma had been to the cinema.
2. The band played good music. The band was made up of ten musicians.
3. The village can be reached only by foot. Many people have not visited the village.
4. Bina was carried home by her father. Bina had fallen asleep during the film.

5. Krishna met Hari and Shyam in the market. Hari and Shyam are his best friends.
6. Kanchha sells sweets. He has a shop opposite the school.
7. Ram was carrying a big tray. The tray was empty.
8. They soon reached the mountain top. They could see Tibet from the mountain top.
9. Mohan is not interested in sport. Mohan is a lazy student.
10. Father wouldn't buy a lottery ticket. He didn't want to waste his money.
11. The capital of Nepal is Kathmandu. Kathmandu is situated in a valley.
12. Prithvi Narayan Shah came from Gorkha. He unified Nepal.

B. WORD STUDY

advanced	adj.	<i>developed, modern.</i> That jet plane is one of the most advanced in the world.
amusement	n. (U)	<i>pleasure, entertainment.</i> The film provided amusement for hundreds of people.
revolution	n. (C)	<i>complete change.</i> The petrol engine caused a revolution in transport.
satellite	n. (C)	<i>(here) s.t. which revolves round a large body.</i> The moon is a satellite of the earth.
spray	v.t.	<i>scatter liquid in the form of tiny drops.</i>

Transpert

(Part Two)

2. The Internal-combustion Engine

With steam-engine, fuel is burnt outside the engine. Engineers now invented a more efficient kind of engine which burnt fuel inside the engine. Engine like this are called internal-combustion engines, or i-c engines, for short.

The first successful petrol-burning i-c engine was made by a German called Daimler. He used his first engine in a motor-cycle. Soon it was used in cars. Most cars today have an engine based on Daimler's engine.

Because of light but powerful i-c engine, aeroplanes could be made. Aeroplanes, buses and cars, all using i-c engines, today make it possible for people who live far from railways and ports to travel quickly from place to place.

3. The Jet Engine

The jet engine made a revolution in flying. Jet planes can fly higher and faster than planes with petrol engines. Jet planes can fly faster than sound. We can now fly round the world in twenty-four hours.

The jet engine, simply, is a tube into which fuel is sprayed and burnt with air. This burning drives the plane forward. Cheap fuels like kerosene can be used. The huge planes which are used on international flights have jet engines. You can see



jets of different airlines, including RNAC, landing at Kathmandu airport every day.

4. The Rocket

Rocket have been used in war and for amusement for hundreds of years. Rockets and jet engines are similar. A modern
85 rocket, however, does not burn air. It carries its own liquid fuel. An American called Goddard was the first to make a rocket which used liquid fuel.

The Germans made the first really powerful rockets. They used them as weapons. Their V2 rockets burnt a mixture of
90 alcohol and liquid oxygen. They could travel hundreds of miles.

After the Second War, the USA and the USSR both tried to be the first nation is space. In 1957 the Russians sent the first satellite into space. It was called Sputnik I and contained a dog.

In 1970 an American called Neil Armstrong became the first man on the moon. Since then rockets have been sent as far as Mars. ²⁵

The rocket is the most advanced kind of transport we have. In rockets we can travel into space. Rockets are also the most dangerous form of transport because they can be used as weapons to carry hydrogen bombs.

C. COMPREHENSION

1. Find the meaning of these words as they are used in the passage.
successful, international, space, contain, dangerous.

2. Fill in the spaces in these sentences with words from this list.

light	successful	space	dangerous
jet	liquid	satellite	
international	advanced	revolution	

1. The world's first man-made.....was called Sputnik I.
2. The invention of the steam-engine caused a.....in industry.
3. Rockets have travelled through.....to Mars.
4. Daimler made the first.....petrol engine.
5. Rockets are the most.....form of transport in the world.
6. Nepal's Boeing jet aeroplane is used on.....flights.
7. Hydrogen bombs are very.....weapons.
8.planes are faster than ordinary planes.
9. V2 rockets used.....oxygen as a fuel.
10. Aeroplanes could not be made until powerful but.....engines had been invented.

3. Answer these questions.

1. What is the difference between a steam-engine and an i-c engine ?
2. What was Daimler's first engine used for ?

3. What had to be invented before aeroplanes could be made ?
4. Give three advantages which jet planes have over ordinary planes ?
5. What is a jet engine ?
6. Give one difference between rockets and jet engines.
7. What was speciality about the rocket that Goddard made ?
8. Why did the Germans make V2 rockets ?
9. In what way did the USA and the USSR compete after the Second War ?
10. Why does the writer think that rockets are the most dangerous form of transport we have ?

D. SPEECH

Vowels

Vowel sounds in English are more complicated than consonant sounds and it explains for the existence of so many dialects in the language. You probably may have heard an American speaking English. You may also have heard an Englishman speaking English. Do you notice any difference in their speech ?

One area which is especially noticeable is in the use of vowel sounds. An Englishman says | a:sk | for 'ask', but an American is more likely to say | æsk | for the same word. Moreover an individual native speaker of English does not use all the vowel sounds that are in existence in English. So we will summarize some major vowel sounds in English which are likely to be least confused.

Say these pairs of words.

ʌ	ɔ
dug	dog
cut	cot
rub	rob
hut	hot

1. /i/	/e/	2. /u/	/u:/
bill	bell	cook	cool
bid	bed	foot	food
rid	red	put	too
lid	led	pull	pool
pin	pen		
3. /a:/	/ə/		
ask	agree		
arm	again		
glass	afraid		
class	against		

E. COMPOSITION

1. Write several paragraphs on 'Travelling — Then and Now' with the help of these questions.

1. What journeys have you made recently ?
2. How did you travel ?
3. How could you have travelled 100 years ago ?
4. How did people travel 100 years ago in Nepal ?
5. How can people travel nowadays in Nepal ?
6. What are the differences between travel then and now as regards speed, comfort, and safety ?

2. Write several paragraphs on this subject, 'Has the aeroplane brought more than good ?'

Use these points to help you.

Advantages: speed; comfort; long distances easily covered; spraying crops; making maps; reaches places not accessible by other forms of transport; rapid help in rescue operations, e.g. taking people to hospital, dropping food.

Disadvantages: military use, e.g. bombing cities; danger of accident; faster pace of life; sudden changes in climate, culture and time; noisy; dirty; expensive.

F. REVIEW

The following questions have four choices marked a, b, c and d. Mark the letter of correct choice in your answer book.

1. The man.....was a friend of mine.
 - a. whose came to see me yesterday.
 - b. whom came to see me yesterday.
 - c. who came to see me yesterday.
 - d. which came to see me yesterday.
2. The place.....is known to me.
 - a. where he was born.
 - b. when he was born.
 - c. while he was born.
 - d. whence he was born.
3. The girl was very beautiful indeed.
 - a. who you saw.
 - b. whom you saw.
 - c. whose you saw.
 - d. which you saw.
4. He was lecturing on a topic.....
 - a. which was very boaring indeed.
 - b. whom was very boaring indeed.
 - c. whose was very boaring indeed.
 - d. when was very boaring indeed.
5. The girl was my sister.
 - a. which was wearing a blue sari.

- b. whom was wearing a blue sari.
 - c. who was wearing a blue sari.
 - d. whose was wearing a blue sari.
6. He was very proud of the country,
- a. when he was born.
 - b. while he was born.
 - c. where he was born.
 - d. which he was born.
7. I was working in my field,
- a. where the crime took place.
 - b. when the crime took place.
 - c. whence the crime took place.
 - d. whatever the crime took place.
8. He spent all the money
- a. that he had stolen.
 - b. when he had stolen.
 - c. where he had stolen.
 - d. whose he had stolen.
9. He married the woman
- a. who he had loved so much.
 - b. which he had loved so much.
 - c. what he had loved so much.
 - d. whom he had loved so much.
10. The thief had broken in
- a. where you were away.
 - b. while you were away.
 - c. that you were away.
 - d. whence you were away.

11. I have already read the book
a. you borrowed me.
b. whom you borrowed me.
c. when you borrowed me.
d. while you borrowed me.
12. I know the house
a. where my father was born.
b. which my father was born.
c. when my father was born.
d. while my father was born.
13. The time.....was exactly 3 o'clock.
a. where the match was started
b. whom the match was started
c. while the match was started
d. when the match was started
14. The time.....was 5 o'clock in the morning.
a. when he woke up
b. where he woke up
c. what he woke up
d. whom he woke up
15. This is the picture
a. about whom they were talking.
b. about whose they were talking.
c. about when they were talking.
d. about which they were talking.
16. A widow is a person
a. which husband is dead.
b. whom husband is dead.
c. whose husband is dead.
d. who husband is dead.

17. This is the story
- a. that he often repeats in the class.
 - b. when he often repeats in the class.
 - c. whom he often repeats in the class.
 - d. where he often repeats in the class.
18. That's the pen
- a. where he writes with so beautifully.
 - b. whom he writes with so beautifully.
 - c. that he writes with so beautifully.
 - d. whom he writes with so beautifully.
19. Who composed the music of the song
- a. when you were singing.
 - b. whose you were singing.
 - c. that you were singing.
 - d. of which you were singing.
20. Madrid is the man of the city
- a. which the world cup soccer final took place.
 - b. where the world cup soccer final took place.
 - c. when the world cup soccer final took place.
 - d. while the world cup soccer final took place.

LESSON SEVEN

Can Animals Talk ?

A. LANGUAGE STUDY

Patterns with the infinitive.

1. *Some verbs take pattern 1:* Verb + Noun Phrase + to-infinitive.

Look at these examples.

	Verb	Noun Phrase	to-Infinitive
They	taught	a parrot	to talk.
He	encouraged	Sarah	to make signs.
The jackdaws	told	the other jackdaws	to fly away.

Now make sentences from the words given like this example:

teacher/tell/his students/work hard.

The teacher told his students to work hard.

1. my father/encourage/him/ask questions.
2. teacher/want/the students/learn English.
3. He/ask/them/practise/every day.
4. He/expect/them/learn quickly.
5. Sita/help/her sister/make a blouse.
6. policeman/tell/driver/slow down.
7. thief/order/shopkeeper/given him money.
8. my mother/persuade/me/become an engineer.
9. Mr Joshi/teach/them/speak/English.
10. he/went her/wash his clothes.

2. Some verbs take pattern 2:

Verb + to — infinitive.

Look at these examples.

Verb + to — infinitive

A German	tried to learn	jackdaw language.
Miss Rai	offered to help.	
Sarah	learned to make	signs.

Now make sentences from the words given like this example.

Laxmi/promise/come/on Saturday.

Laxmi has promised to come on Saturday.

1. Sita/learn/speak English.
2. Sita/like/read lesson.
3. Sita/expect / learn quickly.
4. Pilot/agree/fly/Dang.
5. my cousin/offer/help at the wedding.
6. Hari/decide/live in Surkhet.
7. Mrs Upadhyay/refuse/travel by bus.
8. Laxmi/try/solve the problem.
9. her brother/learn/write his name.
10. Gopal/promise/learn Chinese.

3. A few verbs can be used in both patterns:

Look at these examples.

The policeman	asked	them	to drive slowly.
Mr Lama	wanted	Hari	to come with us.
I	expected	you	to pass.

Compare these examples:

The policeman	asked to drive.
Mr Lama	wanted to come.
I	expected to pass.

Now make six sentences for each of these two patterns from this table.

Mr Sherpa asked	all the family to come. to come. to visit the farm. me to harvest the wheat. to harvest the wheat. me to visit the farm.
The Rais expected	all the family to harvest rice. to visit us. me to visit the farm. to come. to harvest rice. the doctor to come.

B. WORD STUDY

communicate	v.t.&.i.	<i>use words or signs to send a message.</i> In Africa people could communicate by drums.
danger	n.(C & U)	<i>risk, possible harm.</i> In dry weather there is a danger of forest fire.
hive	n. (C)	<i>a place for bees to live.</i>
imitate	v.t.	<i>copy.</i> A mynah can imitate many human sounds.
jackdaw	n.(C)	<i>a bird like a crow.</i>
sign	n. (C)	<i>s.t. used for a word or phrase.</i> The sign '?' shows that a sentence is a question.

Can Animals Talk ?

Most animals can communicate with other animals like themselves. Sometimes they use sound and sometimes they use signs. A German scientist watched jackdaws for several years. He wanted to find out what their sounds meant. He found that in jackdaw language there are mainly two messages. ⁵ One is: 'There is danger. Fly away!'; the other is: 'There is no danger. Let's fly back again!'

Bees communicate with each other by signs. When a bee finds flowers, it flies back to the hive to tell the other bees. When it reaches the hive, it dances in circles. This dance tells the ¹⁰ other bees how far to fly and the direction in which to fly to find the flowers.

Animals like jackdaws and bees have their own languages. They can 'talk' to each other but only about a few things. Jackdaws can mainly communicate about danger. Bees can ¹⁵ only communicate about flowers. Animals cannot talk about the weather, about health or about other animals as humans can.

Can we teach animals to speak a human language ? Some birds can learn to make human words. Mynahs and parrots are clever talkers. But these birds do not understand the words they ²⁰ use. Some birds learn to make many words, but they can never use these words to talk to each other. These birds imitate but cannot speak a human language.

