

English

Open School Grade 9 -10

Self-Learning Material



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

English

(Open School Grade 9 -10)

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Preface

Open school education programme plays an important role in expanding access to education. The main objective of the open education system is to bring children who are unable to complete their formal education due to economic, social, geographical and other reasons and people who have crossed school age to the mainstream of education. Being based on the curriculum of school education, materials of various subjects have been developed and made public. According to the new curriculum of the secondary level, self-study materials for five compulsory subjects have been developed to be equivalent to grades 9 and 10 textbooks.

This self-study material has been developed being based on the curriculum of English, one of the compulsory subjects prescribed for the formal education of grades 9 and 10, for the students of open schools. The contents fulfilling the competence of grades 9 and 10 are included in this material so that the people who have passed grade 8 can participate in grade 10 examinations after one of self-study. The self-study material includes simple and practical content and learner-friendly activities as much as possible so that the students can learn on their own. This material is not the replacement of textbook but a supplementary material.

This self-study material has been prepared by Mr. Matrika Subedi and Mr. Keshav Dutta Joshi. The material development work was coordinated by Mr. Rudra Prasad Adhikari, Deputy Director General of the Centre and the coordination and management were done by Ms. Sabita Dangal, Director of the centre and Ms. Bhimadevi Koirala, Section Officer of the Centre. The content and language of the book were edited by Mr. Raju Shrestha and the layout was done by Mr. Jayaram Kuikel. The Centre for Education and Human Resource Development extends its sincere thanks to all those involved in the development of this material. The Centre always welcomes creative suggestions and comments to further refine this material.

Choodamani Paudel
Director General

Center for Education and Human Resource Development

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Current Affairs and Issues

Language function: Reporting statements

Dear students,

This is the first unit of this book. It comprises the contents related to four language skills and grammar. The first reading text is about 'Driverless Technology' where you can learn about the use of artificial intelligence (AI). There are activities to consolidate your understanding of the text. In grammar, you will get a chance to learn how to report statements (from direct to indirect and vice-versa). In the listening section, you will get a chance to listen to authentic audio file and have to do different comprehension exercises. Similarly, in the speaking section, you have to practise reporting statements orally. In the reading second, you are supposed to read a letter written to the UN General Secretary. Finally, you have two writing activities. They are: writing a news article and a letter to a mayor. Additionally, there is a project work in which you are required to make an attractive poster on the given theme.

Reading I

Objectives: You should be able to:

- look at the pictures and guess the content of the reading text;
- read the text silently and understand the text;
- guess the meaning of the unfamiliar words from the context; and
- do comprehension exercises (vocabulary/true or false and answer questions).

Answer the following questions.

a. What do you see in the picture?



b. Do you think that driverless cars exist?



How Driverless Cars will Change our World

By Jenny Cusack, 30th November 2021

It's a late night in the Metro area of Phoenix, Arizona. Under the artificial **glare** of street lamps, a car can be seen slowly approaching. Active sensors on the vehicle **radiate** a low hum. A green and blue 'W' glows from the windscreen, giving off just enough light to see inside – to a completely empty driver seat.

The wheel **navigates** the **curb** steadily, parking as an arrival notification **pings** on the phone of the person waiting for it. When they open the door to climb inside, a voice greets them over the vehicle's sound system. "Good evening, this car is all yours – with no one **upfront**," it says.



This is a Waymo One robotaxi, **hailed** just 10 minutes ago using an app. The open use of this service to the public, slowly expanding across the US, is one of the many developments signaling that driverless technology is truly becoming a part of our lives.

The promise of driverless technology has long been **enticing**. It has the potential to transform our experience of **commuting** and long journeys, take people out of high-risk working environments and **streamline** our industries. It's key to helping us build the cities of the future, where our

reliance and relationship with cars are redefined – lowering carbon emissions and paving the way for more sustainable ways of living. And it could make our travel safer. The World Health Organization estimates that more than 1.3 million people die each year as a result of road traffic crashes. "We want safer roads and fewer **fatalities**. Automation ultimately could provide that," says Camilla Fowler, head of automated transport for the UK's Transport Research Laboratory (TRL).

But in order for driverless technology to become mainstream, much still needs to change.

"Driverless vehicles should be a very calm and **serene** way of getting from A to B. But not every human driver around it will be behaving in that way," says David Hynd, chief scientist for safety and investigations at TRL.

"It's got to be able to cope with human drivers speeding, for instance, or breaking the rules of the road. "And that's not the only challenge. There's regulation, rethinking the Highway Code, public perception, improving the infrastructure of our streets, towns, cities, and the big question of ultimate **liability** for road accidents. "The whole insurance industry is looking into how they're going to deal with that change from a person being responsible and in charge to the vehicle doing that," says Richard Jinks, vice president of commercial at Oxfordshire-based driverless vehicle software company Oxbotica, which has been testing its technology in cars and delivery vehicles at several locations across the UK and Europe.

The ultimate vision experts are working towards is of completely driverless vehicles, both within industry, wider transport networks, and personal-use cars, that can be **deployed** and used anywhere and everywhere around the world.

But with all these **hurdles** in place, what exactly does the next 10 years have in store for **autonomous** vehicles?

Two years from now

The biggest hurdle for those in the driverless technology industry is how to get the cars to operate safely and effectively in complex and **unpredictable** human environments. Cracking this part of the puzzle will be the major focus of the next two years.

Self-driving vehicles are steadily becoming a reality despite the many hurdles still to be overcome – and they could change our world in some unexpected ways.

At the Mcity Test Facility at the University of Michigan, experts are addressing this. The world's first purpose-built testing ground for autonomous vehicles, it's a mini-town of sorts, made up of 16 acres of road and traffic infrastructure. It includes traffic signals and signs, underpasses, building **facades**, tree cover, home and garage exterior for testing delivery and ride-hailing, and different **terrains** such as road, pedestrian walkways, railway tracks, and road-markings which the vehicles must navigate. It's here that experts test scenarios that even the most experienced of drivers may be pressed to handle, from children playing in the street to two cars trying to merge on a junction at the same time.

(Source: BBC Future)

Word Meaning

Glare /gleə(r)/: Shine with a dazzling light

Radiate /'reɪdiət/: to produce heat and/or light

Navigate /'nævɪgeɪt/: to plan and direct the course of ship, plane, car etc.

Curb /kɜːb/: to control or limit something,
Pings /pɪŋz/: a short high sound
Upfront /ʌp'frʌnt/: paid in advance
Hailed /heɪld/: to signal to a taxi or a bus to stop
Enticing /ɪn'taɪsɪŋ/: something so attractive and interesting
Commuting /kə'mjuːtɪŋ/: travelling regularly by a vehicle between place of work and home
Streamline /'striːmlaɪn/: to make a system/organization work better
Reliance /rɪ'laɪəns/: dependence
Fatality /fə'tæləti/: a death that is caused in an accident
Serene /sə'reɪn/: calm and peaceful
Liability /laɪə'bɪlɪti/: the state of being legally responsible for something
Deployed /dɪ'plɔɪd/: used something effectively
Hurdle /'hɜːdəl/: problem or difficulty that must be solved or dealt with
Autonomous /ɔː'tɒnəməs/: that has the technology to drive itself
Unpredictable /ʌn.pri'dɪk.tə.bəl/: that cannot be predicted
Facade /fə'sɑːd/: the front of a building
Terrain /tə'reɪn/: areas of land

Vocabulary Exercise

Complete the given blank spaces with one of the appropriate words given in the box below.

enticing	streamline	navigate	autonomous	unpredictable
serene	curb			

One example is done for you

- She has broken her leg badly. I think she has a problem to **navigate** the stairs with her crutches.
- Her outfit was extremely drawing the attention of all the guests present.
- We are planning to change our strategies to our business to make it more competitive.
- The quiet beach made a setting for the midnight wedding.
- They proudly announced themselves as a part of an/a province.
- The match between the two team is so competitive; results are really

Reading Comprehension

A. Read the text and write True or False against these statements.

One example is done for you:

- a. *The experiment took place in the USA.*

Read the underlined sentence which contains the answer.

It's a late night in the Metro area of Phoenix, Arizona. Under the artificial glare of street lamps, a car can be seen slowly approaching. Active sensors on the vehicle radiate a low hum. A green and blue 'W' glows from the windscreen, giving off just enough light to see inside – to a completely empty driver seat.

Look at the underlined part of the paragraph. Can you decide if the sentence is true or false? Yes, it is a false statement. It happened in Phoenix, Arizona which is a state of the USA.

✗ False.

- b. The driverless car welcomes the passengers. []
c. Driverless technology has not been thought about before. []
d. A large number of people die every year in the road accidents. []
e. Richard Jinks company has been working throughout the world. []
f. Driverless technology has no challenges at all. []

B. Answer these questions. One has been done as an example.

- a. *What happens as soon as the car arrives at the station?*

Read this second paragraph for the answer. The underlined sentence contains the answer.

The wheel navigates the curb steadily, parking as an arrival notification pings on the phone of the person waiting for it. When they open the door to climb inside, a voice greets them over the vehicle's sound system. "Good evening, this car is all yours – with no one upfront," it says.

Did you look at the underlined sentence carefully? If yes what is the answer?

✎ A notification comes/pings on the phone of the person waiting for it.

b. Mention the benefits of driverless technology.

✎

c. What qualities does driverless technology have over human drivers?

✎

d. Mention the name of the software company that has been testing driverless cars.

✎

e. What is the major challenge of driverless technology, according to the text?

✎

f. Do you think driverless technology is applicable in the countries like Nepal? Why?

✎

Grammar knowledge

Objectives: You should be able to:

- identify sentences of direct and indirect speech; and
- direct speech sentence to indirect speech and vice-versa.

Read the given sentences spoken by different people in the text. See how they have been changed to indirect speech.

Direct speech: *Camilla Fowler said, "We want safer roads and fewer fatalities."*

Indirect speech: Camilla Fowler said that they wanted safer roads and fewer fatalities.

Direct speech: "Driverless vehicles should be a very calm and serene way of getting from A to B." said David Hynd.

Indirect speech: David Hynd said that driverless vehicles should be a very calm and serene way of getting from A to B.

***Note:** In direct speech, the exact words of the speakers are mentioned inverted commas. While changing them into indirect speech, you have to change the tense, adverbs and pronouns of the given sentences. In the reporting of the first sentence, a connective 'that' is added after the reporting verb (said). The tense of the verb 'want' (simple present tense) is changed to the simple past tense verb 'wanted'. In the second sentence, the modal verb 'should' is used which is not changed in the indirect speech. Remember, comma and inverted comma are deleted.*

Let's see some common rules of speech conversation.

A. Tense Conversation

Direct	Indirect
a. Simple present tense	a. Simple past tense She said, "I write letters." She said that she wrote letters.
b. Present continuous tense	b. Past continuous tense He said, "They are flying kites." He said that they were flying kites.
c. Present perfect tense	c. Past perfect tense Phurba said to me, "I have written a poem." Phurba told me that he had written a poem.
d. Present perfect continuous tense	d. Past perfect continuous tense Binda said, "We have been learning grammar." Binda asserted that they had been learning grammar.
e. Simple past tense	e. Past perfect tense Sona said to her friend, "We played golf."

	Sona told her friend that they had played golf.
f. Past continuous tense	f. Past perfect continuous tense Sanatan said to her, "Rumba was dancing." Sanatan told her that Rumba had been dancing.
g. Past perfect and past perfect continuous tense	g. No change Om said, "We had got many problems." Om said that they had got many problems.
h. Modal verbs (will/shall/can/may)	h. Modal verbs (would/should/could/might) Firoj said, "Saniya will meet me soon." Firoj said that Saniya would meet him soon.
i. Modal verbs (would/should/could/might)	i. No change Gunaraj told me, "Sabu would win the match." Gunaraj told me that Sabu would win the match.

B. Adverbial Conversation

Direct	Indirect
today	that day
tonight	that night
ago	before
yesterday	the day before/the previous day
tomorrow	the following day/the next day
now	then
last + time (week/night/ evening, etc.)	the previous + time (week/night/ evening, etc.)
this/these	that/those
the day before yesterday	before two days

Study these examples:

Direct: Sima said, "Rijan will come here **tomorrow**."

Indirect: Sima said that Rijan would come there **the following day**.

Direct: Pritam said to his friends, "We reached Kuwait **last** evening."

Indirect: Pritam told his friends that they had reached Kuwait **the previous** evening.

Practice

A. Match the sentences in direct speech to their indirect speech counterparts.

Direct speech		Indirect speech
a. Ravi said to me, "I am alone at home now."	v.	i. Chupten says that it rained a lot the previous week.
b. The players said, "We will win the match easily."	.....	ii. The old man said that necessity is the mother of invention.
c. Chupten says, "It rained a lot last week."	.....	iii. Kunti will say that she has never seen a tiger in her life.
d. The old man said, "Necessity is the mother of invention."	.....	iv. Pasang said that if I touch snow, I get snow bite.
e. "They have bought a bungalow in Kathmandu", said he.	.....	v. Ravi told me he was alone at home then.
f. Kunti will say, "I have never seen a tiger in my life."	.....	vi. He said that they had bought a bungalow in Kathmandu.
g. Pasang said, "If you touch snow, you get snow bite."	.....	vii. The players said that they would win the match easily.

B. Complete the given sentences with the correct alternatives given.

- a. Julie said, "My birthday is in March." In other words: Julie said that was in March. (my birthday/**her birthday**/their birthday)

- b. She told me that ice cream. (I never like /she never like/she never liked)
- c. The vet said to me, "I your cat an injection last evening." (gave/will give/ would give)
- d. "I have been cleaning the house all morning." My mother said that cleaning the house all morning. (she has been/I had been/she had been)
- e. Yesterday, my grandfather told me he swim in the river when he was 5. (could/was able/can)
- f. Peter says that he a bus for his office. (take/takes/took)
- g. Our teacher told us, "A bad workman quarrels with his tools." That is to say: Our teacher told us that a bad workman (quarrel with his tools/ quarreled with his tools/quarrels with his tools).
- h. The guest said to me, " a beautiful house." (You have/That I had/ That he has had)
- i. He said to us, "I'll send you a post card." In other words, he told us a post card. (that I will send you/he would send me/he would send us)
- j. They said, "We bought a new car last week." Rijan conformed that they (had bought a new car last week/bought a new car the previous week/had bought a new car the previous week)
- k. "I can't speak German." Anurag says that he German. (can't speak/ couldn't speak/could speak not)

C. Change the given sentences into indirect speech.

a. *Pinky said, "I live in the city centre."*

Ans: Pinky said that she lived in the city center.

b. Namuna said to her mother, "My friends are going to a picnic next week."

c. She said, "They have been studying a lot these days."

- d. The chairperson said to the guest, "I arrived here before you."
- e. He said, "The car will be here by 2 p.m."
- f. Michael says, "My father has been ill for a week."
- g. Ang Nima said, "I can help you, Tom."
- h. "He was sleeping when Marry called", she said.
- i. The tourist said to me, "Your mother was walking through this road."
- j. Rukmini said, "Nuri could swim when he was four."
- k. "They did not watch that movie last evening", said Aitaman.

D. Change these indirect speech sentences into direct speech.

- a. Tej said that he would meet me the following day.
- b. Punit says Rabina has been practising mathematics for a long time.
- c. Deepak asserted that the English teacher was going to take a unit test on Sunday.
- d. Pratima told me that she had forgotten to call her mother the previous night.
- e. Mr. Sedai said that he could speak English when he was three.
- f. Harish told me his mother was knitting a sweater for him then.
- g. Chandu said that the sun is the hottest star.

Listening

Objectives: You should be able to:

- look at the pictures and guess the answers to the pre-questions.
- listen to the audio and retrieve specific information.
- answer questions based on the audio.

A. Look at the picture and answer these questions.

- a. What do you see in the picture?
 ✎



b. Is it good to save tigers? Why do you think so?

✍
.....

B. Listen to the audio and answer these questions.

a. How long did it take to double the number of tigers in Nepal?

✍
.....

b. Why are the water holes made on the grassland?

✍
.....

c. What time did they see the signs of the return of a tiger?

✍
.....

d. Where were a lot of deer?

✍
.....

e. How, according to Manoj Gautam, should we react to the increased number of tigers?

✍
.....

C. There are many species of birds, animals and others which are rare or going to be extinct. What can Nepal government do to save them? Give constructive suggestions.

For example:

i. Make strict rules and enact them.

ii.
.....

Speaking

Objectives: You should be able to:

- speak with fluency and accuracy; and
- report statements while speaking.

A. Look at the given pictures and read what these people have said.

"I will buy a laptop for you."



My dad said he would buy a laptop for me.



B. Yesterday a new friend, Tamanna came to your house and talked to you.

- I have had this wheelchair for five years.
- My friends love me very much.
- I have never failed my exams.
- Some of my teachers support me a lot.
- I am reading a novel these days.
- You can ask me for help if you need it.
- I was very intelligent when I was 10.



Later, your friends asked you what she said. Report them as in the example.

Tamanna said that she had had this wheelchair for five years.

Reading II

Objectives: You should be able to:

- look at the pictures and guess answers to the pre-reading questions.
- guess the content of the reading text with the help of the title.
- read the text silently and understand it.
- understand the meaning of unfamiliar words from the given context.
- do comprehension exercises (vocabulary/choosing correct alternatives/answer questions).

Look at the picture and answer these questions.

- a. Who do you think these people are?
⚡.....
- b. What are they doing?
⚡.....



Open Letter to UN Secretary-General Antonio Guterres

His Excellency Antonio Guterres
United Nations Secretary-General
United Nations Secretariat
42nd Street
New York, NY 10017
7 August 2020

RE: Inclusion of Children in the Youth Advisory Group on Climate Change

Your Excellency,

Congratulations on your recent **announcement** of seven young climate leaders-between the ages of 18 and 28 years old – to your Youth Advisory Group on climate change, who will advise you regularly on **accelerating** global action and the action to **tackle** the worsening climate crisis. We appreciate this important focus on bringing young leaders into decision-making and planning processes related to climate action. We also welcome the emphasis you place on receiving and giving frank and fearless advice, and the urgency of holding government and **corporate** leaders to account on climate action.

We are **disappointed**, however, that you have not expanded this list of young climate leaders to children in all their **diversity**. Millions of children took part in school strikes for climate action in 2019 and early 2020 and demonstrated their **outrage** and constructive solutions in equal measure. They have been agents of change in the climate debate using their channels of influence-schools, social media, and street protest- to **catalyse** global activism on the climate **crisis**. We have seen children from the global North to the global South engaging with political and corporate leaders- in their home countries and also within the international system-most recently at the UN Human Rights Council-claiming their right to a safe, clean,

healthy and sustainable environment as critical foundation to realizing their wellbeing and rights.

It was, after all, a child, Greta Thunberg, who **sparked** this global movement through an inspiring solo protest in 2018. By 2019, she was able rightly assert: “We proved that it does not matter what you do and that no one is too small to make a difference.” In 2020, children are saying the same thing. Like Fabrizio, a 16-year-old boy from Peru, who told us on a recent child-led online conversation, “The Future of Children is **at stake** now, tomorrow will be too late.” Children like Fabrizio are vocal in their anxiety that our **dash** to economic recovery will **scupper** climate change at **net-zero commitments**. They continue to pressure on us all for urgency, and to fight for a green **recovery**.

Once again, Secretary-General, we congratulate you on the establishment of the Youth Advisory Group on climate change. We ask, however, that it be inclusive of children and adolescents younger than 18; respecting their right to be heard and to contribute their **expertise** directly. We also ask that as preparations for COP26 advance, you call for the UK and Italy to give children a safe space to influence these upcoming preparatory events. We would of course be happy to support a process that facilitates meaningful **engagement** with children across the globe on both your Group and COP26.

If the last two years have taught us anything it is that children, **armed** with information and a sense of purpose, have a unique role to play by participating in decision-making processes and in **combating** crises with **constructive** solutions. Let us make sure that we learn and apply this lesson to the planning process related to climate action.

Sincerely Yours,
Save the Children
Child Rights Connect

Word Meaning

Announcement /ə'naʊnsmənt/: a spoken or written statement that informs people about something

Accelerating /ək'seləreɪtɪŋ /: (of a vehicle) starting to go faster

Tackle /'tækl/: to make a determined effort to deal with a difficult problem or situation

Corporate /'kɔ:pərət/: connected with a large business company

Disappointed /dɪsə'pɔɪntɪd/: upset

Diversity /daɪ'vɜ:səti/: many people or things that are very different from each other

Outrage /'aʊtreɪdʒ/: a strong feeling of shock and anger

Catalyse /'kætəlaɪz/: to make a chemical reaction happen faster

Crisis /'kraɪsɪs/: a time of great danger or difficulty

Sparked /spɑ:kt/: to cause something to start or develop

At stake /æt steɪk/ /: that can be won or lost

Scupper /'skʌpə(r)/: to cause somebody/something to fail

Net-zero /net 'ziərəʊ/: in which the harmful gases produced have no impact on the climate because they have been balanced by actions that protect the environment

Recovery /rɪ'kʌvəri/: the process of becoming well again after an illness

Expertise /ekspɜ:'ti:z/: expert knowledge or skill in a particular subject, activity or job

Preparatory /prɪ'pærətri/: done in order to prepare for something

Engagement /ɪn'geɪdʒmənt/: arrangement to do something

Armed /ɑ:md/: having the use of arms/weapons

Combating /'kɒmbætɪŋ /: fighting against an enemy/crisis

Constructive /kən'strʌktɪv/ having a useful and helpful effect :

Vocabulary Exercise

Find the words from the text which have the following meanings. Consult only underlined words in the text.

- a. **worsening:** becoming bad/worse; deteriorating
- b.: the quality of being very important and needing attention immediately
- c.: that causes little/no damage to the environment and lasts for a long time
- d.: to state clearly and definitely that something is true
- e.: a promise to do something

- f.: going to happen soon

Reading Comprehension

A. Choose and copy the best alternatives.

- a. How many young climate leaders were announced by the United Nations?
i. five ii. six iii. seven

For this read the first part of the first paragraph. The sentence that contains the answer is highlighted.

Congratulations on your recent announcement of seven young climate leaders – between the ages of 18 and 28 years old – to your Youth Advisory Group on climate change, who will advise you regularly on accelerating global action and the action to tackle the worsening climate crisis.

Ans: iii. seven

- b. When did students take part in strikes for climate action, according to the sender of this letter?
i. in 2019 ii. in 2020 iii. in 2019-2020
- c. When did Greta Thunberg start her movement?
i. 2018 ii. 2019 iii. 2020
- d. Who established the Youth Advisory Group?
i. United Nations ii. Greta Thunberg iii. Fabrizio
- e. What is the reason behind children engaging in the decision-making process in the last two years?
i. because they have a new forum like United Nations.
ii. because they are loaded with information and sense of purpose
iii. because they have freedom of expression.

B. Answer these questions.

- a. When was this letter written?

Read this first part of the letter for the answer:

*His Excellency Antonio Guterres
United Nations Secretary-General
United Nations Secretariat
42nd Street
New York, NY 10017
7 August 2020*

Ans: 7 August 2020/The letter was written on 7 August 2020.

- b. What is the letter about?

✍

- c. What is the Youth Advisory Group supposed to do?

✍

- d. Is the writer happy with the United Nations' decision to make Youth Advisory Group?

✍

- e. What is children's demand to the UN?

✍

- f. As a student, what role can you play to fight climate change and its effects?

✍

Writing

Objectives: You should be able to:

- tell the components of a newspaper article.
- write a newspaper article based on the given clues with an appropriate format and layout.
- familiarise themselves with the format of a formal letter.
- write a letter (to the Mayor) with the help of the given clues.

- A. **The use of AI in technology is not only making people’s lives easier but also it is bringing new challenges. Write a newspaper article about the challenges brought by the advancement of AI in technology.**

Challenges Brought by the Advancement of AI in Technology

Sumana Joshi (*Name any name as the writer of the article.*)

.....
.....

Note: In your answer:

- a. Introduce AI technology in the first paragraph.
- b. Discuss where AI technology can be used in the second paragraph.
- c. In the third paragraph, write the challenges brought by AI in technology.
- d. Give a concluding remark in the last paragraph.

- B. **Read the given letter to the editor about the 'problem of poor water supply and leakage' in your locality'.**

Binayaknagar - 3,
Kalanki, Kathmandu
9th February 2022
The Editor,
The Kathmandu Post

Dear Sir,

Through the columns of your esteemed newspaper, I the resident of Binayaknagar Kalanki, on behalf of the people living in the community, would like to draw the attention of the concerned authority about the **problem of poor water supply and leakage** in our area for a long time.

We have a shortage of water not only because of poor and infrequent distribution systems but also because of the leakage of water everywhere. The water leakages have reduced the amount of water we get at home, on the one hand, and the roads have been wet and deteriorated day by day. The poor roads consequently lead to poor vehicle passage and often cause

accidents. People commuting on their bikes and even pedestrians have been affected by the splash of the dirty water. We tried to contact the Kathmandu Upatyaka Khanepani Limited (KUKL) authorities about the issue but failed. People have expressed their rue towards every authority responsible for this.

We hope that the concerned authorities will timely supply us with water as well as monitor the distribution system, the leakages are managed promptly and staff who are indifferent to our problems should be made accountable.

Thank you.

Faithfully yours,

Binda Pandey

Now, write a letter to the Mayor of your municipality or the Chairperson of your rural municipality requesting him/her to involve the representatives of children in the decision-making process related to children's issues in your municipality/rural municipality.

Follow this format.

Your full address

Date

The Mayor

Name of the municipality

Dear sir,

.....
.....

Looking forward to hearing a positive response from you.

Yours sincerely,

Your name

Project Activity

Due to different factors, the climatic condition of the earth is degrading. As a youth, you can play a great role to control it. Prepare a poster on the theme 'Save our Earth; Save Ourselves' and show it to your teacher.

* * *

Unit 2

Festivals and celebrations

Language function: Reporting Questions

Dear students,

The theme of this unit is festivals and celebrations. You have to learn about various festivals and celebrations across the world. Two reading texts are incorporated in this unit. Both of them deal with the same theme. Similarly, the language function reporting question should also be dealt with in this unit. All four language skills – listening, speaking, reading and writing – along with vocabulary and grammar are practiced through various exercises. Therefore, you should be able to achieve the objectives given at the beginning of each topic.

Reading I

Objectives: You should be able to:

- look at the picture and guess the contents of the lesson;
- look at the picture and guess the answers of the pre-questions;
- read the given text and do the vocabulary exercises that follow the texts;
- read the text and distinguish whether the given statements are true or false; and
- answer the questions that follow the text.

Look at the picture and answer the following questions.

a. What do you see in the picture?

⚡

b. Which festival is represented by the picture?

⚡

c. What is your favourite festival?

⚡



Now, read the given text and do the activities that follow.

Battle of the Oranges

All I can see is a **flash** of orange, then I am hit in the chest. It knocks my breath away. I slide backwards, fall **bum-first** in a pile of orange **mush**. What the **heck**? I touch my head: my red hat is still there.

During the carnival, official public notices are **plastered** on the walls around Ivrea, ordering people, especially tourists, to wear a red hat. Or else they can be considered a 'fair target for gentle and moderate orange-throwing'.

The red hat people are ordered to wear is not just any hat. The berretto frigio, a sock-shaped hat sold on every street corner, is the **symbol** of the carnival itself. It is a symbol of **freedom**; worn in Roman times by freed slaves. During the Middle Ages it was on the heads of peasants **rioting** against **feudal** lords.

Back on my feet, I make sure my hat is on, and visible. I want to get another look, but soon I am hit again on my forehead. My head **jerks** back, I wipe my face, oh my goodness, it's blood! I am going to need stitches, maybe it's a **concussion**!

Then I remember blood oranges.

Shivering from the quick **succession** of shock and relief, I **retreat** to the back of the square, away from any flying fruit. This is the first of three yearly battles; everybody is fresh and excited from a year-long wait. Nine teams of aranceri (orange-throwers) on foot, wearing uniforms, **hurl** oranges at their **opponents** on horse-drawn carriages, **clad** in Doctor Whoesque costumes with padded shoulders and leather-covered cylindrical helmets. An hour into the battle, the square is covered in a thick **sludge**, mixture of orange **pulp** and horse manure. It smells sharp, sweet-and-sour.

Aranceri on foot rush back and forth, to the sides of the square **stacked** with orange **crates**, filling their shoulder bags and **baggy tops**. As soon as a cart approaches, they charge, **bombarding** it with oranges. English 10 19 Horses halt, for a few minutes; oranges **explode**, then the cart takes off again, the aranceri chase it for a while, hurling the last of their supplies. They wear no protection, and walk around with their hair caked in orange bits, juice running down their faces. Some have broken noses, some **clutch** a side of their face, arms or ribs. They hold their heads high, shouting their team's war cries.

“This is the moment we wait for all the year,” says Silvia, holding an orange cut in half on her right eye. “I’ll be happy to have a black eye tomorrow.”

She sits with me, **sipping** a glass of **mulled** wine. “I think carnival is good for our psychological health. During these three days I can let it all out, all the frustrations I have built up during the year. Afterwards I feel refreshed. Of course, accidents happen” she adds, pushing the orange on her swollen eye, “but you should try, it’s good for you”.

I am curious to know what it feels, I admit. I keep thinking I am wearing a hat, and the public are not supposed to join in the battle. Even so, that doesn’t seem to stop hat-wearers from throwing the occasional orange. To prevent further trouble, volunteers advise the public to stay behind **protective** nets.

“Forget the nets” says Massi, an arancere of the Morte team, with a **gigantic** skull on the back of his orange-stained uniform, “if you want to live the carnival, you have to be in the middle of the battle.”

“Aren’t you afraid of getting hurt?”

Massi laughs. “If you compare the risk to the rush you get, a black eye is a small price to pay.”

He fills his top with oranges. A cart is approaching. “Come on, throw your red hat away and come with me”.

I am tempted, but I decline.

- Margherita

Word Meaning

Flash /flʌʃ/: move or pass very quickly

Mush /mʌʃ/: a soft, wet, pulpy mass

Heck / /hɛk/: expressing surprise, frustration, or dismay

Symbol / 'sɪmb(ə)l/: a **sign**, shape, or object that is used to represent something else

Freedom / 'fri:dəm/ : the power or right to act, speak, or think as one wants

Rioting / 'raɪətɪŋ/ : the violent disturbance of the peace by a crowd

Feudal /'fju:d(ə)l/ : outdated

Jerks /dʒə:k/ : a quick, sharp, sudden movement

Concussion /kən'kʌʃn/ : a violent shock as from a heavy blow

Shivering /'ʃɪv(ə)rɪŋ/ : shaking slightly and uncontrollably

Succession /sək'sɛʃn/ : the act of coming one after another

Retreat /rɪ'tri:t/ : an act of moving back or withdrawing

Hurl /hɜ:l/ : throw something with great force

Opponent /ə'pəʊnənt/ : someone who competes with another in a game

Clad /klad/ : dressed

Sludge /slʌdʒ/ : mixture of liquid and solid components

Pulp /pʌlp/ : a soft, wet, shapeless mass of material

Stacked /stakt/ : covered or filled with a large amount of things

Crates /kreɪt/ : a wooden case used for transporting goods

Baggy /'bɑ:gi/ : loose and hanging in folds

Top /tɒp/ : the uppermost part of something

Bombard /bɒm'bdɑ:d/ : to attack a place with continuous shooting or bombs

Explode /ɪk'spləʊd/ : burst violently and noisily

Clutch /klʌtʃ/ : grasp something tightly.

Sip /sɪp/ : drink something by taking small mouthfuls

Mulled /mʌl/ : think about something deeply and at length

Protective /prə'tektɪv/ : intended to protect someone or something

Gigantic /dʒɪgəntɪk/ : of very great size or extent; huge or enormous

Vocabulary Exercise

Choose the correct words for the given meanings from the box. The first one is done as an example.

Peasants, concussion, battles, costumes, sludge, pulp, jerk, aranceri, heck

- a) The soft part inside the fruits and vegetables - **pulp**
- b) An expression of annoyance or surprise -
- c) To make something move with a sudden short sharp movement
- d) A team of orange-throwers -
- e) A semi-solid slurry or wastage of something -
- f) The set of clothes typical of a particular country -
- g) a temporary loss of consciousness -
- h) An open struggle between two groups -
- i) A farmer with limited land-ownership -

Reading Comprehension

A. Read the first five paragraphs of the text and write 'true' or 'false' in the brackets.

One example is done for you.

- a) The speaker is hit in his chest with an orange. [**True**]
- b) One should wear a red hat to be a target for orange throwing. []
- c) A sock shaped hat is the symbol of freedom. []
- d) The second hit of orange on his forehead makes him lose consciousness. []
- e) Nineteen teams of aranceri throw oranges at their opponents. []
- f) All of them wear unique dress to participate in battle. []

B. Read the paragraph six onwards and answer the following questions. Write the answers of all questions as written in the examples.

a) *What do the aranceri do when a cart approaches?*

⚡ *The aranceri charge bombarding it with oranges when a cart approaches.*

b) *How is Silvia feeling about the cut on her right eye?*

⚡

c) *According to Silvia, why is carnival good?*

⚡

d) *What is the volunteers' advice to the public?*

⚡

e) *How long do they celebrate this festival?*

⚡

f) *Why does Massi say, "Forget the nets"?*

⚡

Grammar I

Objectives: You should be able to:

- notice the changes occurred while changing direct questions into reported questions;
- complete the given sentences choosing the correct option; and
- change the direct questions into indirect questions and vice versa

A. Read the given direct questions and reported questions. Then notice the changes:

Direct Questions	Reported Questions
a. Ramraj said to me, "do you play volleyball?"	Ramraj asked me if I played volleyball.
b. The teacher said, "Have you completed your project work?"	The teacher asked if/whether I had completed my project work.
c. Lakpa said, "What do you want to eat for dinner?"	Lakpa asked what I wanted to eat for dinner.
d. Chhiring said to Sony, "How old are you?"	Chhiring asked Sony how old she was.
e. She asked me, "Who doesn't like cheese?"	She asked me who didn't like cheese.

Did you notice?

- 'Said'/'said to' has been changed into 'asked'.
- , and "....." have been replaced with 'if' / 'whether' / 'wh-word'.
- The question has been changed into statement.
- All present tenses have been changed into corresponding past tenses.

B. Complete the given sentences choosing the correct answers from the given alternatives.

- a. Gopal said, "When is your birthday?" Can be reported as: Gopal asked when
- i. is my birthday ii. my birthday is iii. my birthday was
- b. She asked me where.....
- i. do they live ii. they lived iii. did they live

- c. The police said to me, ".....?"
- i. When are you leaving ii. When you are leaving
- iii. When you were leaving
- d. "Did you come by train?" can be reported as: My mother asked me if
..... by train.
- i. I came ii. I had come iii. did I come
- e. My friend inquired if.....a computer.
- i. have you got ii. I have got iii. I had got

C. Change the following sentences into reported speech. The first sentence has been changed as an example.

- a. *Sanskriti said to me, "What time does the train leave?"*
 ↻ *Sanskriti asked me what time the train left.*
- b. Sumina said, "Where did he go?"
 ↻ Sumina asked
- c. "have you brought your passports?" the officer said.
 ↻ The officer asked if
- d. "Did you meet each other at school?" He asked them.
 ↻ He asked them
- e. The teacher said to her, "Why are you wearing sunglasses?"
 ↻ The teacher asked her why
- f. "Were you listening to me?" She asked us.
 ↻ She asked us
- g. My mother asked me, "How will you get to Bigmart?"
 ↻ My mother
- h. He said to me, "can I get you a coffee?"
 ↻ He asked

- i. Reshma said to Prayas, "Why are you sketching on the wall?"
 ↻ Reshma asked
- j. She said, "Why didn't you send a friend request to me?"
 ↻ She inquired.....

D. Change the given sentences into indirect speech.

Note: One example is done for you.

- a. *Sumina said to him, "Do you want to dance?"*
 ↻ *Sumina asked him if he wanted to dance.*
- b. Lakpa said, "When did you come?"
 ↻
- c. She said to him, "Has John arrived?"
 ↻
- d. Ronald said, "Where does Maria park her car?"
 ↻
- e. Krishvi said to her Mom "Did you buy a board for me?"
 ↻
- f. Kavya said, "Can you buy a dairy milk for me?"
 ↻
- g. He said, "Will she have lunch with her mother?"
 ↻
- h. Sony said to Unam "What are you doing?"
 ↻
- i. Mohan asked her "How much pocket money do you get?"
 ↻
- j. Anne asked, "Must I do the shopping?"
 ↻

Listening

Objectives: You should be able to:

- look at the pictures and guess the content of the listening text;
- guess the answers of pre-questions looking at the pictures;
- listen to the audio and write true or false against the statements; and
- answer the given questions.

A. Look at the pictures and answer these questions.



- What do you see in the picture?
✎
- Have you ever heard about Boxing Day?
✎
- What is your favourite festival? Why?
✎

B. Listen to the audio and write 'True' or 'False' against the following statements.

- Boxing Day is confusing for people who don't know much about Christmas. []
- Many companies give their workers a Christmas bonus on this day. []
- People send greeting cards and visit their families during Christmas. []
- Many people go to watch movies on this day. []

- e. Christmas Day and Boxing Day are celebrated on 25th, and 26th December respectively. []

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

- a. What do many people think about Boxing Day?

⌘
.....

- b. When was Boxing Day started?

⌘
.....

- c. What did shopkeepers and craftsmen put in their stores?

⌘
.....

- d. What did they do to the box on Boxing Day?

⌘
.....

- e. Where do people watch on this day?

⌘
.....

D. Which is the biggest festival of your family? How is it celebrated? Collect detailed information about it and share it with your best friend.

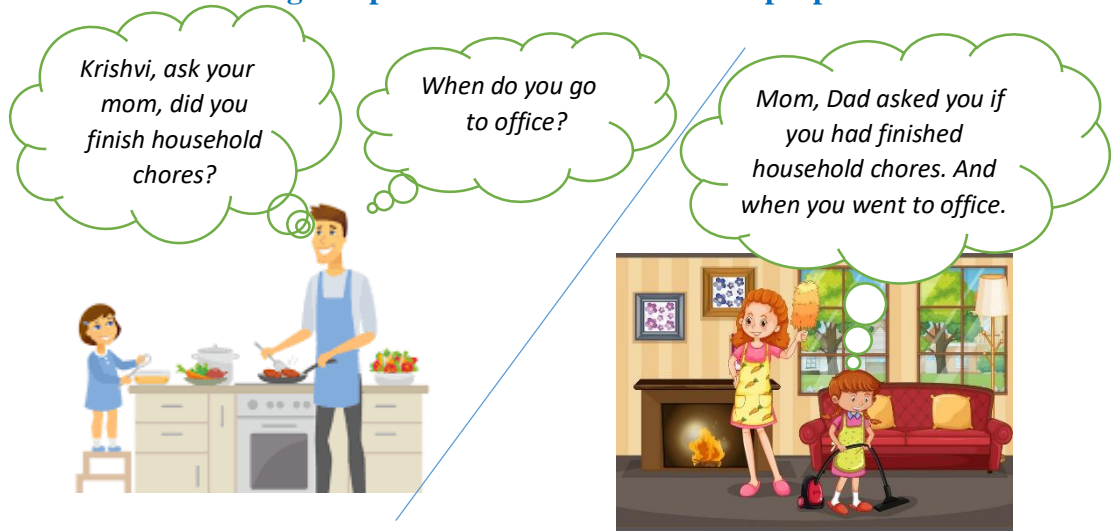
-
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.....

Speaking

Objectives: You should be able to:

- read the speech bubbles and notice direct question and reported question;
- speak out the conversation playing the roles of different people;
- report the questions given in conversation orally;

A. Look at the given picture and read what these people have said.



B. Speak out the following conversation yourself.

1. Teacher: Kalpana, where do you live?
Kalpana: Sudan, what did the teacher say?
Sudan: the teacher asked where you lived.
2. Teacher: Kalpana, do you watch world cup?
Kalpana: Sudan, what did the teacher say?
Sudan: the teacher asked if you watched world cup.

C. Report all the questions asked by 'A' orally as if you are 'B'.

- A: Are you ready to answer?
- B: He asked if
- A: What is your name?
- B: He asked me what
- A: How old are you?
- B: He asked me
- A: Where do you live?
- B: He asked me

A: Do you live with your parents?

B: He asked me

Reading II

Objectives: You should be able to:

- guess the answers of the pre-questions;
- guess the contextual meanings of unfamiliar words;
- match the words with their meanings;
- reorder the sentences as per their appearance in the text; and
- answer the questions asked from the text.

Answer the following questions.

a. What are the main festivals celebrated in your community?

✍️

b. Why are they celebrated? Discuss.

✍️

Thanks giving around the World

Festivals are not just the means of entertainment or rejoice. They also reflect our heritage, culture and traditions. Thanksgiving is celebrated around the world to extend thanks for the harvest, enjoying bountiful food, and spending time with family and friends. Even though Thanksgiving seems to be uniquely American, the tradition is followed in different countries in various forms.

Thanks giving, USA

Celebrated on the fourth Thursday of November, Thanksgiving in the USA is a national holiday that commemorates the **feast** the Pilgrims held after the first harvest in 1621. The first celebration was attended by 90 Native Americans and 53 pilgrims. Thanksgiving has been celebrated **intermittently** ever since.

Thanksgiving dinner with family plays a central role in the celebrations, with Americans eating more food on Thanksgiving Day than any other day of the year, including Christmas. Roast turkey is essential – approximately 45 million of them are consumed every year – as well as **mashed** potatoes, sweet potatoes, sweet corn and **assorted** fall vegetables, all food that is native to the Americans.

Parades are a big part of the celebrations too. They range from small town affairs featuring the local marching band to Macy's Thanksgiving parade through the streets of New York. **Billed** as the world's largest parade, it features parade floats and huge balloons, usually based on cartoon characters, current Broadway shows and other topical themes.

Chuseok, South Korea

Chuseok, also called Hangnail, is a Korean **festive** holiday celebrated on the 15th day of August, according to the **lunar** calendar. The festival is celebrated to **commemorate** the fall harvest and to honour one's ancestors. Similar to Thanksgiving Day in the United States, the Harvest Moon Festival, as it is also known, is one of the most popular holidays in Korea. Traditionally, Koreans return to their ancestral hometowns to celebrate with their families.

The festival day begins with a ceremony in which food and wine are offered to ancestors. This is followed by a meal that **typically** consists of fish and newly harvested vegetables and grains. The food most associated with the holiday is songpyon, a **crencent-shaped** rice cake that is cooked on a bed of pine needles. Later in the day **celebrants** visit the graves of relatives, where more ceremonies are performed. Chuseok is also marked by gift giving and athletic events, including tug-of-war competitions, **archery** contests, and sirrum, Korean wrestling matches. Other activities include dancing and music playing. On this day, many Koreans wear hanbok, the traditional clothing.

Dia de Acao de Gracas, Brazil

In **Brazil**, Thanksgiving is a relatively new festival – but it's celebrated with great **gusto**. It is said that when the former Brazilian President Gaspar Dutra visited the US, he was fascinated with the holiday and established the festival in his home country in 1949.

Dia de Acao de Gracas begins with the mass to offer thanks for an **abundant** harvest – then there's a **vibrant** carnival and **revelers** head to the beach. Peru, roasted turkey is still the centrepiece of the Brazilian Thanksgiving feast, but there are a few **exotic** twists.

Cranberries don't grow in Brazil, so a sauce made of Jaboticaba, known as the 'Brazilian grape', is whipped up to spread on the bird.

Thanksgiving, Liberia

Liberian Thanksgiving is a vibrant and spicy affair. Founded in the 19th century by liberated American slaves, the festival gives thanks for freedom. Liberians celebrate the good things in life, while also marking their troubled past.

After a church service, families gather for a spread of roasted chicken, traditional green bean casserole and mashed **cassava** – all liberally **doused** with spices, of course. The Thanksgiving feast is **topped off** with an evening of dancing, singing and celebration.

Crop Over, Barbados

The celebration of Crop Over is Barbados's biggest party. The festival spreads over a length of 12 weeks, from May until August, when it **culminates** in the massive **finale**: the Grand Kadooment.

Originally a celebration of the sugar cane harvest, Crop Over has been celebrated since the 1780s when Barbados was the world's largest produce of the sweet-stuff. Carnivals **pervade** the lengthy celebrations, and **calypso** bands and dancers compete in ever grander and more **flamboyant** displays.

Homowo, Ghana

The Homowo festival, meaning to **jeer** or **hoot** at hunger in Ghana historically celebrates the ending of a long **famine** suffered by the Ghanaian. What could be better to celebrate the end of shortage than a feast? Palm nut soup with fish is served alongside traditional Kpokoi, a kind of **grits** made from **unleavened** corn dough and palm oil.

Starting in May with the sowing of millet, the festival takes place through August and September after a ban on drumming and singing that is meant to encourage proper care of the crops. The festival culminates in a night of singing and dancing and **frantic** beating of drums in loud **defiance** of hunger and famine.

Mehregan, Iran

A festival that dates back at least to the 4th century BC, Mehregan in Iran is held on the 196th day of the Iranian year. The festival celebrates a successful harvest and the goddess Mehr.

The celebration calls for new clothes, community blessings and a feast on a table decorated with **marjoram**. The spread includes **sherbert** drinks and lavish dinners; in some villages, a sheep is sacrificed and slow-roasted throughout the day.

Revellers rub **kohl** around their eyes as a good **omen**, and throw handfuls of marjoram, lotus and sugar plum seeds over each other.

Word-meanings

Feast /fi:st/: an annual religious celebration

Intermittently /,ɪntə'mɪt(ə)ntli/: in a way that does not happen regularly or continuously

Mashed /mʌʃt/: reduced to a pulpy mass by crushing

Assorted /ə'sɔ:tɪd/: mixed together

Billed /bɪld/: to advertise something with a particular description

Lunar /'lu:nə/: determined by the moon

Commemorate /kə'meməreɪt/: to remember officially and give respect to a great person or event

Typically /'tɪpɪkli/: usually or normally

Crescent-Shaped /'krezn̩t/: the curved sickle shape of the waxing moon

Celebrants /'selɪbr(ə)nt/: people who celebrate something

Gusto /'gʌstəʊ/: enjoyment and enthusiasm in doing something

Abundant /ə'bʌnd(ə)nt/: existing or available in large quantities; plentiful

Vibrant /'vʌɪbr(ə)nt/: full of energy and life

Reveler /'rev(ə)lə/: a person who is enjoying themselves in a lively and noisy way

Exotic /ɪg'zɒtɪk/: non-native or of foreign origin

Cassava /kə'sɑ:və/: the starchy tuberous root of a tropical tree

Douse /daʊs/: pour a liquid over; drench

Culminate /'kʌlmɪneɪt/: reach a climax or point of highest development

Finale /fi'nɑ:leɪ/ : the last part of a piece of music, an entertainment

Pervade /pə'veɪd/: spread through and be perceived in every part of

Calypso /kə'lɪpsəʊ/: a kind of West Indian music

Flamboyant /fləm'bɔɪənt/: different, confident and exciting in a way that attracts attention

Jeer /dʒɪə/: to make a rude and mocking remark

Hoot / hu:t/: to make the sound an owl makes or to shout in anger or amusement

Famine /' famɪn/: extreme scarcity of food.

Grits /grɪts/: a dish of coarsely ground maize kernels boiled with water or milk.

Unleavened /ʌn' lɛvnd/: made without yeast or other raising agent

Frantic /' frantɪk/: marked by uncontrolled excitement or emotion

Defiance /dɪ' flɪəns/: open resistance; bold disobedience

Marjoram /' mɑ:dʒ(ə)rəm/: an aromatic southern European plant of the mint family

Sherbert /'ʃɜ:.bət/ : an artificial powder with a fruit flavour eaten as a sweet or used to make a drink

Kohl /kəʊl/: a black powder that's used as eye make up

Omen /' əʊmən/: an event that is thought to tell something about the future

Vocabulary Exercise

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

One example is done for you.

Column 'A'

Rejoice

Bountiful

Commemorate

Ancestors

Carnival

Culminates

Grits

Column 'B'

festival

dynasties

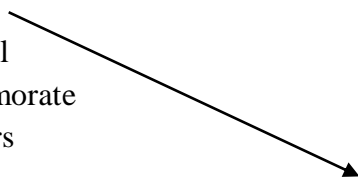
shingles

generous

delight

remember

concludes



Reading Comprehension

A. Put the following sentences into correct order as they appear in the text.

One example is done for you.

- 1 - h. Thanks giving is followed in different countries in various forms.
.... -a. Families gather for a feast in the evening accompanied by dancing and singing.
.... - b. People wear new clothes and get community blessings.
.... -c. Palm nut soup, fish and traditional Kpokoi are served.
.... -d. People return to their hometowns to celebrate the festival.
.... -e. Celebrants go to the beach in a noisy way.
.... -f. Parades are taken out in the streets.
.... -g. Food and wine are offered to the forefathers.

B. Answer the following questions reading the Thanksgiving in the USA, South Korea and Brazil.

One example is done for you.

a. *What does a festival reflect except entertainment?*

✍️ *A festival reflects our heritage, culture and traditions except entertainment.*

b. When is Thanksgiving celebrated in America?

✍️

c. Why does Thanksgiving dinner play a central role in America?

✍️

c. When and why is Chuseok celebrated in Korea?

✍️

d. How does Thanksgiving begin in South Korea?

✍️

e. Who started Thanksgiving in Liberia? Why was it started?

✍️

f. What athletic events are held during the festival?

☞

g. Who established the Thanksgiving festival in Brazil?

☞

Writing

Objectives: You should be able to:

- write a couple of paragraphs on your favourite festival; and
- write an essay on any festival that you celebrate.

Activity I

Read the given couple of paragraphs on the festival 'Gaura Parva' and write a couple of paragraphs on any one of your favourite festival.

Gaura Parva

Gaura parva is one of the most popular festivals celebrated in Sudurpaschim Province including some districts of Karnali Province. It falls in the month of Bhadra (August-September). It is celebrated by the married women of the region for happiness, prosperity, long life and bright future of their husbands and children. The festival memorializes the wedding of goddess Gauri (Parvati) to Lord Shiva.

Generally, it is celebrated for four days. This festival starts on the day of Shravan Sukla Panchami. On this day married women take bath early in the morning and collect five different grains- Kerau, Maas, Gahat, Gurus and Gaun- called Biruda, get them wet into special type of copper pot (Tamyau Taulo). They sing special kind of song (Athwali) while putting Biruda into water. The second day, they wash biruda. There is Vitri Gaura on the third day. The last day of Gaura, which is commonly known as Gaura Parva, is celebrated on the day of Shravan Sukla Asthami. On this day married women take bath early in the morning, get ready for Gaura, carry their own biruda and go to temple where the Gaura Parva is celebrated. They carry the idols of Gauri and Maheswor (Shiva) on their head and take them to the temple. They worship for whole day and get them married singing Athawali. At last, they distribute Prasad, take that Prasad at their home and give blessings to every member of the family putting Prasad on their heads.

My Favourite Festival

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity II

Read the given sample essay on the festival ‘Tihar’ and write similar essay on any one of your favourite festivals.

Tihar Festival

Tihar is the second-biggest festival after Dashain in Nepal. It is also known as Deepawali and Yamapanchak. It is mostly celebrated by Hindus all around the world. This festival falls in the month of Kartik (October or November). It is not only about people’s celebrations but also about how people honor certain animals, including crow, dog, cow, ox, etc.

There are many stories behind Tihar festival. One of the famous stories about Tihar is related to Yama, the God of Death, and his sister Yamuna. Yamuna and Yama were staying apart from each other for a long time. Desperate to meet her brother, Yamuna used to send messages through crow. She used to wait for her brother’s news. Finally, she met her brother. After meeting Yama, she worshipped him with five colored tika and flowers.

Tihar Festival is celebrated for five days. The five days of Tihar have their own significance. On the first day of Tihar, People worship and feed a crow to prevent serious things for the whole year. The second day of the Tihar festival is Kukur Tihar. On this day, Nepali worship Dogs for their loyalty towards human beings. People put Tika, and calendula garlands and offer good meals at this Dog Festival

in Nepal. People worship cows by putting Tika, garlands, and offering their favorite grass during day time while they worship goddess Laxmi by lighting the Oil Lamps (Diyo) and Candles all over the house in the evening time. Goru Tihar is observed on the fourth day of Tihar. The most awaited and important day of the whole festival, Bhai Tika, is performed by sisters putting Tika on their brothers' forehead praying to Yama for their success, growth, and longevity. Another attraction of Tihar Festival is Deusi and Bhailo.

No doubt, Tihar has many strengths, however, it has some drawbacks as well. Children and young guys play with firecrackers. It not only causes fire and noise pollution but also makes people frightened. Likewise, in the name of entertainment many people ruins their status and property playing cards.

To sum up, Tihar reflects our cultural diversity and national identity. It is significant in many ways. It is our responsibility to celebrate it so that it lasts for hundreds of years. It must be the festival of social harmony and solidarity among Nepalese.

.....

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

Project Activity

Make a list of different festivals which are celebrated in your community. Write about any one of them including its brief history, people involved, major activities, religious or social importance, duration, and drawbacks, if any.

Here is a list of festivals which are celebrated in my community:

1. Dashain
2. Tihar

3.
4.
5.

Name of festival

Introduction

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

Activities performed

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

Drawback (If any)

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

Advantages

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



Unit 3

Health and Wellness

Language function: Making requests and responding to them

Dear students,

This is the third unit of the book. It has activities with respect to reading, writing, listening, speaking and grammar. The first text is a letter written by a mother of a patient child about her dissent in relation to the behaviour of a community health centre. There are different exercises which can check your understanding of the text. Next is grammar. Here you will get ample opportunities to practise reporting imperative sentences. Third is listening in which you can get chance to listen to authentic audio and do exercises. The next item is writing first where you are supposed to write an email. A basic format of an email is given with its outline. In the speaking section, again you will practise reporting commands/imperatives. Then, there is reading II entitled 'A Healthy Diet for a Healthy Life' which is a speech. There are different activities to check your understanding of the text. In the second writing task, you are supposed to prepare a speech on the given topic. For this, a model of a speech is also given. Finally, there is a project work which is related to listing measures to keep oneself fit.

Enjoy reading and doing exercises!

Reading I

Objectives: You should be able to:

- look at the pictures and guess the content of the reading text.
- read the text silently and understand the text.
- guess the meaning of the unfamiliar words from the context.
- do comprehension exercises (vocabulary/true or false and answer questions).
- be familiar with the format of a letter.

Look at the picture and answer these questions.



- a. Who do you think the woman is?
 /ɹ.....
- b. What is she doing?
 /ɹ.....
- c. Have you ever been to a hospital for treatment? How did the hospital staff treat you?
 /ɹ.....

A Letter from a Patient

Dear healthcare worker,

I recently experienced a parent’s worst **nightmare**. One evening my nine-week-old baby developed an extremely high fever. We rushed to our local community hospital and were admitted through the emergency department to the **pediatric** unit. We were discharged three days later. Thanks to the skilled doctors and nurses who cared for our precious little one. While our infant’s care and health outcomes were **fantastic**, our experience was less than satisfactory.

During my hospital stay, many staff took the opportunity to **badmouth** their colleagues to me when we were alone. I am not sure if this occurred because I looked rather **trustworthy** or they wanted to let me know they were more **competent** than their colleagues. The emergency nurses complained about the doctor’s orders and the delay in response of the pediatric nurses. The pediatric nurses complained about the emergency room nurses' inability to get an **intravenous** line. The **pediatrician** complained about orders made by the emergency doctor. Once admitted, our pediatric nurse complained about the pediatricians' approach to the care of my baby. Then the pediatrician complained about the pediatric nurse’s lack of ability to obtain a urine sample.

At every opportunity the parent in me wanted to scream at the top of my lungs “Can everyone stop complaining about each other and look after my sick baby?” From my **vantage point**, it seemed that everyone was so focused on their own needs and skills that they appeared completely **insensible** that there was a sick baby that needed their help. In fact, it was **downright** disappointing. This did nothing other than state to me that egos were taking **priority** over my daughter’s care. I cannot tell

you how many times nurses told me, “I am so busy today.” I am not sure if they were telling me to excuse the fact that my daughter’s **medications** were not on time or maybe they were simply looking for support. Every time I heard this statement my head played my own version that sounded more like “your daughter is not a priority.”

Do not use patients or their families as your personal **confidante**. I was in that hospital room to care for my infant and see her condition improve, not to hear that staff were not equipped to see this goal through. Patients and their families need to know they are your priority and your job is to care for them in an effort to restore health. Please take time to tell them this, share positive news with them as if you are happy too, because I know you are.

Use the chart, read it, write in it and refer to it. After all, this is where everything that happens should be documented. At every interaction with a physician and their students I was asked the same questions “was she premature?” and “was your delivery normal?” I answered these questions the same each time, surely someone wrote this down in our chart.

The majority of healthcare workers that approached my daughter referred to her as male. I would politely correct them with her or she. My daughter spent her time in hospital wearing only a diaper. Despite no obvious gender indicator, surely somewhere in my paperwork, it indicated that she was female. As sleep **deprivation** and stress took their toll I wondered what other mistakes may exist on my baby’s paperwork. Please be careful of what you say to patients and how you say it. When you are caught on such a slip-up, be genuine in your apology and make a sincere effort to **refrain** from repeating the same mistake next time. Patients and their families need to know that you are listening and that you care about what it is they are saying. The gender error is one that left me with a sense of **sloppiness** and lack of focus on behalf of all who made this innocent mistake.

I am a health care worker just like you. People trust us to take care of their most precious loved ones in their most **vulnerable** states. This is our job and we do it with pride, but how we treat each other is **dreadful**. Patients know that healthcare is not a **glamorous** career choice. They know that most of us do it because we want to help sick people get well. Do your best to confirm this belief when people are in your care. I am not innocent of uttering some of these statements above. However, I can

assure you that I will be more conscious of what I say to patients and their families after my daughter's hospital stay.

Fellow health care workers, choose to interact with your patients in a way that **instills** confidence in yourself and your fellow team members. You alone have the power to positively shape the patient's experience.

Yours truly,
An appreciative mother

(Adapted from <https://hospitalnews.com/a-letter-from-a-patient/>)

Word Meaning

Nightmare /'naɪtmɛə(r)/: a dream that is very frightening or unpleasant

Pediatric /pi:di'ætrɪk/: branch of medicine that deals with children and their diseases

Fantastic /fæn'tæstɪk/: extremely good, excellent

Bad-mouth /'bæd maʊθ/: to say unpleasant things about somebody

Trustworthy /'trʌstwɜ:ði/: that you can rely on to be good, honest, sincere, etc.

Competent /'kɒmpɪtənt/: having enough skill or knowledge to do something well

Intravenous /ɪntrə'vi:nəs/: (of drugs or food) going into a vein

Pediatrician /pi:diə'trɪʃn/: a doctor who studies and treats the diseases of children

Vantage point /'vɑ:ntɪdʒ pɔɪnt/: a position from which you watch something

Insensible /ɪn'sensəbl/: unable to feel something or react to it

Downright /'daʊnrɪt/: used as a way of emphasizing something negative or unpleasant

Priority /praɪ'ɒrəti/: something that you think is more important than other things

Medications /medɪ'keɪʃn/: a drug or medicine that you take to treat an illness

Confidante /'kɒnfɪdant/: a person with whom one shares a secret or private matter

Deprivation /deprɪ'veɪʃn/: the fact of not having something (food, money, etc.)

you need refrain /rɪ'freɪn/: to stop yourself from doing something

Sloppiness /'slɒpɪnəs/: the fact of showing a lack of care, thought or effort

Vulnerable /'vʌlnərəbl/: weak and easily hurt physically

Dreadful /'dredfl/: very bad or unpleasant

Glamorous /'glæməərəs/: attractive and exciting, and different from ordinary thing

Instills /ɪn'stɪlz/: to gradually put an idea or attitude into somebody's mind

Vocabulary Exercise

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

Column A

- a. discharged
- b. colleagues
- c. disappointing
- d. infant
- e. premature
- f. innocent
- g. precious

Column B

- failing to fulfill someone's hopes and expectations
- a baby or very young child
- allowed someone to leave hospital because they are well
- people that you work with
- not guilty of a crime
- valuable or important
- happening before the normal or expected time

Reading Comprehension

A. Read the text once again. Decide whether the given sentences are True or False. Write NG (Not give) if the information is not given. One has been done as an example.

- a. The writer took her baby when she had a very high fever.

Read the given part of the first paragraph for the answer. The answer lies in the underlined part.

I recently experienced a parent's worst nightmare. One evening my nine-week-old baby developed an extremely high fever. We rushed to our local community hospital and were admitted through the emergency department to the pediatric unit.

- ⚡: True.
- b. Many health workers in the hospital were found to bad-mouth others. []
- c. The writer was enjoying listening to the comments of different health workers. []
- d. The hospital kept all the records very clearly and systematically. []
- e. The writer is also a health professional. []
- f. Health care is a glamorous profession, according to the writer. []
- g. The writer talked about the issue with the head of the department. []

B. Answer these questions.

- a. Who is the letter addressed to?

Read this short part of the letter at the beginning:

Dear healthcare worker

- ⚡: The letter is addressed to the healthcare worker.
- b. How long did it take for her daughter to recover?
✍
- c. Were the staffs of the hospital good professionals? How can you say so?
✍
- d. What would indicate that the writer's baby was female?
✍
- e. What has the writer planned to do after her stay in the hospital?
✍
- f. How do you feel about the writer's experience?
✍

Grammar

Objectives: You should be able to:

- identify sentences of direct and indirect speech.
- convert direct speech of imperative sentences to indirect speech and vice-versa.

Read the direct and indirect forms of the imperative sentences given in the table below.

Direct Speech	Indirect Speech
He said, "Leave me alone."	He requested me to leave me alone.
Hema told me, "Go ahead."	Hema encouraged me to go ahead.
"Don't make noise", the teacher told us.	The teacher told us not to make noise.
Ria told her friends, "Please vote for me."	Ria requested her friends to vote for her.
Puran said to me, "Don't touch my phone."	Puran forbade me to touch his phone.
The commander said to the personnel, "Clean the surroundings."	The commander commanded the personnel to clean the surroundings.
"Don't touch hot water", the mother said to the baby.	The mother warned the baby not to touch hot water.

Basic considerations while converting imperative sentences into indirect speech:

- Use the reporting verb *ordered/commanded/requested/asked/told/suggested, etc.* based on the sense of the statement. For example:

Direct: Tina told me, "Please, don't call me by my name." (This is a request.)

Indirect: Tina requested me not to call her by her name.

- Use 'to' to connect positive statements; not to should be used in negative statements.
- Remove the expressions like please, would you please, could you, etc. For example:
Direct: Binaya said to Milan, "Would you mind giving me your notebook?"
Indirect: Binaya politely requested Milan to give him her notebook.
- You can use 'forbade' in negative commands. But the reported clause should be positive. For example:
Direct: Rihana said to her son, "Don't go out in the evening."
Indirect: Rihana forbade her son to go out in the evening. OR,
Indirect: Rihana forbade her son from going out in the evening.

Exercises

A. Choose the best alternative to make sensible sentences.

One has been done as an example.

Example: The doctor advised me to take/take hot shower daily.

Ans: to take (positive commands should be connected with a **to + base form of the verb** construction.)

- a. He told me, "Eat/to eat healthy food."
 /1.....
- b. My father forbade me to eat/eat junk food.
 /1.....
- c. She promised me not to tell anyone/don't tell anyone about the secret.
 /1.....
- d. The librarian asked the students to make/make library cards to borrow books.
 /1.....
- e. The notice said, "Take/to take off your shoes."
 /1.....
- f. My mother told me not to make/don't make noise.
 /1.....

- g. Sohel said his brother, "Don't/Not to shout loud."
 /.....
- h. Jina forbade her mother to take/not to take unnecessary medicine.
 /.....
- i. Kalyani told me, "Would you take/to take me to the nearest drug store?"
 /.....

B. Change the given imperative sentences into indirect speech. One is given as an example.

a. *The mother said to me, "Don't go out now."*

Ans: The mother ordered me not to go out.

The mother forbade me to go out./The mother forbade me from going out.

b. Raj said to him, "Give me a glass of water."

/.....

c. The coach told me, "Play seriously to win the match."

/.....

d. Phurba said to me, "Always tell truth."

/.....

e. Her sister told Purnima, "Chase these dogs."

/.....

f. The principal said to the students, "Please be in time for the programme."

/.....

g. The speaker said to us, "Let yourself encouraged."

/.....

h. Mom said to me, "Visit Ilam once."

/.....

i. He said, "Don't make fun of others."

/.....

j. She said, "Help others if you can, Rija."

↙.....

C. Change the given indirect speech sentences into direct speech. One is done for you.

Example: Diana requested me to tell where the nearest post office is. Diana said to me, "Would you please tell me where the nearest post office is?"

a. He told me to open the door.

↙.....

b. The teacher told the students not to close their books.

↙.....

c. Helen forbade me to touch her things.

↙.....

d. Grishma requested me to make a cup of tea for her.

↙.....

e. The doctor advised my father to avoid unhealthy food.

↙.....

f. My father told me not to waste my time.

↙.....

g. She commanded her juniors to begin their task at once.

↙.....

h. The monk advised her to reject materialistic life.

↙.....

i. Elen told me to take extra classes if I wanted to get good grades.

↙.....

j. My uncle advised me to work hard to get success in life.

Listening

Objectives: You should be able to:

- look at the pictures and guess the answers to the pre-questions.
- listen to the audio and retrieve specific information.
- answer questions based on the audio.



A. Look at the picture and answer these questions.

a. What do you see in the picture?

☞

b. What problems do people have in their old age? List some of the problems.

☞

B. Listen to the audio and answer these questions.

a. When did the speaker do a lot of exercises?

☞

b. Why does he think that he is lucky?

☞

c. What problems does he have at present?

☞

d. What food does he not eat nowadays?

☞

e. According to the speaker, what is ideal about sleep?

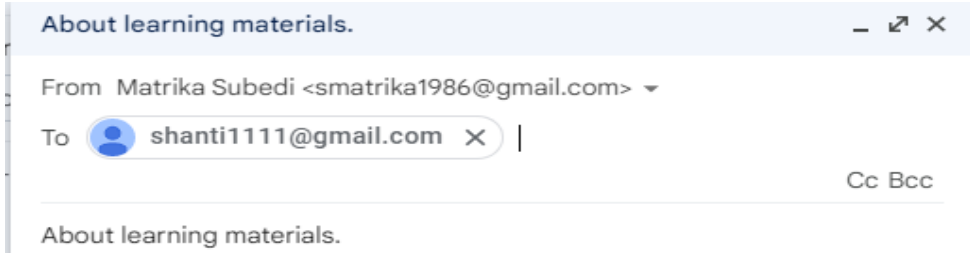
☞

C. Write as much information as you can from the audio you have listened to.

Writing I

The letter in **Reading I** talks about different weaknesses of the health care workers in a hospital. Imagine you are one of the staff of the hospital. Now, write an email to the patient's mother apologising for your behaviour. Assure her that there will be improvements in the services your hospital provides.

Look at the format of an email:



Dear sir,

Your message goes here

.....
.....

Best Regards,

Write your name here.

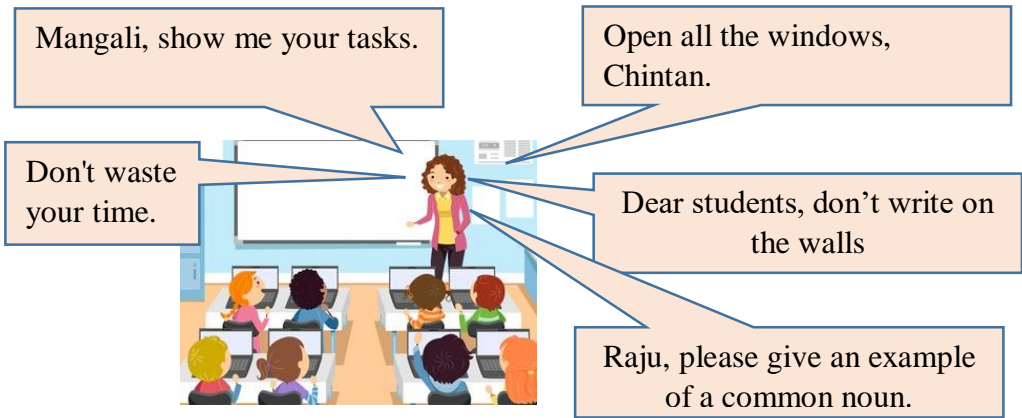
Note: In the above email format, you can write your email address on the top (in the 'From' field). Write the receiver's address below the 'From field' (in the 'To' field). Under the 'To field', write the subject ('About learning materials' in the above email format) of your email. Then, you have to write your email message. Begin it with your address to the receiver ('Dear sir' in the above email format). In the first paragraph, introduce the subject matter and elaborate it in the next paragraphs. Finally, close with a closing remark ('Best Regards' in the above email format) and your signature.

Speaking

Objectives: You should be able to:

- speak with fluency and accuracy.
- report imperatives while speaking.

A. Look at the commands the teacher has given to her students.



B. Aitaram was absent yesterday. Suppose you are Mangali. You are telling Aitaram what the teacher told you in the class. One has been given as an example.

The teacher ordered me to show him my tasks.

C. Work in pairs. Play the role of 'A' and 'B' to make imperative sentences and report them.

Example: A: landlord/pay all the debt by Sunday

B: reports what the landlord commanded the debtor

A: Please, pay all the debt by Sunday.

B: The landlord ordered the debtor to pay all the debt Sunday.

- a. father/serve the meal, Saili
- b. doctor/don't eat junk food
- c. coach/wear new boots, boys
- d. manager/report all the problems to me
- e. science teacher/never mix sodium with potassium
- f. the mechanic/restart the programme

Reading II

Objectives: You should be able to:

- look at the pictures and guess answers to the pre-reading questions.
- guess the content of the reading text with the help of the title.
- read the text silently and understand it.
- understand the meaning of unfamiliar words from the given context.
- do comprehension exercises (vocabulary/choosing correct alternatives/answer questions).

Look at the picture and guess answers to these questions.

a. What do you think this picture is about?

⚡

b. What is the woman doing?

⚡

A Healthy Diet for a Healthy Life

Ladies and gentlemen,

I'm **delighted** to have the honour of opening this international **conference** on the Joint Programming Initiative "A Healthy Diet for Healthy Life".

It's a topic that's never out of the media, with endless variations on whether carbs, fat, sugar or protein are good or bad, or reports on the latest **wonderfood** that will stop cancer in its tracks or help us live longer.

We are now relying on science and **innovation** to help us tackle the new public health challenge that is diet and lifestyle-related diseases such as overweight and obesity – sometimes described as the greatest public health challenge of our times.



It's a challenge that all member states are facing to different degrees, so it makes perfect sense – both scientifically and economically – to pool our knowledge together.

That's why this Joint Programming Initiative is so important.

When Healthy Diet for a Healthy Life was launched, the Council of the European Union noted that in the last three decades the levels of overweight and obesity in the EU have risen **dramatically**, particularly among children, and that the **trend** of poor diet and low physical activity is getting even worse.

Many **chronic** conditions such as cancer, **neurological** and mental disorders, **cardiovascular diseases**, obesity and type 2 diabetes can be prevented or modified through better lifestyles and healthier diets.

Different projects are delivering insights such as how diabetes and obesity can be prevented, how they progress, how early **diagnosis** can improve quality of life, and how to select the best treatments.

But despite the improvements, much more needs to be done, particularly because of the **trans-generational** effects of obesity and diabetes.

Horizon 2020, Europe's 80-billion-euro research and innovation programme, is designed to tackle society's biggest challenges.

The two things that are most relevant to 'A Healthy Diet for A Healthy Life' are food safety and the **bioeconomy**, and health, **demographic** change and wellbeing.

For the next seven years, these challenges will fund the very best research on nutrition, health, diet-related disease and ageing and translate the knowledge gained into innovative and effective products, treatments, services and strategies to benefit all patients, and to prevent many people from developing disease in the first place.

It will require an **unprecedented** level of cooperation along the healthcare innovation chain, starting with researchers that characterise diseases, to those who use this knowledge by developing new **biomarkers**, **diagnostics** and medicines and to regulators who evaluate and approve them.

Unfortunately, different attempts to encourage healthier eating have not yet led to major changes in patterns of food purchase and **consumption**.

That's where a **multidisciplinary approach** comes in, with health and nutrition research and innovation that includes the social sciences. We all know, for example, that understanding people's behaviours and their relationship to food and exercise is vital in helping them to make healthier choices.

I'm convinced that Horizon 2020 can make excellent progress on research and innovation for healthy diets and healthy lives.

There's no point in all this effort if the good intentions of the Research Agenda aren't turned into concrete action.

So, implementation is important, and this will be achieved first by coordinating national research programmes and activities.

Today's launch of the implementation plan marks a major step forward in putting the Strategic Research Agenda into action.

And I also encourage you to explore other **avenues** besides joint calls and knowledge networks to implement your Strategic Research Agenda such as linking to other relevant JPIs and by benefiting from common European research infrastructures.

Above all, in this critical phase of implementation, I urge the Member States participating

in this JPI to unlock national funding for research and to actively engage in **aligning** national research programmes and innovation policies.

Ladies and gentlemen,

I wish you an excellent conference, full of innovative ideas and interesting discussions. I look forward to hearing the results.

Thank you.

(The text is an adapted version of the opening address to the conference on the Joint Programming Initiative (JPI) delivered by Maire Geoghegan-Quinn, European Commissioner for Research, Innovation and Science, in Brussels on 28 March 2014.)

Word Meaning

Delighted /dɪ'laɪtɪd/: very happy

Conference /'kɒnfərəns/: a large official meeting, usually lasting for a few days

Wonderfood /'wʌndəfu:d/ / / : food with wonderful benefits

Innovation /ɪnə'veɪʃn/: the introduction of new things, ideas or ways of doing something

Dramatically /drə'mætɪkli/: very suddenly and to a very great and often surprising degree

Trend /trend/: a general direction in which a situation is changing

Chronic /'krɒnɪk/: (of a disease) lasting for a long time; difficult to cure

Neurological /njʊərə'lɒdʒɪkl/: relating to nerves

Cardiovascular /kɑ:diəʊ'væskjələ(r)/: relating to the heart and the blood vessels

Diagnosis /daɪəg'nəʊsɪs/: the act of identifying the exact cause of an illness

Trans-generational /trænzdʒenə'reɪʃən/: acting across multiple generations

Bioeconomy /baɪəʊɪ'kɒnəmi/: activity involving the use of biotechnology

Demographic /demə'græfɪk/: data relating to population

Unprecedented /ʌn'presɪdɪntɪd/: that has never happened

Biomarkers /'blaɪə(ʊ)mɑ:kəz/: something that shows particular biological process

Diagnostics /daɪəg'nɒstɪks/: a program used for identifying a computer fault

Consumption /kən'sʌmpʃn/: the act of using energy, food or materials

Multidisciplinary /mʌltɪdɪsə'plɪnəri/: involving several different subjects of study

Approach /ə'prəʊtʃ/: a way of dealing with somebody/something

Avenue /'ævənju:/: a wide street in the city

Aligning /ə'laɪnɪŋ /: arranging something in the correct position

Vocabulary Exercise

- A. New words are formed in English by adding prefixes and suffixes. Find as many words as you can from the above speech that have prefixes or suffixes.**

Example: innovate + ion = innovation (root + suffix)

re + search = research (prefix + root)

- B. Fill in the blanks with one of the words from the word meaning section.**

- a. World Health Organization is planning to hold its next annual **conference** in New York.
- b. Since her father suffers from arthritis he has been walking with a cane for over ten years.
- c. The internet has erased distance and given people access to each other.
- d. We are supported by a team consisting of clinicians, medical doctors, pharmacists and other experts.
- e. They are exploring all the possible available to establish their rights.

Reading Comprehension

- A. Choose the best alternatives to complete the following sentences.**

- a. The greatest public health challenge at present is
i. cancer ii. diabetes iii. obesity iv. cardiovascular disease

Read this paragraph for the answer. Notice that the underlined part contains the answer.

We are now relying on science and innovation to help us tackle the new public health challenge that is diet and lifestyle-related diseases such as overweight and obesity – sometimes described as the greatest public health challenge of our times.

Ans: iii. obesity

- b. The Joint Programming Initiative will bring the of member states together.
 - i. lifestyle ii. economy iii. challenge iv. knowledge
- c. The health care innovation chain begins from
 - i. researchers ii. biomarkers iii. diagnostics iv. regulators
- d. The need behind a multidisciplinary approach is
 - i. the unchanged pattern of food purchase and consumption
 - ii. the lack of effective treatments for patients
 - iii. the poor quality of life
 - iv. the lack of progress in research and innovation
- e. Through this speech, the speaker wants to.....
 - i. open the conference on the Joint Programming Initiative
 - ii. invite new public health challenge
 - iii. launch the programme 'A Healthy Diet for a Healthy Life'
 - iv. appeal the members of the EU for collaboration for research and innovation

B. Answer these questions.

- a. What is the theme of the conference?

Read the given first paragraph for the answer. The underlined part contains the answer.

I'm delighted to have the honour of opening this international conference on the Joint Programming Initiative "A Healthy Diet for Healthy Life".

- ⚡: *The theme of the conference is 'a healthy diet for healthy life'.*
- b. Who was mostly affected by obesity and overweight, according to the speaker?
 - ✍
- c. Mention the measure(s) to get rid of different chronic diseases.
 - ✍

- d. How much will be spent under Horizon 2020 programme?
✍
- e. What result would be achieved if Horizon 2020 was implemented effectively?
✍
- f. What results does the speaker expect from the conference?
✍
- g. Do you think that the people of the EU will be benefitted from this conference? If yes, what benefits will they get?
✍

Writing II

Objectives: You should be able to:

- be familiar with the format and layout of a speech.
- prepare a speech on the given topic.

A. Study the given model of a speech on 'The future is in our hands'.

Distinguished guests, respected teachers, and my dear friends,

I would like to thank all of you for this wonderful opportunity to stand in front of you to deliver a speech today. The topic of my speech is 'the future is in our hands'.

It is an honour to stand before you today and talk about a topic 'the future is in our hands', and it is up to us to shape it. As we stand at the threshold of a new era, we have the power to create a world that is not only better for us but for generations to come.

When we talk about the future, it is easy to get caught up in the latest technology or the latest trend. But the future is much more than that. It is about how we choose to live our lives, how we treat each other, and how we care for the planet we call home.

It is no secret that we face some significant challenges as a society. Climate change, economic inequality, and social unrest are just a few of the issues that we need to address. But instead of being threatened by these challenges, we should see them as opportunities for growth and change.

The future is not something that is predetermined, it is something that we create with every decision we make. And that is why it is so important to take ownership of our future and to be actively involved in shaping it.

As individuals, we all have a role to play. We can start by making small changes in our daily lives, such as reducing our plastic use or volunteering in our local communities. But we can also create change on a larger scale by engaging with our elected officials, participating in protests, or supporting organizations that align with our values.

Thank you.

B. Obesity has become a matter of concern in recent years. Write a draft of a speech based on the given guiding questions.

- a. What are the primary causes of obesity?
- b. What are its consequences?
- c. What should an individual do to avoid it?

Respected chairperson, other guests and my dear friends,

I feel honoured to be inside speaking on the topic

.....
.....

Project Activity

What measures do you adopt to keep yourself fit? Make a list of the ways one can adopt to keep himself/herself fit.

For example:

- I do exercises regularly.
- I eat a balanced diet.
-
-
-

* * *

Unit 4

Work and Leisure

Language function: Giving withholding and reporting permission

Dear students,

Work and leisure is the theme of this unit. We have to study two reading texts related to work and leisure in this unit. Similarly, the language function giving withholding and reporting permission is also dealt with in this unit, especially in listening and speaking. All four language skills – listening, speaking, reading and writing- along with vocabulary and grammar are practice through various exercises.

Reading I

Objectives: You should be able to:

- look at the picture and guess the contents of the lesson;
- look at the picture and guess the answers of the pre-questions;
- read the given text and do the vocabulary exercises that follow the texts;
- rewrite the incorrect sentences correctly; and
- answer the questions that follow the text.

Answer the following questions.

a. What are the kids doing in the picture?

⚡

b. Why do you think they are chasing the butterflies?

⚡

c. Where are they?

⚡



Cabbage White

Sarah and Jamie stood on their **tiptoe** and gave the card from their school to the tall man behind the counter of a farm. The man **frowned** and made a face.

“So you’re looking for some work, And who are you?” “I’m Sarah. I’m twelve. This is my brother Jamie; he’s eleven.”

“Shouldn’t you be at school?”

“We are on holiday. And would like to earn some money and support our parents.” The man lifted his hat and scratched his head. “Working in the farm is a quite **tough** job for kids like you. I need somebody big and strong to work here,” he said.

“There must be some work for us in this big farm. Could you please find one?” Sarah **pleaded**.

“And right. Let’s see. Do you know what a Cabbage White is?” the man asked.