Some scientists have tried to teach monkeys to speak. ²⁵ Monkeys were used because they are intelligent and similar in many ways to humans. These experiments have not been successful. Monkeys can only learn a few human sounds. Recently, however, two American scientists have taught a baby monkey called Sarah, to use signs. She can now use signs to make over seventy different

³⁰ messages such as, 'I want to play', and 'Where is John?'. When Sarah grows up, the scientists hope to teach her many more signs.

C. COMPREHENSION

1. *Fill in the spaces in these sentences with words from this list.*

mean	speak	language
tell	talk	message
imitate		sign

1. By dancing in a special way, a bee can.....other bees where to find flowers.
2. Animals.....with each other by using sounds and signs.
3. No animal has learned to.....a human language.
4. Humans can.....to each other about any subject.
5. Parrots can.....human sounds but they cannot understand the meaning of these sounds.
6. Jackdaw sounds.....either 'There is danger' or 'There is no danger.'
7. Sarah can use.....to say 'I want to eat.'
8. Some parrots learn to make many human words, but they cannot use these words to make.....

2. *Answer these questions.*

1. How do animals communicate ?
2. What can jackdaws say to each other ?
3. Why do bees dance ?
4. What two things does the dance tell the other bees ?
5. Why can't mynahs and parrots speak a human language ?
6. What difference is there between the things animals can talk about and the things humans can talk about ?
7. Why did the scientists try to teach monkeys and not other animals to speak ?

8. Why were the attempts to teach monkeys to speak not successful ?
9. How is the experiment with Sarah different from the other experiments with monkeys ?
10. What do the scientists hope to do when Sarah grows up ?

D. SPEECH

Consonant clusters and diphthongs.

There are a number of words in English which also have two consecutive sounds, such as: two consonant sounds or two vowel sounds. The former are known as consonant clusters and the latter are known as vowel diphthongs.

Examples of consonant clusters are:

temple, candle, cluster, black, uncle, marble, glass, little.

Similarly, two vowel sounds occur in a number of words in English such as dear, fear, boy, noise, etc. We will summarize some of the frequently used vowel diphthongs in this section.

(iə)

dear

rear

cheer

fear

(eə)

dare

rare

chair

fare

(oi)

boy

toy

spoil

toil

(ai)

buy

tie

spy

tile

E. COMPOSITION

1. Fill in each space in this paragraph with a suitable word or phrase from the three alternatives given.

When Rita first went to 1 . . . , her 2 advised her to 3 every day. He persuaded her to 4 He told her to 5 with her and warned her not to 6 He said that he expected her to 7 but told her not to 8 He said that he could not force her to 9 nor could he order her to 10 . . . but he expected her to 11 Finally he reminded her to 12

- 1. nursing school
work in an office
primary school

- 2. boss
father
teacher

- 3. be on time
drink lots of milk
go to the lectures

- 4. open a bank account
live with his aunt
brush her teeth every day

- 5. take warm clothes
take a pencil
bring a pen

- 6. waste her money
waste her time
eat in class

- 7. work hard
meet other young people
ask lots of questions

- 8. talk in class
go out every night
spend all her time working

- 9. learn
pass all the exams
keep herself tidy

- 10. memorize everything
in the books
be the perfect secretary
be better than all the
other students

- | | |
|-------------------------|----------------------------|
| 11. do her best | 12. write home often |
| become a good nurse | come straight home at four |
| learn to read and write | visit all her relatives |

2. *Now finish this story in your own way by filling in each space in this paragraph with a suitable word or phrase of your own. Give the complete story a good title.*

Rita agreed to.....and promised not to..... She said that she hoped to.....and that she would learn to....She would try to.....and would not fail to.....

F. REVIEW

A Prepositions

1. *Fill in the space in this paragraph with the prepositions given below. You will have to use some prepositions more than once.*

to	in	on	above	along
up	by	from	at	through

.....Saturday I decided to go.....my friend's house.... Ganeshgaon, a small village.....the hill side.....our town. As the road.....Ganeshgaon climbs steeply..... the hill, I decided not to go..... my cycle. Instead I would go.....bus. The Ganeshgaon bus leaves.....the market11.30 every day. The bus left.....time. Soon we were speeding.....a well-surfaced road which runs..... a small patch of jungle.....the foot of the hill. Suddenly the driver stamped hard.....the brake pedal. The bus screeched to a halt. There,.....the middle of the road, stood a handsome deer, the first black buck I had ever seen.

2. Fill in the spaces in this paragraph with the prepositions given below
You will have to use some prepositions more than once.

on in at by until with for

Ram Lal Karna, the son of Hawaldar Hari, likes to do everything...time. He usually gets up early...the morningfive o'clock. He finishes washing.....five-thirty. Then he studies his homework.....eight o'clock. Then he helps his sister.....her mathematics.....about an hour.then it is time for the morning meal. He finishes his meal..... fifteen minutes, He gets to school..... a quarter past nine. He stays.....the school.....4 o'clock. He is usually back homefive o'clock..... Saturdays and holidays, however, Ram forgets all about his daily routine and does what he likes.

3. Study this advertisement.

A Lecture

by

Dr Bir Bahadur Thapa

on

Wild Life Conservation in Nepal

at

The City Hall

Saturday, 14th Oct. at 4 P.M.

Admission free

All are Welcome.

Answer the following questions with complete sentences.

1. Where is the lecture ?
2. When is the lecture ?
3. What is Dr Bir Bahadur Thapa speaking on ?
4. What date is the lecture ?
5. What day is the lecture ?
6. When does the lecture begin ?
7. Who can go to the lecture ?
8. Are students admitted to the lecture ?
9. What time is the lecture ?

LESSON EIGHT

An Experiment with Tea and Coffee

A. LANGUAGE STUDY

the - ing form.

1. *Some verbs are followed by an -ing form.*

He stopped talking.

I enjoyed singing.

Will you consider helping me with my work ?

Now make ten sentences from this table.

I	finished	washing.
Jaya	enjoyed	painting the house.
Mr Lama	disliked	ploughing the field.
Mrs Tharu	suggested	getting her haircut.
	stopped	skipping a hundred times.
		travelling by bus.

The - ing form comes after prepositions.

It went on raining for days.

The men kept on fighting.

He insists on playing football.

He succeeded in defeating his enemy.

Please put off writing to him till tomorrow.

The - ing form comes after some expressions.

I don't mind waiting for a few minutes.

Rita can't help asking questions ? (i. e. She can't stop asking questions.)

I can't stand being treated like a servant. (i. e. bear treated so)

2. *Some verbs can be followed by an - ing form or a to-infinitive. When followed by verbs like 'understand' and 'know', they take the to-infinitive only. Look at these examples.*

They began to climb the mountain.

They began climbing the mountain.

They began to understand the language.

Write each of the following sentence twice, once using the to-infinitive and once using the -ing form of the verbs given within brackets. Where the -ing form is not possible, use the infinitive.

1. They began.....(cook) some goat meat.
 2. Mrs Gurung started.....(feel) unwell.
 3. The stupid students.....(miss) classes.
 4. The police started.....(know) the truth.
 5. The farmers intend.....(grow) maize.
 6. The students started.....(understand) algebra.
 7. He likes.....(take) lessons from Mr Joshi.
 8. Rita hates.....(do) secretarial work.
 9. They prefer.....(meet) at five o'clock.
 10. I neglected.....(speak) to the manager.
 11. We love.....(work) for our country.
 12. He will continue.....(study) in that class.
3. *After some verbs, we use the -ing form for habit and past actions. We use the to-infinitive for future actions. Look at these examples.*

I like swimming. (habit)

They hated working in wet weather. (past action)

I would like to swim tomorrow. (future action)

Now make ten sentences from this table.

You		love like	eating green bananas.
We			drinking Tibetan tea.
Most people			living in a big city.
I	would	prefer hate	to visit Humla.
Your grandfather	will		to fly in a small plane.
Old Mr Khan	may		to eat duck eggs.

4. 'Remember' and 'forget' can be followed both by an -ing form and a to-infinitive. Study these situations and examples.

Situation 1: Shyam saw Bimal win the race.

Examples: He'll never forget seeing Bimal win the race.
He'll always remember seeing Bimal win the race.

Situation 2: Shyam might be late for dinner. He hasn't wound his watch.

Examples: He always forgets to wind his watch.
He never remembers to wind his watch.

Complete the statements which follow each situation with a to-infinitive or an -ing form whichever is correct.

1. Bimal watched **Sita** eat a whole cucumber.
He'll always remember
He'll never forget
2. Hari tries to do his homework on time.
But often he forgets
But he doesn't always remember
3. Once Shyam heard Sita play the *madal*.
He'll always remember
He'll never forget
4. Sita once ate a very tasty curry.
She'll always remember
She'll never forget

5. 'Need' can be followed by an -ing form. The -ing form here has a passive meaning. Study this situation and the examples which follow.

Situation: The floor is dirty.

Examples: The floor needs cleaning. = The floor needs to be cleaned.

Now make more sentences with 'need + the -ing form' for each of these situations. Use the -ing form of the verb given in brackets.

1. The old paint is coming off the door. (paint)
2. My shirt is dirty. (wash)
3. The windows aren't clean. (clean)
4. The electricity supply in this house is dangerous. (rewire)
5. The oil lamp is going out. (fill)
6. My eyes are sore. (test)
7. My bicycle squeaks. (oil)
8. My bicycle brakes don't work. (tighten)

B. WORD STUDY

claim	n.(C)	<i>a statement that s.t. is fact.</i> The claim that the earth is flat is untrue.
courage	n.(U)	<i>bravery.</i> You need courage to hunt lions.
execute	v.t.	<i>kill as legal punishment.</i> He was executed for murdering his father.
introduce	v.t.	<i>bring into use for the first time.</i> Tobacco was introduced into Europe from America.
test	v.t.	<i>try, examine.</i> Scientists tested the rocks from the Moon.



An Experiment with Tea and Coffee

Most of foods which we eat today were at one time not known to man. They were introduced, one by one, over many years. Trying these new foods for the first time needed courage. Who, for example, was the first man brave enough to eat a mushroom ?

⁵ Who was the first person with enough courage to taste a tomato ?

When tea and coffee were introduced into Europe in the eighteenth century, there were many arguments for and against them. Some people said that the new drinks were poisonous.

¹⁰ They said that if you drank tea or coffee for a long time, you would die. King Gustav III of Sweden decided that this claim needed testing. He remembered hearing that there were two brothers in prison. They were twins. They were exactly alike. The brothers were going to be executed. King Gustav decided to let them live
¹⁵ if they agreed to take part in an experiment. One brother had to drink three cups of coffee each day. The other brother had to drink three cups of tea every day. They were carefully watched so that they would not forget to take their daily tea and coffee.

Both brothers lived for many years without illness of any kind.

²⁰ At last, when he was 83, the man who drank tea every day died.

His brother died a few years later, at the age of 86. Everyone was satisfied with the result of the experiment. In Sweden today, people enjoy drinking lots of tea and coffee.

C. COMPREHENSION

1. Find the meaning of these words as they are used in the passage.

brave, poisonous, twins, illness, satisfied

2. Fill in the spaces in these sentences with words from this list.

experiment	tested	poisonous
argument	tasted	brave
courage	introduced	

1. Tomatoes were.....into Europe in the seventeenth century.
 2. King Gustav.....the claim that tea was poisonous.
 3. The first man who.....coffee have been brave.
 4. Only a....man would try a new food which could be poisonous.
 5. You need.....to try something for the first time.
 6. Hari and Gopal had an.....about tea. Hari said tea was poisonous and Gopal said that it was not.
 7. King Gustav's proved that tea and coffee were harmless.
 8. If you eat food, you will die.
3. Choose the correct answer from the four possible answers.

1. The writer says:

- a) man has always eaten the same food.
- b) many people don't know much about food.
- c) early man ate little food.
- d) man has not always known about the foods we eat today.

2. The writer says:

- a) it requires courage to eat tomatoes.
- b) the first person to eat a tomato had to have courage.

- c) tomatoes are poisonous.
 - d) when you eat a tomato for the first time, you need courage.
3. Some people were against the use of tea and coffee because
- a) they thought these drinks were poisonous.
 - b) they caused arguments.
 - c) many people died after drinking tea and coffee.
 - d) people were ill for a long time after drinking tea and coffee.
4. The two brothers were suitable for the experiment because they
- a) were exactly alike in every way.
 - b) were twins.
 - c) were murderers.
 - d) enjoyed drinking tea and coffee.
5. The aim of the experiment was
- a) to punish the brothers.
 - b) to amuse King Gustav.
 - c) to find out if tea or coffee would harm the brothers.
 - d) to make the brothers drink tea and coffee.
6. The brothers were watched
- a) so that they would not escape.
 - b) so that they would not drink more than three cups of tea or coffee.
 - c) so that they would remember to take their tea and coffee every day.
 - d) to see if they became ill.
7. The experiment showed that
- a) tea was poison.

- b) coffee was poison.
- c) tea was more poisonous than coffee.
- d) both drinks were harmless.