“Yes. It’s a beautiful white butterfly that lays its eggs on cabbages. And those eggs change into caterpillars.”, answered Sarah.

“And do you know what the caterpillars do?”

“They eat the cabbage leaves!” shouted Jamie.

“Aren't you afraid of caterpillars?” asked the man.

“Not at all.” retorted Sarah.

“Alright. So, I think I have a job for you.”

“Oh! Thank you very much. And what is the work?”, they said.

“I want you to check every single cabbage in the garden and **eliminate** all the caterpillars,” replied the man.

“Er...how?” wondered Jamie.

“You pick them off and collect them.”

“Is it alright if we collect them in one of these pails?”

“Alright.”

“How much will you pay us?” Sarah asked.

“Let me see how you get on, first. If I am happy with your work, I'll not disappoint you with the pay. I'll be in the **greenhouse**. Get started and I'll see you later.”

Shortly, armed with a pail each, the children approached the cabbage patch. It was so enormous. “There must be a million cabbages here!” Jamie said.

“At least!” Sarah said. “And if there are ten caterpillars on each cabbage that makes there a billion caterpillars!”

Sarah stood **open-mouthed**. The job looked really tough. Jamie wondered about her arithmetic, but knew better than to **dispute**. They started on the first row of cabbages. It was really a **hideous** job. The caterpillars **wriggled** as they were picked up. It took the two children ages to finish the first row, and already they couldn't see the bottom of their buckets for caterpillars. And all around them, the air was filled with Cabbage White butterflies. The insects seemed to be **mocking** them. They seemed to be saying: “We don't care if you kill our caterpillars. We can lay millions of eggs.”

Sarah and Jamie were now very **desperate**.

Sarah struck out at a butterfly. She missed, of course. She watched it fly gaily away. Then she had an idea, as brilliant in its way as Einstein coming up with $e=mc^2$.

“Jamie, caterpillars come from eggs, right?” He nodded at her remarks. “And where do eggs come from?” she inquired further.

“The Butterflies lay them.” “Right. So”, she reasoned, “if we get rid of the butterflies, there won't be any more eggs or caterpillars.”

“Right.” Jamie decided to agree, just in case she had gone mad.

“So, why don't we get rid of the butterflies!”

“How?” he asked.

Nearby, there were beans climbing up bamboo poles. Sarah removed two poles. Two bean plants died. She handed one of the poles to Jamie, and then rushed into the cabbage patch, swinging her pole round and round trying to hit the butterflies. This seemed to Jamie like a good game, so he followed her. It is not easy to hit flying butterflies, but it is not difficult to hit them when they settle on cabbages. Soon the ground was covered with dead butterflies. Sarah and Jamie fought on until they were completely **exhausted**. Then they stood back to admire their work. There

were hardly any butterflies left. There were hardly any cabbages left, either. It is difficult to hit a butterfly on a cabbage without hitting the cabbage too. The cabbage patch looked like a battle-field. Not a cabbage was left standing. The children looked at each other. Without a word, they put down the bamboo poles and tiptoed out of the garden.

“He knows our names,” Jamie said.

“But he does not know where we live,” Sarah said.

“Thank goodness,” they both said.

(Adapted from *Happy Days and Short Stories* by Jake Allsop)

Word meaning

tiptoe /'tɪptəʊ/: walk quietly and carefully with one's heels raised

Frown /fraʊn/: furrow one's brows in an expression indicating disapproval

Tough /tʌf/: hard/rough

Pleaded /pli:d/: make an emotional appeal

Eliminate /ɪ'ɪmɪneɪt/: completely remove or get rid of something

Greenhouse /'ɡri:nhaʊs/: a building with transparent walls and roof, usually of glass, for the cultivation and exhibition of plants under controlled conditions

Mouthed /maʊðd/: having an opening or entrance of a specified kind

Dispute /dɪ'spju:t, 'dɪspju:t/: a disagreement or argument

Hideous /'hɪdɪəs/: extremely ugly or unpleasant

Wiggled /'rɪɡl/: to move the body or a bodily part

Mocking /'mɒkɪŋ/: making fun of someone

Desperate /'desp(ə)rət/: very serious or bad

Exhausted /eg'zɔ:stɪd/: very tired.

Vocabulary Exercise

Fill in the blanks choosing the correct word from the box.

One example is given for you.

Frowned, pleaded, open-mouthed, dispute, hideous, gaily, mock, wriggled

- a. Sarah **pleaded** with the man to give them some work in his farm.
- b. There is a labour between workers and management.
- c. It was really a job for Sarah and Jamie to get rid of caterpillars.
- d. The caterpillars as they were picked up.
- e. The teacher when the student told her he had forgotten his homework.
- f. Rohit Paudel displayed incredible batting which left Scottish fans with astonishment.
- g. The gates were painted in green, yellow, and red.
- h. He raised his eyebrows in disbelief.

Reading Comprehension

A. Read the text again and rewrite the following sentences correctly. The first one is done as an example:

- a. **Sarah is eleven years old and Jamie is twelve years old. (Incorrect)**
 ✍ Sarah is twelve years old and Jamie is eleven years old. (Correct)
- b. Sarah and Jamie would like to earn money to support their friends.
 ✍
- c. They requested the man to give them some money.
 ✍
- d. They were asked to eliminate all the butterflies from the garden.
 ✍

- e. They calculated that there might have been a million caterpillars.
 /1
- f. Both of them killed all the caterpillars seen in the farm.
 /1
- g. They met the man and took money for their work at the end.
 /1

B. Answer the following questions.

One example is done for you.

- a. Who are Sarah and Jamie?
 /1 Sarah and Jamie are school children.
- b. Why did they go to the farm?
 /1
- c. What is a Cabbage White?
 /1
- d. What does a Cabbage White do?
 /1
- e. What job were the kids given?
 /1
- f. What did the butterflies seem to be saying?
 /1
- g. What was Sarah's plan to get rid of caterpillars?
 /1
- h. What did they do at the end?
 /1
- i. Why did they run away from the farm secretly?
 /1

Grammar I

Objectives: You should be able to:

- recognize the modal verbs;
- use them in appropriate sentences;
- notice their functions and use; and
- do the exercises related to modal verbs.

A. Read the given model verbs, their functions and examples carefully and do the exercises that follow:

Modal Verbs	Examples	Function
Can, could	My daughter <u>can</u> speak three languages. She <u>could</u> speak fluent English when she was 5.	Show an ability
Can, could, may	Can I sit on that seat please? Could I open the window? May I pluck some flowers from your garden?	Ask for permission
Should	You should brush your teeth twice a day.	Give advice
May, might, can, could	She may be waiting for me. It might rain later so take an umbrella. Smoking can cause cancer. She could finish her assignment tonight.	Express possibility
Must, have to	You must follow the rules and regulations. They have to present their findings in the class.	Express obligation

B. Complete the sentences below with the correct words from the box.

Note: One example is done for you.

could	can't	must	may	should	might	would
-------	-------	------	-----	--------	-------	-------

- a. This **can't** be Safal's coat. It is too small for him.
- b. you please tell me the way to the airport?
- c. you like to stay with us at the weekend?
- d. Do you know where Jack is? He..... be in his office.
- e. The sky is overcast. It rain in the afternoon.
- f. Sanam has been working in the field all day. She..... be tired.
- g. The film is really wonderful. You see it at least once.

C. Complete the sentences below with appropriate modal verbs (may/can/could/will/would).

One example is done for you.

- a. It **will** be very cold here in winter.
- b. In my younger day I dance for longer hours.
- c. I haven't received your letter. It have got lost in the post.
- d. John be in his office. You can go and meet him.
- e. I thought we be late, so we would have to take the train.
- f. I don't want to speak to Mary today but Ispeak to her tomorrow.
- g. When I was in the army, we get up at 5 a.m. every day.
- h. Don't worry. I'm sure your new passport be ready soon.
- i. This bill not be correct. It's too much.
- j. Your keys be in your other jacket.
- k. I'm not sure but I think my camera be broken.

Listening

Objectives: You should be able to:

- match the profession related words to the appropriate pictures;
- listen to the audio and match the information given in column 'A' with column 'B'; and
- listen to the audio and answer the questions asked from the audio.

A. Do this exercise before you listen. Write the correct words in the box below the picture.


One example is done for you.

shop assistant teacher dentist cleaner police officer
 doctor pilot nurse

			
Police officer			
			

B. Listen to the audio and match the following.

One example is done for you.

- | | |
|-------------------------|----------------|
| a. Speaker A works as a | dentist |
| b. Speaker B works as a | pilot |
| c. Speaker C works as a | shop assistant |
| d. Speaker D works as a | tour guide |
| e. Speaker E works as a | nurse |
- 

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

- a. In which department does the first speaker work?

⚡.....

- b. When does speaker B work?

⚡.....

- c. Why do lots of people not come to see the dentist?

⚡.....

- d. What is the best thing for a pilot?

⚡.....

- e. What does speaker E not like about her job?

⚡.....

C. What job would you like when you are older? Why? Write it in your note copy and share it with anyone who understands it.

Speaking

Objectives: You should be able to:

- ask for permission;
- give or withhold permission; and
- communicate for asking, giving or withholding permission.

A. Study the following conversations.

Conversation I

Student : Would you mind if I solve this on the board?

Teacher : Oh, well, alright.



Conversation II

Customer: Do you mind if I smoke here?

Waitress: I'm sorry but this is a 'No Smoking' zone.'

You can smoke in the next room.



Conversation III

Kavya: Is it alright if I play with my friends, Dad?

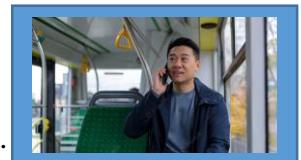
Dad: Oh, no, you have to do your homework first.



Conversation IV

Lakpa: I wonder if I could possibly sit next to you.

Amrit: I am sorry this seat has been booked for my friend.



Now report the above conversation as given in the example:

Lakpa asked for Amrit's permission to sit next to him but he denied.

Reading II

Objectives: You should be able to:

- describe the picture given with this poem;
- read the poem appropriately;
- match the words with their meanings;
- answer the questions asked from the poem; and
- fill in the blanks choosing the correct words from the box.

A. Look at the pictures below and answer the following questions.

- a. What are the people in the pictures doing?
⌄
- b. Why are they doing these activities?
⌄
- c. Who, do you think, is better at serving the god? Why?
⌄



Leave this Chanting and Singing

Leave this chanting and singing and telling of **beads!**

Whom **dost thou** worship in this lonely dark corner of a temple with doors all shut?

Open **thine** eyes and see **thy** God is not before **thee!**

He is there where the **tiller** is **tilling** the hard ground
and where the **pathmaker** is breaking stones.

He is with them in sun and in **shower**,
and his garment is covered with dust.

Put off thy holy **mantle** and even like him come down on the dusty soil!

Deliverance?

Where is this deliverance to be found?

Our master himself has joyfully taken upon him the **bonds** of creation;
he is bound with us all forever.

Come out of thy meditations and leave aside thy flowers and **incense!**

What harm is there if thy clothes become **tattered** and **stained?**

Meet him and stand by him in **toil** and in sweat of thy brow.

-Rabindranath Tagore

Word meaning

Bead /bi:d/: a small piece of glass, stone, or wood that is threaded with others to make a necklace

Dost /dʌst/: archaic form of ‘does’

Thou /ðəʊ/: archaic form of ‘you’

Thine /ðAɪn/: archaic form of yours

Thy /ðAɪ/: archaic form of your

Thee /ði:/: archaic form of you

Tiller /'tɪlə/: *A person or machine that tills the soil*

Tilling /tɪlɪŋ/: preparing and cultivating land for crops

Pathmaker /pɑ:θmeɪkə / : one who makes a way or path

Shower /'ʃaʊə/: a brief and usually light fall of rain

Mantle /'mantl/: a loose sleeveless cloak or shawl, worn especially by women

Deliverance /dɪ'lvɪ(ə)rəns/: *the state of being saved from a painful or bad experience*

Bond /bɒnd/: a relationship between people or groups based on shared feelings, interests, or experiences

Incense /'ɪnsəns/: a gum, spice, or other substance that is burned for the sweet smell it produces


Tattered /'tætəd/: old and torn; in poor condition

Stain /steɪn/: mark or discolour with something that is not easily removed

Toil /tɔɪl/: work extremely hard

A. Match the following words with their meanings.

One example is done for you.

- a. bead  a small piece of glass or stone threaded with others to make a necklace
- b. garment to prepare and use land for growing crops
- c. till a piece of clothing
- d. incense a layer of something that covers a surface
- e. stained the state of being rescued from danger, evil or pain
- f. toil a substance that produces a pleasant smell when you burn it
- g. mantle covered with marks
- h. deliverance hard work that makes you very tired

B. Answer the following questions.

- a. Who has composed this poem?
 ✎
- b. Who is addressed in the poem?
 ✎
- c. What does the speaker advise people in the first stanza?
 ✎
- d. Where do people try to find the god?
 ✎
- e. According to the speaker, where is the god?
 ✎
- f. With whom the god is bounded?
 ✎

g. What does the speaker ask people to do in the last stanza?

⚡

C. Fill in the blank spaces with correct words choosing from the box given below:

Religious, beads, lonely, tillers, clothes, deliverance, creator, incense, sun, stained, ascetics

The poet advises the people to give up their counting of and their singing and chanting of mantras. He also wishes them stop the worship of God in corner of the temple. He says, ‘Open your eyes and see God is not there before you.’ God is not to be found in this way. Tagore wants them to go to see the of the land and path-makers who work hard at breaking stones. He says that God lives with those who toil in sun and shower and whose are covered with dust.

The ultimate spiritual goal of the ascetic is to seek..... This is the liberation of the soul from the cycle of birth and death. But God Himself is bound to all of us in chains of love. God is the and master of everything. He himself is not free as He has joyfully bound Himself to the work of creation and to the objects He has created. How can then man ever hope to be free from bondage? He urges the to leave the ritualistic flowers and which does not serve any purpose. According to the poet one can find God not in the temple but with the workers who are working whole day in the dirt and under the hot..... He asks us what harm is there if you work under the sun and if your clothes become dirty. Even when your clothes are tattered or there is no harm because one is going to see the creator. Thus Tagore conveys that participation in the activity of life is essential for the realization of God.

Writing

Objectives: You should be able to:

- read the letter of job application;
- notice the language and layout of the letter;
- rearrange the sentences to make an appropriate letter; and
- write a letter of job application for the given vacancy.

- A. Read the given letter of job application for the post of an accountant and notice the language and format used in the letter.

Application for the Post of Primary Teacher

Malikarjun-8, Darchula
21st August, 2023

The Principal
Shree Shankarpur Secondary School,
Malikarjun-8, Pasti, Darchula

Subject: Job application for the position of Primary Teacher

Dear Sir,

I am writing to apply for the post of Primary teacher advertised in the Kathmandu Post of 15th January. Please find enclosed a copy of my CV and copies of relevant credentials.

I am a young and energetic person of 20. I have passed School Leaving Certificate with Education and English major. I passed teaching license examination of primary level last year. Since then I have been teaching at a primary school in Khalanga. I have a good performance throughout my academic career. I have a keen interest in working with children. I also possess sound skills of spoken and written English along with Nepali language. Moreover, I possess good skills of handling a wide range of extracurricular activities.

I am confident that I can be a valuable asset to your school. If I am appointed as a primary teacher, I will provide excellent teaching learning service to enhance the quality of education in your school.

I can arrange to attend an interview whenever convenient for you and look forward to hearing from you.

Yours faithfully,
Shiv Raj Pant

B. The following text is a job application letter for the post of School Secretary. But some sentences are written in wrong order. Put them in the correct order and rewrite the application.

Bulingtar-3,
Nawalpur East

25th August , 2-23

The Head teacher,
Shree Tribhuwan Secondary School,
Bulingtar-3, Nawalpur East

Subject: Job application for the position of School Secretary

Dear Sir,

- a. I am a young girl of 20.
- b. After my SEE, I worked as an office secretary for a year at Himalayan Investment Company Limited.
- c. I am writing to apply for the position of School Secretary that was recently advertised on the on The Chitwan Post.
- d. Moreover, I have good skill in handling a wide range of tasks in the institution.
- e. As an experienced secretary, I have a proven record of successfully managing the administrative and secretarial duties.
- f. I have enclosed the copies of my relevant credentials/testimonies required for the position.
- g. I also have sound skills of spoken and written English besides the Nepali language.
- h. I look forward to working with your team.
- i. If I am appointed as the Secretary in your school, I will provide excellent service.
- j. I have a keen interest to work with students and support their academics.
- k. I possess all the skills and qualifications that you are looking for.
- l. I am confident that I can be a valuable asset to your school.

Sincerely,

Pabitra Nepali

C. Read the following advertisement and write a letter of job application to apply for the advertised post.

Vacancy Announcement

A well-established English medium school in Kathmandu requires a young, energetic person for the following post:

Post	:	Office Assistant
Qualification	:	at least SEE with accountancy
Age	:	between 25-30 years
Experience	:	at least 3 years
Salary	:	as per school's rules and regulations
Computer Knowledge	:	proficient in Ms-office package

Interested candidates are informed to apply with updated CV by 12th February.

(Address and Date)

.....

(Addressing)

.....

.....

Subject:

(Salutation)

Dear madam/sir,

Introduction

.....

.....

.....

.....

Body

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

Concluding sentences

.....

Your sincerely,

.....

Project Activity

Collect any five vacancies from any newspaper and write a letter of job application for any one of those vacancies. You can adopt the above format of letter.

Supporting points

- Collect newspaper.
- Select some sample of vacancies.
- Read the required post of the vacancies.
- Think about the main parts/components of job application letter.
- Try to write a job application letter. You can take support from the above example too.

Job application letter



Unit 5

Science and Experiment

Language function: Expressing conditions

Dear students,

Similar to the previous unit, this unit also has incorporated exercises with respect to reading, writing, listening, speaking and grammar. The first text is an article on science 'Yes, You Can Boil Water at Room Temperature'. There are different exercises following the text. The next item is speaking where you are supposed to practise expressing conditions. Similarly, listening is the next item where you will get a chance to hear an authentic text. Based on the text, you have to do different activities. Grammar is the next item where you can practise different kinds of conditional sentences. There is a poem in Reading II followed by a series of activities to check your understanding. You will find writing activities after reading II. There are two writing tasks. In the first writing task, you have to read a sample of a letter to the editor and write a complaint letter about unmanaged garbage in your locality. Similarly, in the next task, you have to write stepwise instructions to draw a jellyfish based on the clues given. Finally, you have to do a project on the effects of modern-day gadgets in our lives.

Enjoy the lesson!

Reading I

Objectives: You should be able to:

- answer the pre-reading questions.
- guess the content of the reading text with the help of the title.
- read the text silently and understand it.
- guess the meaning of the unfamiliar words from the context.
- do comprehension exercises (vocabulary, gap filling, and answer questions).

Look at the picture and answer these questions.

a. What can you see in the picture?

④

b. How does water boil?

④



Yes, You Can Boil Water at Room Temperature

Sometimes it's right on the box of rice mix — the high-**altitude** version of cooking instructions. Usually, this means that your rice will have to cook a little bit longer if you are in Denver or at the top of Mount Everest. Of course, that's just a joke. No one cooks rice at the top of Everest. But why are the instructions even different? Why does it matter where you cook? The answer has to do with boiling water.

You ask some people on the street about the boiling temperature of water. Some might say 212°F or even better 100°C—but that's not always true. As you increase your altitude above sea level, the boiling point of water decreases by about 1°F for every 500 feet increase. That means your water in Denver is going to be 203°F and this will have an impact on your cooking. But why?

Water Vapour Pressure

There are many awesome things about water—one interesting **factoid** is that on the surface of the Earth, you can find water in all three phases: solid, liquid, and as gas. We call the gas phase of water 'water vapour'.

You might think that you need to boil liquid water to create water vapour—but you don't. You just need some liquid water at room temperature. Picture a glass of water. If you could zoom in with supervision (not actually possible), you would see that this water is made of a bunch of **molecules** — water molecules. Although these molecules are themselves made of three atoms: two hydrogens and one oxygen. Let's just think of them as tiny balls.

These tiny water balls are moving around in the water but stay **fairly** close to their ball neighbours. This motion isn't due to currents in the water, instead this is **thermal**

motion. Imagine these tiny balls **jiggling** around in a giant collection of balls: The hotter the water, the greater the motion of these water balls. But wait! The speeds of the water particles aren't all the same. Although there is an average ball speed, some are going faster and some are going slower. It's just like the height of a group of adult humans. There is an average height, but everyone is not the same. Some people are very tall, but that's just a small fraction of the total group.

If you have a glass of water sitting out on a table, the water balls don't just stay as a liquid. Some of these balls have enough thermal energy to break away and become free. Free from the liquid stage means the water ball is now a gas—water vapour. Boiling is not needed to get this water vapour. But wait! It works the other way too. Some of the water balls in the gas stage can interact with the liquid water and join the liquid water balls.

Water in a closed container will eventually reach an **equilibrium** state between water vapour and liquid water. At this equilibrium state, the rate that water balls are freed from the liquid state are the same as the rate of water balls entering the liquid state. The pressure of this water gas in equilibrium is called the vapour pressure. You can see evidence of this water vapour in a closed container by looking at the water that condenses on the walls.



Boiling Water



Here is what water looks like when you get it to 100°C in slow motion. Yes, I know you have seen this before. But it's still cool.

What are the bubbles in the boiling water made of?

Are the bubbles made of air? What about some hydrogen and some oxygen? No. The bubbles are water vapour — they are small pockets of water in the gas phase. I mean, they couldn't be air. Where would this air come from? The only option is that the bubbles are made of water vapour. So, what is happening to make these boiling bubbles of water vapour? It's all about temperature and vapour pressure. As the temperature of the water increases, the average speed of the water particles also increases. At some point, water molecules have enough energy to push back other water molecules in the liquid phase to form

a bubble. But you have to have the water hot enough so that the particles are moving fast enough.

But wait! It's also about the vapour pressure. In order to keep the bubble from collapsing, the pressure inside the bubble must be equal to the pressure outside the bubble. Inside the bubble is the vapour pressure and outside is the water pressure. This means that for water to boil, the temperature must increase until the vapour pressure is equal to the outside pressure and a bubble can form.

What about that external pressure? That depends on two things. First, the water itself. In order for the water not to collapse, the deeper water must have a higher pressure. So, the water pressure depends on the depth, the density of water and the gravitational field. For a typical glass of water, the pressure at two centimetres below the surface is only a 0.2 percent increase over the atmospheric pressure. And that is the second thing that contributes to the total pressure – the atmosphere. The atmosphere also pushes down on the surface of the liquid to increase the pressure in the liquid.

Lower Pressure

What if I decreased the atmospheric pressure pushing on some liquid water? This would reduce the pressure in the liquid also. If I reduce this pressure enough, I can bring it down to the same level as the vapour pressure. Boom. Now the water particles have enough energy to form their tiny little boiling bubbles—without the need to increase the temperature.

I can even get water to boil at room temperature. Yes, you need a **vacuum** pump and a strong container to get this to work — but you can do it.

Notice that I hold onto the boiling water flask just to prove that it's not hot. Trust me. Oh wait. You don't have to trust me. You can do this on your own. You just need one of these large plastic syringes. Get the syringe and put some water in it with very little air. Now seal up the end and heat up the water just a little bit. Here you can see my version.



I used hot glue and a rubber stopper (along with a LEGO piece) to seal the hole. The syringe was then heated to about 42°C (a little over 100°F).

*Now I can pull the **plunger** out to decrease the pressure in the liquid and **induce** boiling.*

It's pretty tough to pull the plunger back to decrease the pressure — but you can do it. Oh, why heat the water up? Well, I can't get a perfect vacuum by pulling the plunger, so I need a little boiling help by starting the water at a higher temperature.

This is exactly what's going on when you cook your rice at high altitude. Well, not exactly the same — there's not a human pulling back on a giant plunger that holds the air on Earth. The Earth's gravitational field does that for you.

- Rhett Allain

Word meaning

Altitude /'æltɪtjuːd/: the height above sea level

Factoid /'fæktɔɪd/: something that is widely accepted as a fact, although it is probably not true

Molecules /'mɒlɪkjʊːl/: a group of atoms that forms the smallest unit

Fairly /'feəli/: in a fair and reasonable way

Thermal /'θɜːml/: connected with heat

Vacuum /'vækjuːm/: a space that is completely empty

Jiggling /'dʒɪɡlɪŋ /: to move or make something move up and down or from side to side

Equilibrium /ɪˌkwɪ'ɪbrɪəm/: a state of balance

Plunger /'plʌndʒə(r)/: a part of a piece of equipment that can be pushed down

Induce /ɪn'djuːs/: to cause something

Vocabulary Exercise

A. Find the words from the given puzzle which mean the following.

a. detailed information on how to do or use something

b. very good or impressive

c. very small in size
or amount

d. a small part or
amount of
something

e. falling down
suddenly and
completely

f. the mixture of
gases that
surrounds the
earth

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

B. Fill in the blanks with the words you have found in exercise A above.

- The spacecraft broke as soon as it entered the Earth's **atmosphere**.
- Clouds are formations of drops of water in the sky.
- The machine broke while I was trying to operate it. I should have read the before!
- The air is full of minute s of dust from the volcano eruption.

- e. Most of the deaths were caused by landslides and buildings.
- f. The opening ceremony was really I enjoyed it a lot.

Reading Comprehension

Answer these questions.

- a. What determines the time taken to cook rice?

Read this first paragraph for the answer. Notice the underlined part.

Sometimes it's right on the box of rice mix — the high-altitude version of cooking instructions. Usually, this means that your rice will have to cook a little bit longer if you are in Denver or at the top of Mount Everest. Of course, that's just a joke. No one cooks rice at the top of Everest. But why are the instructions even different? Why does it matter where you cook? The answer has to do with boiling water.

Ans: Altitude determines the time taken to cook rice./Altitude.

- b. List the molecules that water is composed of.

~~✍~~

- c. What is the speed of the water particles compared with?

~~✍~~

- d. Which stage of water is called the state of equilibrium?

~~✍~~

- e. Mention the two things on which external pressure depends.

~~✍~~

- f. What would the writer get if he pulled the plunger out?

~~✍~~

Speaking

Objectives: You should be able to:

- speak with fluency and accuracy; and
- express conditions.

A. Read what these people have to say.



If you heat ice, it melts.

What would you do if you were ill?



I'd go to hospital.

If my grandfather had been alive, he would have given me a lot of money.



B. What would you say in the given situations?

One has been done for example.

Situation is: You met the Prime Minister.

Ex: *If I met the Prime Minister, I would ask his plans for nation's development.*

a. You found ten thousand rupees on the way.

Ex:

b. Your friend is suffering from a common cold.

- ~~1~~.....
 c. Your friend played football barefoot and hurt his/her leg.
~~1~~.....
- d. You forgot to bring your admit card on the day of your exam.
~~1~~.....
- e. You lost your calculator.
~~1~~.....
- f. Your friend failed his exam because of his carelessness.
~~1~~.....

C. Work in pairs. Ask and answer in the given situations as in the example below.

Example: *lose your pen/tell to my teacher*

A: What would you do if you lost your pen?

B: If I lost my pen, I would tell to my teacher.

A. what if/you see a snake

B.

A. what if/you don't study hard

B.

A. what if/someone drinks and drives

B.

A. what if/you are lost in a jungle

B.

A. what if/you break your leg

B.

Listening

Objectives: You should be able to:

- look at the pictures and guess the answers to the pre-questions.
- listen to the audio and retrieve specific information.
- do comprehension exercises.

A. Look at the picture and answer the following questions.

a. What do you think you see in the given picture?

⚡.....

b. What would happen if there was no fuel?

⚡.....



B. Listen to the audio and choose the correct alternatives.

a. **Saudi Arabia**

- is the biggest producer of oil and gas.
- is the richest country in the world.
- was a very poor country once.

b. **The United States**

- doesn't have to import oil from OPEC countries.
- is less dependent on imported oil now.
- only imports oil from Saudi Arabia, Venezuela and Iraq.

c. **Oil**

- is the world's most used fuel.
- is the source of most of the world's energy.
- will cost less and less every year.

d. **According to the speaker, by 2040**

- we will produce more energy.
- we will produce less traditional energy.
- the energy will be much cleaner.

- e. **China is**
 - i. the biggest manufacturer of solar panels.
 - ii. the country that consumes most oil.
 - iii. the world leader in electric car sales.
- f. **The transition to clean energy.....**
 - i. will produce wars in the Middle East.
 - ii. will require the collaboration of the different countries.
 - iii. will be almost impossible.

C. Answer these questions.

- a. When did oil provoke wars?
 /.....
- b. How much money has Saudi Arabia alone collected producing oil?
 /.....
- c. Which country is the biggest producer of oil at present?
 /.....
- d. What was less expensive in the past?
 /.....
- e. Mention the effect of widespread clean energy use in the Middle East.
 /.....
- f. What might happen if we fail to use alternative resources of energy?
 /.....

Grammar

Objectives: You should be able to:

- identify conditional sentences.
- use conditional sentences correctly.

Read the given sentences carefully and notice the coloured words.

- a. If my small brother **sees** a snake, he **cries**.
- b. You **get** wet if it **rains**.
- c. If I **study** well, I **will top** the result.
- d. Your sister **will cry** if she **watches** this movie.
- e. I **would answer** if he **called**.
- f. What **would** you **do** if you **lost** your mobile phone?
- g. If you **had studied** hard, you **would have had** a better job.

These sentences are called conditional sentences. A conditional sentence has two clauses; a conditional clause (generally starts with 'if') and the main clause. If the condition in the 'if clause' is fulfilled, the main clause will be fulfilled. For example: If you invite me, I will attend your birthday party.

In the above sentence, '**if you invite me**' is the condition clause. Upon fulfilment of this condition, the action in the main clause will happen (**I go to attend your birthday**).

There are four types of conditional sentences.

A. Type Zero Conditionals

These are factual/general conditionals. They are used for the same or unchanging results. For example: If you heat ice, it melts.

In the above sentence, both the clauses (if clause and main clause) are in simple present tense.

B. Type One Conditionals

These conditionals express the things that are likely to happen or most certain. For example;

- If all the workers work hard, the company will get success.

Generally, 'simple present tense' is used in the 'if clause' and 'simple future tense' is used in the 'main clause'.

C. Type Two Conditionals

These conditionals are used for unreal or imaginary conditions. They express those situations that are unlikely to happen. For example;

✎ If I found Rs. 10,000, I would give you a grand party.

In the 'if clause' of the second conditional, 'simple past tense' is used. Similarly, in the 'main clause', would + infinitive is used.

D. Type Three Conditionals

The third conditional sentence is used to regret about past. It refers to an impossible condition. For example:

✎ If they had found the money, they would have given it to the police.

'Past perfect tense' is used in the if clause while would/should/could/might + have + past participle form of the verb (perfect conditional tense) is used in the main clause.

Exercises

A. Complete the given sentences with one of the correct alternatives given. One example is done for you.

- If I found a wallet on the street, I it to the owner.
(return/**would return**/ would have returned)
✎ If I found a wallet on the street, I would return it to the owner.
- If you ask the policeman, he you how to get to the nearest bus park. (will tell/would tell/tells)
- The plants will grow well if it now.
(rain/rains/would rain)
- I would lend you my scooter if you to be careful with it. (promised/ promise/would have promised)

- e. If the players well, they would have won the match. (would play/had played/would have played)
- f. If I were you, I a complete rest. (would take/would have taken/will take)
- g. Millions of people will die if they aid soon. (don't receive/won't receive/wouldn't receive)
- h. If you forget the password, me. (call/called/would have called)

B. Complete these sentences with the suitable forms of the verbs given in the brackets.

- a. *If my father (not/pick) me up, I will hire a taxi.*
✘: *If my father does not pick me up, I will hire a taxi.*
- b. If she speaks English well, they (select) her for the vacant post.
- c. I would have told you about this if she (tell) me everything.
- d. Would you mind if I (open) the window?
- e. If I didn't do it, nobody (do) it.
- f. Water boils at 100⁰C if it (heat).
- g. If they had requested me, I (say) 'No'.
- h. You can have a cold if you (get) wet.
- i. (show) me your passport if you want to cross the border.
- j. If you press the red button of the remote, the TV (switch off).

C. Complete the given blanks with the suitable form of the verbs given in the brackets.

I was walking in the town centre yesterday when someone stole my wallet from my pocket. This was quite a shock to me, as this has never happened to me

before. I didn't notice until I was on my way home, and I reached in my pocket to pay for my bus ticket. I was a bit stupid to leave my wallet in my back pocket in the first place. If I (put) it in my front pocket, it (be) impossible to steal, and I (not/lose) all my cash and credit cards. Normally, I try to avoid walking through the city centre. I don't like it there because there are too many people, but yesterday I couldn't avoid it because I was late for my bus home. If I (not/walk) through the city centre, I (not/be) in this situation now whereby I am waiting for my replacement bank cards.

I have been considering moving to a different city for a long time now, and maybe this will help me make my decision. Maybe if I (not/live) in such a busy and dangerous city, this (not/happen) yesterday. Thankfully, I managed to cancel all my cards in time and I didn't have much cash in my wallet. However, I learnt a very valuable lesson yesterday, and I would like to share it: if I (be) you, I (pull) all of my valuable items in my front pocket.

Reading II

Objectives: You should be able to:

- look at the pictures and guess answers to the pre-reading questions.
- learn to recite the poem appropriately.
- understand the meaning of unfamiliar words from the given context.
- do comprehension exercises (vocabulary/true or false/short answer questions).

Answer the following questions.

- a. What do you think the man in the picture is doing?
 /.....
- b. Do you like the sound of rain?
 /.....

The Voice of the Rain

And who art **thou**? said I to the soft-falling shower,
 Which, strange to tell, gave me an answer, as here translated:



I am the Poem of Earth, said the voice of the rain,
Eternal I rise **impalpable** out of the land and the bottomless sea,
Upward to heaven, whence, **vaguely** form'd, altogether changed, and yet the same,
I descend to **lave** the droughts, **atomies**, dust-layers of the globe,
And all that in them without me were seeds only, **latent**, unborn;
And forever, by day and night, I give back life to my own origin,
and make pure and beautify it;
(For song, issuing from its birth-place, after fulfilment, wandering,
Reck'd or unreck'd, duly with love returns.)

- *Walt Whitman*

Word Meaning

Thou /ðəʊ/: you (in old English)

Eternal /ɪ'tɜːnl/: existing forever; without an end

Impalpable /ɪm'pælɪəbəl/: that cannot be felt physically

Vaguely /'veɪɡli/: in a way that is not detailed or exact

Lave /leɪv /: to wash or bathe

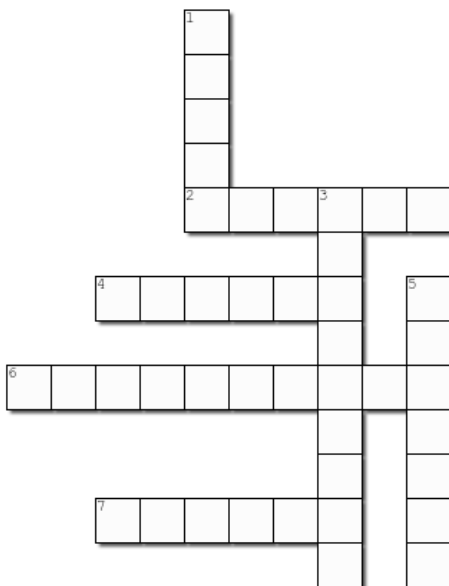
Atomies /'ætəmi/: indivisible particles

Latent /'leɪnt/: present but not active

Reck'd: took care of something

Vocabulary Exercise

A. Fill in the crossword puzzle with the words from the poem.



Created using the Crossword Maker on TheTeachersCorner.net

Across

- 2. a short period of rain
- 4. the point from which something starts
- 6. very deep
- 7. the home of God where good people go when they die

Down

- 1. the part produced by a plant, from which a new plant grows
- 3. walking around without any purpose
- 5. to come or go down from a higher to a lower level

B. Find the pairs of opposites used in the poem.

For example: day and night

Reading Comprehension

A. Decide whether the given statements are **true** or **false**.

- a. The poem is a conversation between the poet and the rain. []
- b. The poet called the rain the Poem of Earth. []
- c. The rain ascends up to heaven. []
- d. As soon as the rain falls it eradicates the draught and dust layers of the earth. []

e. The rain purifies and beautifies the earth. []

B. Answer these questions.

a. "Who art thou?" Who asked this question to whom?

Read the first two lines of the poem for the answer.

And who art **thou**? said I to the soft-falling shower.

Which, strange to tell, gave me an answer, as here translated:

Ans: The speaker asked this question to the soft-falling shower.

b. Where does the rain originate?

✍
.....

c. How are the seeds without rainfall?

✍
.....

d. How is the cyclic movement of rain brought out in the poem?

✍

e. Who composed this poem?

✍

Writing

Objectives: You should be able to:

- be familiar with the format and layout of a letter.
- write a letter of complaint to the concerned authority.
- write instructions based on the given clues.

A. Study the following letter to the editor of a national daily complaining about the shortage of water in Kathmandu.

The Editor
The Rising Nepal
Dharmapath, Kathmandu

Dear Sir,

Through this letter, I would like to draw the attention of the concerned authorities to the pressing problem of water scarcity in our locality. The residents have been facing water scarcity for a long time. If this goes on unchecked, people are likely to fight with each other for some trickles of water.

The water tank cannot hold enough water to cater for the needs of the residents. Despite this situation, the residents are not conserving water. Most of them are wasting water while bathing, washing clothes and utensils and gardening.

In this context, I have some suggestions to offer to solve the problem immediately. I request you to call a general meeting of the residents to discuss the issue. It would be much better if we may take the help of local cable TV and community radio to spread the message of conserving water among the residents of our locality.

The residents should be sensitized to conserve water while bathing, cooking, washing clothes and utensils. If we organize a door to door campaign, it is sure to make the residents aware of the need for conserving water.

Water conservation experts may be invited to make us aware of various methods and technologies available to conserve water. We should encourage the practice of reusing water among the residents. Had we gone for rain water harvesting techniques only, it would certainly have lessened the crisis to some extent.

Finally, I hope that some immediate steps will be taken to address the issue.

Thanking You
Yours truly
Rujuna Manandhar

- B. Write a letter of complaint to the concerned authority about the unmanaged garbage in your locality. Mention the hazards of unmanaged garbage to public health and suggest some measures to solve the problem.
- C. Write stepwise instructions to draw a jellyfish as given below. You may use the following words/phrases.



For example:

First, make two small circles joining them with each other.

Then,

Project Activity

What would happen if gadgets of daily use are unavailable to us? Ask your grandparents or great grandparents what they did when they had not got any modern-day gadgets. Compare their time with the time you are living. Make a list of the positive and negative changes that have been brought by such gadgets. Finally, write a report based on the collected information.

You can begin your report like this:

I talked with two elderly citizens in my community about their past days. My intention was to find out about their early days when they did not have modern-day gadgets.

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Food and Cuisine

Language function: Asking for and giving reasons

Dear students,

This unit deals with the theme of food and cuisine. Both reading texts have reflected the same theme. The first reading text presents strange food from around the world and the second reading text presents an inspirational interview of Nepali Chef Santosh Shah with Nepali Times. Similarly, the listening text displays a conversation between two customers and a waitress. The writing activities deal with writing recipes of various dishes. Moreover, the speaking and the grammar activities are supposed to develop the language function asking for and giving reasons. You have to all four language skills – listening, speaking, reading and writing- along with vocabulary and grammar through various exercises. Therefore, you should be able to achieve the objectives given at the beginning of each topic.

Reading I

Objectives: You should be able to:

- guess the answers of the pre-questions given in the beginning of the text;
- match the words with their meanings;
- complete the sentences choosing the correct words or phrases from the text;
- answer the questions asked from the text.

Answer the following questions.

a. What are the common food items in Nepal? Which one is your favourite?

☞

b. Have you ever eaten any dish that is quite uncommon in Nepal? If yes, what is it? How does it taste?

☞

Strange Food from Around the World

There's nothing like the feeling of challenging yourself and winning, of taking a risk and having it succeed. That goes with so many things, and one of them is food.

You have to challenge yourself with food when you travel. You have to take chances on things you wouldn't normally even think of eating. This is what it's all about, experiencing the way other people do things, trusting that they know what they are doing. The food stuff that seems so strange to you is actually so delicious to many others. It doesn't always work out. Sometimes the **fermented** horse milk in Mongolia that sounds so bad really is so bad. However, if you take a chance on the following dishes, you won't be **disappointed**.