8. In Sweden people

- a) drink only tea.
- b) drink both tea and coffee.
- c) drink only coffee.
- d) drink tea occasionally.

4. Answer these questions.

1. Were all the foods we eat today known at one and the same time ?
2. What was needed to try new foods ?
3. When were tea and coffee introduced into Europe ?
4. What did the people say for and against the new drinks of tea and coffee ?
5. What did King Gustav III of Sweden decide to test the conflicting claims about tea and coffee ?
6. What was the result of the experiment and what did it prove ?
7. In what way were the two brothers ideal for the experiment ?
8. What did the two brothers have to do ?

D. SPEECH

Aspiration

Another feature of the English speech is a tendency on the part of native English speakers to say a certain sound, especially initial consonant sounds, such as 'p', 't' and 'k' with an additional puff of air. For example, instead of saying just 'pen'; they might say 'phen'. This additional 'h' sound is an example of aspiration in the English Speech.

Say these words with aspiration.

- | | | | |
|---------|----------|------------|---------|
| 1. pill | 2. kill | 3. tiger | 4. tank |
| 5. king | 6. queen | 7. picture | 8. till |

However, there is no aspiration when these sounds are preceded by an 's' sound. For example, we say | spil | for 'spill', not | sphil | Now say the following words.

- | | | | |
|----------|----------|-------------|----------|
| 1. spill | 2. skill | 3. student | 4. still |
| 5. spare | 6. scare | 7. standard | 8. style |

Furthermore you don't normally hear an 'h' sound in a word like 'ghost'. We pronounce it as 'gəust'.

The 'h' sound in the company of |g| |d| & |b| is generally dropped and, therefore, it is not aspirated.

Now say the following words without aspiration.

- | | | | |
|-----------|----------|----------|------------|
| 1. dhoti | 2. ghost | 3. dhow | 4. ghetto |
| 5. aghast | 6. ghee | 7. bhang | 8. ghastly |

E. COMPOSITION

1. *Fill in the spaces in this story using the correct form of each of the verbs listed after the story. Give the story suitable title.*

I enjoy 1 the weekly market at Naya Bazaar. My friend Sita likes 2 things but she hates . . . 3 long distances on foot. Hat Bazaar is six miles from our village so we have 4 for two hours to reach it. I don't mind 5 and we can't afford 6 the bus so we always walk there. Last week Sita started 7 about her sore feet after the first hundred yards. She kept on 8 for the rest of the journey and insisted on 9 every mile for a rest.

When we got to Hat Bazaar she stopped. ... 10..... and began..... 11... for rice and millet. I couldn't help..... 12 at the way she bargained. I prefer 13..... what the shopkeeper asks but she goes on 14..... for hours. However she got the rice at a much cheaper price than I did.

We intended..... 15.... on foot but as Sita saved money on the rice, she suggested..... 16..... by bus. By..... 17..... the bus, we reached home more quickly and I didn't have..... 18 to any more complaints.

- | | | | |
|----------|-------------|-------------|------------|
| 1. visit | 6. take | 11. bargain | 16. go |
| 2. buy | 7. complain | 12. laugh | 17. take |
| 3. go | 8. complain | 13. pay | 18. listen |
| 4. walk | 9. stop | 14. bargain | |
| 5. walk | 10. grumble | 15. return | |

F. REVIEW

1. *Join these statement pairs as in the example given.*

Example: He was stupid. He set fire to his house.

It was stupid of him to set fire to his house.

- | | |
|----------------------------------|---|
| 1. Shyam was clever. | Shyam discovered the truth about the theft. |
| 2. The monkeys were greedy. | They took all our picnic food. |
| 3. Bir Bahadur was devout. | He visited all the temples in the city. |
| 4. My mother was kind. | She gave us each a rupee. |
| 5. He was crazy. | He filled the lamp with petrol. |
| 6. They were wise. | They spent most of their time learning English. |
| 7. He was thoughtful. | He took the old people a gift. |
| 8. The businessman was generous. | He gave ten thousand rupees to the lepers. |

2. *Hari is an athlete visiting Ruritania. He needs an interpreter to speak to the local people. Here is a list of the questions he wants to ask.*

Write down what he says to his interpreter.

Example: What are they planting ?

Ask them what they are planting.

1. Where is she going ?
2. What's her name ?
3. Why is she wearing such a large hat ?
4. How high can he jump ?
5. Are they running tomorrow ?
6. Has he been in Nepal ?
7. Can she speak Nepali ?
8. When will she stop work ?

LESSON NINE

The Olympic Games in Munich

A. LANGUAGE STUDY

i. Patterns with the infinitive, 3.

1. *Some verbs take pattern 3.*

Verb + Noun Phrase + Infinitive

Look at these examples.

	<i>Verb</i>	<i>Noun-Phrase</i>	<i>Infinitive</i>	
The crowd	watched	the boy	run	up the steps.
We	heard	Kasturi	play	the madal.
I	saw	them	climb	the hill.

Now make sentences from the words given like this example.

She / hear / Hari / open / door

She heard Hari open the door.

1. I / feel room / move
2. Hari / watch / men / plant / rice
3. he / see / pot / fall
4. they / hear / Sita / play / flute
5. I / watch / snow / fall
6. Jaya / notice / bird / fly / away
7. he / see / plane / land
8. my uncle / hear / men / shout

Grammar Note *Learn the verbs which take this pattern.*

<i>Verb +</i>	<i>NP +</i>	<i>Infinitive</i>
feel		see

hear
notice

smell
watch

These verbs can also take an -ing form. Compare.

- i. Hari watched the men climb the hill.
- ii. Hari watched the men climbing the hill.

Sentence 'i' means that Hari watched the complete action. He saw them start to climb and he saw them reach the top. Sentence 'ii' means that Hari saw part of the action. He may not have seen the start or the finish of the climb.

ii. would rather

1. Note how **'would rather (prefer to)'** is used in these examples.

- A. Let's go swimming.
- B. I would rather go fishing.
- A. Let's watch the boxing.
- B. I would rather watch the shooting.

*Now reply to each of these suggestions with a sentence using **'would rather'** and the word given.*

- | | |
|-----------------------------------|--------------|
| 1. Let's play marbles. | football |
| 2. Let's plant the rice today. | tomorrow |
| 3. Let's weed the field tomorrow. | today |
| 4. Let's paint the house yellow. | green |
| 5. Let's buy a new cooking-pot. | dress |
| 6. Let's cook fish today. | meat |
| 7. Let's have a boiled egg. | glass of tea |
| 8. Let's make some sweets. | cakes |
| 9. Let's go to the temple. | market |
| 10. Let's visit Krishna. | Sita |

Look at these examples.

Would you rather walk or ride ?

Would you rather walk than ride ?

I would rather ride.

I would rather not walk.

Would you rather walk ? It's a nice day.

Answer these questions.

1. Would you rather have tea or coffee ?
2. Would you rather stay in Pokhara than in Kathmandu ?
3. Would you rather ride on a bus than a car ?
4. Would you rather have a class at six o'clock or at seven ?
5. Would you rather meet me in front of the school ?

iii. as / so far as

1. *Hari is asking Shyam about his visit to Munich.*

Hari: What do you think of Munich ?

Shyam: As far as climate goes, it's fine; but I don't like the traffic.

Now make other replies like Shyam's, using as far as and the words given.

1. hotels / good / restaurants
2. people / nice / tourists
3. parks / excellent / swimming pools
4. scenery / fine / noise
5. sport / wonderful / rain
6. food / good / beer
7. buildings / beautiful / streets

2. *Shyam asked a man if he could sit next to him in the stadium.*

The man wasn't very polite. He said,

You can sit here so far as I'm concerned.

Now make similar sentences of your own by replacing sit here with phrase from this list.

1. take pictures
2. stay here all day

3. smoke cigars
4. eat a hundred sandwiches
5. cut your nails
6. stand on your head
7. sing

B. WORD STUDY

amateur	n.(C)	<p><i>person who takes part in sport or other activity but not for money.</i></p> <p>All the sportmen in Nepal are amateurs.</p>
athlete	n.(C)	<p><i>person trained to compete in outdoor games.</i></p> <p>German athletes won many medals in Munich.</p>
choir	n.(C)	<p><i>group of people trained to sing together.</i></p> <p>The choir sang a Nepali song.</p>
oath	n.(C)	<p><i>serious promise.</i></p> <p>Minister must take an oath of loyalty to the nation.</p>
relay	n.(C)	<p><i>distance covered by one runner before handing over to another runner.</i></p> <p>Relay-races are held in the Olympics.</p>
sportsmanship	n.(U)	<p><i>quality of fair play.</i></p> <p>You must understand sportsmanship to be a good athlete.</p>



The Olympic Games in Munich

The huge stadium was filled with eighty thousand people. Every seat was taken. This was the opening day of the Olympic Games, a hot August day. The place was Munich. The year was 1972. Ten thousand athletes, both men and women, marched proudly into the arena. One hundred and twenty-two countries, including Nepal, had sent their best athletes. Some were very young. This was their first Olympics. Others had been in the Olympic Games before. All the athletes were amateurs, otherwise they could

not have taken part. Each nation hoped that its athletes would
¹⁰ bring home medals and new records.

Guns were fired, bands played and people cheered. A young German boy ran into the arena. In his hand was the Olympic torch. People had carried it in relays all the way from Olympia in Greece where the Games were first held many centuries ago.
¹⁵ The crowd watched the boy run up the steps of a platform. He held the torch high for a moment then lowered it to light the Olympic flame. The flame would burn throughout the Games.

The President of West Germany stood up to welcome the athletes and to open the Games. Together the athletes repeated
²⁰ the Olympic oath, "We promise that we will take part in these Olympic Games in the true spirit of sportsmanship and that we will respect the rules of the Games." As the athletes marched out of the arena, the crowd cheered. The first day had ended. The next day the events would begin.

²⁵ In the days that followed, the athletes competed in about two hundred and forty different events. These events included sixteen sports—swimming, boxing, shooting and others. Different countries won medals. West Germany won the gold medal for hockey and became the first European country to win it since
³⁰ 1928. Mark Spitz, an American, won seven gold medals and set a new record. The USSR won the most gold medals, altogether fifty.

On the final day, the stadium was again full. The choirs sang the Greek national anthem and the anthem of Canada where the next Olympics would be held. Then together, everyone sang the
³⁵ German national anthem. Finally the President of the Olympics invited everyone to the next Olympic Games in Montreal 1976. The Olympic flame burnt lower and lower and went out. The Olympics of 1972 were over.

C. COMPREHENSION

1. Find the meaning of these words as they are used in the passage.
stadium, arena, record, spirit, respect, compete.

2. Fill in the spaces in these sentences with words from this list.

arena	held	stadium
burnt	lit	won
began	opened	
competed	set	

1. The people who were watching the Games sat in the...
 2. The events took place in the...
 3. Two athletes from Nepal ... in the Olympic Games.
 4. Mark Spitz ... most of the races he took part in.
 5. In swimming, Mark Spitz broke old records and ... new records.
 6. The 1972 Olympic Games were ... in Munich.
 7. A German athlete ... the Olympic flame with a torch which had been carried from Olympia.
 8. The Olympic flame ... from the first to the last day of the Games.
 9. The Olympic Games were ... by the President of West Germany.
 10. The events the day following the opening day.
3. Say whether each of these statements is true or false. Give reasons for your answers.
1. There was room for 80,000 people in the Munich stadium.
 2. None of the athletes had been in the Olympic Games before.
 3. None of the athletes competed for money.
 4. Nepal was represented at the Munich Olympic Games.
 5. A young German carried the Olympic torch all the way from Olympia in Greece.
 6. The athletes did not compete in any events on the opening day.

7. West Germany is the first country in Europe to win the gold medal for hockey.
8. An athlete from the USSR won fifty gold medals.
9. The next Olympic Games will be held in Greece.
10. The Olympic flame was put out last of all.

D. SPEECH

Stress is one of the important features of the English language. When we stress a particular syllable of a word which has more than one syllable, we say it a little bit more loudly, clearly and forcefully than other syllables. Words having only one syllable, mono-syllabic words, do not however, create this confusion.

Generally, nouns have their primary stress on the first syllable.
e.g. wi'ndow, wa'ter, pa'per and te'mperature.

Stress the following words in appropriate syllables.

- | | | | |
|-------------|----------------|--------------|-------------|
| 1. water | 2. window | 3. newspaper | 4. student |
| 5. teacher | 6. engine | 7. energy | 8. minister |
| 9. trousers | 10. secretary. | | |

E. COMPOSITION

1. Link each group of simple sentences into one complex sentence. The first sentence is done for you. Link the other groups in the same way.

1. Bhutan is a country.

Bhutan is in the Himalayas.

Bhutan is situated between Assam and Tibet.

Bhutan is a Himalayan country which is situated between Assam and Tibet.

2. Bhutan is ruled by a king.

The King is young.

The King is called Jigme Singye Wangchuk.