Haggis, Scotland

Oddly enough, when you take all of the parts of a sheep that no one else wants – the heart, the liver and the lungs – grind it up. And, mix it with mutton fat, **oatmeal** and spices. Then pack it in a sheep's stomach and boil it for a few hours. It tastes ... really good. Scotland isn't exactly known for its cooking and eating skills, but give me "haggis, **neeps and tats**" (haggis with turnips and potatoes) any day of the week.



Shiokara, Japan

Most Japanese food is simple: it sounds delicious, and it is delicious. But how about raw **squid** mixed with salty, fermented squid belly? This is shiokara, a Japanese staple, and one I used to hate. However, I'm slowly coming around. Once you get used to it and you have it with good conversation, this food takes on a whole new beauty.



Jellyfish, China

This dish can appear challenging to those of us who only associate jellyfish with the **scary** nature of some species of them. There's also a rubbery texture to jellyfish that some find a little challenging. However, the Chinese know what they're doing with these things. They mix jellyfish into salads, pair it with chicken, stir it through **sesame** oil ... it's all tasty, and it's all low-fat.



Green ants, Australia

You can keep your **witchetty** foods, as far as I'm concerned: too soft, too many **guts**. If I'm going for bush food, it's definitely green ants, little insects that are pulled from trees, lightly crushed between your hands, and then eaten. They're lemony, peppery, and delicious. Local producers are even putting them on top of goat's cheeses now, with lemon **myrtle**, for extra energy. Seriously good.



Crickets, Thailand

You hear, occasionally, that insects are the protein source of the future, and to that I say: no problem. In northern Thailand, deep-fried crickets are a staple, and they're delicious. They're **nutty** and **crunchy**, perfect with salt. I still struggle, however, with the larger insects. Anything that requires more than one bite is a bridge too far for this guy.



Snails, France

Snails aren't unusual – you'll find them on the menu at most French restaurants, even in Australia. However, some people are still nervous about eating garden snails, even though they needn't be. Fried up with plenty of garlic and butter, snail is **yummy**. Snails, in fact, are eaten in many countries, particularly Vietnam, where fried snails are a very tasty staple dish.



Bun rieu, Vietnam

Everything about bun rieu, a traditional Vietnamese soup, sounds good; well, almost everything. It's a crab-based soup mixed with noodles. So far, so delicious. It's then gwith roasted tomatoes, crab meat, stewed pork, lime juice, chilli, fresh herbs, banana flower and bean sprouts. Also, extremely good. Then, however, you drop in a large piece of **congealed** pig's blood, which is a serious challenge for the **unsuspecting** diner. My advice: give it a try. You won't regret it.



- Ben Groundwater (Adapted from <https://www.traveller.com.au/>)

Word Meaning

Ferment /fə:'ment/: to go through a chemical change

Disappointed /dɪsə'pɔɪntɪd/: unhappy or sad

Oddly /'ɒdli/: strangely or unusually

Oatmeal /əʊtmɪ:l/: meal made from ground oats

Squid /skwɪd/: an edible sea creature that has a long body with eight arms and two tentacles

Scary /'ske:ri/: frightening; causing fear

Sesame /'sesəmi/: a herb grown for its small oval seeds and its oil

Witchetty /'wɪtʃɪti/: a large whitish wood-eating larva of a beetle or moth, eaten by some Australian Aboriginal people

Gut /gʌt/: the stomach or belly

Myrtle /'mɜ:təl/: a small tree with shiny green leaves, pleasant-smelling white flowers and blue-black fruit

Nutty /'nʌti/: tasting like nuts

Crunchy /krʌŋ(t)ʃi/: making a sharp noise when bitten or crushed

Yummy /'jʌmi/: delicious

Congeaed /kən'dʒi:ld/: having become semi-solid, especially on cooling.

Unsuspecting /ʌnsə'spektɪŋ/: not aware of the presence of danger

Vocabulary Exercise

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

Note: One example is given for you.

Column A

- a. trust
- b. strange
- c. menu
- d. crickets
- e. texture
- f. disappoint

Column B

- i. fail to fulfil the hopes or expectations of
- ii. the appearance of a substance
- iii. firm belief in the truth of someone or something
- iv. difficult to understand or explain
- v. an insect related to the grasshoppers but with shorter legs
- vi. a list of dishes available in a restaurant

Reading Comprehension

C. Complete the sentences below with the correct information from the text in not more than four words.

One example is done for you.

- a. The **food stuff** that seems so odd to you is really so delicious to many others.

- b. The heart, the liver and the lungs of a sheep are ground up and mixed with and spices.
- c. There's also to jellyfish that some find a little challenging.
- d. Green ants are pulled from trees,and then eaten.
- e. Deep-fried crickets are delicious,perfect with salt.
- f. Snails become very tasty when they are fried with

D. Answer the following questions.

One example is done for you.

a. What does sound so bad really is so bad in Mongolia?

☞ *The fermented horse milk sounds so bad really is so bad in Mongolia.*

b. How is haggis prepared?

☞

c. How is most Japanese food?

☞

d. What do you mean by the bush food?

☞

e. How do Chinese people eat jellyfish?

☞

f. In which countries are snails served as the main dish?

☞

g. What kind of food is bun rieu?

☞

Grammar I

Objectives: You should be able to:

- read the examples and notice the use of connectives of reason;
- read the examples and notice the use of connectives of purpose;
- match the given halves to make meaningful sentences;
- complete the given sentences choosing the correct connectives; and
- rewrite the sentences choosing the correct words from the boxes.

Connectives of reason and purpose

A. Read the following examples and notice the use of connectives of Reason.

- Maya didn't go to school yesterday because she was sick.
- Maya didn't go to school yesterday as she was sick.
- Maya didn't go to school yesterday since she was sick.
- Maya didn't go to school yesterday because of her sickness.
- Maya didn't go to school yesterday due to her sickness.

Did you notice?

- Two clauses are joined by connectives (**because, as, since, because of, and due to**) in the above examples.
- **Because, as** and **since** are used interchangeably. There is no difference in meaning.
- Two independent clauses are connected by **because/as/since** in the first three examples.

Result clause (independent)	Connective	Reason clause (independent)
Maya didn't go to school yesterday.	because/as/since	she was sick.

- An independent clause and a dependent clause (i.e. noun phrase) are joined by **because of and due to** in the last two examples.

Result clause (independent)	Connective	Reason clause (dependent)
Maya didn't go to school yesterday	Because of /due to	her sickness

B. Read the following examples and notice the use of connectives of purpose.

- a. My mother went to the supermarket to buy some fruits.
- b. My mother went to the supermarket in order to buy some fruits.
- c. My mother went to the supermarket for buying some fruits.
- d. My mother went to the supermarket so that she could buy some fruits.
- e. She wants to pass her exam, so she works hard.
- f. She wants to pass her exam, therefore she works hard.

Did you notice?

- Two clauses are connected by **‘to’, ‘in order to’, ‘for’, ‘so that’, ‘so’, and ‘therefore’** in the above examples.
- The purpose connectives ‘to’ and ‘in order to’ can be used synonymously.
- Result clause + to/in order to + V1 (purpose clause)
- Result clause + for + V4 (purpose clause)
- Result clause + so that + purpose clause (S+ can/could/may/might+V1)
- Result clause + so/therefore + purpose clause (SVO)

Exercise

A. Match the sentences in Column I and Column II to make a complete sentence.

Note: One example is done for you.

Column I	ANS	Column II
a. <i>I bought a raincoat and an umbrella</i>	<i>iii</i>	i. ... in order to utilise the time for planting paddy.
b. I won't be able to get to school on time		ii. ... since she didn't have to go to her office yesterday.
c. The Nepali cricket team is likely to perform well in this tournament		<i>iii. ... as the monsoon started.</i>

d. The construction company has deployed more workers at the site	iv. ... so that they can complete the construction in time.
e. We've decided not to go on holiday this year	v. ... since the movie was a hit.
f. The metropolitan city has planted trees at the side of the road	vi. ... because they have got the best coach ever.
g. The flight had been delayed	vii. ... because of the bad weather.
h. We've put a table and chair in the spare bedroom	viii. ... to reduce traffic noise.
i. Nisha went to visit her sister	ix. ... as I'm stuck in traffic.
j. We had to queue for two hours	x. ... so that Samip can get to study in private.

B. Complete the given sentences choosing the correct connectives from the box.

Note: One example is given for you.

because	as	since	because of	due to	to	in order to
for	so that	so				

1. We did not go anywhere **because of** the storm.
2. She wanted to stay longer she was really enjoying the party.
3. Shital couldn't attend his class.....his illness.
4. She got up early.....she could go to temple.
5. Erica went to bed early she was very tired.
6. My daughter was very happy with my present it was exactly what she wanted.
7. Nimmy often goes to bank withdraw money.
8. This is a machine polishing wooden floors.
9. Padam went to the post office buy some stamps.
10. She didn't invite me,I didn't go to her birthday party.

Grammar II

A. Read the following text and underline the verbs that are in present continuous tense.

Let me have a look at the park on Pole Street. Oh, it's so crowded with children as usual. Kathryn is skipping rope and Grace is playing with her doll. Walter and Harold are feeding a few street dogs as they love animals so much. Little Alfie is crying and pointing to a balloon seller. Her mother is reading a newspaper. Pamela is playing on the monkey bars while her brother is swinging. Terry, Laura and Sharon are sliding and laughing. George isn't riding his bicycle because he has a flat tyre. Shirley is playing volleyball with a group of children, but she isn't good at it. Three cats are following Joe because he is eating a big sandwich. Mr. and Mrs. Brown are resting on a bench and getting some fresh air. Some teens are sitting under the big pine tree. Virginia is playing the guitar and they are singing happily. Dennis is running and trying to fly his kite while his friend, James is jumping up and down with joy. It's so nice to watch people here on my balcony, but I must go now.

Use of Present Continuous Tense

1. Action that is going on at the time of speaking for example:

- Ramesh is reading a story now.
- They are working in the field at present.
- Look! He is coming here.
- She is still sleeping in her room.
- Don't make a noise. The baby is sleeping.
- Wait! I am coming.
- Hurry up! We are being late.

Present continuous tense is used with now, still, at present, at this moment, nowadays, these days, Look!..., Listen!..., Wait!..., Keep quiet!..., Hello!..., Hurry up!..., etc.

2. The fixed and decided future planning or arrangements for example:

- We are visiting Dakshinkali tomorrow morning. Everything has been ready.
- Sudha is flying to Thailand next week. He has bought a ticket.

3. After 'but today/ but now' such as:

- She always walks slowly but today she is walking fast.
- I always watch news but now I am watching sports.

Exercise

Rewrite the following sentences choosing the correct time expressions in the sentences below.

- a. The boys are playing cricket (already/now).
✎
- b. The doctors are preparing a report for their most important patient (last/this) week.
✎
- c. The students are preparing for a test (at the moment usually).
✎
- d. (Currently / Sometimes) the economists are working on the country's financial crisis.
✎
- e. Susan is playing tennis with Tim (now/then).
✎
- f. What are you doing (this/next) afternoon?
✎
- g. My teacher is helping us with Maths problem (that/this) morning.
✎

- h. The guard is ringing the bell (now / soon). It's time to go!
 ⚡
- j. She is (still/yet) mowing the lawn.
 ⚡

Listening

Objectives: You should be able to:

- look at the pictures and guess the content of the listening text;
- look at the pictures and write their names;
- listen to the audio and write true or false against the statements; and
- listen to the audio and fill in the blanks with correct words from the text.

A. Look at the pictures and write their names.



B. Listen to the audio and write 'True' or 'False' against the following statements.

- a. The customers want two tables. []
- b. There are two customers eating together. []
- c. The two customers order the same starter. []
- d. Both customers order the Thai chicken for their main course. []
- e. The customers order cold drinks. []
- f. Both customers order a dessert. []

C. Listen to the audio again and complete the following sentences with correct words.

- a. Table _____ two, please.

- b. Are you _____ to order?
- c. What would you _____ for your starter?
- d. I'd _____ French onion soup, please.
- e. What _____ you like to drink?
- f. I'll _____ a fresh orange juice.

Speaking

Objectives: You should be able to:

- read the conversation and learn the pattern;
- ask for reason playing the role of A;
- give reason playing the role of B.

A. Study the following conversations.

Conversation I

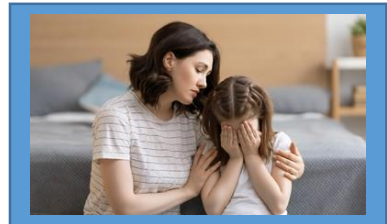
Chandani : Why are you crying?

Krishvi : Kavya is beating me.

Chandani: What did you do her?

Krishvi: Nothing.

Chandani: Okay, don't cry. I'll tell her not to do so.



Conversation II

Janak: Why did you sell your car?

Suku: Well, actually that car troubled me a lot.

Janak: Are you going to buy a new one?

Suku: I haven't decided yet.

Conversation III

A: What job do you like to do?

B: I want to be a doctor because a doctor can best serve the humanity.

B. Complete the following dialogues. You have to give reason while answering.

1.

Avantika: Hey! Why didn't you come to school yesterday?

Bibisha:

Avantika: Are you okay, now?

Bibisha:

2.

A: Why do you want to join army?

B:

A: Are you preparing for that?

B:

3.

A: Where do you go shopping?

B:

A: We have a good supermarket in Maharajgunj too.

B:

Reading II

Objectives: You should be able to:

- read the text and search unfamiliar words' meanings in the glossary;
- find out a single word for the given meaning;
- recognize whether the statement is true or false;
- answer the questions asked from the text.

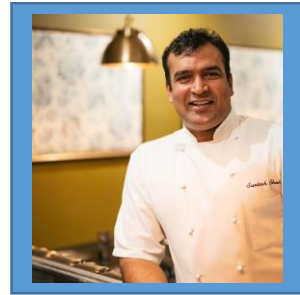
Look at the picture and answer these questions.

a. Who do you think the man in the picture is?

✍️

b. What is he famous for?

✍️



You Inspire Others by Learning, not by Teaching

Nepali chef Santosh Shah is now shortlisted in the semis for the title of **Master Chef: The Professionals** 2020 on BBC One. **Nepali Times** caught up with Santosh Shah in London to talk about his life and career so far.

From Siraha to Cinnamon Kitchen! Quite a journey. How did it begin?

I come from a very **humble** background. My father passed away when I was five years old. I started to work when I was around 9-10, engaging in petty trade. After I failed SLC, I followed what others in my village did — go to India.

I used to wash the **skewer** of a chef who worked in the **tandoor** section. I told him that I wanted to be a chef as well, and wanted to help him. He advised me to talk to the Executive Chef. One day, when I was serving tea to the Executive Chef, I requested him to give me a **shot**, and he did. I started helping the chef in the tandoor section who had originally recommended me.

From there, I transferred to another hotel. I started taking a hotel management course, learnt English and computers on the side. Within seven years of hard work, I became an executive chef.

How does it feel to be in Masterchef? What has the experience been like?

In many ways, it feels the same. I am the same person experimenting with recipes and enjoying my job to the fullest. It also feels great to have the platform to introduce Nepali food to the world. I am glad to have made it this far. Even if I don't win, I am glad. I was able to put English 10 95 the spotlight on Nepali cuisine.

It is difficult to say what “Nepali” cuisine is, as it is so diverse. How do you answer that when your international audience ask you the question?

I have been experimenting with Nepali food for the last two years. Our food, especially along our borders are influenced by Tibetan and Indian cuisine, but that is not the entirety of our diverse dishes. That is what I want the world to know. There is no yomari, choila, kachila, tama, gundruk outside Nepal. Our food is unique and diverse and varies by castes or geography, we have different techniques and ingredients.

Personally, what are the best aspects of Nepali cuisine for you? How much do you experiment? Do you try to keep to traditional ingredients and preparations?

Let me share an example. I know sukuti is a familiar, nostalgic food, and I am fond of sukuti dishes. But to outsiders unfamiliar with the texture, the hardness of the meat may not be palatable. So, I experiment with it and try to dehydrate it for different periods of time to soften it while making sure the original taste is not lost.

Food trends are dynamic. The Indian food trend has been there for long while in the last few years, I have seen an increase in the trend for Sri Lankan food. These come in waves, and I want a trend for Nepali food as well, beyond just momo and dal-bhat, so people actively seek out Nepali food and appreciate it for its diversity and richness.

In one of your shows you prepared an octopus dish in Nepali style. How did it go?

We need to understand that this is a global competition for a global audience. When I was working in an Indian kitchen, I had experimented with octopus recipes with Indian flavor. Having made that a few hundred times, I had the urge and confidence to try it with Nepali ingredients and it worked great. So, I went with it in the show. It was described by the judges as, “The most beautiful plate of food I have ever been served in MasterChef.”

What advice do you have for other Nepalis who are also going abroad to make a future for themselves?

My advice to young Nepalis is to never stop learning, you are never too old to learn new things and to improve your craft. Asking what is next is important. Keep

learning and be a positive force to others. You inspire others by learning, not by teaching.

So, what is next?

I am now set to start a high-end fine dining Nepali restaurant in London. The **tentative** name is 'Ayla' by Santosh Shah. I am hopeful that this will help create a separate identity for Nepali cuisine.

My ultimate goal is the Michelin Star for Ayla, which is the Oscar equivalent for Chefs. That would further help **elevate** the profile of Nepali cuisine globally.

(Adapted from Nepali Times)

Word meaning

Humble /'hʌmbl/: having or showing a modest

Skewer /'skju:ə/: a long piece of wood or metal used for holding pieces of food

Tandoor /tɑ:n'dʊər/ : a method of cooking meat or other food in a cylindrical clay oven

Shot /ʃɒt/: a method of cooking meat or other food in a cylindrical clay oven

Entirety /ɪn'taɪərɪti/: the whole of something

Nostalgic /nɒ'staldʒɪk/: feeling happy and also slightly sad when you think about things that happened in the past

Dehydrate /di:hɑɪ'dreɪt/: remove water from (food) in order to preserve and store it

Tentative /'tɛntətɪv/: not certain or confident

Elevate /'elɪveɪt/: raise to a more important or impressive level

Vocabulary Exercise

Read the text and find single words for the given meanings.

Note: One example is done for you.

- a. a long metal pin which is used to hold pieces of food together - skewer
- b. a **senior chef** having overall responsibility for the kitchen, staff, menu, etc. -
.....
- c. a style or method of cooking -

- d. a set of instructions for preparing a particular dish -
- e. a sea creature with a soft, oval body and eight tentacles -
- f. A bittersweet longing for things, persons, or situations of the past -
- g. a strong desire or impulse -
- h. equal in value, amount, function, meaning, etc -

Reading Comprehension

B. Write True for true and False for false statements. If the information is not given in the text, write NG.

Note: One example is done for you.

- a. *The interview was taken in Britain. [True]*
- b. Santosh Shah went to India with his father. [.....]
- c. He became an executive chef within seven years of hard work. [.....]
- d. He has been experimenting with Nepali food for the last four years. [.....]
- e. The journey of Santosh to MasterChef was full of struggles. [.....]
- f. He tries to dehydrate Sukuti for different periods of time to soften it. [.....]
- g. According to Santosh food trends are dynamic. [.....]
- h. Santosh feels sorry for serving octopus in Nepali style. [.....]

C. Answer the following questions.

- a. When did his father pass away?
 ✎
- b. What did he do after transferring to another hotel?
 ✎
- c. How did the judges comment on his octopus dish in Nepali style?
 ✎

- d. What does Shah want to show the world about Nepali food?
 /.....
- e. What is his suggestion to young Nepalese?
 /.....
- g. What is the ultimate goal of Santosh?
 /.....

Writing

Objectives: You should be able to:

- read the given text and notice the steps of cooking omelette;
- write recipe of preparing rice pudding; and
- write recipe of preparing a cup of milk tea.

A. Read the given text and notice the steps of making an omelette.

How to Make an Omelette?

Ingredients

- 2 large eggs
- 1 tablespoon butter
- Salt and pepper as required
- Fresh herbs of your choice

How to cook

Step 1- Beat the eggs: Beat the eggs lightly with a fork. Season the beaten eggs well with salt and pepper.

Step 2- Melt the butter: Put the butter into a non-stick frying pan and heat it over a medium-low heat until the butter has melted and is foaming.

Step 3- Add the eggs: Pour the eggs into the pan, tilt the pan ever so slightly from one side to another to allow the eggs to swirl and cover the surface

of the pan completely. Let it be cooked from both sides until the egg has just set.

Step 4- Fill the omelette: Scatter the green herbs over the top of the omelette but don't overstuff the omelette. Cook for a few more seconds.

Step 5- Fold and serve: Fold the omelette in half with the spatula and slide onto a plate to serve.

B. We can prepare rice pudding (Kheer) using milk, rice, sugar, cardamom powder and ghee. Write a recipe of preparing Kheer including the ingredients.

Recipe of Rice Pudding

Ingredients

-
-
-

How to Cook

.....

.....

.....

.....

.....

C. How do you prepare tea? Write a recipe to prepare it. Mention the ingredients and the methods to cook it.

Milk Tea Recipe

Ingredients

-
-
-

Method

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

Project Activity

Make a list of dishes that you have eaten. Which is your favourite dish? Who prepares it? Consult the person who prepare it and write the recipe of it on the basis of your conversation with him/her.

* * *

Cyber Security

Language Function: Criticising

Dear students,

This is the seventh lesson of the book which also incorporates four language skills, viz. listening, speaking, reading and writing in addition to grammar. The first is a reading text, Parents. It is a story. There are different exercises after the story to check your understanding. Speaking is given as the second activity. Here, you can practise 'criticising' using the structures like should/shouldn't + infinitives and should/should(n't) have + past participle structures. The next skill is 'listening'. Here, you will get a chance to listen to authentic English. The audio is about a cybersecurity issue. In grammar I, you will get a chance to use modals of obligations (should/must/ought to). In the second reading, a text on 'cybersecurity' is given. It is about how you can protect your gadgets like smartphones, computers, etc. There are different exercises (vocabulary, multiple choice, and short answer questions) to check your understanding. Similarly, in grammar II, you get a chance to use articles (a/an/the). In both the grammar sections, specific rules are given for your reference. The last skill incorporated is writing. Under it, there are two writing tasks; writing a reply to an email and writing an article on "Internet and Cybersecurity". Finally, there is a project activity which is also related to finding ways of fighting with the problem of cybersecurity.

Reading I

Objectives: You should be able to:

- answer the pre-reading questions.
- guess the content of the reading text with the help of the title.
- read the text silently and understand it.
- guess the meaning of the unfamiliar words from the context.
- do comprehension exercises (vocabulary and short answer questions).

Answer these questions.

a. Has anyone faked or bullied you in social media?

✎.....

b. What precautions do you take in order to avoid being faked or bullied?

✎.....

Parents

Dad! I'm going to meet my facebook friend.”

“When?” I asked.

“Now.”

“I'm coming with you.”

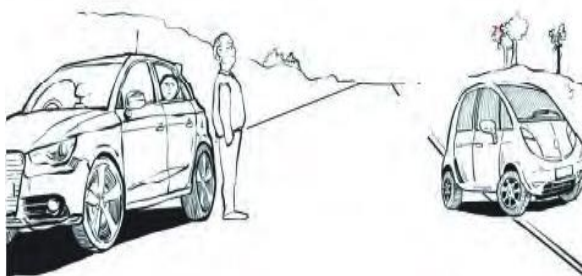
“No, I'm going alone.”

“Look, Anuja...”

“You are **obsessed** dad. Nothing is going to happen to me.”

Anuja, my daughter is only 13. She spends most of her time on computer chatting with her friends and sending messages. She has many facebook friends. A couple of days ago she told me about her new facebook friend. She is 12 and Anuja is very fond of her. And now she is going to meet her. I warned her about bad people who **fake** themselves as teenager, chat with girls like her and seek opportunities to take advantage of innocent girls. But she doesn't listen to me. She thinks I am an old man who is **overprotective** of his daughter, a man who sees ghosts in every dark corner.

“Look, honey. I'm not saying you can't meet your friend. All I'm saying is let me come with you. I will not get out of the car first and if I see a girl of 12 waiting, I'll do some window shopping and you



can go and meet her. But if there is no girl, we will wait for 10

minutes and then come back. OK?” “This is ridiculous.” She stamped her feet.

“Why? Is it because I’m 60 years old? Or is it because I’ve a big belly? Or because there is no hair on my head that you’re **ashamed** of going out with me?” I tried to joke.

“Oh Dad, you’re impossible.”

“You look like a boy in your new **outfit**.” On the way, I commented on her dress.

“Dad! I think I must tell you something.”

“I’m listening.”

“I’m not a girl I mean I’m not a girl for the girl I mean the friend I am going to meet.”

“You lost me.”

“Sorry. What I want to tell you is that I chatted with her as a boy.”

“You mean you pretended to be a boy to this girl?” I stared at her and the car **swerved** a little which I controlled. “Yes, she knows me as a boy.”

“God!” I tried to digest this new information. When we reached the place, I got out of the car and walked around. There was no girl in sight. Some hundred meters away, a car with dark windows was parked on the other side of the road. On the nearby playground, some boys were playing cricket and a couple of cows were **munching** dried hay. I looked at my watch and started pacing up and down the road. I looked at the car and started walking again. The car started and sped away. I again consulted my watch. Ten minutes up: no sign of any girl. I walked to my car, got into it and said, “You see, I was right. There is no one here. The girl you chatted on the internet must have been fake.”

Next day, at lunchtime I retold the whole event to my **colleague**, Dhurva. “So you think that some bad guy was trying to approach your daughter?” He smiled.

“Why are you laughing?”

“Let me tell you why the girlfriend of your daughter didn’t appear at the meeting place. It was because her mother came with her in a car before you reached there. The mother was watching if there was really a boy of 13. But all she could see was an old man with a big stomach and a bald head **lurking** around the meeting place. So she didn’t let her daughter get out of the car. She just drove the car back home.”

“You mean... You mean she saw me and...” I **stammered**. “Yes, she saw you. Do you know what she said about you?” He laughed. “She said that she saw a **lecherous** old man with an evil leer on his face...”

(Adapted from: Vishnu Singh Rai's Martyr and other Stories)

Word Meaning

Obsessed /əb'sest/: completely filled someone's mind so that s/he cannot think of anything else

Fake /feɪk/: appearing to be something it is not

Overprotective /əʊvəprə'tektɪv/: too anxious to protect somebody from being hurt limiting their freedom)

Ashamed /ə'ʃeɪmd/: feeling shame about something done

Outfit /'aʊtfɪt/: a set of clothes worn together for a particular occasion

Swerved /swɜːvd/: changed direction of a vehicle in order to avoid hitting someone/something

Munching /mʌntʃɪŋ /: to eat something (dry and hard) steadily and often noisily

Colleague /'kɒliːg/: a person that you work with

Lurking /lɜːkɪŋ/: waiting somewhere secretly to do something bad or illegal

Stammered /'stæmə(r)d/: spoke with difficulty, repeating sounds or words and often stopping

Lecherous /'letʃərəs/: showing an unpleasant sexual interest in somebody

Leer /lɪə(r)/: an unpleasant look that shows somebody is interested in a person in a sexual way

Vocabulary Exercise

Fill in the gaps with suitable words from the story which are underlined.

a. Two young girls were laughing and **chatting** as they sat in the shade together.

- b. We did not have enough money to buy anything but we enjoyed in the Pashupati Plaza.
- c. To think of the world as flat would be today, but in the past people truly believed it.
- d. Fans always the star on the street and ask for his autograph or a selfie.
- e. Fighting every night, they are setting a/an example for their children.

Reading Comprehension

A. Read the extracts given below, and answer the questions that follow.

- a. “I’m not a girl I mean I’m not a girl for the girl I mean the friend I am going to meet.”

To answer these questions, read the given lines from the story.

“Dad! I think I must tell you something.”

“I’m listening.”

“I’m not a girl I mean I’m not a girl for the girl I mean the friend I am going to meet.”

“You lost me.”

“Sorry. What I want to tell you is that I chatted with her as a boy.”

- i. Who said this and to whom?
 - ✎ Anuja/daughter said to her father.
- ii. What does ‘the girl’ refer to?
 - ✎
- iii. What does ‘a girl’ refer to?
 - ✎
- b. “You see, I was right. There is no one here. The girl you chatted on the Internet must have been a fake.”

- i. Who said this and to whom?
✍
 - ii. What does 'you' refer to?
✍
 - iii. What happened afterwards?
✍
- c. "You mean You mean she saw me and"
- i. Who said this and to whom?
✍
 - ii. What does the speaker try to say?
✍

B. Answer these questions.

- a. Do you think Anuja is a sociable teenager? How?

Read this paragraph of the story for the answer. Notice the underlined part.

Anuja, my daughter is only 13. She spends most of her time on computer chatting with her friends and sending messages. She has many facebook friends. A couple of days ago she told me about her new facebook friend. She is 12 and Anuja is very fond of her. And now she is going to meet her.

- ✍ Yes, I do. Anuja is a sociable teenager because she spends most of her time chatting with her friends and sending messages.
- b. What warning did father give Anuja when he heard that she was going to meet her friend?
✍
- c. What condition did the father propose Anuja to go with her?
✍
- d. Who is Anuja for the girl she was going to meet?

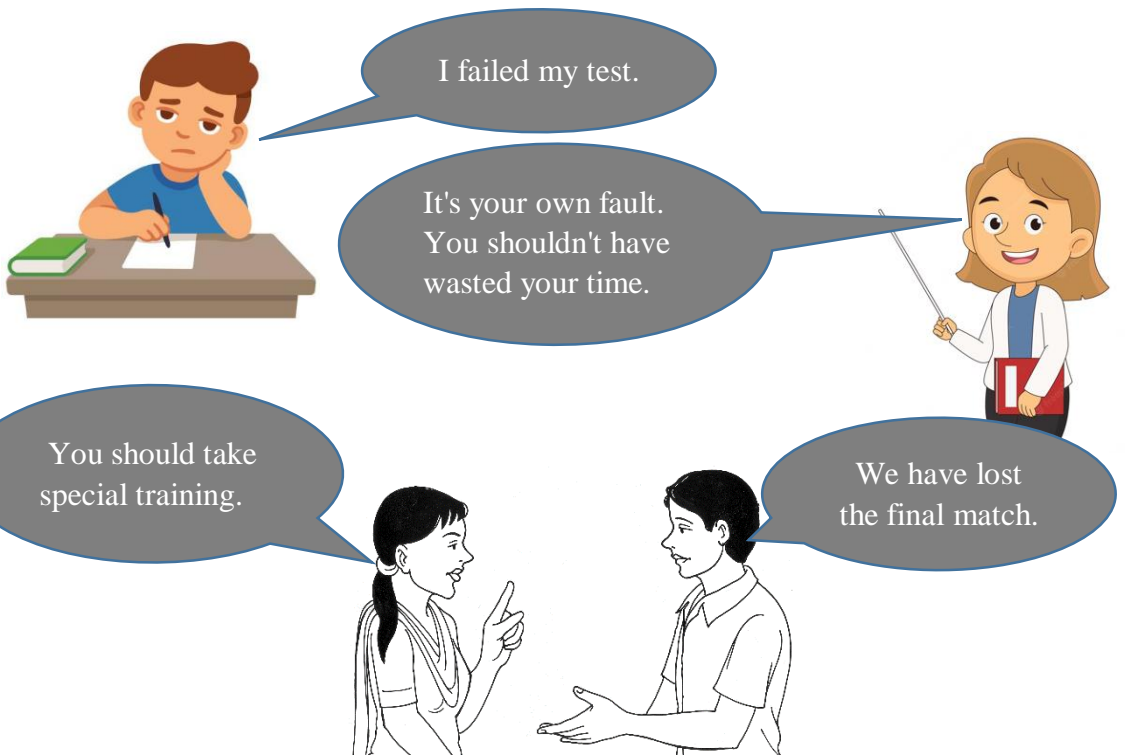
- ✍
 e. Did Anuja meet her friend? Why?
 ✍
 f. How did the father feel at the end?
 ✍
 g. Is Anuja's father caring? Give reasons to support your answer.
 ✍

Speaking

Objectives: You should be able to:

- speak with fluency and accuracy.
- criticize other for their mistakes/faults.

A. Look at the pictures. Study what these people have to say.



B. Work in pairs. Make sentences as in the example for the given situations.

For example:

A: I lost my mobile phone.

B: You shouldn't have been so careless.

C: You should keep your things safe.

- a. My mother scolded me.
- b. I'm putting on so much weight.
- c. Mina has broken her leg while playing football.
- d. He is suffering from a cold.
- e. Their house was broken into.
- f. Hira ran out of petrol on the way.

Listening

Objectives: You should be able to:

- look at the pictures and guess the answers to the pre-questions.
- listen to the audio and retrieve specific information.
- do comprehension exercises.

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

- a. What do you think the man is doing in the picture?
- b. Have you ever faced any problems while using the internet? How did you solve it?



B. Listen to the audio file and fill in the blanks with the correct words/phrases.

- a. Any answer you give to other people might contain a piece of about you.

- b. One should fully one's data.
- c. A team of researchers from two universities knew people better than their based on ten likes on Facebook.
- d. The researchers knew one better than his spouse based on only likes.
- e. Based on one's public online activity, researchers could predict if a person is suffering from or taking drugs.
- f. There has been a huge, that's not enough.

C. Do you have social site accounts like Facebook, Twitter or Gmail? How do you make them secure? Discuss with your friends.

Grammar I

Objectives: You should be able to:

- use must, ought to and should correctly.
- make correct sentences.

A. Study the given sentence. Notice the coloured words.

- a. You **must** visit your parents more often.
- b. Rima **ought to** be in school.
- c. **Should** I go to the programme tomorrow?
- d. You **should** leave early to avoid traffic jam.
- e. They **ought to** have more open space in the city.
- f. She **must** do something about her bad cough.

Must, ought to, and should are used to show obligation or compulsion of some kind.

1. **Must:** is used when we want to express something which is necessary or essential. It also indicates prohibition.

Example:

- One **must** not talk in the library. (Prohibition)

- The candidates **must** bring their ID cards to enter the exam hall.
(Compulsion)
2. **Should:** is used when we have to say something is right or the best thing to do in a particular situation, especially when judging someone's activity.
- Example:*
- They **should** take a taxi to reach the station on time.
3. **Ought to:** refers to something morally correct in a particular situation, especially when seeking suggestions or when recommending something to others. We also use it to compel others.
- Example:*
- The government **ought to** make strict traffic rules.

B. Fill in the blanks with one of the correct modal verbs given in the brackets.

- a. You (**should/must**) start doing yoga every day.
- b. He (**shouldn't/mustn't**) beat his children.
- c. The players (**must/mustn't**) prepare for the competition.
- d. Your mother is weak. You (**ought to/should**) take care of her.
- e. One (**must/ought to**) follow traffic rules while driving.
- f. Their lights are off. They (**should/must**) be out.
- g. If you want to reduce some weight, you (**ought to/must**) run at least once a day.
- h. She (**oughtn't/shouldn't**) talk and drive.
- i. You (**should/must**) speak English while facing the interview.
- j. Don't eat this food kept in open. It..... (**should/must**) be unhealthy.
- k. It's already 10. You (**mustn't/oughtn't**) go out.

Reading II

Objectives: You should be able to:

- look at the pictures and guess answers to the pre-reading questions.
- guess the content of the text with the help of the title.
- understand the meaning of unfamiliar words from the given context.
- be safe from the cyber attacks.
- do comprehension exercises (vocabulary/multiple choice /short answer questions).

Answer the following questions.

- What do the following pictures show?
- What precautions should we take while using the internet?

The Internet Security: Basic Internet Safety Tips

When you want to make your home secure, you lock the door. When you want to prevent your bike from being stolen, you use a bike lock. When you want to protect your valuable possessions, you keep them in a safe. But what do you do to protect your identity online?



Modern life is fundamentally **intertwined** with the internet. Nearly every daily task now has the opportunity for online **integration**, and almost everyone owns multiple devices, including laptops, phones, tablets, smartwatches, smart TVs and many more. The more accounts and devices you have online, the greater the **potential** is for criminals to access your personal information and take advantage of you.

Online safety is important no matter your age or life stage, but there are particular concerns for certain **vulnerable** groups like children, teenagers and senior citizens.

When it comes to internet safety, it's best to start with the basics. Here are some tips to guide you as you evaluate your online habits and make small changes to ensure your **privacy** and security on the internet.

A

While creating a new password, pay attention to strong password requirements. Use different user IDs or password combinations for different accounts. Make the password more **complicated** by combining letters, numbers, and special characters and create hard-to-guess passwords and keep them private and change them regularly.



Change your passwords quite often. Don't share your passwords with other people. Make sure passwords and password hints are stored securely. Record passwords in an **encrypted** file on your computer, or select another secure password storage method. Avoid writing them down. Prevent "auto-login", uncheck "Keep me signed in" and "Remember my password" options.

B

It's important to protect your personal information offline too because once sensitive information is stolen, it can be **proliferated** online. Remember tips like shielding the personal identification number (PIN) pad when you make purchases and learning how to spot a credit card **skimmer** at gas pumps. Using a chip debit card is another way to protect your financial information. The more **sophisticated** chip technology is just one reason why the chip card is more secure than the traditional magnetic strip debit card. When you sign up for something online, always read the **terms and conditions**. Never enter your financial information on a website that is not secure.

C

Utilise passwords and other security options like fingerprint readers and face scanning technology. One report stated that 30% of smartphone users did not use passwords, screen locks or other security features to lock their phones. Secure all devices, including computers, phones, tablets and devices like smartwatches and smart TVs.

D

Promptly install software updates, especially when they include important security upgrades. Set up automatic updates on your devices so you never miss one!

E

Do not trust public wifi security. Avoid connecting to unsecured public wifi networks. Surf only through secure website. Logout immediately after you have completed your online **transaction**. Read privacy and policy statements before any transaction. Check your account statement to ensure that **authorised** transaction has taken place. Make sure your own wifi networks are protected with strong passwords. Change your wifi password frequently with hard to-guess characters.

F

Enable two-factor **authentication** in order to prevent **hackers** from accessing your personal accounts and information. Add the extra layer of security to keep your accounts safe even if someone knows your password.

G

Do not **reveal** details about your online account. Be careful while communicating with people you have met online recently. Accept people's friend requests in social media only if you know them in person. Delete inappropriate messages from your profile. Do not post information about your friends as you put them at risk. Remember that what you post online is not necessarily private; it can be seen by everyone.

H

Back up important personal information on external hard drives. Create new backups regularly. By educating yourself about cyber security, you will put yourself one step ahead of the cybercriminals.

Word Meaning

Intertwined /ɪntə'twaɪnd/: twisted together so that parts are difficult to separate

Integration /ɪntɪ'greɪʃn/: the act or process of combining two or more things so that they work together

Potential /pə'tenʃl/: the possibility of something happening or being developed or used

Vulnerable /'vʌlnərəbl/: weak and easily hurt physically or emotionally

Complicated /'kɒmplɪkeɪtɪd/: difficult to understand

Encrypt /ɪn'krɪpt/: to put information into a special code, in order to prevent people from looking at it without authority

Proliferate /prə'lifəreɪt/: to increase rapidly in number or amount

Skimmer /skɪmə(r)/: a device installed on card readers that collects card numbers

Sophisticated /sə'fɪstɪkeɪtɪd/: (of a machine, system, etc.) clever and complicated in the way that it works or is presented

Terms and conditions /tɜ:mz ən kən'dɪʃnz/: rules that you must agree to when you make a contract or an official agreement

Transaction /træn'zækʃn/: a piece of business that is done

Authorised /'ɔ:θəraɪzd/: having official permission or approval

Authentication /ɔ:θentɪ'keɪʃn/: the act of proving that something is real, true or what somebody claims it is

Hackers /'hækə(r)z/: persons who use computers to get access to data in somebody else's computer or phone system without permission

Reveal /rɪ'vi:l/: to make something known to somebody else

Vocabulary Exercise

Match the following words with their meanings.

Words

Meanings

- | | |
|-----------------|--|
| a. access | i. a mark made by the pattern of lines on the tip of a person's finger |
| b. requirements | ii. a formal or official account of facts or opinions |
| c. sensitive | iii. to open a computer file or use a computer system |
| d. fingerprint | iv. happening or coming from outside |
| e. statements | v. something that you must have in order to do something else |
| f. external | vi. a piece of business done at a time |
| | vii. aware of and able to understand other people and their feelings |

Reading Comprehension

A. Choose the best alternatives.

a. Our life is closely connected with today.

- i. cybersecurity ii. the internet iii. valuable possessions

Study this paragraph for the answer.

Modern life is fundamentally intertwined with the internet. Nearly every daily task now has the opportunity for online integration, and almost everyone owns multiple devices, including laptops, phones, tablets, smartwatches, smart TVs and many more.

Ans: ii. the internet

b. If you use more devices,

- i. there are high chances that you forget passwords.
ii. your personal information might be accessed by outsiders.
iii. it will be difficult for you to manage passwords.

- c. **While using devices, one has to**
 - i. use them without passwords.
 - ii. use the same password for multiple devices.
 - iii. use strong password.
- d. **When you sign up for anything online**
 - i. read the terms and conditions before.
 - ii. read the terms and conditions after signing up.
 - iii. it's not necessary to read the terms and conditions.
- e. **We can get all the software updates by**
 - i. connecting to the internet.
 - ii. by copying from friends.
 - iii. by setting automatic updates.
- f. **What you post online**
 - i. is your personal property.
 - ii. it can be read by everyone.
 - iii. does not have any risk.

B. Answer these questions.

- a. Who is at risk of cyber security, according to the text?

Read the given sentences for the answer.

Online safety is important no matter your age or life stage, but there are particular concerns for certain vulnerable groups like children, teenagers and senior citizens.

- ✎ According to the text, children, teenagers and senior citizens are at risk of cybersecurity.
- b. How can you make your password strong?
 - ✎
- c. Mention the ways of protecting financial information.
 - ✎

- d. How can we ensure safe transactions?
 ✍
 e. Is it a good idea to share your password with a person you know? Why?
 ✍
 f. What did you learn from the text? Is it helpful to you?
 ✍

Grammar II

Objectives: You should be able to:

- be familiar with articles and types.
- use articles correctly in their daily life.

These sentences are from the text above. Find the missing words and write them.

- a. When creating new password, pay attention to strong password requirements.
- b. Record passwords in encrypted file on your computer.
- c. Remember tips like shielding personal identification number pad.
- d. Add extra layer of security to keep your accounts safe.

There are two kinds of articles; indefinite and definite.

A. Uses of the indefinite articles: 'a' and 'an'

- They are used when we do not want to specify which item/noun we are referring to.
 - 'A' and 'an' are used with singular countable nouns.
 - 'A' is used before the nouns that begin with a consonant sound.
- Example:* a man, a piece of diamond, a radio, a computer, etc.
- Use 'an' with the abbreviations/short forms that begin with A, E, F, H, I, L, M, N, O, R, S, X, and if the short forms begin with other letters (except these), use 'a'

For example: an NGO, an HIV patient, a BBC reporter, an X-ray machine, a QR code, etc.

- Use 'a' before these nouns: a university, a union, a unicorn, a European, a one-man army, a one rupee note, etc.
- Use 'an' before these nouns beginning with consonant sounds: an honest person, an hour, an honour, an heir, etc.

B. Uses of the definite article 'the'

- Before unique objects: the earth, the moon, the sun, etc.
- When a material and common noun is repeated: I saw **a boy** yesterday. **The boy** was wearing a red dress. ('The boy' is repeated in the second sentence.)
- Before the ordinals: the first, the second, the fourth, etc.
- Before the names of rivers, oceans, religious books, mountain ranges, musical instruments, etc.

For example: The Bagmati River, the Atlantic Ocean, the Mahabharata, the Alps, the guitar, etc.

- Before the superlatives: the tallest, the most interesting, the best, the most dynamic, etc.

C. No Article

- Don't use articles before proper nouns (names of people/places/things, etc.): x Ramesh, x Kathmandu, x Rushi's restaurant,
- Never use articles with meals, breakfast, lunch, and dinner.

Exercises

A. Complete the given sentences with a, an or the. If no article is necessary, give X.

- a. John bought a new car last week. Unfortunately, car broke down after two days.

A car is introduced in the first sentence. It is repeated in the second sentence. When a common and material nouns are repeated, we use 'the' before them.

Ans: the

- b. Smiths went to movie yesterday.

- c. Carol works for amazing organization. The organization provides food and shelter for children in developing countries.
- d. A: Is there water on the Moon?
B: Yes, scientists have discovered ice there.
- e. I have known Dr. Gurung for a long time. He is honourable citizen.
- f. It was very hot outside. I entered the room and when I turned fan on, it suddenly broke.
- g. I can't believe how much a liter of petrol cost these days! If the price keeps going up, I am going to buy electric car.
- h. Last week, we went for an outing. We had lunch in a restaurant near Gajuri.
- i. We have a beautiful lake behind our house. Every winter, lake freezes over and we can go ice skating.
- j. My father works for MP.

C. Complete the given paragraphs with suitable articles. If no article is needed, give X.

The owner of a missing cat is asking for help. "My baby has been missing for over month now and I want him back so badly", said Mr. Bean, 50-year-old man. Mr. Bean lives by himself in Kirtipur, Kathmandu. He said that Kitty, his 7-year-old cat, didn't come home for dinner more than month ago. next morning he didn't appear for breakfast either. After Kitty missed extra-special lunch, so he informed police about it.

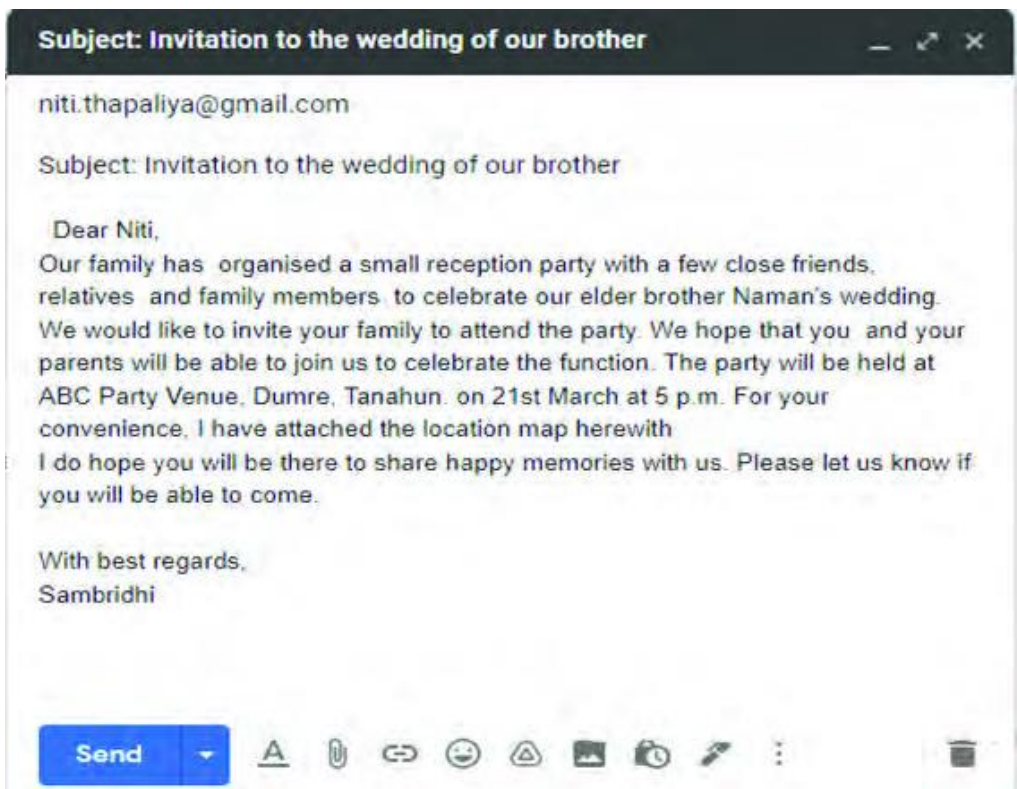
When policeman who dropped by asked him to describe Kitty, he told him that Kitty had beautiful green eyes, had all his teeth but was missing half of his left ear, and was seven years old and was completely white. Then, he told officer Kitty was about foot high.

A bell went off. "Is Kitty your child or your pet?" officer suspiciously asked. "Well, he's my cat, of course", Mr. Bean replied. "Old man, you're supposed to report missing persons not missing cats", said irritated policeman. "Well, who can I report this to?", he asked. "You can't. You have to ask around your neighbours or put a notice", replied officer.

Writing

Objectives: You should be able to:

- be familiar with the format and layout of an email.
- write an email correctly adopting appropriate layout, design and format.
- write a newspaper article on the given topic.



B. Imagine that you are Niti, and that you were unable to attend the function. Write a reply email to Sambridhi apologizing for your inability to attend her brother's wedding due to an urgent family business.

C. Write a newspaper article on "The Internet and Cyber security". Use the following guidelines in your article.

- Introduction to the internet and technology
- Use of the internet in our daily lives
- The abuses of the internet
- Need and ways of data privacy
- Conclusion

The Internet and Cyber security

✍ Pooja Bharati

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

Project Activity

Cybercrime is a worldwide issue of the present-day world. There have been numerous cases of such attacks which have created many problems. With the help of the internet or other resources, find ways to be safe from such attacks.

There are various ways to be safe from cybercrime. Here is a list of the ways that one can adopt to become safe from such attacks.

- a. Lock our digital devices like smartphones, laptops, etc. with strong passwords, or other locks
- b.

* * *

Hobbies and Interests

Language function: Expressing preferences and likes and dislikes

Dear students,

Restructure the language structure: Four language skills and the language function- expressing preferences and likes and dislikes are presented in this theme- Hobbies and Interests.

The first reading text has presented different common hobbies practiced in the world while the second reading text has presented the poem ‘Climbing’. Similarly, listening text also presents various hobbies and interests of various people. Speaking and writing activities aim to develop ability to express preferences and likes and dislikes along with hobbies and interests. Moreover, grammar exercises are supposed to practice active voice and passive voice. Therefore, you should be able to achieve the objectives given at the beginning of each topic.

Reading I

Objectives:

You should be able to:

- look at the picture and guess the contents of the lesson;
- look at the picture and guess the answers of the pre-questions;
- write synonyms and antonyms of the words given from the text;
- make meaningful sentences using the words asked from the text; and
- answer the questions that follow the text.

Look at the pictures and talk about the hobbies of the people.



a. What are the common hobbies people often practise?

✍️

b. What's your hobby? Why did you choose it?

✍️

Most Common Hobbies Practised in the World

Hobbies are not just a form of entertainment; they're also great for **igniting** our creativity and discovering some of our hidden talents.

Choosing a hobby for yourself can be a challenging task. Although you want a hobby that is interesting to you, you may also want one that can be enjoyed with friends.

Some people enjoy spending their free time outdoors fishing, camping, hunting, and hiking, while others prefer to be indoors reading a good book or browsing online courses to **hone** their skills.

The popularity of these hobbies differs around the world based on individual preferences and cultural influences. For example, while fishing is the most prevalent hobby in England, hiking is the most in-demand hobby in China.

The following are the most common hobbies practised around the world. The best aspect of these hobbies is that you can do most of them without spending a lot of money. Furthermore, those that require learning are easy to master.

Reading

Reading is one of the most popular hobbies across many cultures. It is not only a fun activity, but a way of improving yourself.

Whether you read to get information or be entertained, there is undoubtedly a book for you as you have got a variety of **genres** to choose from.

Another thing that makes reading a book an exciting hobby is that you don't require any special gear compared to most other hobbies. Simply head to your local library or download some PDFs.



If you're looking to connect with new people or share your reviews, you can join a book club. The best part about making reading your hobby is that you can have fun anywhere!

Dancing

Almost everyone loves dancing even when some of us are terrible dancers. Just put some music on and let your body feel and move to the beat. No wonder, dancing is one of the most popular hobbies today.



Dancing can help you improve your flexibility and **mobility**. As a physical activity, it is also an excellent way to let off excess energy and steam. Plus, it is an enjoyable form of exercise.

You can simply have fun dancing around your living room or take it up a **notch** by joining a dance studio. Or, you can take some online dancing courses.

Collecting Antiques

Collecting antiques has become a **passionate** hobby for lots of people. As a result, more people around the world are starting to **appreciate** old and quality items.



If you have an eye for tasteful decor, collecting antiques may be for you. The older, the better. Plus, you never know what treasure and years of stories you may find, right? You can also make a hobby out of **refurbishing** and renewing old furniture.

Painting

Painting allows you to be creative, relaxed, and **expressive**. Simply walk down to any art supply store, buy some paints and brushes and you're good to go.

You don't have to be a great painter— start simple and paint whatever comes to your mind. What could be more **therapeutic**? You can decide to paint on an easel or go fun wild with **murals**— your choice.



Photography

When you get a break, take your phone or camera, walk to a park, and take pictures. You don't have to be a pro photographer or have the best gear in the market to pick up this rewarding hobby.



All you need is a good eye, a camera or a smartphone, and a good understanding of basic photography skills like lighting, depth, and **exposure**. The best part of the photography hobby is that you can preserve memories and have beautiful pictures on your walls.

Writing

Writing is one of the most popular hobbies that people enjoy because of the freedom. People write everything and anything; from how they spent their day to new recipes.



Writing journals to keep track of your daily activities is also a great way to handle stress, relax, and boost productivity. Studies show that the world's most successful people keep journals.

Also, if you feel the need to share your knowledge on a particular topic or **niche**, feel free to write a **blog**. It's always a great way to express yourself and connect with people of like-minds. And you could also try writing a book or poem. It doesn't have to feel major before you write it down.

Knitting

Knitting is also one of the rewarding common hobbies. Knitting gives you the chance to make good use of your free time while improving your winter **wardrobe** and making gifts for your family and friends.



You can knit mittens, hats, scarves, and blankets to keep yourself warm when it is cold. It also gives you the opportunity to exercise your hands and improve your coordination.

The best part is that you can knit on the bus, while watching your favorite shows, listening to music, or even **hanging out** with friends.

Word Meaning

Ignite /ɪg'naɪt/: catch fire or cause to catch fire

Hone /həʊn/: smooth and sharpen

Genres /zɒrə or 'zɒnrə/: a style or category of art, music, or literature

Mobility /mə(ʊ)'bɪlɪti/: the ability to move or be moved freely and easily

Notch /nɒtʃ/: an indentation or incision on an edge or surface

Passionate /'pʌʃənət/: having, showing, or caused by strong feelings or beliefs

Appreciate /ə'pri:ʃiət/: recognize the full worth of

Refurbish /ri:'fə:bɪʃ/: renovate and redecorate

Expressive /ɪk'spresɪv/: effectively conveying thought or feeling

Therapeutic /,θerə'pjʊ:tɪk/: relating to the healing of disease

Mural /'mjʊərəl/: a painting or other work of art executed directly on a wall

Exposure /ɪk'spəʊʒə/: the state of having no protection from something harmful

Niche /ni:ʃ,nɪtʃ/: a comfortable or suitable position in life or employment

Blog /blɒg/: a regularly updated website or web page

Wardrobe /'wɔ:drəʊb/: a large, tall cupboard or recess in which clothes may be hung or stored

Hang out /hæŋaʊt/: hang something on a line or pole or from a window

Vocabulary Exercise

A. Write synonyms and antonyms for the following words from the text.

Note: One example is done for you.

- a. *enjoyment (synonym) - entertainment*
- b. famous (synonym) -
- c. indoors (antonym) -

- d. disconnect (antonym) -
- e. adores (synonym) -
- f. admire (synonym) -

B. Find the meanings of the following words/phrases from a dictionary and use them in sentences of your own.

Note: One example is done for you.

- a. ignite: go up in flames
- Teachers should ignite students' creativity and hidden talents.
- b. exposure:
.....
- c. creative:
.....
- d. wardrobe:
.....
- e. passionate:
.....
- f. opportunity:
.....
- g. a blog:
.....
- h. knit:
.....

Reading Comprehension

C. Write True if the information is true, False if it is false and NG, if the information is not given in the text.

- a. Hobbies ignite our creativity and discover our hidden talents. [.....]
- b. Fishing is the most prevalent hobby in China while English people enjoy hiking. [.....]
- c. Reading is a way of improving oneself. [.....]

- d. Singing can help you improve your flexibility and mobility. [.....]
- e. Paintings can be used to express your feelings. [.....]
- f. Photography can preserve memories and have beautiful pictures on your walls. [.....]
- g. Knitting helps you to earn large amount of money. [.....]

D. Answer the following questions.

- a. What different hobbies are discussed in the text?
 ✎
- b. What makes reading the most popular hobby?
 ✎
- c. Why are people starting to appreciate antiques?
 ✎
- d. What things are necessary for one to go with painting?
 ✎
- e. What do you need to have photography as your hobby?
 ✎
- f. What are the benefits of writing journals?
 ✎
- g. What opportunity does knitting provide to a person?
 ✎

Grammar I

Objectives: You should be able to:

- read the given examples and notice the changes;
- change the given sentences into passive voice;
- notice the active structures and passive structures; and
- transform active sentences into passive sentences on the basis of structures.

Simple Present Passive

A. Read the following examples of both active and passive and notice the changes.

Active	Passive
Ganga feeds the dogs.	The dogs are fed by Ganga.
The police catch a lot of criminals in London.	A lot of criminals are caught in London.
They often help us.	We are often helped by them.
They don't rent cars there.	Cars aren't rented there.
Do you switch the laptop on first?	Is the laptop switched on first?
Somebody follows me every morning.	I am followed every morning.

Did you notice?

- Object of the active sentence becomes the subject of the passive sentence.
- An appropriate be verb (is/am/are) is added before the main verb.
- Main verb of the active sentence is changed into past participle form of the verb (V3).
- 'By' is kept before the specified agent such as he, she, it, Ganga, Rita, a cow, dog, etc.) but the agent is omitted if it is not specified such as someone, somebody, nobody, they, people, etc.

Exercise

A. Change the following sentences into passive voice.

- The gardener waters the flowers every day.
↳
- People see foxes in their gardens at night.
↳
- We expect students not to talk during examination.
↳
- Rivers of fresh water form this lake.
↳

- e. National parks attract many domestic and foreign tourists.
 ↱
- f. They promise him higher wages.
 ↱
- g. Does Biraj always beat Balgopal?
 ↱
- h. Nobody knows the secret.
 ↱

Grammar II

Read the given structures and examples before solving the exercise.

Type	Active voice	Passive voice
Being and having	<p>Structure</p> <p>Subject + like/love/hate/remember, etc. + people + V-ing + obj </p>	<p>Structure</p> <p>Subject + like/love/hate/remember, etc. + having/being + V3.</p>
	<p>Examples:</p> <ul style="list-style-type: none"> - He hates people calling him early in the morning. - She loves people praising her. - Prem likes people praising him. - I remember them talking about me. - She loves people taking her photograph. 	<p>Examples:</p> <ul style="list-style-type: none"> - He hates being called early in the morning. - She loves being praised. - Prem likes being praised. - I remember being talked about. - She loves having her photograph taken.

Hearsay	Structure People say/think/believe + that +	Structure It is said/thought/believed that +
	Examples: People say that Mr. Hen Raj Joshi is a gentle person. Sources say that he is hidden in remote village of Nepal. Apparently Venice is slowly sinking into the sea.	Examples: - It is said that Mr. Hen Raj Joshi is a gentle person. <i>or</i> - Mr. Hen Raj Joshi is said to be a gentle person. - It is said that he is hidden in remote village of Nepal. - Venice is supposed to be slowly sinking into the sea.
To infinitive	...has to/have to/had to/going to/sure to/use to +v1+...	...has to/have to/had to/going to/sure to/ use to+be+v3...
	Examples: - She has to follow these rules. - They are to do the homework. - She is going to write a book.	Examples: - These rules have to be followed by her. - Homework is to be done by them. - A book is going to be written by her.

Exercise

Change the following sentences into passive voice.

a. Puja hates people shouting at her in the street.

↳

- b. Jahagir can't stand beggars wiping his feet.
 /1
- c. Our class teacher detests students flattering her.
 /1
- d. The Head teacher likes teachers checking students' homeworks.
 /1
- e. The actress does not mind journalists following her.
 /1
- f. Rebika prefers people writing to her better than talking to her on the lines.
 /1
- g. They are sure to help the helpless.
 /1
- h. Scientists have to discover a more effective vaccine for Covid-19.
 /1
- i. What do they prefer to eat?
 /1
- j. Sources say most people in the region are still illiterate.
 /1
- k. Apparently, he is claustrophobic.
 /1
- l. I loathe people pulling my hair.
 /1

Listening

Objectives: You should be able to:

- look at the pictures and guess the content of the listening text;
- guess the answers of pre-questions looking at the pictures;
- listen to the audio and match the people with their hobbies; and
- answer the given questions listening to the audio.

A. Look at the pictures and say what the people in the pictures are doing.



B. Listen to the audio and match the people in the column 'A' with their hobbies in the column 'B'.

Column 'A'

Christina

Jayson

Tania

Steven

Ivan

Column 'B'

entering competition

sending message

playing guitar

making biscuits

snow boating

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

a. Who are talking in the conversation?

⚡

b. What is Mathew's hobby?

⚡

c. What was Jayson's past hobby?

⚡

d. Who loves playing guitar?

⚡

e. Whose hobby was playing volleyball?

⚡

D. Write a paragraph about the text paraphrasing the conversation of Mathew and his aunt.

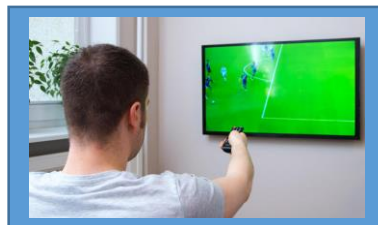
Speaking

Objectives: You should be able to:

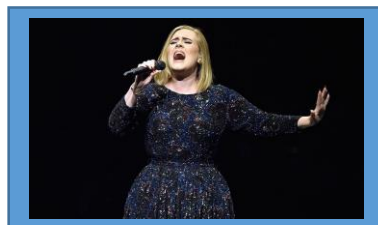
- read the examples and notice the way of expressing preferences;
- express your likes or dislikes on the given topics;

A. Study the following examples of people expressing their preferences.

I'd prefer to watch sports on television rather than going to stadium.



I don't like to stay at home. I would prefer to meet my friends and play some outdoor games.



I prefer singing a song to dancing on the stage.
I'm really crazy about Jazz music.

B. Express your preferences in the given topics as in the above examples.

- Reading stories
- Writing poems
- Collecting stamps
- Plying indoor games
- Playing outdoor games
- Watching movies
- Horse riding
- Go swimming

Reading II

Objectives: You should be able to:

- guess the answers of the pre-questions;
- read the text guess the contextual meanings of unfamiliar words;
- find the words from the text for the given meanings;
- distinguish the statements true or false; and
- answer the questions asked from the text.

Look at the picture and answer the following questions.

- a. What are the children doing in the picture?

↳

- b. Do you like climbing trees? Why?

↳



Climbing

High up in the apple tree climbing I go,
With the sky above me, the earth below.
Each branch is the step of a wonderful **stair**
Which leads to the town I see shining up there.

Climbing, climbing, higher and higher,
The branches blow and I see a **spire**,
The gleam of a **turret**, the **glint** of a **dome**,
All sparkling and bright, like White Sea foam.

On and on, from **bough** to bough,
The leaves are thick, but I push my way through;
Before, I have always had to stop,
But to-day I am sure I shall reach the top.

Today to the end of the **marvelous** stair,
Where those glittering **pinacles** flash in the air!
Climbing, climbing, higher I go,
With the sky close above me, the earth far below.

- Amy Lowell

Word meaning

stair /steɪ/: a set of steps leading from one floor of a building to another

spire /'spɪə/: the continuation of a tree trunk above the point where branching begins

turret /'tʌrɪt/: a small tower on top of a larger tower or at the corner of a building or wall

glint /glɪnt/: give out or reflect small flashes of light.

dome /dəʊm/: a rounded vault forming the roof of a building or structure

bough /baʊ/: a main branch of a tree

marvelous /'mɑ:v(ə)ləs/: causing great wonder; extraordinary

pinacle /'pɪnɪkl/: the most successful point; the culmination

Vocabulary Exercise

Find the words from the text above that have the following meanings.

Note: One example is done for you.

Example: a mass of small bubbles formed on or in liquid- foam

- giving out or reflecting bright light -
- tall slender stem of a plant -
- a rounded roof on a building -
- a main branch of a tree -
- causing great wonder; extraordinary-

Reading Comprehension

A. Write 'true' for true statement and 'false' for false statement.

- The speaker views the sky from the branch of the tree. [.....
- The branches of tree aid the speaker to go up and up. [.....
- The speaker compares the glow of a dome with a spire. [.....
- The speaker used to climb onto the tree top. [.....
- The speaker is sure to get to the top of the tree now. [.....
- We should not give up in the middle of any situation or a goal. [.....]

B. Answer the following questions.

a. What does the speaker see from the tree?

✎

b. What things are shining brightly when viewed from above?

✎

c. What did the speaker have to do before?

✎

d. Where does the speaker want to climb?

✎

e. What is the main theme of the poem?

✎

Writing

Objectives: You should be able to:

- write a couple of paragraphs on your hobbies; and
- write an essay on My Hobbies in about 200 words.

Read the given essay on ‘My Hobby’ and do the task that follow.

My Hobby

Hobby is an activity that we do in our leisure time. It refreshes our mind and body by providing enjoyment in our daily life. It gives us happiness and enriches our daily lives. Every person has their own particular hobby like reading books, art, cooking, singing, dancing, listening music, etc.

My hobby is dancing. I developed a taste for dancing when I was very young. The way my feet moved to the rhythm of the music convinced my parents that I was born to be a dancer. I have always had a love for music and dance. However, I never realized the complete joy they bring to humans. Apart from the joy it also gives us a lot of exercises. It teaches us to move our body rhythmically and feel the beat of every song. This kind of physical exercise is extremely delightful and enjoyable.

Moreover, dance also taught me how to stay strong and push my limits. I have had many injuries while dancing, too many bruises and cuts but that didn't stop me from pursuing it further. In fact, it pushes me to do my best and realize my potential more than ever.

I have enrolled in dancing classes because I wish to make my hobby my career. I feel we all should do things which we enjoy doing. Everyone is running after money and in this race, they give up their likings and preferences. I have learned from this race and decided to not take part in it. I wish to take the road less traveled by and take on challenges most people don't dare to.

In short, my hobby of dancing makes me feel alive and well. It is the only thing I look forward the most to. Thus, I hope to achieve my dream of being a professional dancer and making way for people who wish to make careers out of their hobbies. (Adapted from <https://www.toppr.com/guides/essays/essay-on-my-hobby>)

Task: People have different hobbies and interests which may lead them to their careers they adopt. Write an essay on your hobbies explaining how they might influence your career.

My Hobbies

.....
.....

Project Activity

Meet any five successful persons in your society. Ask some questions about their hobbies and make a list of their hobbies and compare them.

First person name:

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

Second person name:

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

Third person name:

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

Fourth person name:

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

* * *

Unit 9

History and Culture

Language function: Narrating Past Events

Dear students,

In this ninth unit, there are also a mixture of exercises for listening, speaking, reading and writing in addition to grammar. The first reading is a biography of Pratap Malla. There are comprehension exercises to check your understanding. Next, there is a listening exercise where you will get a chance to listen to authentic audio and do comprehension exercises. After listening, there is speaking where you will learn to narrate/describe past events. In grammar I, you can practise using simple past and past continuous tenses. In reading II, there is a text on flowers in Russian culture. Reading II is followed by Grammar II where you will practise using past perfect and past perfect continuous tenses. Next is writing. There are two activities. In the first task, you are supposed to write a couple of paragraphs based on the given outlines. In the next two writing tasks, you have to write stories based on the outlines/guidelines given. The last is a project activity about one of the interesting cultural practises in your community.

Enjoy reading!

Reading I

Objectives: You should be able to:

- guess the answer to the pre-reading questions.
- guess the content of the text based on the title.
- guess the meaning of the unfamiliar words from the context.
- do comprehension exercises.

Look at the picture and answer these questions.

a. Who do you think the man in the statue?

☞

b. List out some of the major things.

☞



Pratap Malla

Pratap Malla was one of the most famous kings of Malla Dynasty. He constructed some magnificent and beautiful architectural structure around Kathmandu. The way he came to the throne is very interesting and controversial at the same time. He had the experience of administration even when his father was alive. When his father Laxmi Nara Singh's madness grew worse, he imprisoned his father and he himself ruled as a **regent** of his father in Kantipur.

He was an able administrator. Kantipur was highly developed during his reign. Trade with Lhasa (Tibet) was also going on well. By his tact, he was making the kings of Lalitpur and Bhaktapur play against each other. Sometimes he sided with Bhaktapur and posed a threat to Lalitpur. On other occasions, he **aligned** with Lalitpur and fell upon Bhaktapur.

Pratap Malla was a religious-minded person. He built a beautiful temple at Guhyeshwari and fenced it. He **renovated** the temple of Pashupatinath and raised a **pinnacle** over it. At Swayambhu he built Pratappur, Kabeendrapur and many other temples and also set up a copper gilt 'Bajra'. He also renovated the temples of Basuki Bhimsen, Taleju, and Degutale. With a view to warding off evils, he erected an image of Hanuman, the monkey god, by the side of his palace gate and called the palace Hanumandhoka. He erected the golden gate of the palace, set up an image of Nri Simha, Kal Bhairab, and Vishwaroop at Layaku Bahi. Inside the palace he also set up Sundari Chowk and Mohan Chowk. A pond was dug at Bhandarkhal and filled with water brought from Budhanilakantha. He installed an image of Narayan lying in the pond, an exact **replica** from Budhanilakantha Temple.

Pratap Malla was a **vastly** learned king and a poet. He could compose poems in Sanskrit, Nepal Bhasa, Nepali, Bengali and Hindi. He also knew Arabic, Roman and English scripts. Because of his excellent poems, he **conferred** on himself the title of 'Kabeendra', a king of poets. Himself learned, Pratap Malla had a galaxy of

learned men in his palace as the Mughal Emperor Akbar had. Like Akbar he also respected and **patronised** the scholars of his time.

Lambakarna Bhatta, who hailed from Maharashtra, Nri Simha Thakur, from Bihar and Jamana Gurubhaju of Kantipur were some of the jewels in the galaxy of scholars in his palace. He was also very fond of music. So musicians were welcomed and respected in his palace.

Pratap Malla had five sons-Bhupendra, Chakrabartendra, Nripendra, Mahipatendra and Parthibendra. He wanted his sons to have experience in the administration of the country while he was still living. He made each of them rule over the country for one year in turn. But unfortunately, his second son Chakrabartendra Malla died the next day he took over the administration of the country. Both the king and queen were greatly grieved at his death. To console the grieving queen, he made a huge pond in front of the present TriChandra College. The pond is known as Ranipokhari.

Pratap Malla had a sudden death while he was watching the religious dance of Harisiddhi.

During his reign for thirty-three years (1641 A.D. to 1674 A.D.), Nepal made remarkable progress in each and every field. There was peace and prosperity at home and no threats from outside. Trade with India and China made Nepal prosperous. Art and literature flourished. Kings of Bhaktapur, Lalitpur and other neighbouring kingdoms did not dare to **invade** Kantipur.

(Source: The History of Ancient and Medieval Nepal in a Nutshell with some Comparative Traces; D. B. Shrestha and C. B. Singh.)

Word Meaning

Regent /'ri:dʒənt/: a person who rules a country because the king or queen is too young, old, ill, etc.

Aligned /ə'laɪnd/: supporting or agreeing with another

Renovated /'renəveɪtɪd/: repaired or improved something (especially a building)

Pinnacle /'pɪnəkl/: a small pointed decoration/structure on the roof (of temples)

Replica /'replɪkə/: a very good or exact copy of something

Vastly /'vɑ:stli/: very much

Conferred /kən'fɜ:rd/: gave somebody with an award

Patronised /'pætrənəɪzd/: helped a particular person, organization or activity by giving them money

Invade /ɪn'veɪd/: to enter a country, town, etc. using military force in order to take control of it

Vocabulary Exercise

Find the words from the text for the given meanings.

- a. **magnificent** extremely attractive and impressive; deserving praise
- b. put somebody in a prison
- c. a group of famous people, or people with a particular skill
- d. unusual or surprising in a way that causes people to take notice
- e. state of being successful, especially in making money
- f. to develop quickly and become successful or common

Reading Comprehension

A. Choose the best alternatives.

- a. Why did Pratap Malla send his father to jail?
 - i. Pratap Malla was insane.
 - ii. Pratap Mall wanted to be the king soon.
 - iii. Pratap Malla's father was insane.
 - iv. Pratap Malla had no experience of administration.

Read the given paragraph for the answer. Notice the underlined part.

*He had the experience of administration even when his father was alive.
When his father Laxmi Nara Singh's madness grew worse, he imprisoned his father and he himself ruled as a regent of his father in Kantipur.*

Ans: iii. Pratap Malla's father was insane.

b. What made Kantipur a strong state during Pratap Malla's reign?

- i. Pratap Malla's bravery
 - ii. Pratap Malla's diplomacy
 - iii. Pratap Malla's love for poetry.
 - iv. Pratap Malla's love for art and culture
- c. According to the text, which of the following areas did not happen during Pratap Malla's reign?**
- i. Trade with India and China
 - ii. Promotion of art and culture
 - iii. Invasion of Kantipur
 - iv. Presence of learned men at the palace
- d. Why did Pratap Malla make Ranipokhari?**
- i. To console his wife
 - ii. To promote tourism
 - iii. To distribute water to people
 - iv. To keep fish
- e. Which of the following is true about Pratap Malla?**
- i. Pratap Malla took care of his father much.
 - ii. There was a good relation between Lalitpur and Bhaktapur.
 - iii. Pratap Malla welcomed scholars in his palace any time.
 - iv. Lambakarna Bhatta was a Nepali scholar representing the galaxy of learned fellow.

B. Answer these questions.

- a. How did Pratap Malla become a king?

Read the following paragraph for the answer.

He had the experience of administration even when his father was alive. When his father Laxmi Nara Singh's madness grew worse, he imprisoned his father and he himself ruled as a regent of his father in Kantipur.

Ans: By imprisoning his father.

- b. How can you say that Pratap Malla was a clever administrator?

✍

- c. Make a list of the religious sites that Pratap Malla has created.

✍

d. Do you think the title 'Kabeendra' suits Pratap Malla? How can you say so?

✍

e. How can you say that Pratap Malla recognised scholars well?

✍

g. How long did each of Pratap Malla's sons get chance to rule over the country?

✍

Listening

Objectives: You should be able to:

- look at the picture and guess the answer to the pre-reading questions.
- listen to the audio and retrieve specific information.
- do comprehension exercises.

A. Look at the picture and answer these questions.

a. What is the man doing?

✍

b. Do you think he has a happy family? Why?

✍



B. Fill in the blanks with suitable word.

- A poor woodman and his wife were living in a near an orchard.
- If the fruits fell on the, the couple could eat them.
- The couple did not have much of food to eat.
- While the man was cutting the wood, a came there.

- e. If the man could bring a of wood, his wife would give him dahl for dinner.

C. Answer these questions.

- a. Which fruit was hanging over the cottage of the woodman?

∕.....

- b. What did the couple wish about the fruit?

∕.....

- c. Name any one food item the couple could enjoy beside the fruit.

∕.....

- d. Why did the man go to the forest?

∕.....

- e. What happened to the bear when it heard about the food dahl?

∕.....

D. Write as much information as you can remember from the audio you have listened.

Speaking

Objectives: You should be able to:

- describe a series of events in the past.
- speak fluently and accurately in the given situation.

A. Act out the given conversation with your partner.

Robert: Hi Alice, what did you do yesterday?

Alice: I did a lot of things. On Saturday, I went shopping and on Sunday....

Robert: What did you buy?

Alice: I bought some clothes, a pair of shoes and other necessary materials for the kitchen. What about you?

Robert: I visited different places in Kathmandu with my parents. We went to the Pashupatinath Temple, Bouddha Stupa, Swyambhunath and Bhaktapur Durbar Square. I had gone to Bhaktapur Durbar Square before, too.

Alice: Great! I love to visit these places one day.

Robert: They are worth visiting.



B. The following table shows different activities done by three different students the last Saturday. Work in pairs. Make conversations as given in the example below.

Student/Time	Lasang	Jitman	Simran
5 am	sleep	get up and do physical exercises	take bath
6-7 am	have breakfast	do homework	help parents
8-9 am	do homework	watch TV	read newspaper
9-10	eat lunch and go to school	eat lunch and go to school	eat lunch and go to school

Example: A: What was Simran doing at 6:30 am yesterday?

B: She was helping her parents.

Grammar I

Objectives: You should be able to:

- produce grammatically correct sentences.
- use simple past and past continuous correctly.

Read the given sentences carefully. Notice the coloured words.

- I **was sitting** under a tree at this time yesterday.
- Preeti and Sanju **were listening** to the radio when Helen **phoned** Preeti.
- While we **were having** a party, it **started** to rain.
- Lakpa **didn't break** his ankle while he **was playing** football.
- Did** your parents **call** you yesterday?
- What **were** the tourists **doing** at 8 pm last night?

Past simple and past continuous tenses are used to talk about past actions.

Past simple is used to refer to those actions that happened some time in the past. For example:

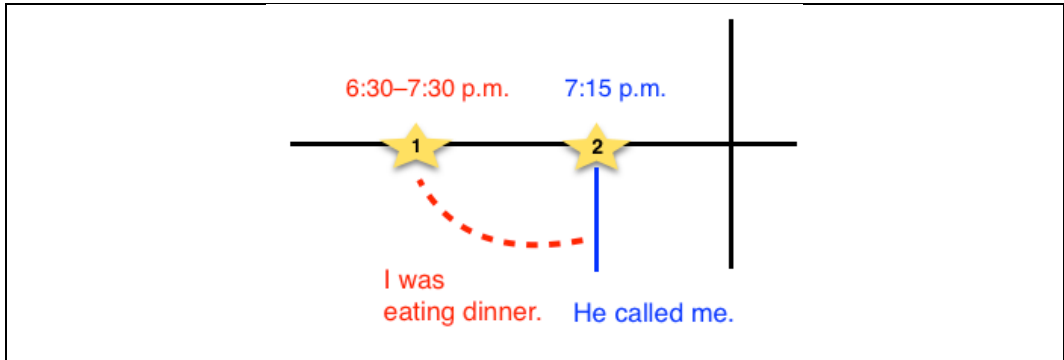
- She broke her leg yesterday.
- Did they call you last evening?

Past continuous shows us that the action was already in progress at a certain time in the past. For example:

- I was studying at 8 p.m. yesterday.
- She was cleaning her house at this time yesterday.

Past simple and past continuous are used together to show that the past simple action happened in the middle of the past continuous action, while it was in progress. For example:

- I was eating dinner when he called me.
- While I was eating dinner, he called me.



Exercises

A. Fill in the gaps with the suitable form of the verbs given in the brackets. Use simple past and past continuous tenses.

- a. I was sitting in a café when you (call) me.
 ✎: called
- b. When you arrived at the party, who (be) there?
 ✎
- c. Sumnima (not/watch) a movie when we went at her home.
 ✎
- d. Yesterday, I (go) to the library, next I had a swim and (meet) Julie for coffee.
 ✎
- e. We were playing tennis when Milan (break) his ankle.
 ✎
- f. It was really noisy- what (they/do) at 10 pm yesterday?
 ✎
- g. When I (walk) into the room, everyone was working.
 ✎
- h. you (sing) a song in the concert?
 ✎

- i. When the train (get) to the station, we were waiting on the platform.
 ✎
- j. On our holiday last year, we (visit) Rome but (not/go) to London.
 ✎
- k. Alan (see) the reporter while he was looking out of the window?
 ✎

B. Choose the correct alternatives to fill in the gaps.

- a. We (ate/were eating) dinner at 8 p.m. last night.
 ✎: *were eating*
- b. Yesterday, I (went/was going) swimming with my friends.
- c. We (watched/were watching) TV when we heard a strange noise.
- d. Julie was working in her garden when Sam (arrived/was arriving).
- e. A: What (you did/were you doing) at 3 pm yesterday?
 B: I (was watching/watched) a movie.
- f. Last year, we (were visiting/visited) Mustang and Dolpa.
- g. They were having dinner when the police (arrived/was arriving).
- h. He (slept/was sleeping) the night yesterday.
- i. I found this purse while I (walked/was walking) along the road.
- j. What (was Priya doing/did Priya do) when you called her?

Contrasting to the victorious symbols of red carnations, white carnations represent bad **omens**. The washed-out petals are believed to strip holders off good luck and talent. Therefore, white carnations should not be given as gifts to performers. On the other hand, Russians believe that placing a white carnation under your pillow while you sleep leaves you inspired upon waking the next morning.



In Russia, red poppy flowers symbolise weakness and **fleeting** love. **Consequently**, giving a red poppy to a loved one contradicts the desire for a long, healthy relationship. Interestingly, however, poppy seeds are viewed differently. At traditional Russian weddings, poppy seed is often eaten as a symbol of happiness for a married couple. Sometimes, the seeds are placed in the bride and groom's shoes as a symbol of **procreation**.