3. There are high mountains in Bhutan.
These high mountains are in the north.
Northern Bhutan has a dry climate.
 4. In Bhutan there are fertile valleys.
These fertile valleys are in the centre.
Farmers grow mangoes and bananas in these valleys.
 5. There are plains and hills in Bhutan.
These plains and hills are in the south.
These plains and hills are covered with jungle.
 6. There are many animals in the southern part.
These animals are wild.
The southern part is called the Duars plain.
 7. Bhutan has a population of seven hundred and fifty thousand.
The population is mainly Buddhists.
Most of the population are farmers.
2. *Make the sentences into a paragraph, then write a similar paragraph of your own describing Nepal.*

F. REVIEW

Because, Although (though)

*Keshav Rai is a friendly and polite young man. He is quite serious and wants to be co-operative. With this in mind describe the following situations by using **although** (though) or **because**.*

Use the last words in the situation sentence in the first part of your response. For example;

It was difficult for **Keshav Rai** to learn English quickly.

He learned English quickly although (though) it was difficult for him.

It was necessary for him to attend **Tribhuvan University**.

He attended Tribhuvan University because it was necessary.

It was easy for Shanker to help Keshav write the letter. Shanker helped Keshav write the letter because it was easy for him.

It was difficult for Keshav to write to the University. He wrote to the University although (though) it was difficult.

1. It was difficult for Keshav to study English.
2. It was difficult for him to speak English.
3. It was difficult for him to practise constantly.
4. It was difficult for him to learn English.
5. It was necessary for him to learn English.
6. He needed English and he learnt it.
7. It was necessary for him to write a letter.
8. It was necessary for him to apply for admission.
9. His father had told him to study Economics at Tribhuvan University.
10. His father didn't ask him to study English there.
11. He told him not to buy a lot of books.
12. The weather was very hot, but he worked hard.
13. His friend advised him to drop economics, but Keshav wanted to continue the course.
14. It was difficult, but he completed the course.
15. He had difficulty with his English, but he was one of the best students in the class.

LESSON TEN

A Letter to a Pen Friend

A. LANGUAGE STUDY

Tense Contrast 1

Future Tenses

I. 'Going to' Future and Present Continuous

1. Read these sentences.

Following my friend's advice, I am not going to buy any new clothes until I get to London.

(I am thirsty.) I am going to drink a glass of water.

(He has not repaid the money he owes me.) I am going to ask for my money back.

(I am hungry.) I am going to eat my lunch.

"What are you intending to do after S L C?" "I am going to be a nurse."

We use the 'going to' Future to describe intentions. Note that this form is not normally used with 'go' or 'come'.

Read these sentences.

(The sky is overcast with dark clouds.) It is going to rain.

(That house is cracked.) It is going to fall down soon.

(The woman is pregnant.) She is going to have a baby soon.

(The plane is in flame.) It is going to crash.

(The sun has set just now.) It is going to be dark soon.

We use the 'going to' Future to describe events which we cannot control but which we are certain will happen in the near future.

Make ten sensible sentences from this table.

The farmer			flood the fields.
It			fall down.
Our school			be an engineer.
The engineers	is		teach us about health.
The police			build a bridge.
Gopal		going to	arrest the thieves soon.
That river			snow tonight.
The health workers	are		pass the SLC exam.
The bridge			have more teachers.
All the pupils			grow more wheat.

2. Read these sentences.

My brother is coming home from Birgunj tomorrow.

I'm flying to Dang on Thursday.

They are going there tomorrow.

The exams are starting on Sunday.

They are showing a film on Monday night about Bhutan.

We use the Present Continuous to describe a planned action in the near future.

Put the verb given before each sentence in the 'going to' Future or the Present Continuous, whichever is suitable.

1. rain It.....soon. I can see the dark clouds in the sky.
2. be Ratna.....an engineer when he leaves school.
3. go We.....to the temple at six tomorrow. we have everything ready for the pooja.
4. fall That tree.....in the next storm. It has been leaning for quite a long time.
5. fly My sister.....to Patna next Tuesday. She has already booked her ticket.

6. pass I I. Sc. next year. I will have made an adequate preparation by then..
7. climb They. the mountain in October. It has been decided.
8. cycle My friends and I to Patan on Saturday. We've decided it.
9. die That rice soon. There is not enough water.
10. have We a good harvest next year. The monsoon has been so good.

II. Simple Future and Simple Present

1. *Read these sentences.*

It is already the middle of September. It will be Dashain soon. Flocks of goats and sheep will soon arrive in the city. And the schools will be closed for fifteen days.

We use the Simple Future to describe events which we are certain will happen.

Read these sentences.

I leave Kathmandu on Friday.

I take the five o'clock plane to Delhi.

I catch the 11.30 p.m. plane to London.

We use the Simple Present to describe future planned activities. We use it most often to describe timetables and travel arrangements.

Make ten sentences about the Minister of Health's visit to Ganeshgaon from this timetable.

09.30 Drive to the airport.

10.00 Leave Kathmandu by helicopter.

- 11.00 Arrive at Ganeshgaon.
- 11.10 Meet local health workers.
- 11.30 Open the new health centre.
- 12.00 Inspect the new drinking water project.
- 12.30 Visit the hospital.
- 13.00 Address a public meeting.
- 14.00 Leave Ganeshgaon by helicopter.
- 15.00 Return to Kathmandu.

2. Put the verb given before each sentence in the Simple Present where possible. Where it is not possible use the Simple Future.

1. pass I am sure Gita the SLC exam.
2. be It very hot soon. It is already Jestha now.
3. leave My bus.....at seven o'clock.
4. start The exams.....on Sunday at ten o'clock. The notice is on the board.
5. cost Rice.....more next year. The rain has failed this year.
6. reach The bus.....Pokhara at eight o'clock.
7. spend He.....a lot of money on his daughter's wedding. He is a very rich man.
8. begin The wedding procession.....at a quarter past six. So says the invitation card.
9. end The film.....at ten o'clock.
10. pay I am certain he.....me the money he owes me.
11. help I think she..... us tomorrow.
12. cut He.....the grass this afternoon. He has already been paid for it.

B. WORD STUDY

Learn the meaning of these words.

flight	n.(C)	<i>a journey by air.</i> What time is your flight to Hong Kong ?
travel light	v.t.	<i>travel with little luggage.</i> I don't like to carry a lot of suitcases. I prefer to travel light.
scrub	v.t.	<i>rub hard, especially with something rough.</i> I help my sister to scrub the floor every Saturday.
preparation	n.(C&U)	<i>getting or making ready.</i> We are all busy in preparation for our sister's wedding.
look forward to	v.t.	<i>expect with pleasure.</i> I very much look forward to meeting your sister.



A Letter to a Pen Friend

Gambhir Man has a scholarship to study in Britain. He is writing to his pen friend in Britain.

*P. O. Box 1107,
Kilagal,
Kathmandu.
September 20th.*

Dear Jim,

Thank you for answering so many of my questions in your last letter. I now know the date of my flight. I leave Kathmandu on the twelfth of next month. I take the five o'clock plane to Delhi. I will have about five hours to spend in Delhi. Then I catch the 11.30 p.m. plane to London. I hope it will be

a Boeing 747. The flight takes about thirteen hours. I'll be in London by 8.30 a.m., your time.

You said that you would try to be at the airport. I hope you will meet me. Let me know in your next letter if you can. If you
10 can't meet me, will there be plenty of taxis at the airport ?
Will they know how to get to your home ?

People say that it will be pretty cold in London at that time of year. My father says that I will need a warm coat. I am taking your advice and I am not going to buy any new clothes
15 until I get to London. I will, of course, bring a raincoat.

I'm going to bring some records of Nepali folk music with me. You said they would be popular. I've bought a Nepali cap for your brother. I hope he will like it. Apart from these things, I'm not bringing very much with me. I want to travel light.

20 It will be Dashain soon. In a few days my mother will start scrubbing the house and cleaning everything in preparation.

Flocks of goats and sheep from Tibet will soon arrive in the city. I am glad that I will still be here for Dashain. I won't see another one for a couple of years. My brother is coming home
25 from Birgunj tomorrow so the whole family will be together again.

I hope to hear from you very soon and I look forward to meeting you in London.

*Best regards,
Gambhir*

C. COMPREHENSION

1. Find the meaning of these words as they are used in the passage.

pretty, folk, popular, apart from, flock.

2. Fill in the spaces in this paragraph with words from this list. Use the appropriate form of the words.

look forward to

travel light

scrub

folk

popular

flock

preparation

flight

apart from

1. Gambhir is catching the 11.30.....to London. 2. He is not taking much luggage with him; he is3. He has not bought any new clothes.....a raincoat. 4. He has bought some records of Nepali.....music. 5. Folk music is very.....Many people enjoy it. 6. In Gambhir's home everyone will soon be busy infor Dashain. 7. His mother will.....the floor and clean the house. 8. Large.....of goats will soon reach the city from Tibet. 9. Gambhir is.....meeting his pen friend in London.

3. Say whether each of these statements is true or false. Give reasons for your answers.

1. This is Gambhir Man's first letter to Jim.
2. Gambhir Man will leave Kathmandu on September 12th.
3. It will take Gambhir Man nine hours to fly from Delhi to London.
4. Gambhir Man does not yet know if Jim will meet him at London airport.
5. If Jim does not meet him, Gambhir Man intends to take a taxi to Jim's house.
6. Gambhir Man is going to buy a warm coat in Kathmandu before he leaves.
7. Gambhir Man is going to buy a new raincoat in Kathmandu before he leaves.
8. Jim thinks that people in Britain will enjoy Nepali folk music.
9. Gambhir Man is not taking much luggage with him to Britain.

10. Gambhir Man will return to Nepal after one year overseas.
11. Gambhir Man will be in Kathmandu for Dashain.
12. Gambhir Man hopes to receive another letter from Jim.

D. SPEECH

Stress

As nouns are stressed on their first syllables, verbs generally have their stress on their last syllables, e. g. refu'se, succe'ed and deci'de.

Stress the following words in appropriate syllables.

- | | | | |
|---------------|------------|------------|------------|
| 1. refuse | 2. succeed | 3. receive | 4. relieve |
| 5. understand | 6. remind | 7. afford | 8. imagine |
| 9. describe | 10. begin | | |

E. COMPOSITION

1. *Imagine that your pen friend is coming to Nepal for one year on a student-exchange programme. Write a letter telling him what he should expect to find in Nepal. Advise him on things to bring with him and things he need not bring.*
2. *Write a short description of the Dashain festival for a foreign pen friend who knows very little about Nepal and the Hindu religion.*
3. *Imagine that you have won a scholarship to study overseas. Write a letter to your cousin telling him or her how you got the scholarship and what you are going to study.*

F. REVIEW

In spite of

Look at these sentences.

We played football although it was raining.

We played football **in spite of** rain.

He went to Humla although Mr Sharma advised us not to go.

He went to Humla **in spite of** Mr Sharma.

Write these statements with 'in spite of.'

1. We went on a picnic although the weather was cool.
2. Ramesh went with us although he had a lot of work to do.
3. Gita went too although she had a cold.
4. Betty went too although her mother didn't want her too.
5. Dinesh went too although he had a class.
6. We didn't wear coats although the weather was cool.
7. We went in Rai's car although the engine was in bad condition.
8. We decided to go to Suman Lake although the distance was great.
9. We wanted to go there although the road was not very good.
10. We got there in an hour although Rai's car was very old.
11. We swam in the lake although the water was very cold.
12. We sat on the ground although the grass was wet.
13. We enjoyed our lunch although the tea was cold.
14. We stayed all the afternoon although it began to rain.
15. We started home at 6:00 although Betty wanted to stay longer.

LESSON ELEVEN

Going Overseas

A. LANGUAGE STUDY

Causative Verbs

have, get, make.

1. *We can use 'have' and 'get' in this pattern to show that someone causes something to happen. The subject in this pattern does not perform the action himself.*

Look at these examples.

I cut my hair I had my hair cut.

I shall print the list I shall have the list printed.

He is going to fix his car He is going to have his car fixed.

*The verb **get** is used in the same way as **have**.*

I got my hair cut.

I shall get the list printed.

He is going to get his car fixed.

Now complete these sentences with a past participle from this list.

built

made

shaved

cleaned

filled

tested

taken

cut

repaired

replaced

1. I must get my hair It's too long.
2. My eyes hurt. I'll have them
3. This key is broken. I'll get a new one
4. I need a photograph for my visa. I'll have one
5. My shirt is dirty. I must get it
6. My roof leaks. I'll have it
7. The old bridge was too narrow. The government had it ...
8. The government had a road between Kathmandu and Pokhara.

9. My father died so I got my head
 10. I had to have a tooth by the dentist.

2. *When we want to show both the Subject, who causes the action and the Agent, who performs the action, we use this pattern.*

Subject + get + Agent + to-infinitive

Look at these examples.

We **had them bring** the radio.

They bring the radio.

We **got them to bring** the radio.

I am going to have the peon bring the chair.

The peon is going

I am going to get the peon to bring the chair.

to bring the chair.

Look at these examples.

We had the radio brought to the house.

The radio is brought

We got the radio brought to the house.

by someone not mentioned.

I am going to have the chair brought.

The chair is going to be

I am going to get the chair brought.

brought by someone not mentioned.