In many cultures, yellow is a bright and happy colour that symbolises friendship. However, in Russian culture, yellow flowers symbolise sadness and **dishonesty**. Therefore, giving a bunch of yellow flowers to a beloved one represents an **inevitable** break-up. This is most famously represented in the break-up song called 'yellow tulips.'

Chamomile is the national flower of Russia. Its slender white petals **encapsulate** a bright yellow centre. Russians believe that chamomile, in the form of tea and **aromatherapy**, offers a vast range of medical benefits in treating **fatal** diseases from cancer to diabetes.

A lesser-known belief suggests that chamomile is a mosquito and fly **repellent** – another protective quality beyond that of fatal diseases. Throwing a bunch of these white and yellow flowers into a fire is believed to **deter** irritating insects.

Among women, chamomile holds a fortune-telling function. The **self-murmured** pattern of ‘he loves me, he loves me not’ is repeated until the last **dainty** petal is plucked. A similar fortunetelling function is served by the Lily of the Valley flower. Each lily petal is plucked with the inner **monologue** of the holder following an ‘it will happen, it won’t happen’ pattern.

The white calla lily is an **elegant** flower that would pair nicely with a snowy wedding dress. However, bringing a white lily bouquet to a Russian wedding would not pair so nicely with the responses you would receive from other attendees. These flowers symbolise death and are believed to foreshadow the split of the newly-wed couple.

Word Meaning

Aroma /ə' rəʊmə/: a pleasant smell

Palette /' pælət/: the range of colours

Heartwarming /' hɑ:t wə:mɪŋ/: causing feelings of happiness and pleasure

Immensely /ɪ' mensli/: very much

Offend /ə' fend/: to make somebody feel upset

Carnation /kɑ:' neiʃn/: a white, pink, red or yellow flower

Cardboard /' kɑ:dbɔ:d/: stiff material like very thick paper

Omen /' əʊmən/: a sign of what is going to happen in future

Fleeting /' fli:tɪŋ/: lasting only a short time

Consequently /' kɒnsɪkwəntli/: as a result

Procreation /prəʊkri' eɪʃn/: the process of producing children/babies

Inevitable /ɪn' evɪtəbl/: that can be avoided/prevented

Encapsulate /ɪn' kæpsjuleɪt/: enclose something in

Aromatherapy /ə, rəʊmə' θerəpi/: the use of natural oils to improve physical health by their smell

Fatal /' feɪtl/: causing disaster or failure

Repellent /rɪ' pelənt/: very unpleasant, causing strong dislike

Deter /dɪ'tɜ:(r)/: discourage someone from doing something

Murmur /'mɜ:mə(r)/: to say something in a soft quiet voice difficult to hear

Dainty /'deɪnti/: small and pretty in a way that people find attractive

Monologue /'mɒnələʊ/: a long speech by one person (made when alone)

Elegant /'elɪgənt/: attractive and showing a good sense of style

Attendee /ə'ten'di:/: a person who attends a meeting, etc.

Foreshadow /fɔ: 'ʃædəʊ/: to be a sign of something that will happen in future

Vocabulary Exercise

Replace the underlined words with one of the words given in the box below and rewrite these sentences.

foreshadow	fatal	attendees	offend	elegant	aroma
------------	-------	-----------	--------	---------	-------

a. All the participants were asked about their sleep habits and were given physical examinations to determine general health.

✎: *All the attendees were asked about their sleep habits and were given physical examinations to determine general health.*

b. Their efforts indicate a lot about their future.

c. The deadly disease caused many deaths throughout the world last year.

d. The garden full of unique flowers gives off a soft, pleasant fragrance.

e. She said she didn't want to do anything to displease the audience.

g. He is known for his stylish look; in his black attire.

Reading Comprehension

A. Decide whether the given sentences are true or false.

- a. Throughout the world, flowers are given for the goodwill of others.

Read the given paragraph and find the answer.

Flowers are a staple item in the gift-giving world. For many of us, it usually does not matter which blossoming bunch we receive. Flowers are a thoughtful gesture of goodwill, as long as they produce a pleasant aroma and a visually pleasing colour palette.

Ans: True

- b. There is no rule in relation to giving flowers in Russian culture. []
- c. Red carnations symbolise patriotism which began in the first quarter of the 19th century. []
- d. When you want to symbolise your strong love, you gift a red poppy in Russia. []
- e. The concept of yellow in Russian culture is equivalent to other cultures. []
- f. The white calla lily is paired with a snowy wedding dress. []

B. Answer these questions.

- a. What happens if you present any flower to anyone in Russia?

Read the given paragraph for the answer. Look at the underlined part carefully.

Flower etiquette, in Russia is strictly guided by a range of rules depending on the setting. For instance, the kinds of flowers gifted in a romantic setting differ immensely from those gifted when visiting a Russian home. If flowers are gifted outside these rules, it is possible to offend the receiver.

Ans: It might offend the receiver.

- b. Who led the February Revolution of 1917?
✍
- c. Mention the effect of white carnations as assumed by Russians.
✍
- d. Why are the seeds of poppy flowers kept in the shoes of the bride and groom?
✍
- e. Writ the medicinal value of chamomile.
✍
- f. Which of the Russians' values regarding flowers did you find interesting? Why?
✍

Grammar II

Objectives: You should be able to:

- produce grammatically correct sentences.
- use past perfect and past perfect continuous tenses correctly.

A. Read the following text. Underline the verbs in past perfect and past perfect continuous tenses.

Donald and Elizabeth had been driving to the city before they stopped. They had been driving down a dirt road when they heard a strange noise. Donald stopped the car. He got out of the car. Then, he helped Elizabeth out of the car. Elizabeth sat and waited for Donald. They had travelled the road before as well but they never heard such a sound.

Donald looked at the car. It had been going for an hour or so. He knew how to fix cars. He had been working as a mechanic for five years before he moved to the country. Donald got his tolls. He looked under the hood. It seemed that the engine had been heating up. He had checked everything before he started the journey.

Donald had been working on the car for a while when Jake parked beside him. Jake had been driving home when he saw Donald and Elizabeth on the side of the road. Jake helped Donald fix the car. Donald thanked Jake for his help.

B. Fill in the blanks with one of the correct alternatives given. One example is done for you.

- a. Peter was Simran's best friend. She **has known** him all her life.
i. **has known** ii. had been knowing iii. had known
- b. The children were wet because they football in the rain.
i. had been playing ii. had played iii. have been playing
- c. We were very hungry because we anything for the whole day.
i. had eaten ii. had not eaten iii. hadn't been eating
- d. I was delighted when I found my keys. I for them for hours.
i. had looked ii. had been looking iii. looked
- e. She was exhausted because she since eight o'clock that morning.
i. had been working ii. had worked iii. worked
- f. Everything was white because it
i. had been snowing ii. snowed iii. had snowed
- g. The passengers were cross because the airlines everyone's bags.
i. had been losing ii. lost iii. had lost
- h. I Jack for several years, but I recognized him immediately.
i. had not seen ii. saw iii. had been seeing
- i. By the time they got to the theatre, the play
i. started ii. had been starting iii. had already started
- j. We had been working in the garden for a long time, when we the hole.
i. found ii. had found iii. had been finding

C. Using the words in the brackets, complete the text below with the appropriate tenses; past perfect and past perfect continuous.

I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I (try) to get tickets for that play for

months, and I did not want to miss it. By the time, I finally left the coffee shop where we were supposed to meet, I () five cups of coffee and I (wait) over an hour. I had to leave because I (arrange) to meet Kathy in front of the theatre.

When I arrived at the theatre, Kathy (already pick) up the tickets and she was waiting for us near the entrances. She was really angry because she (wait) for more than half an hour. She said she (almost give up) and (go) into the theatre without us.

Kathy told me you (be) late several times in the past and that she would not make plans with you again in the future. She mentioned that she (miss) several movies because of your late arrival. I think you owe her an apology. And in the future, I suggest you be on time!

Writing

Objectives: You should be able to:

- compose well-organised paragraphs.
- write an account based on the given outlines.
- compose stories based on the given outlines.

A. Study the events below. These events show the major events that happened in the history of Nepal from 2017 BS to 2046 BS. Write a couple of paragraphs about Nepal's journey from Panchayat to Multiparty Democracy.

- 1st Paus, 2017 - King Mahendra dismissed the elected government, suspended parliament, imprisoned the Prime Minister, Minister, political activities, banned political parties and seized all power
- 22nd Pous, 2017 - King Mahendra announced the party less autocratic Panchayat 7th Falgun, 2046 - The mass movement was formally started
- 10th Jestha, 2036 - Announcement of Referendum
- 20th Baishak, 2037 - The election of the referendum took place
- 10th Jestha, 2042 - Non-violent civil disobedience movement
- 7th Fagun, 2046 – The mass movement was formally started
- 26th Chaitra, 2046-Restoration of the multiparty system

Nepal's History between 2017 – 2046

Nepal does not have a smooth political history. In other words, there are frequent political changes within a short period.

.....

.....

.....

.....

B. Write a story using the outlines given below.

The Bat, the Birds, and the Beasts

a great conflict between the birds and the beasts two armies collected together the bat refuses to join says he is a beast beasts request..... says he is a bird..... peace made, no battle rejoicing bat wishes to join both turn against him threaten to tear into pieces bat flies away..... moral.

Tips for writing a story

- i. Read the given clues or the starting or ending lines carefully and try to understand them in detail.
- ii. Think about the title, plot, characters, events, conflicts, dialogues and a moral.
- iii. Use past tense while writing a story but other tenses can be used to put the exact words of the characters. Very often outlines are given in simple present tense.
- iv. If outlines are given, don't leave the clues given; add more elaboration on the given ideas.
- v. Make the story interactive and conversational.
- vi. Make it appealing to the readers.
- vii. Split the story into different paragraphs as far as possible.
- viii. Use connectives to link the ideas.
- ix. Give a suitable moral at the end, in the moral section. A proverb can be a good moral.
- x. Give a suitable title; with an attractive outline.

B. Write a story that begins with the sentence 'One warm summer afternoon an old owl was dozing when a grasshopper disturbed it with a very raspy song.'

One warm summer afternoon, an old owl was dozing when a grasshopper disturbed it with a very raspy song.

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

Project Activity

Nepal is a multiethnic and multicultural country. Their cultures and way of life greatly vary. Find out the facts related to one of the interesting cultural practices of a community and prepare a report.

You can start like this:

In Humla and Dopl, a tribe practises polyandry (a woman having more than one husband). However, it is a rare practise and our constitution has strictly banned such a system.

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

* * *

Games and Sports

Language function: Talking about past actions with present significance

Dear students,

All four language skills, i.e. listening, speaking, reading and writing, have presented either the theme games and sports or the language function talking about past actions with present significance in this unit. The first reading text has presented the First Olympic Games while the second reading text has presented Popularity of Different Sports in the World. Similarly, listening text also presents the theme of sports and games. Speaking and writing activities aim to develop ability to express once experience and plan respectively. Moreover, grammar exercises are supposed to practice present perfect and present perfect continuous tense along with active voice and passive voice. Therefore, you are supposed to be able to achieve the objectives given at the beginning of each topic.

Reading I

Objectives: You should be able to:

- look at the picture and guess the contents of the lesson;
- look at the picture and guess the answers of the pre-questions;
- read the given text and do the vocabulary exercises that follow the texts;
- read the text and distinguish whether the given statements are true or false; and
- answer the questions that follow the text.

Look at the pictures below and answer the questions.

a. What objects can you see in the picture?

↳

b. What do they represent?

↳



The First Olympic Games

In ancient Greece, there lived a man called Tantalus. He was half man and half god. His father was the great Greek god Zeus. One day Zeus invited him up to Mount Olympus, high above the clouds for dinner. When Tantalus received the invitation, he was very proud. "Dinner with the gods!" he thought. "What a grand honour!" said Tantalus and climbed up to the very top of Mount Olympus in his **embroidered** robes to dine with his father and the other gods. They had an **exquisite** dinner together. The next morning Tantalus lay in bed remembering the glorious evening. "I must return the invitation." "But what can I serve them? I must give them something I value more than anything." And then Tantalus had a terrible idea, a horrible one. He decided to take his son, Pelops, and **chop** him up and serve him as a stew to the gods. The gods, who saw everything, were furious. "How could he do such a thing?" they asked. "He knows we hate human sacrifice. We will have to punish him." As a punishment they sent him down to the underworld, where he had to stand in water up to his neck forever.

Meanwhile, the gods brought Pelops back to life. As a special present they gave him a **chariot** with a team of snow-white horses that could run faster than the wind. "Take these horses," said Zeus to Pelops, "and find yourself a kingdom, for you shall become a great ruler." Pelops thanked the gods and mounted his chariot and **galloped** down the dusty mountain road and out onto the plain. As he came around a curve, he **reined** in his horses, for he saw an old man dressed in **rags** by the side of the road. "Where are you going?" shouted the old man. "I'm off to find a kingdom," Pelops replied. "Then I have an idea for you," said the old man. "I know of a kingdom called Elis, where a beautiful princess lives. Her name is Hippodamia. The man who marries the princess will **inherit** her father's kingdom." "That sounds perfect," said Pelops. "There's just one problem," **cautioned** the old man. "If you want to marry the princess, you have to run a **chariot** race against the old king. If you win, you get the princess and the kingdom. If you lose, you get your head chopped off. So far, twelve people have lost." "I won't lose," said Pelops. "My horses can run faster than the wind." "But the king's can run faster than lightning," warned the old man. "I am not afraid," said Pelops. He thanked the old man and started off.

After many hours he reached the palace and wished to see the king. The servants led him to the king's chamber. There, he saw the beautiful princess, Hippodamia

sitting next to the king. Her black eyes sparkled like stars when she saw the handsome young visitor. Pelops bowed low before the king. "I have come to woo your daughter," he said. "My daughter and my kingdom are yours," the king said, "if you win the chariot race." "My horses can run faster than the wind," said Pelops. "Mine can run faster than lightning," countered the king. He had never lost a race. His horses were magic, and had been given to him by Ares, the god of war. "Tomorrow morning at sunrise," the king declared, "the race shall begin." Later that evening, the princess wandered out near the king's stables. She did not see the stable boy, who was brushing the horses' shiny black coats so they would look their best for the race in the morning. Hippodamia looked up at the starlit sky and said to herself, dreamily, "Oh, I do wish my father would lose the race, just this once." Now the stable boy, who had always adored the princess from afar, overheard Hippodamia. "I can make her wish come true." he thought. After the princess went inside, he carefully took out the bronze pins that held the great wooden wheels on the chariot and replaced them with pins made of candle wax.

Early next morning, the royal musicians blew their horns. Crowds of people gathered on the lush green fields of Olympia. The king stood in his chariot, his helmet gleaming in the sun. He was hardly able to hold back his snorting horses. Pelops stood in his chariot. His horses pawed the ground. The signal was given, and they were off. "On, my fiery steeds," shouted the king. "Faster!" shouted Pelops. The crowd cheered. The horses galloped neck and neck, faster than wind, faster than lightning. Now, thought the king, "I will pull ahead and win!" He whipped his horses harder, but instead of speeding up, they fell behind. Something was wrong! The wax pins had melted in the heat. Suddenly the wheels flew off, and the king was thrown to his death. Of course, Pelops had won the race, so he would marry Hippodamia and rule the kingdom. But Pelops and Hippodamia were very sad that the old king had died. He had not really been a mean king, you see. It's just that he had loved his daughter so much he didn't want to give her away in marriage. So, before their wedding, Pelops and Hippodamia decided to have a great funeral feast in honor of the king. They invited heroes from all over Greece to take part in athletic games and races, in memory of the king's great chariot race. Pelops decreed that such games should be held every four years, till the end of time. And since the games took place on the fields of Olympia, they have been known ever since as the Olympic Games.

Pelops and his lovely Hippodamia went on to become wise and good rulers of the great kingdom of Elis. True to Pelops's decree, the games were held every four years on the fields of Olympia. But around 500 A.D. there was a great earthquake that knocked down the buildings and a huge flood that covered the fields with water and mud. They remained buried for almost 1,500 years. People forgot about the Olympic Games. Because no one could see the Olympic fields, many people believed the fields and the games had never even existed! Imagine their surprise when, in 1875, archaeologists dug into the earth at just the right place and discovered the ancient fields of Olympia, where the games had taken place so long ago. There was great **rejoicing** around the world and, with the help of a Frenchman named Baron Pierre de Coubertin, the Olympic Games were started once again. And, today the Olympic Games continue. Every four years athletes from all over the world come together to compete in a spirit of peace and friendship. The games are held in different countries, and an Olympic flame is always kept burning in the stadium until the games have ended. This flame is lit from the rays of the sun on the Olympic fields in Greece.

*(Adapted from: **The First Olympic Games: A Gruesome Greek Myth With a Happy Ending** by Richards, Jean and Thacker, Kat)*

Word Meaning

Embroidered /ɪm'brɔɪdəd/: sewn on cloth with thread.

Exquisite /ɪk'skwɪzɪt/: extremely beautiful and delicate

Chop /tʃɒp/: cut something into pieces with repeated sharp blows of an axe or knife

Chariot /'tʃɑrɪət/: a two-wheeled vehicle drawn by horses

Gallop /'gæləp/: the fastest pace of a horse

Rein /reɪn/: keep under control; restrain.

Rag /rɑg/: a piece of old cloth, especially one torn from a larger piece

Inherit /ɪn'hɛrɪt/: receive money, property, or a title as an heir at the death of the previous holder

Caution /'kɔːʃ(ə)n/: say something as a warning

Woo /wuː/: try to gain the love of someone especially with a view to marriage

Counter /'kaʊntə/: speak or act in opposition to

Starlit /'stɑ:lɪt/: lit or made brighter by stars

Lush /lʌʃ/: vegetation, especially grass

Gleaming /'gli:mɪŋ/: typically because very clean or polished.

Snort /snɔ:t/: make a sudden explosive sound through the nose

Fiery /'fɪəri/: consisting of fire or burning strongly and brightly.

Gallop /'galəp/: the fastest pace of a horse with all the feet off the ground together in each stride.

Rejoicing /rɪ'dʒɔɪsɪŋ/: great joy

Vocabulary Exercise

A. Complete the sentences with the words given below.

ancient	embroidered	exquisite	stew
underworld	Mounted	galloped	furious
rejoicing	woo		

- She stirred the pot of lamb and stepped away from the fire..
- The demon was sent to thefor his disobedience to the gods.
- She a beautiful flower on the baby's hat.
- These eight stories explore the lingering effects of physical and emotional pain.
- Every citizen is responsible for protecting monuments.
- Pelops thanked the gods and his chariot.
- He mounted his horse and off to sound the alarm.
- The company must find creative ways to new employees.
- There was great at the launch party for the book
- She was with them for printing the story.

Reading Comprehension

B. Write if the following statements are true, false or not given based on the information given in the text.

- The old man informed Pelops about a beautiful princess. [...]

- b. He had to win a chariot race against the old king to marry the princess. [.....]
- c. He saw the beautiful princess sitting next to the king. [.....]
- d. The king's horses could run faster than the wind. [.....]
- e. The king's horses were given by the Sun. [.....]
- f. The princess replaced the bronze pins with candle wax pins. [.....]
- g. The king's helmet was gleaming in the sun. [.....]
- h. Pelops died at the age of ninety six. [.....]

C. Answer the following questions.

- a. Who was Tantalus?
 ☞
- b. Why was Tantalus invited by Zeus?
 ☞
- c. What did he do to return the invitation?
 ☞
- d. What punishment was given to Tantalus?
 ☞
- e. In what condition can Pelops marry Hippodamia?
 ☞
- f. How did the stable boy help Pelops win the race?
 ☞
- g. Why didn't the king want to give the princess away in marriage?
 ☞
- h. Why did people forget about the Olympic Games?
 ☞
- i. How did the events of the feast become the origin of modern Olympic Games?
 ☞
- j. How is the Olympic torch lit?
 ☞

Grammar I

Objectives: You should be able to:

- notice the difference between present perfect and present perfect continuous;
- complete the given sentences with appropriate forms of verbs;
- read the given structures and examples of various tenses for active and passive voice; and
- change the active sentences into passive and vice versa.

A. Read the following examples of present perfect and present perfect continuous and notice the difference between these two tenses.

Present Perfect	Present Perfect Continuous
I have studied English for 10 years.	I have been studying English for 10 years.
I have met a lot of people in the last few days.	I have been meeting a lot of people for few days.
The ceiling was white. Now it's blue. He has painted the ceiling.	Mahesh's clothes are covered in paint. He has been painting the ceiling.
The bike is ok again. He has repaired the bike.	His hands are dirty. He has been repairing the bike.
They have played tennis three times this week.	They have been playing tennis since 2 o'clock.
Muna has written ten letters today.	Muna has been writing letters all day.
How many pages of that book have you read?	How long have you been reading that book?

Did you notice the difference?

Present Perfect	Present Perfect Continuous
Emphasize the completion of an event in the recent past.	Talk about ongoing events or activities which started at a time in the past and are still continuing up until now.
Focus on the result.	Focus on the activity.
Say 'how many' or 'how much'	Say 'how long'.
Show single action	Show repeated action.
Use state verbs such as know, see, think, want, etc.	Stative verbs are not used.
Use already, just and yet.	These adverbs are not used.

But

There is really no difference in meaning between the two tenses, especially with the verbs such as 'live', 'work' and 'study':

Exercise

B. Complete the sentences below with present perfect or present perfect continuous tense of the verbs given in the brackets.

- a. Sudipin England for ten years. (live)
- b. Itall the summer. There are floods and landslides in many places. (rain)
- c. She three pieces of toast this morning. (eat)
- d. Whatfor so long? (you/cook)
- e. He's7 cups of coffee this morning. (drink)
- f. The children have their exams next week. So they.....a lot. (prepare)
- g. The film is really wonderful.it yet? (you/watch)

- h. Sitaramhis house all day. Heit yet.
(paint) (not/ finish)
- i. Finally they.....the leakage in their roof. (fix)
- j. I am so tired now. Ihard lately. (work)
- k. Shethe TV series you recommended yet. (not watch)
- l. I John for three years. (know)
- m. Sheall her homework, so she can relax this evening. (do)
- n. Usually I study at home, but Iin the library for the last week. (study)
- o. I this piece for weeks but still haven't learned it.
(practise)

Grammar II

A. Read the following structures and examples of different tenses

Tense	Be verbs	Active	Passive
Present Simple	am/is/are	Structure	Structure
		Sub+verb (s/es) +obj.	Obj+is/am/are+past participle+by+Sub.
		Examples	Examples
		<ul style="list-style-type: none"> • He sings a song. • He does not sing a song. • Does he sing a song? 	<ul style="list-style-type: none"> • A song is sung by him. • A song is not sung by him. • Is a song sung by him?
Present Continuous	being	Structure	Structure
		Sub+is/am/are+V-ing+obj.	Obj+is/am/are+being+past participle+by+Sub.
		Examples	Examples
		<ul style="list-style-type: none"> • I am writing a letter • I am not writing a 	<ul style="list-style-type: none"> • A letter is being written by me.

Tense	Be verbs	Active	Passive
		letter. <ul style="list-style-type: none"> Am I writing a letter? 	<ul style="list-style-type: none"> A letter is not being written by me. Is a letter being written by me?
Present Perfect	been	Structure	Structure
		Sub+has/have+past participle +obj.	Obj+has/have+been+past participle +by+Sub.
		Examples	Examples
		<ul style="list-style-type: none"> She has finished his work. She has not finished her work. Has she finished her work? 	<ul style="list-style-type: none"> Her work has been finished by her. Her work has not been finished by her. Has her work been finished by her?
Simple past	Was/were	Structure	Structure
		Sub+simple past form (ed)+obj.	Obj+was/were+ past participle+by+Sub.
		Examples	Examples
		<ul style="list-style-type: none"> I killed a snake. I did not kill a snake. Did I kill a snake? 	<ul style="list-style-type: none"> A snake was killed by me. A snake was not killed by me. Was a snake killed by me?
Past continuous	being	Structure	Structure
		Sub+was/were+V-ing +obj.	Obj+was/were+bing+past participle+by+Sub.

Tense	Be verbs	Active	Passive
		Examples <ul style="list-style-type: none"> • He was driving a car. • He was not driving a car. • Was he driving a car? 	Examples <ul style="list-style-type: none"> • A car was being driven by him. • A car was not being driven by him. • Was a car being driven by him?
Past perfect	been	Structure	Structure
		Sub+had+ past participle+obj.	Obj+had been+ past participle +by+Sub.
		Examples	Examples
		<ul style="list-style-type: none"> • They had completed the assignment. • They had not completed the assignment. • Had they completed the assignment? 	<ul style="list-style-type: none"> • The assignment had been completed by them. • The assignment had not been complete by them. • Had the assignment been completed by them?
Simple Future	be	Structure	Structure
		Sub+will/shall+base form+obj.	Obj+will/shall +be+ past participle+by+Sub.
		Examples	Examples
		<ul style="list-style-type: none"> • She will buy a car. • She will not buy a car. • Will she buy a car? 	<ul style="list-style-type: none"> • A car will be bought by her. • A car will not be bought by her. • Will a car be bought by

Tense	Be verbs	Active	Passive
			her?
Future Perfect	been	Structure	Structure
		Sub+will/shall+have + past participle +obj.	Obj+will/shall +have +been+ past participle +by+Sub.
		Examples	Examples
		<ul style="list-style-type: none"> You will have started the job. You will have not started the job. Will you have started the job? 	<ul style="list-style-type: none"> The job will have been started by you. The job will not have been started by you. Will the job have been started by you?
Modal verbs	be	<ul style="list-style-type: none"> Sub+ will/would/shall/ should/can/could/may/might/must/ ought to+base form+obj. 	<ul style="list-style-type: none"> Obj+ will/would/shall/ should/can/could/may/might/must/ ought to+be+ past participle
		Examples	Examples
		<ul style="list-style-type: none"> They can publish an article. She should see the doctor. They must welcome visitors. 	<ul style="list-style-type: none"> An article can be published. The doctor should be seen by her. Visitors must be welcomed.

B. Change the following sentences into passive.

a) Someone's following us.

↳

b) Some men are pulling down the house.

↳

- c) Another car's overtaking us.
 /.....
- d) Someone's looking after the children.
 /.....
- e) Two policemen are questioning the man.
 /.....
- f) Somebody's watching us.
 /.....
- g) I hate people telephoning me early in the morning.
 /.....
- h) I love people talking my photograph.
 /.....
- i) I adore being giving me expensive parents.
 /.....
- j) I love people bringing my breakfast to me in bed.
 /.....
- k) I like having admiring my clothes.
 /.....

C. Change the following sentences into active voice.

- a) The children are bring looked after.
 /.....
- b) The cows are being fed.
 /.....
- c) The prisoner is not being guarded.
 /.....
- d) Is the tea being made?
 /.....
- e) The car is not being used today.
 /.....

- f) The village has been developed as a tourist spot.
 ㄱ.....
- g) A star hotel has been built.
 ㄱ.....
- h) The streets have been widened.
 ㄱ.....
- i) The old cottages have been repaired.
 ㄱ.....
- j) The large wall has been coloured.
 ㄱ.....
- k) The elderly people have been cared well.
 ㄱ.....

Listening

Objectives: You should be able to:

- look at the pictures and guess the content of the listening text;
- listen to the audio and write true or false against the statements; and
- answer the given questions listening to the audio.

A. Look at the pictures and say what the people in the pictures doing.



B. Listen to the audio and write 'True' or 'False' against the following statements.

- a. Dan gets up early in the morning. [...]
- b. He has a small breakfast. [...]
- c. He's a student. [...]
- d. Dan has lunch at home. [...]

- e. He goes swimming after classes. [.....]
- f. Dan watches TV and goes on the internet before bed. [.....]
- g. He gets dressed and has breakfast. [.....]

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

- a. What time does he get up?
 /.....
- b. What does he eat in his breakfast?
 /.....
- c. When does he have his lunch?
 /.....
- d. What does he do after his breakfast?
 /.....
- e. How long does he swim every day for?
 /.....
- f. Why is she interviewing Dan?
 /.....
- g. Which sports does Dan belong to?
 /.....

Speaking

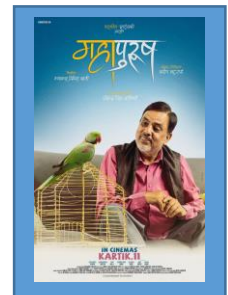
Objectives: You should be able to:

- read the given conversation of different people about their past activities;
- ask about various past activities with present significance; and
- answer the questions related to your past activities with present significance.

A. Read the given conversation of people in which they are talking about their past activities with present significance.

A: Which movie have you recently watched?

B: I have watched Haribansha Acharya's Mahapurush.





A: Which place has your father recently visited?

B: He has visited New Delhi.

A: Which programme has Samjhana learnt lately?

B: She has learnt Photoshop.



B. Play the roles of both A and B yourself. Ask what activities people have done recently and answer using the given clues as in the above examples.

- a. Shovan/ paint/ house
- b. Sarmistha/ watch/ a movie
- c. Lakpa/ scale/Mt. Annapurna
- d. Srijana/ plant/ potato
- e. Swikriti/release/new song
- f. Nandita/ take/ driving test
- g. Ashok/ visit/ grandparents

Reading II

Objectives: You should be able to:

- guess the answers of the pre-questions;
- read the text guess the contextual meanings of unfamiliar words;
- choose the correct words from the text for the given meanings; and
- answer the questions asked from the text.

Answer the following questions.

- a. What do you think is the most popular sport in the world?
 ↙.....
- b. How often do you play or watch it?
 ↙.....

Popularity of Different Sports in the World

Sports are popular for a number of reasons. Keeping healthy, for example, is often cited as a reason for participating in sports. Others will tell you that they do sports for **recreational** purposes. Sports are even more popular with people who do not necessarily participate in them, but love being **spectators**. Since time **immemorial**, people have been **awed** and inspired by extraordinary human beings who are able to perform tremendous athletic feats. Here is a brief discussion of the most popular sports in the world.

Football, better known as soccer in the US and Canada, is the most popular sport in the world, with an estimated four billion fans. The origins of football as we know it are in England in the 19th century, though history points to people playing similar games as far back as two thousand years, beginning in China. One reason for football's popularity is that unlike other sports that require expensive equipment, all you need to play football is a ball and your foot. Hence, anyone, rich or poor, can enjoy the sport. It is played all over the world, but is particularly popular in Europe, Central and South America, and Africa.

Cricket boasts a fan base of 2.5 billion. The game is most popular in the UK and some other countries, **notably** India, Pakistan and Australia. Like baseball, it involves two teams, a bat, a large field, and scoring runs. There are significant differences, however, including a long rectangular pitch at the center of a cricket field, where the ball is thrown to a batsman, as opposed to a mound at the center of a baseball diamond facing a batter at home plate.

Hockey, both on ice and in a field, boasts a following of two billion people. Field hockey is mainly played in Europe, Africa, Asia, and Australia, whereas ice hockey is particularly popular in Canada, the US, and Northern Europe. The game involves two teams trying to put a ball into the opposing team's net with a hockey stick. Unlike ice hockey, field hockey usually does not involve body contact in the form of checking.

An estimated one billion people worldwide follow tennis, tuning in from around the world. In tennis, players on both sides of an **elongated** net try to hit a ball with a racket so that it either goes past their opponents or bounces on their opponents' side twice to score points. Pro tennis players, like Roger Federer and Serena Williams, are popular household names around the world.

Volleyball involves two teams, each on one side of a raised net, trying to “volley” a ball onto the ground of the opposing team’s side for points. The game has a following of 900 million people, mostly in North America and Western Europe but also in Asia, Australia, and South America. One popular variant of the game, known as beach volleyball, is played on sand with two people on each team, as opposed to regular volleyball, where there are normally six players on each team.

Also known as Ping Pong, table tennis originated in England in the early 20th century, the game is now popular worldwide, with an estimated following of 875 million. It is especially popular in Asia, but is also followed in Europe, Africa, and the Americas.

Invented by James Naismith, a Canadian teaching at a school in the US in the late 19th century, basketball is now played worldwide, and has an estimated following of 825 million. In basketball, two teams attempt to **dribble** a ball up a court and shoot it into a raised, hoop-shaped net to score points. If you like to run, jump, and shoot, then you’ll love the game of basketball. Like football, it is particularly popular because not much equipment is needed besides two baskets and a ball, and so is an accessible sport regardless of class.

America’s national pastime is thought to have descended from the English sports, rounders and cricket. Baseball involves two teams trying to hit a ball with a bat between two white lines, with the **batters** running around a series of bases to score runs. Today, baseball is popular, not only in the US, but also in East Asia and Latin America. The sport has an estimated 500 million fans.

Rugby has an estimated following of 475 million people. The sport originated in England and is now most popular in the UK and other Commonwealth countries like Australia and New Zealand. In rugby, two teams try to kick, carry, or pass a ball over the goal line to score points. Rugby is a contact sport involving a lot of tackling, similar to American football. But American football players wear a lot of padding and hard helmets to protect themselves, rugby players wear very little protection.

An estimated 450 million people are fans of the game that involves trying to put a small ball in a hole with the fewest strokes possible. Golf originated in Scotland in the 15th century. Interestingly, however, the word golf originated in the Netherlands, from the word “kolf” or “kolve,” which translates to "club." Golf is particularly popular in Western Europe, East Asia, and North America.

(<https://www.worldatlas.com/articles/what-are-the-most-popular-sports-in-the-world.html>)

Word meaning

Recreational /ˌrɛkrɪˈeɪʃən(ə)l/: enjoyment

Spectator /spɛk'tetət/: a person who watches at a show, game, or other event.

Immemorial /ˌɪmə'mɔ:riəl/: originating in the distant past; very old

Awed /ɔ:d/: filled with wonder.

Notably /'nəʊtəbli/: in particular; especially

Batter /'batə/: strike repeatedly with hard blows.

Elongated /'i:lŋgeɪtɪd/: long in relation to width

Dribble /'drɪbl/: (in soccer, hockey, and basketball) an act of taking the ball forward with repeated slight touches or bounces.

Vocabulary Exercise

A. Choose the correct words from the text for the following meanings.

- a. Relating to activity done for enjoyment when one is not working
- b. Extending back beyond memory, record, or knowledge
- c. Extraordinarily large in size, extent, amount, power, or degree
- d. An achievement that requires great courage, skill, or strength
- e. A rounded mass projecting above a surface
- f. A person who is proficient in sports and other forms of physical exercise.....

B. Answer the following questions in short.

- a. What are the reasons behind the popularity of sports in the world?
△.....
- b. Which is the most popular sport in the world?
△.....
- c. What two things do you need to play football?
△.....

- d. Where is cricket mostly popular?
 /.....
- e. Name the two types of hockey.
 /.....
- f. How many players do normally play on each volleyball team?
 /.....
- g. Who love the game of basketball?
 /.....

Writing

Objectives: You should be able to:
 - write a conversation between two friends about their own activities.

Read the given dialogue between Sudika and Chhaya about their upcoming SEE examination and do the activity that follow:

Sudika: Hay Chhaya, why are you looking so serious today? What's the matter?
 Chhaya: Actually I am worried about upcoming SEE. How's your preparation for the examination?
 Sudika: Oh, That's the matter! Well, I'm going on well my studies. I am also worried about my exam but not as much as you.
 Chhaya: Hey, don't make a joke! Tell me about your preparation in different subjects.
 Sudika: You know I'm weak in English. That's why, I'm taking special care in English. I'm having a detailed revision in mathematics and science as well. What's about you?
 Chhaya: Umm..... You know. I have problems with my mathematics. I can't prepare it properly.
 Sudika: Oh, sorry to know. But I think you should practice a lot.
 Chhaya: Yeah, I think so. Can you help me a bit about this? I think I can do better if you help me.
 Sudika: Why not? I will help you. You just manage your time and come to my house. We'll practice together.

Chhaya: Yes, of course. I'll come from tomorrow. But when will you be free?
Sudika: Umm.....You can come around 5:00 pm. Oh, I forgot to tell one thing. I'll help you with your mathematics only if you teach me English.
Chhaya: Sure, I have an English notebook that I have made. I will give it to you for a week, you can note every important thing from that.
Sudika: Oh really? I am glad to know. Actually, I was looking for a good notebook on English. Now I am getting some hope that I will make a better result in English.
Chhaya: Of course, not only you will but also me in mathematics.
Sudika: Thanks, Chhaya. Hey, I have to go now. See you.
Chhaya: See you, take care.
sudika: Good bye.

Activity:

Write a similar dialogue between you and your friend about the upcoming Sports Day/ Week in your school.

Project Activity:

Make a list of games that you are interested in playing or watching. Choose three of them and write about them as written in reading II.

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* * *

Unit 11

Ethics and Morality

Language function: agreeing and disagreeing

This is the eleventh unit of the book. The first item is a reading. There is a children's story about a dispute among the members of a community. There are exercises for you to check your understanding. Next item in sequence is Grammar I, where you will get a chance to practise exercises related to subject-verb agreement. Another item is listening. Here, you will get a chance to listen to authentic English. In the speaking activity, you will get an opportunity to practise ways of agreeing and disagreeing. There is a wonderful drama in Reading II, World Record and there are different activities like vocabulary, fill in the blanks and short answer questions. Negation is given in Grammar II, where you have to learn to convert affirmative sentences to negative and vice-versa. In the writing section, there is an exercise for writing condolence. You need to prepare a formal message of condolence based on the given clues. The last activity is a project activity in which you are supposed to make a collage of different condolence messages you have collected from the newspapers.

Enjoy reading!

Reading I

Objectives: You should be able to:

- answer pre-reading questions based on the picture.
- guess the meaning of the unfamiliar words from the context.
- retrieve specific information from the reading text.
- skim and scan text to get desired information.
- do comprehension exercises (vocabulary, ordering, and answer short questions).

Look at the picture and answer these questions.

- a. What do you think the people are doing?
- b. Is it good or bad? why?



Wisdom of Little Girls

It was an early Easter. **Sledging** was only just over; snow still lay in the yards; and water ran in streams down the village street.

Two little girls from different houses happened to meet in a lane between two **homesteads**, where the dirty water after running through the farm yards had formed a large **puddle**. One girl was very small, the other a little bigger. Their mothers had dressed them both in new frocks. The little one wore a blue frock, the other a yellow print, and both had red **kerchiefs** on their heads. They had just come from church when they met, and first they showed each other their **finery**, and then they began to play. Soon the **fancy** took them to **splash** about in the water, and the smaller one was going to step into the puddle, shoes and all, when the elder checked her:

'Don't go in so, Malasha,' said she, 'your mother will scold you. I will take off my shoes and stockings, and you take off yours.'

They did so; and then, picking up their skirts, began walking towards each other through the puddle. The water came up to Malasha's ankles, and she said:

'It is deep, Akoulya, I'm afraid!'

'Come on,' replied the other. 'Don't be frightened. It won't get any deeper.'

When they got near one another, Akoulya said:

'Mind, Malasha, don't splash. Walk carefully!'

She had hardly said this, when Malasha **plumped** down her foot so that the water splashed right on to Akoulya's frock. The frock was splashed, and so were Akoulya's eyes and nose. When she saw the stains on her frock, she was angry and ran after Malasha to strike her. Malasha was frightened, and seeing that she had got herself into trouble, she **scrambled** out of the puddle, and prepared to run home. Just then Akoulya's mother happened to be passing, and seeing that her daughter's skirt was splashed, and her sleeves dirty, she said:

'You naughty, dirty girl, what have you been doing?'

'Malasha did it on purpose,' replied the girl.

At this Akoulya's mother seized Malasha, and struck her on the back of her neck. Malasha began to howl so that she could be heard all down the street. Her mother came out.

'What are you beating my girl for?' said she; and began scolding her neighbour. One word led to another and they had an angry quarrel. The men came out, and a crowd collected in the street, every one shouting and no one listening. They all went on quarreling, till one gave another a push, and the **affair** had very nearly come to **blows**, when Akoulya's old grandmother, stepping in among them, tried to calm them.

'What are you thinking of, friends? Is it right to behave so? On a day like this, too! It is a time for **rejoicing**, and not for such **folly** as this.'

They would not listen to the old woman, and nearly knocked her off her feet. And she would not have been able to quiet the crowd, if it had not been for Akoulya and Malasha themselves. While the women were abusing each other, Akoulya had wiped the mud off her frock, and gone back to the puddle. She took a stone and began scraping away the earth in front of the puddle to make a channel through which the water could run out into the street. Presently Malasha joined her, and with a **chip** of wood helped her dig the channel. Just as the men were beginning to fight, the water from the little girls' channel ran streaming into the street towards the very place where the old woman was trying to **pacify** the men. The girls followed it; one running each side of the little stream.

'Catch it, Malasha! Catch it!' shouted Akoulya; while Malasha could not speak for laughing.