3. *Note how 'make' is used by studying these situations and examples.*

i. Sita feels sad when she hears that song.

That song makes her feel sad.

ii. Rita cried when Ram shouted at her.

Ram made Rita cry.

iii. Nila smiled at her father's joke.

Her father made her smile.

Now complete the statements which follow each of these situations.

1. Hari laughs at Ram's jokes.

Ram.....

2. The girls cried when they saw the sad film.

The film.....

3. The pupils worked hard after the teacher told them they would fail the exam.
The teacher.....
4. Sita and Rita felt angry when Hari teased them.
Hari.....
5. Ram didn't want to sing. Hari told him he had to sing.
Hari.....
6. Mrs Rai feels unhappy when her husband shouts at her.
Her husband.....
7. Gopal wanted to stay up late. His mother wouldn't let him.
She.....
8. The thief didn't want to tell the truth. The police persuaded him to.
The police.....

B. WORD STUDY

check	v.t.&i.	<i>examine to find out.</i> Check the answers to these maths problems.
cousin	n.(C)	<i>child of your uncle or aunt.</i>
extra	adj.	<i>additional.</i> The bus was almost full but room was found for one extra passenger.
outgrow	v.t.	<i>grow too large or too tall for s.t.</i> Children soon outgrow their clothes.
relative	n.(C)	<i>relation, member of your family.</i> All my relatives came to my wedding.

Going Overseas

When I was getting ready to go overseas, I had to do a lot of things in a hurry. I had to have my health checked, my chest x-rayed, my eyes tested and my teeth filled. Then I had photographs taken for my passport and my visa. At my
⁵ mother's suggestion, I got a tailor to make me a couple of shirts. I thought about having a suit made but my father advised me not to. "You're still growing, son," he said. "You're growing so fast that you'd outgrow a suit in no time. But buy yourself a pair of trousers and a jacket."



¹⁰ Everyone suggested different things to take with me. My mother said that I should take an umbrella. My sister said that I needed a warm coat for the winter. My grandmother told me to take some spices so that I could make Nepalese food in my new home. There was not room on the plane for all the things
¹⁵they suggested.

Just before I left, my mother asked me to visit all my relatives. She wanted me to say goodbye to them. She made me go to see my uncles who lived in town and some cousins who lived in the country. I was not keen on visiting all those people but I did so to please her.

20

On the day I had to leave, my sister helped me to pack my clothes. She lent me an extra suitcase because I had only one. When everything was ready, I got my brother to call a taxi and the whole family went with me to the airport. I felt sad at leaving home but at the same time I was excited about my future.

25

When the plane landed, I got in, took my place and was soon on my way to a new life overseas.

C. COMPREHENSION

1. Find out the difference between these pairs of words.

passport / visa , couple / pair , suit / trousers,

2. Fill in the spaces in these sentences with words and phrases from this list.

in the country

checked

cousins

in a hurry

room

relatives

advised

overseas

1. My sister.....me to take a warm coat for use in the winter.
2. I had my teeth.....by a dentist.
3. I had very little time to get ready so I had to do everything...
4. My relatives don't live in a town. They live.....
5. There was not enough.....in one suitcase for all my clothes.
6. Some of my relatives live in Nepal but the others live.....
7. My uncle's children are my.....
8. I visited my uncles, my aunts, my cousins and other.....

3. Say whether each of these statements is true or false. Give reasons for your answers.

1. The writer had plenty of time to get ready to go overseas.
2. The writer was unhealthy.
3. The writer needed a visa for the country to which he was going.
4. The writer bought some new clothes.
5. The writer bought a suit.
6. The writer's family suggested a great number of things for him to take.
7. The writer wanted to visit all his relatives.
8. The writer took two suitcases with him.
9. The writer was both excited and sad when he left home.
10. When the writer arrived at the airport, the plane was waiting for him.

D. SPEECH

As stated previously, nouns have their primary stress on their first syllables and verbs on their final syllables. Therefore, the same word is stressed differently at different moments, depending upon its use. For example, a 'record' as a noun has its stress on the first syllable and to 'record' as a verb has its stress on the final syllable.

Stress the following pairs of words, used both as nouns and verbs, on their appropriate syllables.

Nouns

record
export
increase
project
protest

Verbs

record
export
increase
project
protest

Nouns

present
import
regard
object
permit

Verbs

present
import
regard
object
permit

E. COMPOSITION

1. Fill in each space in this paragraph with a suitable word or phrase from the three alternatives given. Then give the complete paragraph a good title.

Hari was a very.....1.....2.....He didn't like to work
.....3.....himself. He got his.....4.....to do all the
work.....5..... he had his.....6.....7.....by a
.....8.....who lived near the bridge. He was a demanding
.....9.....He made his.....10.....work very hard.
.....11.....he checked the.....12.....himself to make
sure everything was all right.

- | | |
|---|--|
| 1. old
rich
lazy | 2. farmer
shopkeeper
rice-mill owner |
| 3. in the shop
in the mill
on the farm | 4. workmen
sons
assistants |
| 5. every week
twice a year
once a fortnight | 6. clothes
hair
photograph |
| 7. taken
cut
washed | 8. barber
photographer
washer-woman |
| 9. father
master
boss | 10. assistants
workmen
sons |
| 11. frequently
occasionally
from time to time | 12. farm
shop
mill |

2. Make six sentences from this table. Now write a paragraph about a very rich person who has everything done for him using the six sentences you made. Give the paragraph a title.

He has his	hair	washed	by a	servant.
	meals	written		secretary.
	food	prepared		washer-woman.
	clothes	cleaned		servant-girl.
	house	served		cook.
	letters	cut		barber.

F. REVIEW

1. Complete these sentences, using proper form of the verbs with (i) have (ii) get.

The teacher always....us (*pronounce*) the words.

(i) The teacher always has us pronounce the words.

(ii) The teacher always gets us to pronounce the words.

Imy breakfast (*serve*) in bed today.

(i) I had my breakfast served in bed today.

(ii) I got my breakfast served in bed today.

1. I am going to....my hair. (*cut*)

2. I am going to....my friend (*cut*) my hair.

3.Sudhir (*do*) it.

4. I....the boy (*buy*) some stamps for me yesterday.

5. I will....the driver (*stop*) here.

6. Where do you....your clothes? (*clean*)

7. I always....him (*shine*) my shoes.

8. I.....my shoes (*shine*) this morning. (pp. shined)

9. Jaya....his brother (*help*) with the harvest.

10. Hari is....his workmen (*build*) a new school.

11. Kamala will....her father (*pay*) for the sari.

12. My uncle....Mr Lama (*fix*) his watch.

13. The general....the workman (*repair*) his house.

14. He....Miss Kumari (*clean*) his bicycle.

15. The general....him (*clean*) his shoes.

LESSON TWELVE

A Visit to the Doctor

A. LANGUAGE STUDY

(I) Giving Advice

ought to, should, had better.

'should' is used to give advice. It tells of some obligation or duty; but unlike **'must'** or **'have to'**, it has a negative force. **'Ought'** has the same meaning.

1. Look at these examples.

I should study tonight. (but I probably shall not)

You should not smoke so much. (but you do)

Everyone should wear shoes to protect the feet. (but some don't)

You ought to work hard at school. (but you don't)

He ought to obey his parents. (but he never does)

'Should' has a past form **'should have'**; **'ought'**, however, has the past form **'ought to have'**.

He should have studied before his examination. (but he didn't)

You should have sent Sita to school. (but you didn't)

You ought to have prepared your homework before coming to class. (but you didn't)

I ought to have telephoned my teacher this morning. (but I forgot to do so.)

Study these situations; then complete the sentences which follow each situation. Number 1 is done for you.

1. Miss Rai doesn't write down her assignments. As a result, she often forgets what they are.
She should write down her assignments.
She shouldn't forget what they are.
2. Miss Rai doesn't go to bed early. Sometimes she falls asleep in class.
She ought to....
She shouldn't....
3. Miss Rai sings in her room at night. She often wakes up the neighbours.
She should....
She shouldn't....
4. Miss Rai often fails exams. She never studies for them.
She shouldn't....
She ought to....
5. Sometimes Miss Rai doesn't finish her homework. She listens to the radio instead.
She ought to....
She shouldn't....
6. Miss Rai doesn't always go to classes. Sometimes she misses important lessons.
She should....
She shouldn't....

7. Miss Rai doesn't listen carefully to her teacher. Often she does the wrong assignment.

She should....

She shouldn't....

8. Miss Rai often gets up late. She eats her breakfast in class.

She shouldn't....

She shouldn't....

2. *Look at these examples.*

You had better hurry (or you'll miss the Tansen bus).

You had better not eat that dirty food (or you may get sick).

'Had better' is for strong advice. We use it when we think something unpleasant will happen if the advice is not followed. Study this example then make other sentences like it using the words given.

smoke / much / get / cough

You had better stop smoking so much or you may get a cough.

1. eat / much / get / fat
2. cycle / carelessly / have / accident
3. be / lazy / fail / test
4. smoke / much / get / cancer
5. cheat / much / be expelled
6. behave / stupidly / lose / job
7. study / hard / get / headache
8. read / much / get / eye-strain
9. drink / much / lose / job
10. complain / often / lose / friends

(ii) **Necessity**

have to, must, need not.

1. *To show that it is necessary to do something we use **have to**. To show that it is not necessary to do something we use **do not have to**.*

Look at these examples.

All pupils have to learn Nepali.

We do not have to learn French at school.

The girls had to carry water from a mile away.

They did not have to pay for their books.

Now fill in the space in these sentences with the correct form of 'have to' or 'do not have to'.

Jaya is a student. He do homework in the evening.
He get up at six o'clock as a farmer He ...
sit inside a classroom all day.

Bharat is a farmer. He do exams every year as a
student He gets up at six o'clock in the morning.
Sometimes he ... work outside in the rain. Farmers
work very hard, but students work in the fields.

2. *Another way to show that something is necessary is to use **must**.
Another way to show that something is not necessary is to use **need not**.*

Look at these examples.

The President of the USA must be over 35.

Rice must have a lot of water to grow well.

Pupils needn't learn French at school.

Now fill in the spaces in these sentences with the correct form of 'must' or 'need not'.

1. Soldiers wear uniforms.
2. Soldiers buy their guns.
3. Pilots have good eye-sight.
4. Pilots be very tall.

5. Students read books.
6. Students read all the books in the library.
7. Man eat to stay alive.
8. Man eat five meals a day.

'Must' has no past form. Therefore, use **'had to'** to express necessity in the past.

Look at these examples.

- You must carry the water today.
- You had to carry the water yesterday.
- I must work tonight.
- I had to work last night.

Change each of the following sentences to past time.

1. We must decide quickly.
2. He must have more money.
3. I must do my lessons more carefully.
4. I must go to the doctor.
5. I must go to the post office.
6. Every man must do his duty.
7. They must read that book.
8. She must take some medicine at once.
9. I must learn this exercise.
10. Some must leave earlier than others.

*Change each of the following sentences to present time. State each sentence twice, once using **'must'** and once using **'have to'***

1. We had to work last night.
 - a. We must work tonight.
 - b. We have to work tonight.
2. They had to inspect the machine.
3. She had to come to work early yesterday.

4. Sudhir had to take his examination yesterday.
 5. He had to work in the factory yesterday.
 6. He had to write a letter to his mother.
 7. When I was at school, I had to work very hard.
 8. He had to know how to use the typewriter.
 9. She had to buy something.
 10. He had to act quickly.
3. We use **must not** + **infinitive** to show that it is necessary not to do something.

Look at these examples.

Pupils must not smoke in class.

Shopkeepers must not sell rotten fruit.

You must not cut down trees here.

Now fill in the spaces in these sentences with the correct form of 'must' or 'must not'.

1. Drivers drive on the left.
2. Drivers drive on the right.
3. Shopkeepers use kilogrammes.
4. Shopkeepers sell stale food.
5. Shopkeepers keep food clean.
6. People vote at elections.
7. Drivers drive against the red light.
8. We cut down all the trees.
9. We kill all the animals.
10. People eat wholesome food.

B. WORD STUDY

appointment n. (C)

arrangement to meet s.b.

I have an appointment with the dentist at 3.30 p.m.

strain	v.t.& i.	<i>injure by using too much.</i> I'm straining my eyes by not wearing glasses.
assignment	n. (C)	<i>a piece of work, homework (here).</i> The teacher gave the class a heavy assignment.
drop	n. (C)	<i>very small quantity of liquid.</i> A drop of ink fell from his pen on to his book.
effect	n. (C & U)	<i>result.</i> Did the medicine have a good effect ?
specialist	n. (C)	<i>an expert in a particular branch of knowledge.</i> Bharat is a specialist in making canals.

A Visit to the Doctor

Miss Rai gets a terrible headache when she reads. One of her friends told her that she should go to the hospital and see a doctor. "You ought to see Dr Joshi. He's the eye specialist", she said.

5 As soon as Miss Rai had some free time, she went to the hospital and asked for an appointment with Dr Joshi. The appointment clerk said that the doctor could see her at 3.15. But Miss Rai could not come at that time because she had a class at three.

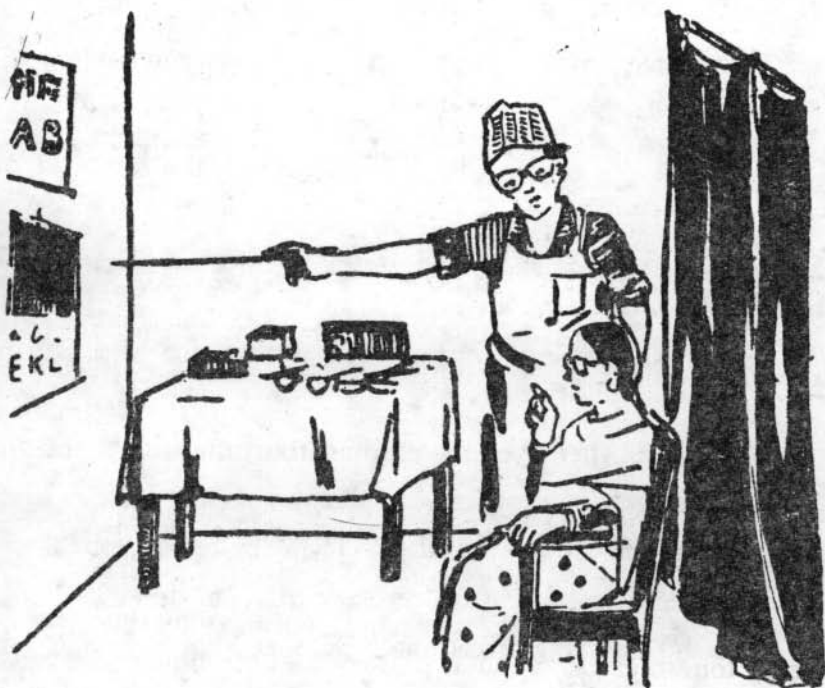
10 "Perhaps the doctor can take you at about ten to four," the clerk suggested, "but I'm not sure. Sometimes he goes home at four o'clock. Shall I put your name down for ten to four or will you come tomorrow?"

"I'll come at ten to four," Miss Rai replied. "I must see
15 the doctor as soon as possible. I may be straining my eyes."

When Miss Rai went to her three o'clock class, she asked her teacher for permission to leave a little early. "I have to go to the doctor," she explained. "My eyes hurt when I read."

The teacher said that she could leave at 3.30. Then he
20 added, "You'd better take down the assignment for next week."

Miss Rai went back to the hospital at 3.45. The doctor was busy and she had to wait for about half an hour. She had



time to read her assignment, but she did not because she had a headache. When she saw the doctor, he put drops in her eyes and then she could not read at all, "The effect of these drops ²⁵ will wear off by midnight, you need not worry about it", the doctor told her. "You'd better not try to read tonight."

C. COMPREHENSION

1. Find the meaning of these words as they are used in the passage.

free time, clerk, put down, take down, wear off

2. Fill in the spaces in these sentences with words from this list.

put down	explained	assignment
wore off	strained	appointment
took down	suggested	free time
	hurt	

1. Miss Rai.....that she could not come to class because she had to see a doctor.
2. The clerk.....ten to four as a good time for Miss Rai to come.
3. Miss Rai.....her eyes by reading too much.
4. Miss Rai's eyes.....when she read for a long time.
5. Miss Rai made an.....with Dr Joshi for ten to four.
6. The teacher gave the class a difficult.....to do at home.
7. Because she had to go to so many classes, Miss Rai had very little.....
8. The effect of the medicine.....after a few hours and Miss Rai could see well again.
9. The clerk.....Miss Rai's name for ten to four.
10. Miss Rai.....the assignment in her notebook.

3. Answer these questions.

1. What was wrong with Miss Rai ?
2. Why did Miss Rai's friend advise her to see Dr Joshi ?
3. Why was 3.15 an unsuitable time for Miss Rai ?
4. Why was the clerk not sure that Dr Joshi could see Miss Rai at ten to four ?
5. Why did Miss Rai want to see a doctor as soon as possible ?

6. What did Miss Rai's teacher tell her to do before she left the classroom ?
7. What time did Miss Rai see the doctor ?
8. Why didn't she do her assignment while she was waiting to see the doctor ?
9. How did the doctor treat her eyes ?
10. Do you think Miss Rai could do her assignment that day ?

D. SPEECH

Stress: *As we stress a particular syllable in a word, similarly we stress a particular word in a sentence. Normally, a stressed word in a statement is at the end. For example,*

*"Kathmandu is the capital of **Nepal**". Here the stressed word is 'Nepal' which is in bold type. This stressed word generally carries the tone.*

A given piece of speech carries one tone group or more than one tone groups. For instance, the above statement 'Kathmandu is the capital of Nepal' carries only one tone group. However Kathmandu, the capital of Nepal, is a beautiful city' carries three tone groups.

*Furthermore, any word in a sentence may be stressed to carry a particular shade of meaning. For example, in a statement like "**Kathmandu** is the capital of Nepal" the meaning is-Kathmandu is not an ordinary town of Nepal. It is the capital. Similarly, "**Kathmandu** is the capital of Nepal" means the capital of Nepal is Kathmandu, not Bhaktapur, Biratnagar or Pokhara.*

State the various meanings of the followings groups of sentences. Stressed words are in bold type. For example,

- a. He's my **BROTHER** (not father).
- b. He's **MY** brother (not yours).

- c. He **IS** my brother (you can't say he is not).
 d. **HE** is my brother (not you).
1. a. I can speak **ENGLISH**.
 b. I can **SPEAK** English.
 c. I **CAN** speak English.
 d. I can speak English.
 2. a. My name is **SURAJ**.
 b. My name **IS** Suraj.
 c. My **NAME** is Suraj.
 d. **MY** name is Suraj.
 3. a. What's your **NAME** ?
 b. What's **YOUR** name ?
 c. What **IS** your name ?
 d. **WHAT**'s your name ?
 4. a. That's John's **MOTHER**.
 b. That's **JOHN'S** mother.
 c. That **IS** John's mother.
 d. **THAT**'s John's mother.
 5. a. He might marry **HER**.
 b. He might **MARRY** her.
 c. He **MIGHT** marry her.
 d. **HE** might marry her.

E. COMPOSITION

1. Fill in each space in this paragraph with a suitable word or phrase from the three alternatives given. Give the complete paragraph a suitable title.

As I was.... 1 along the 2 which runs through the 3 to the 4 where I 5,

I met my old.....6.....;Tashi. He asked me to come with him to see the.....7..... I refused politely as I was very8.....and wanted to go.....9.....to.....10..... We said.....11.....and I... ..12... ..on as quickly as I could. When I arrived, it was... ..13... ..and I went straight to my... ..14... ..

- | | |
|--|-------------------------------------|
| 1. walking
cycling
driving | 2. road
path
street |
| 3. paddy fields
mountains
market | 4. office
farm
college |
| 5. study
work
live | 6. teacher
friend
grandfather |
| 7. family
school
latest film | 8. hungry
busy
tired |
| 9. to the college
to the office
home | 10. eat
work
sleep |
| 11. thank you
goodbye
hello | 12. ran
cycled
drove |
| 13. almost ten
getting dark
about midnight | 14. room
desk
class |

F. REVIEW

Supply the correct form of (a) should (b) ought.

1. I.....(study) tonight.
2. I.....(study) last night.
3. I.....(go) to Jhapa next week.
4. I.....(go) to Jhapa last week.
5. I.....(call) on Mr Thapa, but I forgot.
6. Sundar.....(do) his homework more carefully if he wishes to pass.
7. You.....(go) to the circus with us last night. It was very good.
8. I.....(not drink) so much coffee. It is bad for my health.
9. I.....(begin) to study English a long time ago.
10. You....(hear) the king's message last night. It was very good.
11. You...(be) more careful of your health and not work so hard.
12. You.....(ask) permission before you took the book.
13. The librarian.....(be) very angry.

Passages For Reading

A. READING FOR THE CENTRAL IDEA

This section contains four paragraphs each on a different subject. Read each paragraph quickly to determine the central idea. Then look at the statements which follow each paragraph and select the one statement which best expresses the central idea of the passage. As soon as you have marked your answer, go on to the next paragraph. Work as rapidly and as accurately as you can.

Passage 1

Benjamin Franklin was a very intelligent man. He became Ambassador to France and held many other important offices. He knew French, Italian, and Latin well, but when he first went to France he was unable to speak or understand a word of French. One day, he was at a dinner with many of the important men in France. There were several speeches, and as always, everybody applauded after each one. After one of the speeches everybody, including Franklin, got up, applauded, and cheered loudly. Then everybody began to laugh. Franklin asked the man next to him, "What are they laughing at?" They are laughing at you," said the man. "In that last speech, the speaker spoke about you. He said that France was proud of you, that you were a very good man and an excellent ambassador."

The central idea of the paragraph is :

- a) People laughed at Franklin because he was an excellent ambassador.
- b) People laughed at Franklin because he applauded himself.
- c) People laughed at Franklin because he didn't understand French.
- d) People laughed at Franklin because he applauded every speech.

Passage 2

Electricity is a useful servant but it can be a dangerous enemy. Electricity can be made cheaply using water power. It can be carried easily all over the country by power lines. We can use electricity to heat and light our homes, to cook our food and to drive machinery of all kinds. In all these ways, electric power helps us. But it is a power which we must use with care. Remember that an electric shock can kill you. Make sure that the wires in your house are strong and that no bare metal can be seen. Bare wires can give you a bad shock. They may touch each other and make sparks which can cause fires. Never touch an electric switch with wet hands. When your hands are wet, it is easier for the electricity to pass through you. If you have an electric stove, fire or lamp which is made of metal, it should be earthed.

The central idea of the paragraph is:

- a) Remember that an electric shock can kill you.
- b) Electricity is a useful servant but it can be a dangerous enemy.
- c) Electricity can be made cheaply using water power.
- d) Never touch an electric switch with wet hands.

Passage 3

People go to live in cities to find work. People go to cities because there are schools and doctors for their children. Young people go to cities because they think life is exciting there. They can make more friends of their own age and live more freely. Some people go to the city because of trouble at home. They have no land or they have quarrelled with their family. For these reasons our cities are growing quickly. But city life is often difficult for these newcomers. There are more people looking for jobs than there are jobs. A place to live and things to eat cost more in a city. In a city people are strangers to each other and it is easy to be lonely. Cities attract thousands every year but many later wish they had not left their village.

The central idea of this passage is:

- a) Our cities are growing quickly.
- b) A place to live and things to eat cost more in a city.
- c) Young people go to cities because they think life is exciting there.
- d) Cities attract thousands every year but many later wish they had not left their village.

Passage 4

Daniel Webster, a famous American politician, went into a chemist's and asked the chemist for something for a headache. There was a bottle of ammonia on the counter. The chemist picked it up and held it under Webster's nose. The smell, however, was very strong and it almost made Webster sick. He became very angry and began to shout at the chemist.

"But didn't it help your headache?" asked the chemist.

"My headache .?" said Webster. "I don't have a headache. It's my wife who has the headache."

The central idea of the passage is:

- a) The chemist was stupid.
- b) Webster did not explain things properly to the chemist.
- c) The chemist misunderstood Webster.
- d) Webster's wife had a headache.

B. SCANNING

This section is designed to give you practice in scanning short paragraphs. You will be asked to read four paragraphs. Each paragraph is preceded by a very specific question and followed by five possible answers to the question, only one of which is correct. First read the question. When you understand the question, scan the paragraph rapidly to find the answer to the question. Then select, from the five alternatives given, the answer which you think is correct.

Passage 1

Question : How did Mark Twain play a joke on his friend ?

One day, one of Mark Twain's friends lost his pocket-book and asked Mark Twain to pay his railway fare for him.

"But I don't have enough money to pay both your fare and my fare." Mark said.

The poor friend didn't know what to do. He was very sad.

"We can do this," said Mark. "We can get on the train and when the conductor comes to collect the tickets, you can hide under my seat."

Later however, on the train, when the conductor came to collect the tickets, Mark gave him two tickets, one for himself

and one for his friend. Then in a loud voice Mark Twain explained, "My friend here is a very strange man. When he travels on a train, he doesn't like to sit on the seat. He prefers to lie on the floor under the seat."

- a) He bought his ticket but didn't show it to the conductor.
- b) He did not buy his friend's ticket and fooled the conductor.
- c) He bought his friend's ticket but didn't tell him.
- d) He didn't buy the ticket but showed it to the conductor.
- e) He pretended to steal his friend's pocket-book.

Passage 2

Question: How much milk does the average Indian buffalo give each year ?

India has 250 million head of cattle—about a quarter of the total cattle population of the world. Yet only 80 million of them produce any milk; of these only 0.3 per cent produce over two litres per day. The Indian cow or buffalo is the world's worst milk-producer. On average, Indian cows give only 175 kg. of milk per year. Indian buffaloes give on average only 440 kg. Cows in the USA give 4,100 kg. on average. In the UK cows give an average of 3,900 kg. A few herds of cows at special government farms in India give nearly 2,500 to 2,700 kg. a year, but this is only a drop in the ocean. For the average Indian, milk is still a luxury.