Highly delighted, and watching the chip float along on their stream, the little girls ran straight into the group of men; and the old woman, seeing them, said to the men: 'Are you not ashamed of yourselves? To go fighting on account of these **lassies**, when they themselves have forgotten all about it, and are playing happily together. Dear little souls! They are wiser than you!'

The men looked at the little girls, and were ashamed, and, laughing at themselves, went back each to his own home. 'Except you turn, and become as little children, you shall in no wise enter into the kingdom of heaven.'

Leo Tolstoy

Word Meaning

Sledging /'sledʒɪŋ/: the activity of riding on a sledge

Homestead /'həʊmsted/: a house with the land and building around it, especially a farm

Puddle /'pʌdl/: a small amount of water collected on the ground

Kerchief /'kɜːtʃɪf/: a square piece of cloth worn on the head or around the neck

Finery /'faɪnəri/: brightly coloured and beautiful clothes and jewellery

Fancy /'fænsi/: to want something

Splash /splæʃ/: to fall noisily onto a surface

Plump /plʌmp/: to push something to make it round and soft

Scramble /'skræmbld/: to move or climb quickly but with difficulty

Affair /ə'feə(r)/: an event that people are talking about

Blow /bləʊ/: a hard hit with the hand/weapon

Rejoicing /rɪ'dʒɔɪsɪŋ/: the happy celebration of something

Folly /'fɒli/: the act of being stupid or a stupid action

Chip /tʃɪp/: a small piece of something

Pacify /'pæsɪfaɪ/: to make somebody who is angry become calm/quiet

Lassie /'læsi/: a girl or young woman

Vocabulary Exercise

A. Match the words with their synonyms.

Words	Synonyms
a. pacify	i. girl, honey
b. rejoicing	ii. regalia, apparel
c. fancy	iii. mitigate, soothe
d. finery	iv. visualize, envision
e. lassie	v. cheerful, jubilant

B. Use the above words in sentences of your own.

- a. pacify:
.....
- b. rejoicing:
.....
- c. fancy:
.....
- d. finery:
.....
- e. lassie:
.....

Reading Comprehension

A. Write these sentences in the chronological order.

- a. Everyone gathered there started to fight but the old woman was trying to settle the issue.
- b. Both the friends showed their fine clothes to each other.
- c. The girls were again found playing happily.
- d. The girls started to play in the puddle.
- e. Malasha and Akoulya met in the place where dirty water was running.
- f. Akoulya's mother caught Malasha and beat her.

Read this paragraph for the answer.

Two little girls from different houses happened to meet in a lane between two homesteads, where the dirty water after running through the farm yards had formed a large puddle. (2nd paragraph)

Ans: a. Malasha and Akoulya met in the place where dirty water was running. *(It should be the first sentence.)*

B. Answer these questions.

- a. Why was there water in the streets?

Read the first paragraph for the answer.

It was an early Easter. Sledging was only just over; snow still lay in the yards; and water ran in streams down the village street.

Ans: Because of the snow.

- b. How can you say that the girls were well cared for by their parents?
- c. 'Come on. Don't be frightened. It won't get any deeper.' Who said this to whom?
- d. Who sowed the seed of the row?
- e. What happened after Akoulya's mother beat Malasha?
- f. How was the quarrel settled?
- g. Are the girls really wiser than the adults? How?

Grammar I

Objectives: You should be able to:

- produce grammatically correct sentences.
- use verbs according to the subject.

Read the given sentences from the above story carefully. Pay attention to the coloured words.

- a. **One girl was** very small, the other a little bigger.
- b. **It is** deep, Akoulya, I'm afraid.
- c. What **are you** beating my girl for?
- d. What **have you** been doing?
- e. **They are** wiser than you!
- f. **They themselves have** forgotten about it and **are** playing happily together.

Remember:

We need to place verbs according to the subjects. It is called subject-verb agreement. Subject-verb agreement is the grammatical rule that the verb(s)

in a sentence must match the number and person of the subject. For example:

- Munal is my best friend. ('Munal' is a singular subject that takes a singular verb 'is'.)
- Munal and Kamana are my best friends. ('Munal and Kamana' form a plural subject, and thus needs a plural verb 'are'.)

Note:

- i. 'He', 'she', and 'it' are called third person singular pronouns which take singular verbs (is/has/ was/does/goes/writes/.... etc.)
- ii. 'We', 'you' and 'they' are plural pronouns, and take plural verbs such as are, have, do, were, go, take, learn, etc.
- iii. Although, 'I' is a singular personal pronoun, it takes a plural verb in most case (I have....., I do....., I go....., I was....., etc.)

Exercises

A. Choose the correct form of the verbs given in the brackets in the following sentences.

- a. Each of these producers his own advantages. (has/have)
*Ans: The phrase 'each of' is used with singular verbs to refer to every individual in a group separately. Thus, the correct sentence is: Each of these producers **has** his own advantages.*
- b. Ten miles crossed by the spacecraft in five minutes. (were/was)
- c. Many a student hard to pass his entrance exam. (try/tries)
- d. The furniture in his house impressive. (doesn't look/don't look)
- e. Few students present in the class today. (are/is)
- f. Ritesh, together with his parents, leaving for Japan next week. (are/is)
- g. Most of my friends government employees. (are/is)
- h. The level of acid in these chemicals from material to material. (vary/varies)

- i. Either girls or boys telling lies. (is/are)
- j. The principal and English teacher taken a class. (have/has)
- k. your trousers new? (Are/Is)

B. The following sentences contain agreement errors. Find the incorrect sentences and write them correctly.

- a. He get nervous every time she call him.

*Ans: 'He', 'she' and 'it' are third-person pronouns which take singular verbs. So the correct sentence should be: He **gets** nervous every time she **calls** him.*

- b. Slow and steady win the race.
- c. Neither you nor your father are a stranger to me.
- d. There is a box of chocolates there.
- e. Rahul, along with his family members, are going to Denmark next week.
- f. She has been working as a journalist for some years.
- g. Teenagers doesn't use social media for useful purposes.
- h. All of my toys has been donated to an orphanage.
- i. Mathematics are a subject that needs a lot of practice.
- j. One of the boys plays the piano. Do you know him?
- k. Either the students or their teacher are guilty of this.

Listening

Objectives: You should be able to:

- look at the picture and guess the answers to the pre-listening questions.
- listen to authentic English and retrieve specific information.
- do comprehension exercises.

A. Look at the picture below and answer these questions.

- a. What do you see in the picture?
- b. Do you believe in advertisements? Why?



B. Listen to the audio and fill in the blanks with the correct words.

- a. Ethical marketing is less about strategy and more about
- b. Everyone has their own subjective on what's right and what's wrong about ethical marketing.
- c. The unethical practices of marketing are as as the unethical ones.
- d. banned before and after advertising approaches.
- e. Consumers are becoming of unethical practices in marketing.

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

- a. Ethical marketing aims to promote business only.
- b. There are no hard and fast rules about ethical marketing practices.
- c. All unethical marketing practices are against the law.
- d. There is no guarantee that people featured in the advertisements use the products they are in.
- e. Consumers can blacklist the companies that adopt unethical marketing strategies.

D. Observe some advertisements. Find cases of ethical and unethical marketing practices and share your list with that of your friends'.

Speaking

Objectives: You should be able to:

- express their agreement and disagreement.
- speak fluently and accurately in the given situations.

Is homemade food better than readymade food? Look what the following people have to say.



Yes, I agree. Homemade food is better than readymade food. Homemade food contains healthy ingredients, fewer carbohydrates, fats and sugar. Cooking at home will cost us less than dining out.

I don't agree. Readymade food is easily available in the market. It saves our time for preparing food items. We can utilize such time for different constructive activities.



B. Study the given expressions used for agreeing and disagreeing.

Expressing agreement	Expressing disagreement
Yes, I agree.....	Not really.
That's (quite) right/true.	No, I don't think
I can't help thinking the same.	I disagree, I'm afraid.
That's just what I was thinking.	I can't agree with
I absolutely/entirely agree with it.	Do you really think?
Oh, exactly.	I think that's nonsense (I'm afraid).
I'm with you here.	You must be joking.

C. Look at the given situations. Do you agree or disagree with them? Express your views.

- Animals should not be locked up in cages.
- It's better to live in a village than live in a city.
- Reading books helps to broaden our horizons of knowledge.
- School is the place where one can learn something.
- Doing a lot of homework is good for children.
- Using the mother tongue in English class should be banned.

Reading II

Objectives: You should be able to:

- guess the answers to the pre-reading questions.
- guess the meaning of the unfamiliar words from the context.
- read and enjoy literature (drama).
- do comprehension exercises.

Answer these questions.

- a. Can you stand on your head?
- b. Do you want to keep a world record? What would it be?



World Record

Scene: It is a big TV studio.

Characters: Albert Hargreaves, Daisy Hargreaves, the wife of Albert Mabel Phillips, Michael Moonshine



Michael: Thank you. Thank you. Yes, ladies and gentlemen,

this is the program that gives you the chance to break a world record. We have here in the studio tonight two people who are trying to break world records. Let's meet them and see what they're doing. Tell me, sir, what is your name?

Albert: Albert Hargreaves.

Michael: Albert Hargreaves. Well, Albert, what are you doing?

Albert: I'm standing on one leg in a bucket of hot soup.

Michael: Ladies and gentlemen, he's standing on one leg in a bucket of hot soup!

(The audience gives a round of applause.)

Michael: Albert, how long have you been standing on one leg in that bucket of hot soup?

Albert: I've been standing here for six hours and fifty-eight minutes.

Michael: And what is the world record for standing on one leg in a bucket of hot soup?

Albert: It's seven hours and three minutes, Michael.

Michael: Seven hours and three minutes! And you've been standing there for six hours and fifty-nine minutes now. Well, Albert, you've only got four minutes to go!

(The audience applauds.)

Michael: Albert, you've been standing on one leg in that bucket of soup for almost seven hours now.

Albert: That's right, Michael.

Michael: Would you tell me – is the soup still hot?

Albert: Yes. My wife's been approaching every half-hour with more **sizzling** soup. Here she appears now.
(Mrs. Hargreaves comes in.)

Daisy: Here you are, Albert.
(She pours some boiling soup into the bucket.)

Albert: Aaargh!

Michael: Well, I'm glad it's your leg in the soup. Albert, and not mine.
(The audience laughs.)

Michael: Now we have another **contender** in the studio, a very **charming** young lady. Can you tell the viewers your name?

Mabel: Mabel Phillips.

Michael: Mabel Phillips. Well, Mabel, what are you doing?

Mabel: I'm leaning on this brush.

Michael: She's leaning on a brush, ladies and gentlemen! I can't help thinking the same.
(The audience applauds and laughs.)

Michael: Well, Albert has been standing on one leg in his bucket of hot soup for seven hours and one minute, so he's only got two more minutes to go! Poor Mabel's got a long way to go ... And here is another young man – and he hasn't got any trousers on.
(The audience **giggles**.)

Michael: Now, sir, what are you doing?

Man: I'm looking for my trousers.

Michael: I can see that. And how long have you been making an **exploration** for your trousers?

Man: I've been looking for them for five minutes.

Michael: And what's the world record?

Man: Pardon?

Michael: What's the world record for looking for trousers?

Man: I'm not trying to break a world record. I took my trousers off to have a bath, and when I got out of the bath, my trousers were gone.

Michael: I see. Get out of the way! We're on television! I think that's a nonsense. (The audience laughs.)

Michael: Sorry about that, ladies and gentlemen. Now back to Albert Hargreaves. Albert, you've been standing in that bucket of hot soup for seven hours and two minutes. Only one more minute to go, and you will break the world record. And here comes Mrs. Hargreaves with more blistering soup!

Daisy: Here you are, Albert.
(She pours some more soup into the vessel.)

Albert: Aaargh!

Michael: Tell me. Albert, how does it feel?

Albert: Scorching!
(The audience laughs.)

Michael: No, no! I mean how does it feel to be approaching the world record?

Albert: Well, Michael, I've been dreaming about this moment, I've been thinking about nothing else.

Michael: Yes, Albert.

Albert: I've been practising every day.

Michael: Yes, Albert.

Albert: Twice on Sundays!

Michael: Yes – and here turns up Mrs. Hargreaves

Albert: Oh no, not again!

Michael: It's all right, Albert, she's only looking at her watch!
(The audience laughs.)

Daisy: Albert! Albert! Only ten seconds to go! Ten, nine, eight, seven
(Mabel pushes Albert.)

Mabel: (Ironically) Congratulations, Albert!

Albert: Aaargh!
Albert falls over.

Michael: Well, ladies and gentlemen, Albert Hargreaves hasn't broken a world record, but he has broken ... his leg!

Word Meaning

Sizzling /'sɪzəlɪŋ/: very hot

Contender /kən'tendə(r)/: a person who takes part in a competition or tries to win something

Charming /'tʃɑ:mɪŋ/: very pleasant or attractive

Giggle /'gɪɡl/: to laugh in a silly way

Exploration /eksplə'reɪʃn/: an examination to find about something

Pardon /'pɑ:dn/: used to ask someone to repeat something blistering

Scorching /'skɔ:tʃɪŋ/: very hot

Ironically /aɪ'rɒnɪkli/: in a way that shows that you really mean the opposite of what you are saying

Vocabulary Exercise

Match the words with their meanings.

Words	Meanings
a. applause	i. a container used for holding liquids, such as a bowl, cup, etc.
b. audience	ii. a very short period of time
c. approaching	iii. words that have no meaning or make no sense
d. nonsense	iv. the noise made by a group of people clapping their hands
e. vessel	v. to come near to somebody/something in the distance or time
f. moment	vi. the group of people who have gathered to watch something

Reading Comprehension

A. Fill in the gaps with the correct information from the play.

- a. There are people as the guest in the studio.

Read the given paragraph for the answer.

Michael: Thank you. Thank you. Yes, ladies and gentlemen, this is the program that gives you the chance to break a world record. We have here in the studio tonight two people who are trying to break world records. Let's meet them and see what they're doing. Tell me, sir, what is your name?

Ans: two

- b. Albert has been standing on one leg in the hot soup for
- c. Mabel Phillips is on the brush to break the world records.
- d. Albert practises standing practice every
- e. Albert did not break the world records rather he broke his

B. Answer these questions.

- a. Who is Michael Moonshine?

Read the given paragraph for the answer.

Michael: Thank you. Thank you. Yes, ladies and gentlemen, this is the program that gives you the chance to break a world record. We have here in the studio tonight two people who are trying to break world records. Let's meet them and see what they're doing. Tell me, sir, what is your name?

Ans: the presenter of the show.

- b. What is the world record for standing on one leg in the hot soup?
- c. Who was serving the hot soup?
- d. What has happened to the young man?
- e. How long had Albert stood on the hot soup before he fell?
- f. Why do you think Mabel pushed Albert?

Grammar II

Objectives: You should be able to:

- learn about the negation.
- change affirmative sentences into negative and vice-versa.
- produce grammatically correct sentences.

A. Match the affirmative sentences with their negative counterparts. Notice the changes.

Affirmatives	Negatives
a. He is always present from class.	We will not have completed our task by Sunday morning.
b. She has a younger brother.	Doesn't Ninu need to see a doctor?
c. They were travelling on their way to Mustang.	Who is not going to attend the meeting?
d. We will have completed our task by Sunday morning.	He is never absent from class.
e. Does Ninu need to see a doctor?	She does not have a younger brother.
f. Who is going to attend the meeting?	They were not travelling on their way to Mustang.

Remember:

- The most common negative marker in English is 'not'.
- 'Not' should be placed after an auxiliary verb if the sentence has it.
- All the sentences do not have auxiliary verbs in them. In such case:
 - add 'not' after the 'be verbs' as the main verbs. For example:**
Positive: They were in the party yesterday.
Negative: They were not in the party yesterday.

ii. Add 'do verbs' if only the main verb is given (in simple past and simple present tense).

Positive: She speaks English well.

Negative: She does not speak English well. (Add 'does' for third person singular form of the verb, 'do' for singular verbs, and 'did' for the simple past form of the verb.)

d. In the imperative sentences, add Don't before the verbs.

Positive: Please, go there.

Negative: Please, don't go there.

B. Change these affirmative sentences to negative.

- a. Kim likes watching movies.
- b. They have already finished their project.
- c. She is cleverer than you.
- d. Why did they organise a party?
- e. I think the story is well-written.
- f. My friend and I are going on a trip together.
- g. We will reach the airport in twenty-five minutes.
- h. Mr. Sundas is going to Los Vegas next year.
- i. Please, obey whatever the instructor says.
- j. Serena wore a long blue dress to the prom.

C. Convert these negative sentences into affirmative ones.

- a. Who has not heard the name of Gautam Buddha?
- b. Money does not grow in trees.
- c. Nobody would like to be called a fool.
- d. Is it not true that health is wealth?
- e. They have promised us higher wages.
- f. My father and mother go to the temple every day.
- g. Her performance in that movies won her many awards.
- h. Neither Ravi nor his brother goes to school.
- i. Don't pour that milk into the jug.
- j. She does not have anything in her pocket.

Writing

Objectives: You should be able to:

- be familiar with the format, layout and design of messages of condolences and sympathy letters.
- write messages of condolences and letters of sympathy based on the given outlines.
- prepare messages of condolences and letters of sympathy in their daily lives.

A. Read the following message of condolence.

HEARTFELT CONDOLENCES!



Late Satya Mohan Joshi

(May 12, 1920 - October 16, 2022)

We are deeply saddened to share the sudden passing away of Satya Mohan Joshi, the centenarian, the legend and a prominent Nepali –Newah scholar. Writer, researcher, and historian honourable Joshi was a well-wisher of our organization. The three-time winner of the prestigious Madan Puraskar, Joshi is the author of more than 60 publications on literature, culture and history of Nepal. He was an intelligent and iconic figure with unparalleled contributions.

Our organization is honoured to have had late Joshi's graceful presence as the Chief Guest and Keynote Speaker in the 11th National Convention held on May 2012 and Nepal Sambat 1141 celebration on November 2020. We are deeply grieved by the loss of one of our prominent Newah community members.

We are with the whole nation in mourning. We extend our heartfelt condolences to the entire bereaved family members at his colossal loss. Our thoughts and prayers are with the family and the loved ones during this difficult time. Let us pray for the eternal peace of the departed soul.

Newah Organization of America (NOA)

B. Write a similar message of condolence using the given outlines.



Jayananda Lama (1956-2022) passed away at his residence, Kaushaltar Bhaktapur senior folk singer and actor incredible loss for the Nepali art sector Kalakate Kainyo, Herda Ramro, Chuin Chuin Chuikane Joota, Mulako Chana his super hit folk songs acted in more than a hundred movies heartfelt condolences

C. Imagine you and your friend, Purna was working in a factory. Unfortunately, he broke his hand while working with a machine. Write a letter of sympathy using the clues given below.

Purna 28 years old working together for 3 years regular and dutiful a sort of mechanical failure gets hand broken on 20th Oct. 2022 in hospital under treatment wish a speedy recovery

Project Activity

Find some messages of condolence in English newspapers and make a collage of them. Make it as attractive as you can.

* * *

Unit 12

Nature and Development

Language function: Expressing degrees of probability and certainty

Dear students,

Nature and development is the theme of this unit. We have to study two reading texts related to nature and development in this chapter. Similarly, the language function expressing degree of probability and certainty is also dealt with in this unit, especially in speaking and various grammar activities. All four language skills – listening, speaking, reading and writing- along with vocabulary. Here, you should be able to achieve the objectives given at the beginning of each topic.

Reading I

Objectives: You should be able to:

- look at the picture and guess the contents of the lesson;
- look at the picture and guess the answers of the pre-questions;
- read the given text and do the vocabulary exercises that follow the texts;
- complete the sentences choosing the correct answers from the given alternatives; and
- answer the questions that follow the text.

Reading I

Look at the picture and answer these questions.

a. Which development project is shown in the picture?

↳

b. Why is this project a national pride?

↳



Kathmandu-Terai/Madhesh Fast Track: A Project of National Pride

An infrastructure of national pride, Kathmandu-Terai/Madhesh Fast Track (KTFT) is a mega highway project of **strategic** importance in Nepal. The 72.5 km long fast track will connect Khokana, Lalitpur with Nijgadh, Bara at the East West high way junction. The project consists of road with the total length of 55.49 km, 87 bridges with the total length of 10.60 km, and three twin tunnels with the total length of 6.41 km. The total travel time is estimated as one hour.

Benefits

The fast track will **enhance** the country's economic growth and create job opportunities as well. There are so many benefits from KTFT which are the blessings that bring **prosperity** and progress. Here are some of the potential benefits that KTFT will bring to our nation.

A. Accelerate the country's economic growth

The construction of KTFT contributes to connect Kathmandu and Terai closer. Since the travel distance is lesser in KTFT, the daily fuel saving could potentially reach more than NRs. five billion. This proximity is sure to have several positive **implications** on the economic growth of our country.

KTFT–enhanced **connectivity** can open up a viable option to tourists that come to Nepal through the southern border. At the same time, many of the tourists beyond India will also have options to travel to Nepal via fast track.

B. Development of high skill

KTFT is the project with many complicated structures like high bridges and twin tunnels. The technology involved in those structures will be totally new to the people of Nepal. The Nepali people involved in KTFT will certainly get a chance to sharpen their knowledge and skills from the new technology.

C. Employment opportunities

This project is sure to create job opportunities for young people of the country. The new job opportunities will definitely help families **upgrade** their economic conditions.

D. Kathmandu-Terai accessibility

KTFT connects Kathmandu with Nijgadh allowing a shorter travel distance at a higher speed. The project will **facilitate** the people of Terai in different fields, including health, education, jobs and new markets.

Similarly, local traders can also be benefitted from KTFT. The cheaper transportation reduces the **shipping** costs, which reduces the cost of goods at the consumers' end. Another major benefit of KTFT is to facilitate the Nijgadh International Airport, which is currently under construction. The project connects the airport to the capital efficiently.

KTFT can also be used exclusively to provide food, water, and medical supplies in case of natural **calamities**, such as earthquake and flood.

E. Reduction in high density of the Kathmandu Valley

After the operation of KTFT, the distance from Kathmandu to Terai will be limited within an hour. People from faraway places can easily enter Kathmandu within an hour to access its facilities. They do not need to settle in Kathmandu which contributes to reduce the density of the Kathmandu Valley. Thus, an over increasing **congestion** of the Kathmandu Valley can be reduced with the realisation of the concept as a greater Kathmandu.

Drawbacks

The poor behaviour of road users, increment in road accidents, **deficit** on smooth link roads, deforestation and land degradation are some burdens of KTFT. Here are some of the **constraints** that might adversely affect the development of our country.

A. Road-user behaviour and threat in traffic safety

Considering the **vulnerable** condition of Nepali Roads, the addition of another more advanced infrastructure can pose new challenges. Since the average design speed of KTFT is around 70 km/hr, high speed can also cause road accidents.

B. Establishment of link roads

After the **operation** of KTFT, the next challenge will be to ensure the smooth connectivity with the neighboring highways and cities with the formation of link roads. Without these supporting link roads, KTFT will not function effectively. The section from different link roads to the zero point has to be further improved and possibly expanded to **accommodate** the high inflow of traffic brought by KTFT.

C. Effects on environment

Construction of such a large infrastructure will adversely affect the environment. Some major effects during the construction phase can be the

pollution of air by dust particles with the rock blasting, **quarrying** and dumping of filling particles. The deforestation during the period of construction can **accumulate** the air pollution which will be one of the major causes for environmental degradation.

Conclusion

KTFT has to promise to **accelerate** socio-economic revolution in Nepal. Such a noble mission can be accomplished only if we could implement **innovative** strategies and apply advanced technologies in our transportation system.

(Adapted from the article 'Kathmandu - Terai/Madhesh Fast Track (Expressway) Road Project (KTFT): Blessing Or Curse?' by Arbind Shrestha)

Word Meaning

Strategic /strə'ti:dʒɪk/: relating to the identification of long-term or overall aims and interests and the means of achieving them.

Enhance /ɪn'hɑ:ns/: increase, or further improve the quality

Implication /,ɪmplɪ'keɪʃn/: the action or state of being involved in something

Connectivity /,kɒnek'tɪvɪti/: the state of being connected or interconnected.

Upgrade /,ʌp'greɪd/: raise something to a higher standard

Facilitate /fə'sɪlɪteɪt/: make an action or process easy or easier.

Shipping /'ʃɪpɪŋ/: the transport of goods by sea or some other means

Calamity /kə'læmɪti/: a disaster

Congestion /kɒn'dʒɛstʃn/: the state of being congested

Deficit /'defɪsɪt/: especially a sum of money, is too small.

Constraint /kɒn'streɪnt/: a limitation or restriction.

Vulnerable /'vʌln(ə)rəbl/: exposed to the possibility of being attacked or harmed, either physically or emotionally.

Operation /,ɒpə'reɪʃn/: the action of functioning or the fact of being active or in effect.

Accommodate /ə'kɒmədeɪt/: provide lodging or sufficient space for.

Quarry /'kwɒri/: cut into (rock or ground) to obtain stone or other materials.

Accumulate /ə'kjʊ:mjʊleɪt/: gather; build up.

Accelerate /ək'seləreɪt/: increase in rate, amount, or extent

Innovative /'ɪnəveɪtɪv/: introducing new ideas; original and creative in thinking

Vocabulary Exercise

A. Write single words for the meanings given below choosing the appropriate words from the text.

- a. the basic physical and organizational structures and facilities
.....
- b. an artificial underground passage.....
- c. the state of being prosperous.....
- d. the action or state of being involved in something.....
- e. to make something possible or easier.....
- f. a person who purchases goods and services for personal use
- g. the action of clearing a wide area of trees
- h. to provide them with a place to live or stay.....
- i. to collect or increase something gradually.....
- j. to move faster to gain speed.....

Reading Comprehension

B. Complete the following sentences choosing the best alternatives.

- a. The total length of KTFT from Khokana to Nijgadh is
i. 62.5 km ii. 72.5 km iii. 55.49 km
- b. The fast track will and create job opportunities.
i. contribute to economic growth ii. enhanced connectivity
iii. shortens travel time
- c. The Nepali people will get a chance to sharpen their knowledge and skills.....
i. managing crowd in Kathmandu
ii. through cheaper transportation
iii. from the new technology
- d. The average design speed is
i. 70 km/hr ii. around 70 km/hr iii. 72.5 km/hr

- e. Local traders can also be benefitted as
 - i. the cheaper transportation reduces the shipping costs
 - ii. the project will facilitate the people of terai in different fields
 - iii. the project will create job opportunities

C. Answer the following questions.

- a. What type of project is Kathmandu-Terai/Madhesh Fast Track?
 /.....
- b. How is the 72.5 km long fast track divided into three different segments?
 /.....
- c. What are the major benefits of the fast track?
 /.....
- d. How will the people of Terai be facilitated in different fields?
 /.....
- e. Why do you think the establishment of link roads is another challenge?
 /.....
- f. What type of environmental effects can be seen during the construction phase?
 /.....

Grammar I

Objectives: You should be able to:

- read the examples and notice the use of connectives of reason;
- read the examples and notice the use of connectives of purpose;
- match the given halves to make meaningful sentences;
- complete the given sentences choosing the correct connectives; and
- rewrite the sentences choosing the correct words from the boxes.

Future Tenses

A. Read the following structures, uses and examples of future tenses.

<p>Simple Future</p>	<p>Sub+ will/ shall + base form + obj</p>	<p>Time adverbials- tomorrow, tonight, soon, shortly, next (day/ week/ month/ year etc.)</p> <p>Uses Used with conditional clause Used to express decisions</p>	<p>I shall do my homework soon. If you invite me, I will come your home.</p>
<p>Future Continuous</p>	<p>Sub+will/shall +be+V-ing + obj</p>	<p>Uses To express an ongoing action at a certain point of time in the future. (point of time + future time adverb)</p>	<p>I Will be cooking food at 8 pm tonight.</p>
<p>Future Perfect</p>	<p>Sub + will/shall + have +Past participle+obj</p>	<p>Time adverbials- [by / before +future time adverbs]</p> <p>Uses In + period of time Before / by the time + simple present + future perfect</p>	<p>By next week I shall have gone to Nuwakot. In 8 months, I shall have been a teacher. Before the police arrive the thieves will have run away.</p>
<p>Future Perfect continuous</p>	<p>Sub+will/shall +have been +V-ing + obj</p>	<p>At/ By + point of time / future time adverb + for + period of time</p>	<p>By next year I will have been working here for 5 years.</p>

B. Read the given sentences and identify the type of future tense.

- a. I think the exam will be very difficult.
 ✎
- b. Will you shut the door, please?
 ✎
- c. Tom will probably arrive at about 8 o'clock.
 ✎
- d. This time next week I'll be lying on a beach.
 ✎
- e. Don't phone me between 7 and 8. We'll be having dinner then.
 ✎
- f. Phone me after 8 o'clock. We'll have finished dinner by then.
 ✎
- g. The meeting will have finished by 3 pm.
 ✎
- h. Next year they will have been married for 25 years.
 ✎
- i. Next year she will have been dancing for 5 years.
 ✎
- j. In November, I will have been working at my company for three years.
 ✎

C. Rewrite the following sentences with the correct form of the verb in brackets. Use the future simple, future continuous, future perfect or future perfect continuous as required.

- a. She (learn)..... a bit of English by the time you return Kathmandu. She is starting classes next week.
 ✎
- b. By Ashar next year, Purushottam sir(retire) from teaching.
 ✎

- c. In his retirement, he (live)..... in his own house in Kathmandu.
 ✎
- d. Ramesh (wait)..... for an hour by the time I meet him.
 ✎
- e. He'll be tired when he gets here. He (travel)..... all day.
 ✎
- f. Take some keys with you. I'll probably(have) a shower when you get back.
 ✎
- g. Come and find me when the film finishes. I(drink)..... a coffee in the bar next door.
 ✎
- h. Perhaps I (see)..... you tomorrow.
 ✎
- i. I(help)..... you move if I get here on time.
 ✎
- j. Lucky you! At this time tomorrow, you (swim)..... in the swimming pool!
 ✎

D. Choose the correct form of the verbs to complete the given sentences.

- a. She (will go/ will be going) to her sister's house tomorrow.
 ✎
- b. Sunita (will deliver/will have delivered) a lecture on neutrons.
 ✎
- c. Rumi (will have completed/ will be completing) her task by next week.
 ✎
- d. Miss Smith (will have been teaching/will be teaching) for twelve years coming May.
 ✎

- e. The flight (will arrive/will have been arriving) at 3:30 A.M.
 ✎
- f. When I reach home, my dog (will be waiting/will wait) for me on the porch.
 ✎
- g. They (will have left/will have been leaving) for Kashmir by next day.
 ✎
- h. Mom (will have cooked/will be cooking) my favourite pasta at this time tomorrow.
 ✎
- i. At 8 o'clock this morning, I (will have been working/will work) for 12 hours.
 ✎
- j. By the next spring, the workers (will have completed/will have been completing) the bridge.
 ✎

Listening

A. Look at the pictures and answer the following questions.



- a. What do you see in these pictures?
 ✎
- b. What do they represent?
 ✎

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

- a. Some call me nature. Others call me
- b. The nature has been here for overyears.

- c. The nature doesn't need
- d. When the nature falters people also
- e. The nature has fed greater than human beings.

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

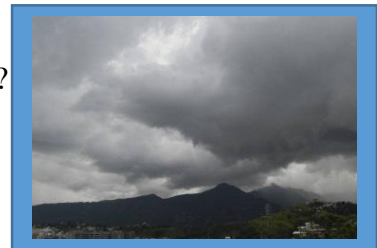
- a. How many times older is the nature than people?
 /
- b. Does the nature need people?
 /
- c. What does depend on the nature?
 /
- d. Who has starved species greater? Nature or human beings?
 /
- f. What can take or leave people?
 /
- g. What doesn't really matter to the nature?
 /
- h. What will determine the fate of people?
 /

Speaking

A. Read the given conversations between two friends expressing degrees of probability and certainty.

Conversation I

- Aafrin: What's happening? Getting dark so soon?
 Farhan: No, it's cloudy.
 Aafrin: Oh, is it going to rain?
 Farhan: It is quite likely.
 Aafrin: I don't think so. It's only partly cloudy. Perhaps it may not rain at all.
 Farhan: But I am sure there will be at least a drizzle, if not a heavy rain.



Conversation II

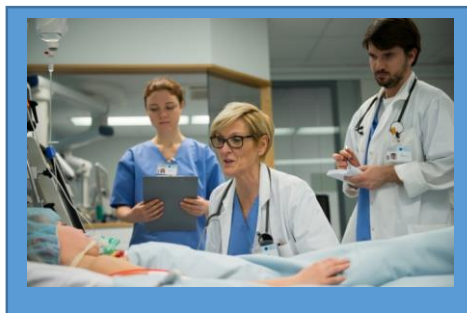
Doctor: I'm afraid, there's been too long delay in bringing him. The patient is in a critical condition.

Nurse: Do you think it is possible to operate upon him?

Doctor: Quite impossible in this condition.
We might be able to do it next week at the earliest.

Nurse: Isn't it probable that his condition will improve with all those antibiotics?

Doctor: Well, it is possible.



Conversation III

A : Will the price of petrol go down?

B : I'm pretty sure it will go down when people use more electric vehicles.

C : It's unlikely to go down. The demand of petrol is increasing day by day.

D : I think it certainly won't go down. If it goes down, they will cut the production.

B. Have similar conversations in the given situations. Play the roles of both A and B yourself. You may use the expressions from the box.

must/may/might/could + infinitive (verbs without s/es)

must/can't have + past participle

may/might/could have + past participle

definitely/certainly/probably

likely to

Sure to

- The SEE schedule is going to be published.
- Your pet dog is lost.
- Krishvi is not at home.
- Kavya doesn't speak English.
- He is entering into the room through the window.
- The dog is barking.

Reading II

Objectives: You should be able to:

- look at the picture and guess the answer of the given questions;
- match the words given in column A with the meanings in column B;
- complete the summary of the poem choosing the correct words from the box.
- answer the questions asked from the poem.

Look at the picture below and answer the following questions.

a. What is shown in the picture?

↳

b. How does it look?

↳



Composed upon Westminster Bridge, September 3, 1802

Earth has not anything to show more air:

Dull would he be of soul who could pass by

A sight so touching in its **majesty**:

This City now **doth**, like a garment, wear

The beauty of the morning; silent, bare,

Ships, towers, **domes**, theatres, and temples lie

Open unto the fields, and to the sky;

All bright and glittering in the smokeless air.

Never did sun more beautifully steep

In his first splendour, valley, rock, or hill;

Ne'er saw I, never felt, a calm so deep!

The river glideth at his own sweet will:

Dear God! the very houses seem asleep;

And all that mighty heart is lying still!

-

- *William Wordsworth*

Word meaning

majesty /'madʒɪsti/: impressive beauty

doth /dʌθ/: does

domes /dəʊm/: a rounded vault forming the roof of a building or structure, typically with a circular base

Vocabulary Exercise

A. Match the following words with their meanings.

- | | |
|---------------|---|
| a. doth | To move softly, smoothly, or effortlessly |
| b. majesty | magnificent features or qualities |
| c. domes | extremely strong and powerful |
| d. glittering | does |
| e. splendor | a rounded roof on a building |
| f. glideth | the impressive and attractive quality |
| g. mighty | shining with a sparkling light. |

B. Complete the summary of the poem choosing the correct words/phrases.

London	magnificence	Westminster Bridge
September 3, 1802	the bustling city	the countryside
the morning's beauty	happily asleep	the most beautiful scene

William Wordsworth is describing the scene ofearly in the morning at dawn break. He shares his impressions of the view fromin the poem 'Composed Upon Westminster Bridge on He finds the city of London within the Earth. According to him, anyone who does not stop at the Bridge to see the scene that morning should be dull.

The city wins the heart of the speaker as it is wearingIt is early morning when the speaker describes the majesty of the city. The various landmarks visible from the bridge stand before him in all their in the morning light. The speaker finds him lucky as there is no "London fog" to hide the view. According to the speaker the sun is shining on the buildings as it shines on He is also surprised to feel more peace in of London than

anywhere else. The River Thames moves slowly beneath him. He also thinks that the city is..... before another busy day.

C. Answer the following questions.

- a. Who has composed the poem?
 /.....
- b. When is the poet watching the city?
 /.....
- c. How does the poet describe the beauty of morning?
 /.....
- d. What does the city of London wear?
 /.....
- e. How does the poet feel when he sees such a beautiful sight?
 /.....
- f. What does 'dull of soul' mean? Who would be a person dull of soul?
 /.....
- g. What is the main theme of the poem?
 /.....

Writing

Objectives: You should be able to:

- read the given text and notice the language used in the notice; and
- write a notice in the given situation.

Study the following notice and write a similar notice for the situation that follow.

**Shree Mahankal Janajagrit Secondary School
Budhanilkantha-8, Kathmandu**

NOTICE!

26th January, 2023

This is to inform all the students that the school is going to organize an inter-house quiz competition on 30th January, 2023. The competition will be held in two categories 'Junior 6-8' and 'Senior 9-10'. Those who want to participate in

the competition are requested to give their names to their respective house teachers by 29th January, 2023.

Purushottam Katiwada

Chairperson

ECA Committee

Situation:

You are the secretary of Child Club of your school. Write a notice inviting names of the students who want to participate in an interclass singing competition organized by your club.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Project Activity

Consult the internet and make a list of the projects of national pride. Find out which of them will have direct benefits to you. Also discuss what benefits you will get from them.

.....

.....

.....

.....

.....

* * *

Unit 13

Population and Migration

Language Function: Interpreting

Dear students,

This is another new lesson under the theme 'Population and Migration'. All the four language skills and grammar exercises have been incorporated in this unit too. The first is Reading I, which is a text on the history of the population census of Nepal. There are activities to consolidate your understanding of the text. The next item is speaking where you need to practise interpreting charts, bars, diagrams, etc. orally. Grammar is the next. In this section, you will get a chance to practise the use of contrast connectives like although, however, in spite of/despite, but, etc. There is a listening activity with an authentic audio file. Do different listening comprehension activities based on the audio. Similarly, in reading II, there is a text on birds' migration during winter. In writing, you can get a chance to read an interpretation of a bar diagram and write similar interpretations based on the given information. In the second activity in writing, you have to write an essay based on the given clues. Finally, there is a project work in which you are supposed to do research on a migration issue.

Enjoy reading the lesson!

Reading I

Objectives: You should be able to:

- guess answer to the pre-reading questions.
- guessing the content of the text based on the title.
- guess the meaning of the unfamiliar words from the context.
- do comprehension exercises.

Answer these questions.

- What is the population of Nepal as per the population census 2078 BS?
- What are the factors that influence the population change in a country?

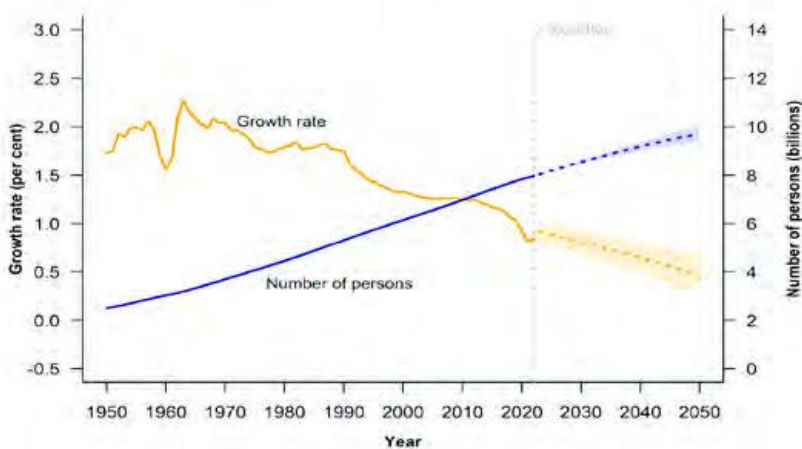
A Century of World Population Trends: 1950 to 2050

Today, the world's population is more than three times larger than it was in the mid-twentieth century. It took around 37 years since 1950 for human numbers to double,

surpassing 5 billion inhabitants in 1987. Furthermore, the global population is estimated to double again in about 70 years, rising over 10 billion by 2059.

Over the one hundred years the world population was growing the fastest, particularly between 1962-1965, when it was increasing on average by 2.1 percent per year. Since then, the pace of population growth has slowed by more than half owing to reduced levels of fertility. In 2020, and for the first time since 1950, the rate of population growth fell below one percent per year and it is projected to continue to slow in the next few decades and through the end of this century. The global population could grow to around 8.5 billion in 2030, and add 1.18 billion in the following two decades, reaching 9.7 billion in 2050.