(Adapted from 'Science Today', September 1973)

- a) 2 litres
- b) 440 kg.
- c) 3,900 kg.
- d) 2,500 kg.
- e) 4,100 kg.

Passage 3

Question: At what temperature does tin melt?

Tin. A silver-white metal and element, atomic weight 118.69, atomic number 50. This light metal has a low melting point, about 449° F. It is usually mixed with other metals.

For example, tin and copper are mixed to make bronze, a metal which is harder than copper and tougher than tin.

Tin cans are made from steel with a very thin coat of tin.

The USA makes more than 48,000,000,000 tin cans every year. The most important tin mining countries are Malaysia, China and Bolivia. Malaysia produced 65,000 tons of tin last year.

- a) 50°C
- b) 118.69°F
- c) 65,000°F
- d) 449°F
- e) 48°C

Passage 4

Question: What is the population of Fonualei?

Fontvieille, village (pop. 1764), SE France, 5 miles NE of Arles: bauxite deposits near by.

Fonuafoa, former volcanic island, Tonga, S Pacific, appeared 1885, disappeared 1894, reappeared 1927, disappeared 1949.

Fonualei, uninhabited island, N Tonga, S Pacific; 40 miles NW of Vavau; active volcano.

Fonyod, holiday town, (pop 2333), SW Hungary, on S shore of Lake Balaton.

(Adapted from 'The Columbia Lippincott Gazetteer of the World')

- a) 1764
- b) 2333
- c) 1949
- d) 0
- e) 1927

Passage 5

Question: What does 'bite the dust' mean?

bite [bait] v.t. & i. p.t. *bit* [bit], p.p. *bitten* ['bitn] 1. cut into with the teeth: **The dog bit me. Does your dog — ?**, is it in the habit of biting people? — **off**, cut off with the teeth: *He bit off a large piece of the apple.* — **one's lips**, try to conceal one's anger or annoyance. (have) **sth. to — on**, sth. to get one's teeth into; (fig.) sth. to get hold of. — **the dust**, (fig.) fall to the ground; be killed. **once bitten twice shy**, a person who has been cheated is likely to be cautious afterwards. **the biter bitten**, the person who intended to cheat was himself cheated.

(Adapted from 'The Advanced Learner's Dictionary of Current English' OUP.)

- | | |
|----------------------------|-----------------------|
| a) cut into with the teeth | d) be cheated oneself |
| b) cut off | e) be killed |
| c) conceal one's anger | |

C. INTENSIVE READING

Read these passages as quickly as you can, then select the correct answer for each question from the four alternatives given. You may refer to the passage as often as you like when you are answering the questions.

Write down the time it takes you to read the passage and finish all the questions.

Passage 1

A Beggar

You can see him every day, sitting on the pavement. His favourite place is just near the fixed-price market, between Indrachowk and New Road. He is quite young, probably only thirty. With his long dirty hair and rags he could be a *sadhu*.
He has chosen a good spot where thousands of people pass by every day. He must get about ten rupees a day.

You may wonder why he is not working. The answer is that he can get more by begging. Work is difficult to get, and poorly paid. Perhaps he was once a farmer or a farmer's son, living in the hills. The story might go like this:

10

There were two bad years without rain in the district where he lived. His father was still paying back the money he had borrowed for his wedding. Because of these two bad years he could not pay any money, and tried to borrow more. But the money-lender refused to lend any more money and took away the land to pay his old debt. Soon the beggar's father died, and he found himself alone, starving. There was nothing to do but go away and take his chance in Kathmandu.

When he arrived in Kathmandu he found that there were hundreds of other people like himself. He could get no work, he had no food, and he had no relations who could help him. The only way was to beg. So he sat down, and soon found that he could get a good wage from begging. Tourists saw his rags and dirt, took photographs and gave him more money than he had ever dreamed of. Life was good. And there he sits to this day, a life wasted !

20

25

1. The man sits on the pavement
 - a) on holidays.
 - b) all day.
 - c) every day.
 - d) when the market is busy.
2. The man sits
 - a) in the fixed-price market.
 - b) near the fixed-price market.
 - c) in New Road.
 - d) in the middle of Indrachowk.
3. The man is
 - a) a beggar.
 - b) a sadhu.
 - c) a farmer.
 - d) a shopkeeper.

4. The place where he sits is a 'good spot' because
- a) it is near the fixed-price market.
 - b) thousands of people pass by every day.
 - c) a lot of rich people live there.
 - d) it is his favourite place.
5. 'He must get about ten rupees a day' in line 6 means
- a) the author knows the beggar gets 10 rupees a day.
 - b) the beggar will die if he does not get 10 rupees a day.
 - c) the author is fairly certain the beggar gets 10 rupees a day.
 - d) the author gives the beggar 10 rupees a day.
6. The man is not working because
- a) he has no land.
 - b) he is dressed in rags.
 - c) he makes more money by begging.
 - d) his father is dead.
7. The author
- a) knows the man was once a farmer or a farmer's son.
 - b) thinks the man may have been a money-lender.
 - c) thinks the man may have been a farmer or a farmer's son.
 - d) thinks the man was once a sadhu.
8. The author says the man's father may have lost his land because
- a) it was taken by a money-lender.
 - b) it was swept away by heavy rain.
 - c) it was given away as a wedding gift.
 - d) it was bought by a rich man.
9. The man went to Kathmandu because
- a) it was the only thing he could do.
 - b) he was tired of village life.
 - c) he wanted to become a beggar.
 - d) his father was dead.

10. 'There were hundreds of other people like himself' in lines 19/20 means
- a) there were hundreds of beggars in Kathmandu.
 - b) there were hundreds of young men with long dirty hair in Kathmandu.
 - c) there were hundreds of farmers' sons in Kathmandu.
 - d) there were hundreds of people without land or work in Kathmandu.
11. The man thinks that his life is
- a) unhappy.
 - b) good.
 - c) useful.
 - d) wasted.
12. The author thinks that the man's life is
- a) unhappy.
 - b) good.
 - c) useful.
 - d) wasted.

Passage 2

Birds

Birds make up a large group of warm-blooded animals. There are over 8,500 species, or kinds, of birds. They range from the smallest humming-bird, which is five centimetres long, to the African ostrich which is over two metres in height. There is an astonishing variety of habits, colours, and songs among birds. Birds like pigeons eat seeds; other birds eat fish. Swallows make nests of mud, whereas tailor-birds sew leaves together to make their nests. Some birds, like the swift, can reach a speed of over 300 kilometres per hour in flight, while other birds, such as the ostrich, cannot fly at all.

10

Some birds migrate, or travel from country to country as the seasons change. One such bird flies 25,000 miles a year. Other birds spend their entire lives within a few miles of the spot where

they hatched. All birds, however, share these features; they are
15 all hatched from eggs; they all have two legs and a beak; they all
have wings.

The most important differences between birds concern the wings, the beak and the feet. Using three common birds as examples, we can see how these important features differ.

20 The domestic hen has short wings, which it rarely uses because it has a heavy body and lives on the ground. Its feet are designed so that it can scratch the ground to find the seeds and worms it eats. It has a short beak adapted for eating this kind of food. Hens are omnivorous. They will eat anything.

25 Hawks have long pointed wings for high rapid flight. Their feet are designed to seize birds and other small animals. Their beaks are sharp for cutting and tearing up the animals they kill.

Ducks have webbed feet so that they can swim easily. They have long flat beaks which they use to search for food
30 in river and pond mud. They have powerful wings because they must fly long distances.

1. 'Species', line 2, means

- | | |
|------------|--------------------------|
| a) group. | b) kinds. |
| c) habits. | d) warm-blooded animals. |

2. Which sentence from paragraph 1 illustrates the 'astonishing variety of habits' among birds?

- a) There are 8,500 species of birds.
- b) The humming bird is five centimetres long.
- c) Birds make up a large group of warm-blooded animals.
- d) Swallows make nests of mud, whereas tailor-birds sew leaves together to make their nests.

3. Which statement is true ?
 - a) Some birds can fly at a speed of 300 kilometres per hour.
 - b) Only the swift can fly at a speed of 300 kilometres per hour.
 - c) The ostrich can fly at a speed of 300 kilometres per hour.
 - d) The swift cannot fly at a speed of 300 kilometres per hour.
4. Which statement about the ostrich is true ?
 - a) It has no wings and it is two metres high.
 - b) It cannot fly.
 - c) It eats fish.
 - d) It has astonishing colours.
5. 'Birds migrate', line 11, means that birds
 - a) go to live permanently in other countries.
 - b) travel from country to country as the seasons change.
 - c) live all their lives near the spot where they hatched.
 - d) change colour in cold months.
6. Which statement is NOT true ?
 - a) All birds have wings.
 - b) All birds are hatched from eggs.
 - c) All birds fly.
 - d) All birds have beaks.
7. 'Omnivorous', line 24, means
 - a) eating seeds only.
 - b) eating worms only.
 - c) eating anything.
 - d) eating meat.
8. Hawks have sharp beaks so that
 - a) they can eat seeds.
 - b) they can seize small birds and animals.
 - c) they can scratch the ground for worms.
 - d) they can eat small animals.

9. The duck can swim well because it has
- a) a long flat beak.
 - b) powerful wings.
 - c) webbed feet.
 - d) long pointed wings.
10. The most important differences between birds concern
- a) their colours.
 - b) their songs.
 - c) their beaks, feet and wings.
 - d) the kind of nests they build.

Passage 3

Arrival in Drineffy

Late one October afternoon in the year 1924 a badly dressed young man looked eagerly out of the window of his railway carriage. Manson had been travelling all day.

This was the last part of his long journey to South Wales.

- 5 He felt excited as he thought of the work, his first job as a doctor, that he was going to do in this strange, wild country.

- Outside, the rain beat down between the mountains on both sides of the railway line. The tops of the mountains were hidden by a grey sky. Their sides, which contained
- 10 many coal mines, looked black and cold. No trees, no grass could be seen in the fading light. At a bend of the railway line, a bright red light from a steel mill could suddenly be seen. By the light, Manson could see a number of men working with all their strength. At once, a feeling of power
- 15 filled the mountain valley. Manson felt that he must work hard in his new job. He felt suddenly optimistic about his future.

- It was dark when, half an hour later, his train reached Drineffy. He had arrived at last. Manson jumped down
- 20 from the train and hurried out of the station.

In the street, an old man in dirty clothes looked at him critically and asked, "Are you Dr Page's new man?"

"That's right. Manson's my name - Andrew Manson."

"H'm! Mine's Thomas. I've got the carriage here. Get in!"

25

Manson climbed into the carriage which badly needed to be repaired. They drove in silence through several streets of small, dirty houses. Old Thomas kept looking at Manson in a strange way. At last, he said: "You've only just qualified, haven't you?"

30

Andrew smiled.

"I thought so!" Old Thomas spat. "The last man left ten days ago. Doctors never stay here for long."

(Adapted from 'The Citadel' by A. J. Cronin, Victor Gollancz, Ltd.)

1. What is the first thing we learn about Manson ?
 - a) He was a doctor.
 - b) He was going to work in South Wales.
 - c) He was young.
 - d) He was badly dressed.
2. Manson travelled to South Wales
 - a) by bus.
 - b) on foot.
 - c) by carriage.
 - d) by train.
3. Manson was excited about
 - a) the long journey.
 - b) South Wales.
 - c) the work he was going to do.
 - d) the view from the carriage window.
4. Manson was going to South Wales
 - a) to work as a doctor.
 - b) for a holiday.
 - c) to see the steel mills.
 - d) to work in a coal mine.
5. 'This strange wild country', line 6, refers to
 - a) South Wales.
 - b) Drineffy.

- c) Manson's home. d) the United Kingdom.
6. Manson could not see the tops of the mountains because
 a) the light was fading. b) they were too high.
 c) they were hidden by d) the train had gone round
 grey clouds. a bend in the railway line.
7. The men Manson could see in the red light were
 a) coal miners. b) railway workers.
 c) steel workers. d) farmers.
8. When Manson saw the men working with all their
 strength, he felt
 a) excited. b) powerful.
 c) hopeful about his future. d) tired.
9. Manson reached Drineffy
 a) late at night. b) in the morning.
 c) in the afternoon. d) in the evening.
10. Old Thomas
 a) was not very polite to Manson.
 b) was very polite to Manson.
 c) was friendly to Manson. d) never spoke to Manson.
11. 'You've only just qualified', line 29, means
 a) you arrived in Drineffy a short time ago.
 b) you passed your exams to become a doctor a short
 time ago.
 c) you almost failed your exams to become a doctor.
 d) this is your first job as a doctor.
12. Old Thomas thinks
 a) Manson is badly dressed.
 b) Manson will not like Dr Page.
 c) Manson will not stay in Drineffy for a long time.
 d) Manson is an unpleasant person.

Abbreviations

adj.	adjective	e.g. <i>happy</i>
adv.	adverb	e.g. <i>quickly</i>
(here)		This means the word has several meanings but is defined as it is used in the passage.
n(C)	noun (countable)	Nouns that take 'a' and have a plural form. e.g. <i>cow</i> .
n(U)	noun (uncountable)	Nouns that do not take 'a' and have no plural form. e.g. <i>milk, courage, greed</i> .
n(C&U)	noun (countable and uncountable)	Some nouns are sometimes countable and sometimes uncountable. e.g. <i>danger</i> . <i>There is some danger of fire.</i> <i>That driver is a danger to others.</i>
s.o./s.t.	someone/something	
v.i.	verb intransitive	A verb which does not take an object. e.g. <i>sit</i> .
v.t.	verb transitive	A verb which takes an object. e.g. <i>give</i> .
v.t. & i.	verb transitive and intransitive	Many verbs can be used both transitively and intransitively. e.g. <i>play</i> . <i>He plays football.</i> <i>He plays very badly.</i>

Appendix

Irregular Verbs

1. *Almost all these verbs have three forms. Verbs marked like this × have only two forms.*

VERB	PAST	PAST PARTICIPLE
be	was	been
× become	became	become
× beat	beat [बीःट्]	beaten
bite	bit	bitten
blow	blew	blown
break	broke	broken
choose	chose	chosen [चौज्न्]
× come	came	come
do	did	done [डान्]
draw	drew	drawn
drink	drank	drunk [ड्रान्क्]
drive	drove	driven [ड्रिभन्]
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
go	went	gone [गज्न्]
grow	grew	grown
hide	hid	hidden
know	knew	known

lie	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen [रिज़न्]
run	ran	run
saw	sawed	sawn
see	saw	seen
sew [सौ]	sewed [सौड्]	sewn [सौन्]
shake	shook	shaken
show	showed	shown
sing	sang	sung
sink	sank	sunk
speak	spoke	spoken
steal	stole	stolen
swell	swelled	swollen
swim	swam	swum
take	took	taken
tear	tore	torn
wake	woke	woken
wear	wore	worn
write	wrote	written

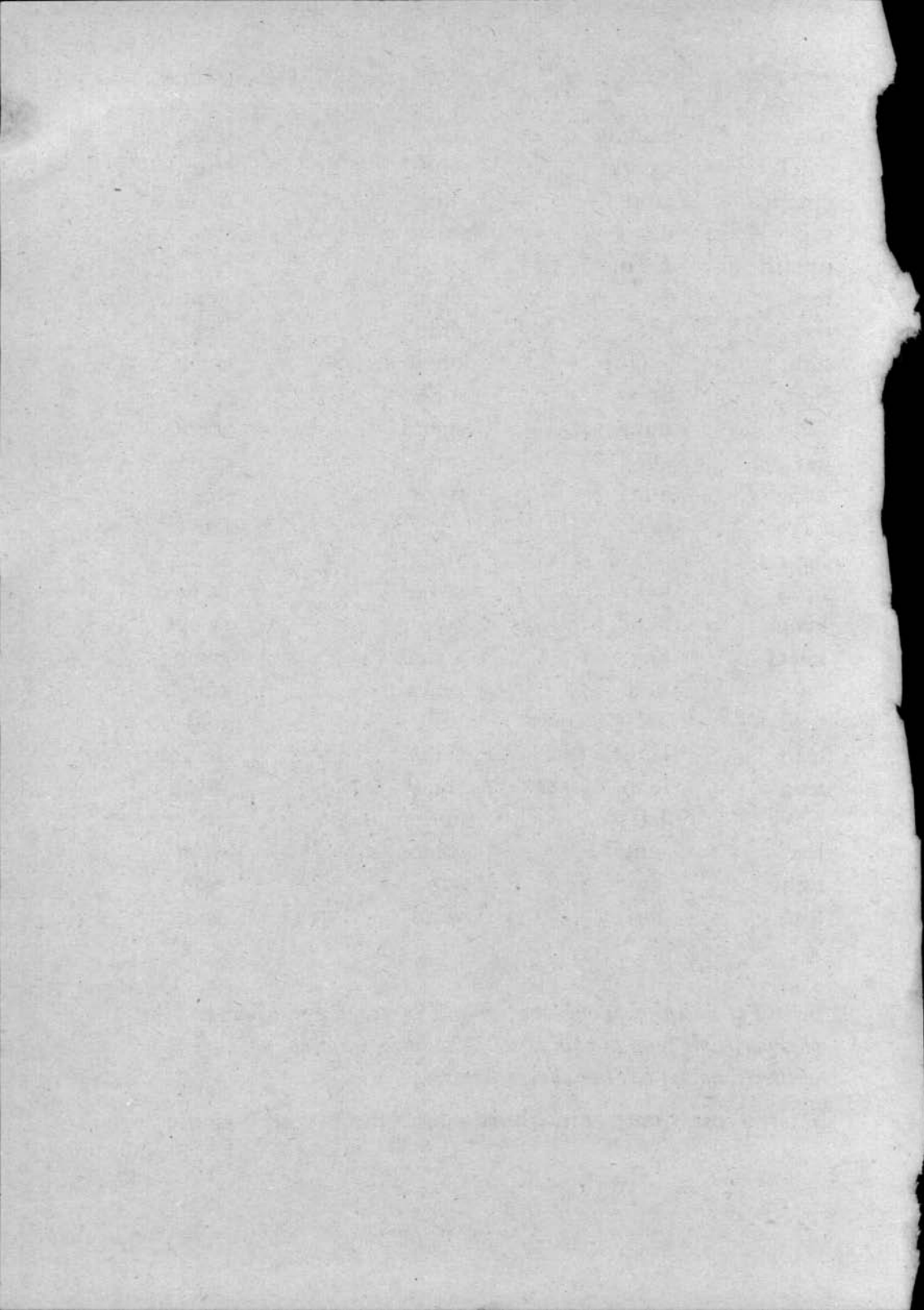
2. *These verbs have two forms. The past form and the past participle form are the same.*

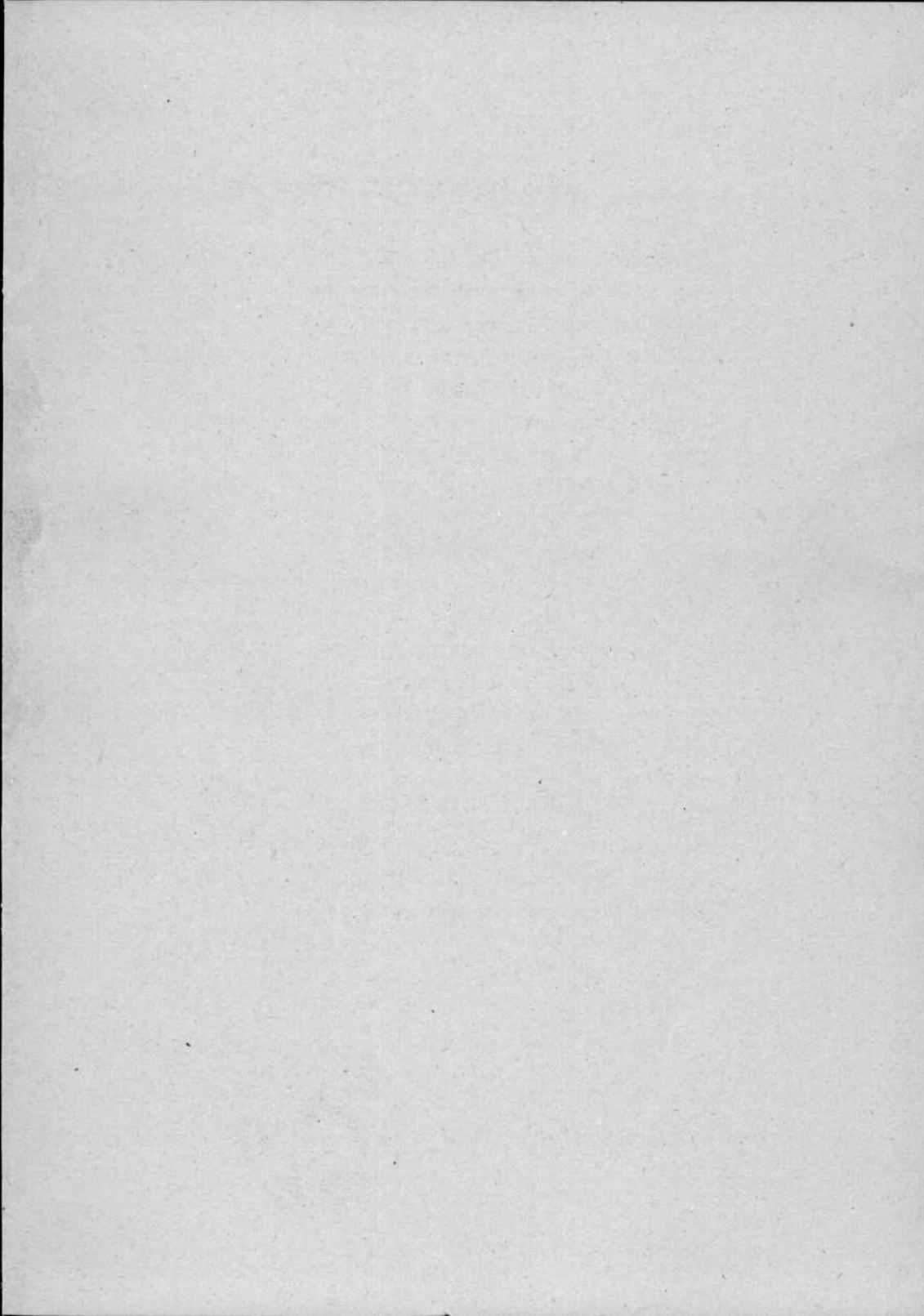
VERB	PAST+PAST PARTICIPLE	VERB	PAST+PAST PARTICIPLE
bend	bent	make	made
bleed	bled	mean	meant [मेन्ट्]
bring	brought	meet	met
build [बिल्ड्]	built [बिल्ड्]	pay	paid
burn	burnt	say	said

buy	bought	sell	sold
catch	caught	send	sent
creep	crept	shine	shone
dig	dug	shoot	shot
dream	dreamt [ड्रेम्ट]	sit	sat
feed	fed	sleep	slept
feel	felt	slide	slid
fight	fought	smell	smelt
find	found	speed	sped
fling	flung	spend	spent
get	got	spit	spat
hang	hung	stand	stood
have	had	stick	stuck
hear	heard [हःइ]	sting	stung
hold	held	strike	struck
keep	kept	sweep	swept
kneel	knelt	swing	swung
lay	laid	teach	taught
lead	led	tell	told
lean	leant [लेन्ट]	think	thought
leap	leapt [लेप्ट]	tread	trod
leave	left	understand	understood
lend	lent	weep	wept
light	lit	win	won
lose	lost	wind [वाइन्ड]	wound

3. *These verbs have only one form. The verb, the past form and the past participle form are the same. Note that 'read' has only one written form but has two spoken forms.*

burst, cost, cut, hit, hurt, let, put, read, shut.





समूह गायनमा गाउने राष्ट्रिय गीत

हटने होइन डटी लडने नेपालीको बानी हुन्छ
कहिले नझुक्ने शिर उभेको स्वाभिमानी नेपाली हुन्छ
विश्वको कुना काप्चामा खोज, नेपालीको मुटुमा खोज
त्यहाँ सिङ्गो नेपाल हुन्छ, त्यहाँ राजा रानी हुन्छ... २
श्रीपेचको नवै रङ्ग डाँफे चरीले बोकेर उड्छ
एकता अग्नि बीरताको गाथा सारङ्गीले गाउँदै हिड्छ
खुकुरीको डोबभित्र वीरहरूको पाइला हुन्छ
पर्वतराज हिमालमुनि गुराँस त फुलेको हुन्छ
गुराँसको रङ्ग हेर, त्यो पनि त रातो हुन्छ
हाम्रो मुटुको रगत हेर, त्यो पनि त रातो हुन्छ
रातो रङ्ग सिम्रीकको रङ्ग, चन्द्र सूर्य झण्डाको रङ्ग, त्यो पनि त रातो हुन्छ
त्यहाँ सिङ्गो नेपाल हुन्छ, त्यहाँ राजा रानी हुन्छ... २
हाम्रो मादल शान्तिको लागि मरुभूमिमा परेड खेल्छ
स्वयम्भूको दुइटा आँखाले न्याय अन्याय छुट्याई हेर्छ
बाँच र बचाऊ भन्ने छातिभित्र कुँदिएको हुन्छ
ठेला उठेको हातमा हेर, पसीना त बगेको हुन्छ
पसीनाको नदी हेर, त्यो पनि त नीलो हुन्छ
हामी माथिको आकाश हेर, त्यो पनि त नीलो हुन्छ
नीलो रङ्ग शान्तिको रङ्ग, हाम्रो झण्डाको किनारको रङ्ग, त्यो पनि त नीलो हुन्छ
त्यहाँ सिङ्गो नेपाल हुन्छ, त्यहाँ राजा रानी हुन्छ
त्यहाँ सिङ्गो नेपाल हुन्छ, त्यहाँ राजा रानी हुन्छ

ENGLISH READER