Global population size and annual growth rate



Given its reliance on **assumptions** at the country level about the two components of global population growth—fertility and **mortality**—the **projection** of the population is inherently uncertain. It typically becomes more uncertain over time. However, the size of the world population in the near future is **relatively** certain. This is because the size and age structure of the population over the next few decades are largely the result of **demographic** processes that have already taken place in the recent past. In particular, most of the women whose **offspring** will contribute to the population growth through 2050 are already alive. The global population is still growing, though at a reduced rate. Some countries and regions continue to

experience further population growth, while others have witnessed **stabilization** or begun to decrease in population size.

The world's two most **populous** regions in 2022 were Eastern and South-Eastern Asia. 2.3 billion people, representing 29 percent of the global population lived in these regions. Central and Southern Asia had 2.1 billion population representing 26 percent. China and

India accounted for the largest populations in these regions, with more than 1.4 billion each in 2022.

The total population of Europe and Northern America and that of sub-Saharan Africa were comparable in size in 2022, with more than 1.1 and 1.2 billion people respectively. However, these two regions have reached such population size as a result of very different growth **trajectories** since the mid-20th century. Whereas Europe and Northern America have been growing at an annual rate of less than one percent since the mid-1960s, reaching a growth rate close to zero in 2020 and 2021. The annual growth rate of the population of sub-Saharan Africa **peaked** at three percent in 1978 and remained above 2.8 per cent during the 1980s. Since the 1980s, sub-Saharan Africa has been the region with the fastest-growing population.

Almost 44.8 million people lived in the two regions of Oceania in 2022. With 2.5 million inhabitants in 1950, the population of Oceania, excluding Australia and New Zealand reached close to 13.6 million in 2022.

Population of the world, SDG regions and selected groups of countries, 2022, 2030 and 2050 according to the medium scenario

Region	Population (in millions)		
	2022	2030	2050
World	7,942	8,512	9,687
Sub-Saharan Africa	1,152	1,401	2,094
Northern Africa and Western Asia	549	617	771
Central and Southern Asia	2,075	2,248	2,575
Eastern and South-Eastern Asia	2,342	2,372	2,317
Latin America and the Caribbean	658	695	749
Australia New Zealand	31	34	38
Oceania*	14	15	20
Europe and Northern America	1,120	1,129	1,125
Least developed countries	1,112	1,328	1,914
Landlocked developing countries	557	664	947
Small island developing States	74	79	87

I

In the next three decades, the regions of the world will experience different growth rates of their populations. Consequently, the regional distribution of the population in 2050 will significantly differ from that of today.

Central and Southern Asia is expected to become the most populous region in the world by 2037 as the population of Eastern and South Eastern Asia could start declining by the mid-2030s.

Between 2022 and 2050, the population of sub-Saharan Africa is expected to almost double, surpassing two billion inhabitants by the late 2040s. With average fertility levels remaining close to three births per woman in 2050, sub-Saharan Africa is projected to account for more than half of the growth of the world's population between 2022 and 2050. In 2022, the size of the population in this region was growing at an annual rate of 2.5 percent, the highest among all eight regions or more than three times the global average of 0.8 percent per year.

Europe and Northern America are projected to reach their peak in population and to begin experiencing a decline in the late 2030s due to sustained low levels of fertility.

More than half of the projected increase in the global population between 2022 and 2050 is expected to be concentrated in just eight countries: The Democratic Republic of the Congo, Egypt, Ethiopia, India, Nigeria, Pakistan, the Philippines and the United Republic

of Tanzania. The populations of the Democratic Republic of the Congo and the United Republic of Tanzania are expected to grow rapidly, between two and three percent per year over the 2022-2050 period. **Disparate** population growth rates among the world's largest countries will change their ranking by size: for example, India is projected to surpass China as the world's most populous country in 2023.

(Source: Adapted from World Population Prospects 2022)

Word Meaning

Assumptions /ə'sʌmpʃnz/: a belief or feeling that something is true or something will happen

Mortality /mɔ:'tæləti/: the number of deaths in a particular situation

Projection /prə'dʒekʃn/: an estimate/statement of what figures, amounts, or events will be in the future

Relatively /'relətɪvli/: to a fairly large degree, especially in comparison to something else

Demographic /demə'græfɪk/: data relating to the population and different groups within it

Offspring /'ɒfsprɪŋ/: a child of a particular person or couple

Stabilization /steɪ'bələɪ'zeɪʃn/: the process of becoming something steady and unlikely to change

Populous /'pɒpjələs/: where a large number of people live

Trajectory /trə'dʒektəri/: the curved paths of something

Peaked /pi:kɪd/: reached the highest point or value

Disparate /'dɪspərət/: made up of parts or people that are very different from each other

Vocabulary Exercise

A. Find the meaning of these words in a dictionary and learn them.

surpassing	inhabitants	fertility	reliance	annual
declining				

B. Use the above words to fill in the blanks given below.

- The company's earnings for last year are published in the **annual** report.
- The birth rate is common to all developing countries including Nepal.
- This big island has just around two thousand and three thousand polar bears.
- Her today's performance was outstanding, vivid and of clarity.
- My sister studied the effects of population on the fertility of the local fish population.
- Heavy on small clients is not without risk when building up a business.

Reading Comprehension

A. Decide whether the given sentences are True or False. Write NG (not given) if the information is not given.

- a. In 1950, the world population was half of the present population.

Read the given paragraph for the answer.

Today, the world's population is more than three times larger than it was in the mid-twentieth century. It took around 37 years since 1950 for human numbers to double, surpassing 5 billion inhabitants in 1987.

Ans: True

- b. Because of the wars and other calamities, today's population growth ratio is negative. [.....]
- c. Asia alone contributes 29% of the global population. [.....]
- d. In Europe and North America, the population growth rate at present is nearly zero. [.....]
- e. By the mid-2030s, the population in Eastern and South-Eastern Asia is expected to decrease. [.....]
- f. China's population policy has significantly helped to control population growth. [.....]

B. Answer these questions.

- a. When is the world population expected to double?

Read the given paragraph for the answer.

Furthermore, the global population is estimated to double again in about 70 years, rising over 10 billion by 2059.

Ans: By 2059./The world population is expected to double by 2059.

- b. What is the highest growth rate till now?

✎

- c. How do fertility and mortality contribute to size of population?

✎

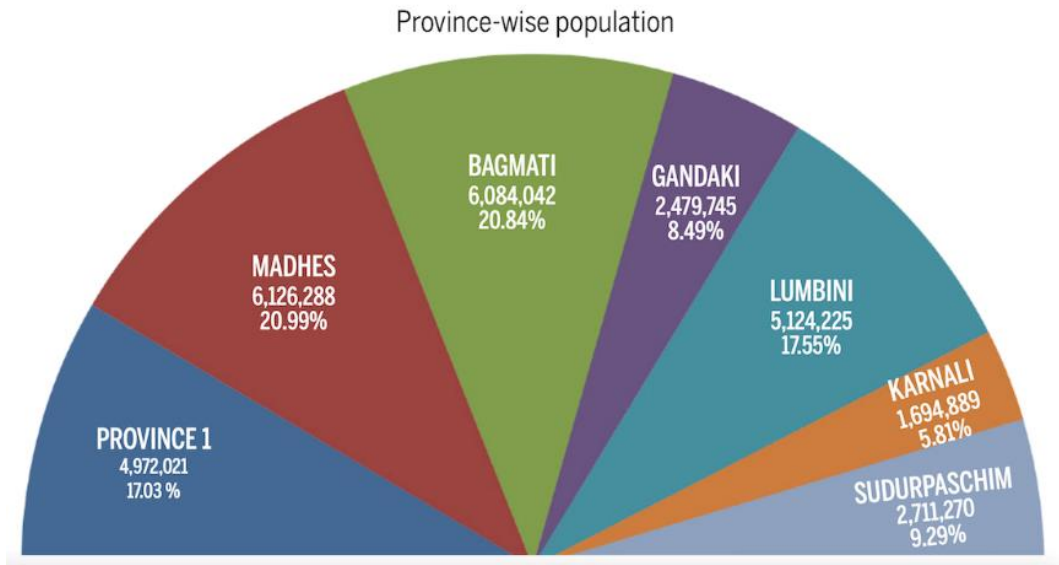
- d. Which region will be the most populated place by 2037? Why?
 ✍️
- e. Why will population regions have a different population variation in the next 30 years?
 ✍️

Speaking

Objectives: You should be able to:

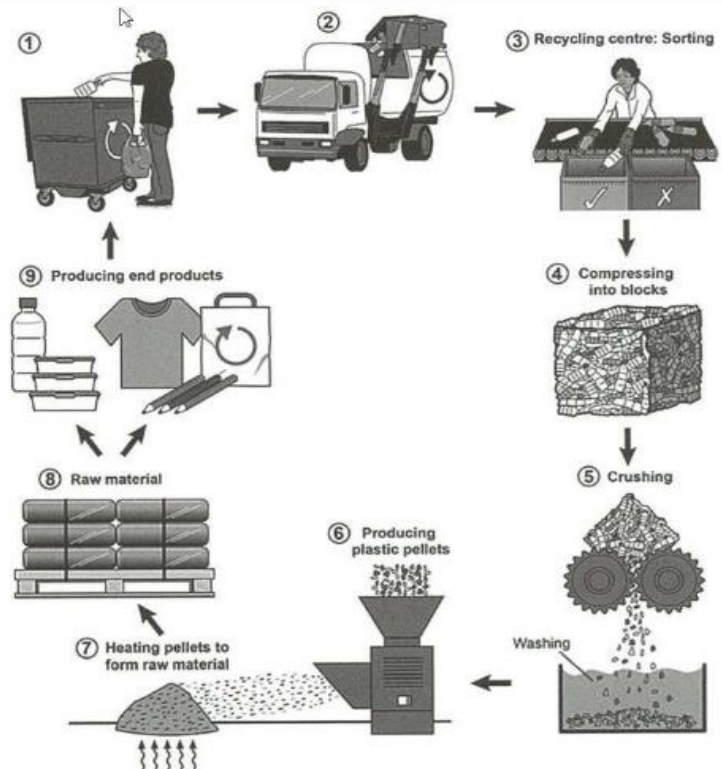
- write correctly.
- learn to interpret charts, bars, diagrams and processes.

A. Below given is the province-wise population according to the census of 2078 BS. Interpret it orally.



B. The following diagram shows how plastic bottles are recycled. Interpret it orally. Record it in your mobile phone and submit to your teacher. Begin like:

At first, plastic bottles are collected from different parts which are brought to the recycling centres in the trucks.



Grammar

Objective: You should be able to:

- use the connectives of contrast correctively.

Read these sentences carefully. Pay special attention to the words in red.

- My cousin and I are not very close, **although** we're the same age.
- My mother tries to look happy **in spite of** feeling terrible.
- We did not wear coats **despite** the cold weather.
- It was raining, **however**, we still went to the park.

The highlighted words in the above examples are called connectives. They are the connectives of contrast.

- a. **although** is used when admitting a fact about something which you regard as less important than a contrasting fact. For example:

Although this watch is expensive, it will last forever.

Although I was tired, I worked late last night.

Structure: *although + subject + verb.....(condition clause), contrast clause*

- b. **in spite of:** is used when someone is mentioning something that surprisingly does not prevent something else from being true. It is similar to 'despite'. For example:

In spite of his ill health, my father is always active and cheerful.

He suddenly felt hot, in spite of the freezing weather.

Despite the freezing weather, he suddenly felt hot.

Structure: *in spite of/despite + noun phrase (condition clause), contrast clause*

- c. **however:** it is an adverb that connects two clauses/sentences in order to show a contrasting idea. It comes with the clause that describes the contrast or opposite viewpoint. In this case, a comma is given. For example:

The calendar says the month is May. However, the temperature feels like November.

The Gurungs are very poor, however, they are honest.

Structure: *Condition clause, however, contrast clause*

Exercises

A. Match these two halves of the sentences and make meaningful sentences.

- | | |
|--|---|
| a. Sujana bought that watch | i. she managed to walk to the village. |
| b. Although it wasn't easy | ii. However, the food was terrible. |
| c. The restaurant has a good reputation. | iii. although it was right in front of him. |
| d. Maria did not get a promotion | iv. However, he hates spending money. |

- e. Although her foot was injured
- f. She didn't feel weak
- g. Joe is a billionaire.
- h. Madan didn't notice the sign
- v. despite the fact that it was expensive.
- vi. I managed to complete my homework.
- vii. in spite of her strengths.
- viii. although she hadn't eaten for 24 hours.

B. Complete these sentences selecting the correct alternatives from the brackets.

- a. I decided to accept the job (however/in spite of/although) the salary was low.
- b. Kate never learnt Japanese (although/however/despite) she spent many years in Japan.
- c. (In spite of/However/Although) being tired, I couldn't sleep well yesterday.
- d. She has decided to quit her job (although/despite/however) she loves her job.
- e. After I watched the movie, I felt sad. (However/In spite of/Despite) I watched a funny movie later.
- f. (Although/In spite of/However) the fact that she is alone, she is living a wonderful life.
- g. (Despite/However/Although) travelling the world, he is narrow-minded.
- h. It was snowing, (although/however/in spite of) I still drove to work.
- h. (In spite of/However/Although) good ambience, the restaurant does not serve quality food.

C. Fill in the gaps with one of the suitable conjunctions given in the box.

because of	although	however	despite/in spite of
but	because		

- a. Sunayana is feeling cold **because** she is wearing a thin coat.

- b. being very well-off, they never spend much money.
- c. All the flights to Biratnagar were cancelled the bad weather.
- d. I hired a taxi it was expensive.
- e. I like to play volleyball I don't enjoy golf.
- f. her old age, she is living quite an active life.
- g. The bus somersaulted on the cliff nearby my house., no one was killed.
- h. he is a skillful worker, Nabaraj is illiterate.
- i. heavy rainfall, many roads are blocked.
- j. Kunjana lives in London. now, she is in Melbourne for a short vacation.
- k. I have not sold my vehicle the high prices of petroleum products.

D. Complete these sentences any way you like.

- a. Although the weather was very bad,
- b. she was not pleased with her results.
- c. Despite her efforts, Shresna
- d. They had not eaten anything for a long time,
- e. In spite of his hard work,
- f. they did not win the final match.
- g. Even though she spent many years with her French friends,
- h., however, I could not attempt all the questions.
- i. Despite living in the same city,
- j. The restaurant offers good services,

Listening

Objectives: You should be able to:

- look at the pictures and guess the answers to the pre-questions.
- listen to the audio and retrieve specific information.
- do comprehension exercises.

Answer these questions.

- a. What is the total population of Nepal?
- b. Whose population is higher; male or female in Nepal?



B. Listen to the audio and decide whether these sentences are true or false.

- a. The total population of men and women in the world is almost equal.
- b. Gender ratio has an impact on both society and nation.
- c. Russia's total population is 150 million.
- d. In Latvia, the women's population constitutes 53.91 percent.
- e. Out of the ten countries, Hong Kong is the third one.

C. Match the countries with the women's population percentage.

Countries	Women's population in percent
a. Nepal	i. 53.67
b. Martinique	ii. 53.88
c. Belarus	iii. 53.7
d. Ukraine	iv. 54.19
e. Guadalupe	v. 54
	vi. 53.44

D. Nepal also has a population disparity between males and females. What might be the effects of such population disparity?

Reading II

Objectives: You should be able to:

- guess the meaning of the pre-reading questions.
- guess the meaning of the unfamiliar words from the context.
- read the text and retrieve specific information.
- do different comprehension exercises.

Answer the following questions.

- a. Do you think birds and animals also migrate?
- b. Why do you think they migrate?

Discovering Migration: What Birds Reveal

A snow-covered forest in winter can be a quiet place. In spring, however, this same spot is filled with the chirps, chatter, and calls of birds. Where do they go during the winter? In the past, people used to think that during the winter, birds slept in holes that they dug in the ground. Others thought they hid in the mud on the bottoms of ponds — alive, but waiting for spring. Others claimed that familiar summer



birds **transformed** into other types of birds in the winter. The truth is, in some ways, more **incredible**. What birds do during this time is migrate: They fly over land and oceans without a **roadmap** or compass to **destinations** that are sometimes thousands of miles away.

Like marathon runners, birds **pace** themselves so they do not run out of energy before they can land. They are always adjusting speed, height, and flight path to account for changing winds, their own weight, and storms. In the spring, they **retrace** their paths back to their summer homes. Each fall, about five billion birds migrate south for the winter from North America. Nearly all 500 of the 650 species of North American birds migrate. Yet this is just one small part of the picture. More than half of all the bird species in the world - approximately 5,000 species-migrate, and each species is on a different journey.

Other animal species also migrate, including insects, amphibians, reptiles, fish, and mammals. Migration is happening all the time: herds of wild beasts arrive every January at green **pastures** in the southern Serengeti of Africa. Swarms of free-tailed bats arrive each March to caves in Texas. Northern fur seals gather on Alaskan islands each June. In September, Chinook salmon swim up rivers in Washington State. If you are in the right place at the right time, you can **witness** these amazing journeys. Yet, no matter where you live, you can see some birds migrating. In fact, much of what we know about migration comes from studying birds.

Not all birds travel from north to south: some travel from east to west. White-winged scoters are diving ducks. They can stay underwater for up to a minute to

grab shellfish from the ocean floor. In the summer, they live near ponds and lakes in Alaska and western Canada.

In the fall, they fly to milder conditions on the Pacific and Atlantic coasts, where there is less snow. Other migrants do not travel very far for a big difference in the



climate. Instead of going north or south, they travel up and down. Mountain birds, such as brindled titmice and mountain chickadees, migrate about 1,000 feet to lower **elevations**. They move from high-altitude evergreen forests to wooded valleys and streams.

Even within a bird species, some birds may migrate while others do not. This is called partial migration. Robins are a sign of the arrival of spring in Northern states because they migrate south during the cold winter months. But some robins live year-round in the South. Some bird species migrate in one nonstop trip. Others stop along the way. Sea terns cannot rest for long on the water during their flights over oceans because they become **waterlogged**. For most birds, though, nonstop travel is unusual. It is much more common for birds to stop along the way to rest and **refuel**. Even a small **cluster** of bushes with berries can provide **crucial** energy for birds on the move. Birds may stay at **stopover** points for a few days or a few weeks, depending on how much energy they need.

They might also wait for better weather or wind conditions for the next **leg** of their journey. Some **layover** sites attract huge crowds of migratory birds. A 75-mile stretch of the Platte River in Nebraska is a gathering spot for up to nine million birds each spring. They stop to feed in the fertile wetlands along the river. Almost all of the world's sandhill cranes—numbering about 500,000 — spend about six weeks on the Platte River. Mostly, they eat corn, which quickly adds fat and gets them ready for the rest of their migration. Once the cranes have fed and rested, they continue their northward migration to Canada, Alaska, and Siberia. Some birds take long **perilous** journeys to reach their destinations. Many duck species and waterfowls travel from Siberia to Nepal to avoid cold.



The migrating birds may travel during the day, at night, or both. Ducks, geese, and swans travel during the day and at night. Some birds that travel during the day can feed while flying. Swallows and swifts, for example, feed on flying insects while they travel. In contrast, most **songbirds** feed and rest during the day and travel at night. It is thought that cooler and less

windy conditions at night make for better flying. Hidden in the night sky, the birds are almost invisible-except for all the chattering. Only when songbirds pass in front of the moon they are visible. In fact, moon-watching is a way of counting how many migrants travel at night. During migration season, a moon watcher may see as many as 200 birds an hour.

(Source: Adapted from Animal Behaviour by Gretel H Schueller and Sheila K. Schueller)

Word Meaning

Transform /træns'fɔ:m/: change the form of something

Incredible /ɪn'kredəbl/: impossible or very difficult to believe

Road map /'rəʊd mæp/: a map that shows the roads of an area

Destination /destɪ'neɪʃn/: a place to which somebody/something is going

Pace /peɪs/: the speed at which somebody/something walks, runs or moves

Retrace /rɪ'treɪs/: to go back along exactly the same path or route that you have come along

Pasture /'pɑ:stʃə(r)/: land covered with grass suitable for cattle grazing

Witness /'wɪtnəs/: a person who sees something happen and is able to describe it to other people

Grab /græb/: to take something for yourself, especially in a selfish or greedy way

Elevation /elɪ'veɪʃn/: the height of a place, especially its height above sea level

Waterlogged /'wɔ:təlɒgd/: so full of water

Refuel /rɪ:'fju:əl/: supply with more fuel

Cluster /'klʌstə(r)/: a group of things of the same type that grow or appear close together

Crucial /'kruːʃl/: very important

Stopover /'stɒpəʊvə(r)/: a short stay somewhere between two parts of a journey

Leg /leg/: one part of a journey

Perilous /'perələs/: very dangerous

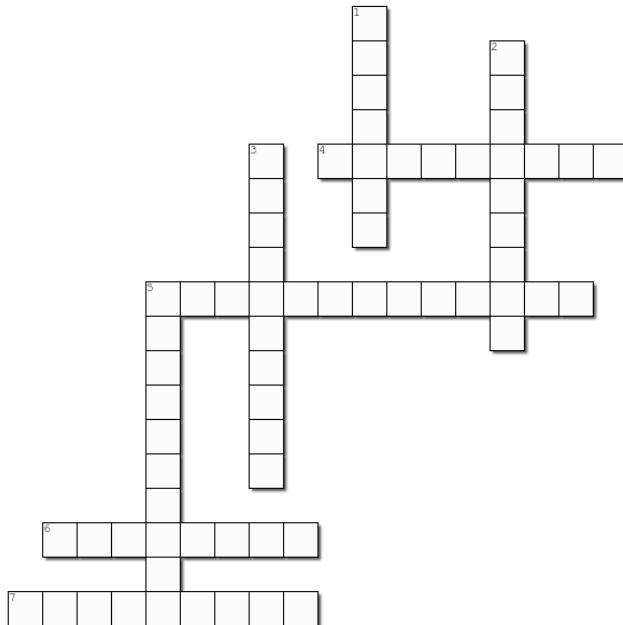
Songbird /'sɒŋbɜːd/: a bird that has a musical call

Vocabulary Exercise

A. The words that are made combining two independent words are called 'compound words'. Find all the compound words from the text.

For example: snow-covered

B. Complete the crossword puzzle with the correct words from the text.



Across: 4. a meeting for a particular purpose

5. almost, but not completely, accurate or correct

6. a footrace run on an open course usually of 42.2 km.

7. that cannot be seen

- Down:**
1. an instrument for finding direction
 2. (of a tree or bush) that has green leaves all through the year
 3. below the surface of water
 5. any animal that can live both on land and in water

Comprehension Exercises

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

- a. In the past people used to think that birds slept on the during winter.

Read the given paragraph for the answer. Focus on the underlined part.

A snow-covered forest in winter can be a quiet place. In spring, however, this same spot is filled with the chirps, chatter, and calls of birds. Where do they go during the winter? In the past, people used to think that during the winter, birds slept in holes that they dug in the ground. Others thought they hid in the mud on the bottoms of ponds—alive, but waiting for spring.

Ans: holes

- b. Birds fly thousands of miles away without
- c. Wild beasts migrate to the southern Serengeti of Africa in
- d. Robins indicate the arrival of in northern states.
- e. Each spring, nearly birds gather along the coast of the Platte River.
- f. Songbirds travel in the night because conditions at night provide them with better flying opportunities.

B. Answer these questions.

- a. When do birds migrate? Why?

The answer is in the given paragraph. Read it.

A snow-covered forest in winter can be a quiet place. In spring, however, this same spot is filled with the chirps, chatter, and calls of birds. Where do they go during the winter? In the past, people used to think that during the winter, birds slept in holes that they dug in the

ground. Others thought they hid in the mud on the bottoms of ponds — alive, but waiting for spring. Others claimed that familiar summer birds transformed into other types of birds in the winter.

Ans: in winter/The birds migrate in winter.

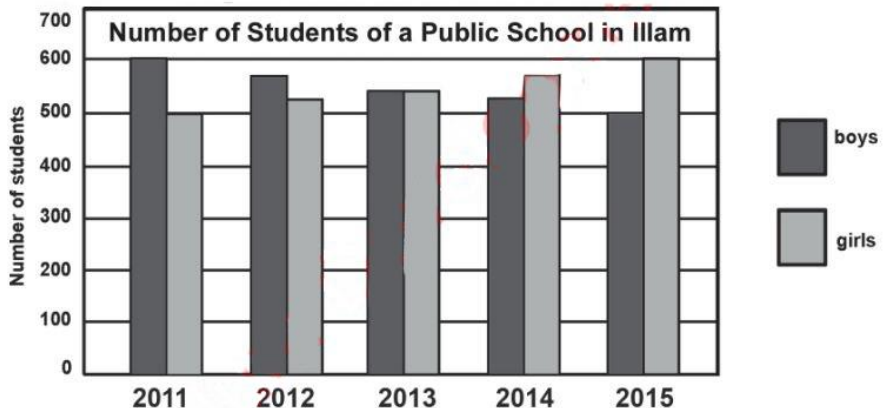
- b. What is the bird's fly compared with in the text?
- c. Besides birds, what other creatures migrate?
- d. For what purpose do white-winged scoters dive into water?
- e. What is called the partial migration of birds?
- f. How do birds survive during the time of migration? Give any one example.
- g. What are the signs of birds flying in the night sky?

Writing

Objectives: You should be able to:

- be familiar with the format of interpretation.
- convert data into words/text.
- write essays on given topics.

A. Read the given interpretation of the chart and write similar ones on the given topics.



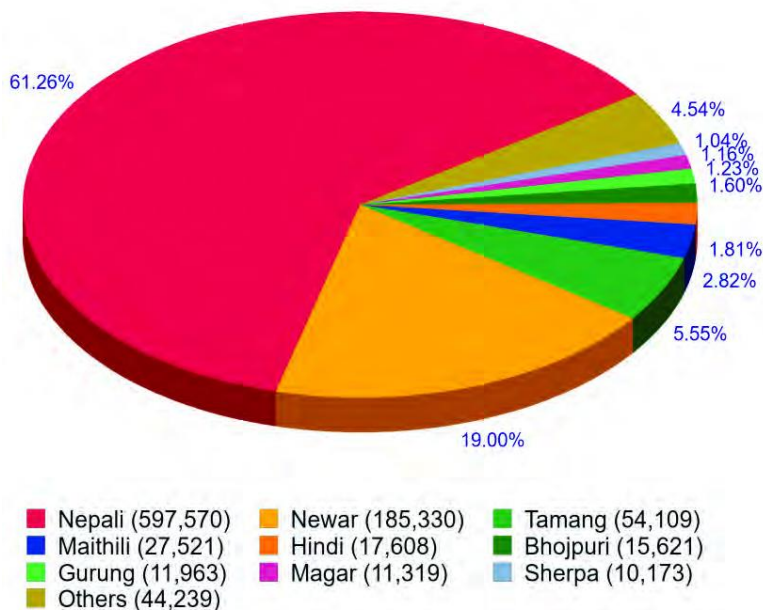
The above bar chart illustrates the comparison between the number of the boys and the girls studying in a public school in Illam each year between the

years 2011 and 2015. The dark bar to the left shows the number of boys, whereas the bar to the right depicts the number of girls.

The bar chart reveals that the number of boys **decreased** every year and fell to 500 in 2015 from 600, whereas the number of girls **increased** every year and reached to 600 in 2015, i.e. a hundred more than in the year 2011. In 2011, the number of boys was exactly a hundred more than that of girls. But after a five years period, the figure became just the opposite. The number of boys gradually went down, and the number of girls increased in the same ratio. So, in the year 2015, the number of boys remained a hundred less than the number of girls though the number of boys and girls was exactly the same in 2013.

Overall, we can clearly see the decline in the number of boys, while the number of girls seems to be a rising trend. The most surprising fact of the school is that though the number of boys and girls changed, the total number of school students remained constant.

Distribution of population of Kathmandu Metropolitan in Terms of Language (Based on the population census of 2011)



- B. A large number of youths and professionals leave Nepal and migrate abroad each year. Write an essay expressing your opinion about the impacts of such migration. Include the following points in your answer.**

definition of migration its types causes of migration (push factors: lack of jobs/opportunities, study, search of quality life, etc.) challenges: natural resources unused, shortage of manpower, changed social order, etc. suggestions to control it: establish industries, provide technical and vocational education/training to youths, provide grants to new entrepreneurs, etc.

Project Activity

There might be a family who has recently migrated to your locality. Meet a member of that family and ask whether his/her expectations of migration are fulfilled or not. Analyse the push and pull factors of migration and make a report.

* * *

Unit 14

Travel and Adventure

Language function: Confirming and denying

Dear students,

The theme of this unit is travel and adventure. Keeping the theme in mind you have to learn texts about travel and adventure. Two reading texts are incorporated in this unit. The first reading text deals with the travel to Tokyo and the second one is a poem 'Weathers' written by Thomas Hardy. Similarly, the language function confirming and denying should also be dealt with in this unit. All four language skills – listening, speaking, reading and writing- along with vocabulary and grammar are practiced through various exercises. At the end of this unit, you are supposed to achieve the objectives given at the beginning of each language skill.

Reading I

Objectives: You should be able to:

- look at the picture and guess the contents of the lesson;
- look at the picture and guess the answers of the pre-questions;
- complete the sentences choosing the correct words from the text;
- match the words with their meanings; and
- answer the questions asked from the text.

Reading I

Answer these questions.

a. What do you see in the pictures below?

⌚

b. What do you know about Tokyo?

✍️.....

Tour to Tokyo: The Place of Tranquility

Tokyo is the most beautiful and peaceful city in Japan, where every tourist wants to enjoy its breath taking nature, historical buildings, delicious food, and traditional places. I might be one of the few fortunate ones who visited Japan on a cheap budget. This travelogue is sure to help every tripper who is **craving** to see the beauty of Tokyo without making it rather expensive.



After nine hours of journey, when the plane reached Haneda Airport, I became **amused** to see Japan's beauty. Tokyo is both the economic and political **epicenter** of the country. It is one of the most **populous** capital cities globally. This beautiful city has become the host of many international programmes and events.

Japanese are very kind, humble, helpful, and polite. I perceived this during the conversation. I thought about how these Japanese people **indulged** in the Second World War. I was very confused about Japanese people until visiting Tokyo, and my confusion faded away when I spent five days there. According to my plan, I decided to stay with my friend instead of a hotel. He lived in the Akabane area; it was around 30 kilometres far from the Haneda International Airport. So, I was looking for a station where I could get the train to go to Akabane. I asked a Japanese police officer to help me find the train station that would take me there. I became amused to see his **hospitality**; because he had taken me to the exact location where I could get the train. He also paid money for my ticket as I did not have Japanese currency. Finally, he bowed to exchange greetings when saying goodbye to me.

I caught the last train from Haneda Airport Terminal 3 Train Station, and after 55 minutes, I arrived at Akabane station at 11:45 am. My friend was waiting for me outside the station, wearing an anti-cold jacket, which delighted me. I felt freezing whenever I came out of the station because this area was not under air-conditioning. Instantly, I took out my jacket from my baggage and put it on to protect myself

from the bitterly cold weather. I am always afraid of the cold, but I enjoyed the cold weather in Japan.

It was three-minute walking distance from my friend's house, so we started to walk, and finally, we reached our destination at 12:30 pm. It was the second time I became astonished that my friend did not lock the front door of his house. Out of my curiosity, I asked him why he did not lock it when getting outside. He replied that house robbery is a very rare incident in Japan though the houses are mostly unlocked.

The following day, I woke up very early to get ready and participate in a conference held by the University of Tsukuba. I fell in love with the fantastic weather. It was freezing weather with snowfall. I had a dream of experiencing this kind of atmosphere that I had only adored in the cinema.



I joined the APEC-Tsukuba International Conference XIII, and they offered a **buffet** lunch for all participants. The university appointed a few guides to ease our movements in new places. The guide took us to a restaurant to have lunch. It was my first opportunity to taste Japanese food. I thought I would not feel comfortable eating Japanese food when I saw them on the table. My concept turned reverse when I tried them. These foods were very delicious, and everyone enjoyed them. Most of the food items were preferable to me, except raw eggs. Japanese restaurants provided raw eggs to eat, and many Japanese people and foreigners **relished** them. To reduce **obesity** rate, they set different prices for the same food for lunch and dinner. Usually, they set the dinner food price higher to discourage people from having heavy food at night.

The gift-giving **etiquette** is another **ritualistic** custom in Japan. They offer gifts on many occasions; for example, they provide many traditional gifts for all participants at the conference. Nobody can deny the **cordial** hospitality offered by the University of Tsukuba. Along with me, all participants from diverse countries became glad and praised them. They treated us very politely. I became **muddled** several times when I thought about how they attacked Pearl Harbor in 1941 upon the United States. In my opinion, Tokyo is the most secure and peaceful capital in the world.

I decided to take a rest for the third day because of extreme **exhaustion**. Luckily, my friend managed to approve his two-day holiday to give me more time. We spent the whole day together inside the house gossiping, cooking, and eating. In addition, we planned to roam around Tokyo the next two days.

In short, Tokyo is not an ordinary place that I forget easily. According to Japanese **architect** Tadao Ando “Look at London or Paris: they are **filthy**. You don’t get that in Tokyo. The proud residents look after their city.” Travelling to Tokyo was not only a tour, but also an experience that I earned properly. I can forget my tour but cannot forget my experiences. So, if you love travelling, you will love Tokyo!

- M M Kobiruzzaman

Word Meaning

Craving /'kreɪvɪŋ/: a powerful desire for something

Amused /ə'mju:zd/: finding something funny or entertaining.

Epicenter /'epɪ,sɛntə/: the central point of something

Populous /'pɒpjələs/: having a large population

Indulged /ɪn'dʌldʒ/: allow oneself to enjoy the pleasure of

Hospitality /,hɒspɪ'tælɪti/: the friendly and generous reception and entertainment of guests, visitors, or strangers

Buffet /'bʊfeɪ, 'bʌfeɪ/: a meal consisting of several dishes from which guests serve themselves.

Relish /'rɛlɪʃ/: great enjoyment

Obesity /ə(ʊ)'bi:sɪti/: the state or condition of being very fat or overweight

Etiquette /'etɪkət/: the customary code of polite behaviour in society or among members of a particular profession or group.

Ritualistic /,rɪtʃʊə'lɪstɪk/: relating to or characteristic of rituals followed as part of a religious or solemn ceremony.

Cordial /'kɔ:diəl/: warm and friendly

Muddled /'mʌdld/: not arranged in order, confused

Exhaustion /ɪg'zɔ:stʃ(ə)n/: a state of extreme physical or mental tiredness

Architect /'ɑ:kɪtekt/: a person who is qualified to design buildings and to plan and supervise their construction.

Filthy /'filθi/: disgustingly dirty

Vocabulary Exercise

A. Complete the following sentences choosing the correct words from the text above.

- a. The writer became to see Japan’s beauty.
- b. Tokyo is one of the mostcapital cities in the world.
- c. She always in reading books but could not pass her exam.
- d. The writer’s confusion away when he spent five days there.
- e. When I tried Japanese food my concept turned
- f. A Japanese said, “Look at London or Paris: they are filthy.”
- g. I never forget the cordial offered by the hotel in Pokhara.

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

Column A

Column B

- | | |
|---------------|--|
| a. residents | i. the central point of something |
| b. conference | ii. liked or enjoyed something |
| c. relished | iii. the customary code of polite behaviour in society or group |
| d. etiquette | iv. a meal consisting of several dishes from which guests serve themselves |
| e. buffet | v. a formal meeting of people with a shared interest |
| f. epicenter | vi. a person who lives somewhere permanently |

Reading Comprehension

C. Answer the following questions.

- a. Why does the writer think himself fortunate?
↳
- b. How are Japanese people?
↳
- c. How far did the writer’s friend live from the airport?

- d. How did a Japanese police officer impress the writer?
 ✎
- e. What did the writer do to protect himself from the cold?
 ✎
- f. How was the weather like on the second day of the tour?
 ✎
- g. What food item was not preferable to him in a buffet?
 ✎
- h. What is usually done to decrease the obesity rate in Japan?
 ✎
- i. What is another ritualistic custom in Japan?
 ✎
- j. How did the writer spend his third day?
 ✎

Grammar I

Objectives: You should be able to:

- read the question tag and notice the rules of question tag;
- supply the appropriate question tag; and
- add appropriate question tags.

A. Read the given sentences and notice the rules of question tag.

- a. Sandip works very hard, doesn't he?
- b. Susma is reading stories, isn't she?
- c. Tom will arrive at about 8 o'clock, won't he?
- d. They do not sing here, do they?
- e. They phone me between 7 and 8, don't they?
- f. He met me at the party, didn't he?
- g. She calls me every day, doesn't she?
- h. Everybody has come, haven't they?
- i. Something is lost, isn't it?

- j. She has never been to Kathmandu, has she?
- k. Open your book, will you?
- l. Don't make noise, will you?
- m. Let me do the task alone, will you?
- n. Let's go, shall we?
- o. You'd rather go home, wouldn't you?
- p. You'd better leave the room now, hadn't you?
- q. All is well, isn't it?
- r. All are well, aren't they?

Did you notice the following rules?

1. Only pronouns are used in question tags. (Sandip-he; Susma-she, etc.)
2. Contracted form of not (n't) is used in question tag. (doesn't, isn't, won't, etc.)
3. If the statement is positive, the question tag is negative and vice-versa.
4. The question tag uses the same auxiliary verb used in the sentence. If there is no auxiliary verb then do is used for base form (go/run/eat/tell, etc.), did is used for simple past tens (walked/told/taught,etc.) and does is used for third person singular verb (sings/calls/plays, etc) as in the examples e, f and g respectively.
5. When have, has, and had work as main verb, do, does and did are used as auxiliary verbs to make question tags.
6. The question tag for 'I am' is 'aren't I?'
7. The statements containing the subjects like: someone, somebody, nobody, anyone, no one, none, everybody, everyone etc., we use 'they' as their pronoun in question tag although they take singular verbs in subject verb agreement.
8. The statements containing the subjects like: something, nothing, everything, anything etc, we use 'it' as their pronoun in question tag.
9. If the statements contain the words like: nothing, nobody, no one, none, hardly, rarely, never, etc., they are treated as negative sentences and we use positive tag.

10. With imperative sentences, we use 'will you' in question tag. It doesn't matter whether the sentence is positive or negative.
11. We use the question tag 'shall we' with the sentence starting 'Let's'.
12. 'd rather' means 'would rather' and 'd better' means 'had better'.
13. With the subject 'all', we can use the pronoun 'it' or 'they' depending on the situation.

B. Supply the appropriate question tags.

- a. This'll work,?
- b. Well, I couldn't help it,?
- c. But you don't really love her,?
- d. We'd never have known,?
- e. The weather's bad,?
- f. You won't be late,?
- g. Nobody knows,?
- h. You have a bath daily,?
- i. You couldn't help me,?
- j. Shut up,?
- k. She's been working hard the whole day,?
- l. He's admitted to Patan Hospital last night,?
- m. You can make it,?
- n. Don't forget,?
- o. Let's have some fun,?
- p. Let us chat,?
- q. Your phone didn't break down,?

C. Add an appropriate question tag.

- a. We are late for the meeting,?
- b. Babin isn't a good boy,?
- c. I was wrong about this,?
- d. He presented a paper yesterday,?

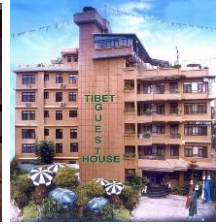
- e. You have done your homework,?
- f. Please stop talking,?
- g. The girl plays the piano,?
- h. Praful will come to the seminar tonight,?
- i. Rita never acts so rudely,?
- j. Let's go swimming,?
- k. They have a horse,?
- l. I am late today,?
- m. She can speak English fluently,?
- n. It rained yesterday,?
- o. You had forgotten your pen,?
- p. She didn't swim yesterday,?
- q. Nothing was wrong,?
- r. Somebody is knocking at the door,?
- s. I would never go with them,?
- t. Don't smoke here,?
- u. Let's go to the cinema,?
- v. It will be funny,?
- w. You don't smoke,?
- x. Nobody likes him,?

Listening

Objectives: You should be able to:

- look at the pictures and guess the content of the listening text;
- guess the answers of pre-questions looking at the pictures;
- listen to the audio and write true or false against the statements; and
- put the given sentences into correct order.

A. Look at the pictures and answer the following questions.



- a. What do you see in these pictures?
 ↙.....
- b. When do you need guest house?
 ↙.....

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

- a. The speaker saved enough money for her travel. [.....]
- b. She travelled with her friends. [.....]
- c. She stayed in a hotel to save money. [.....]
- d. The owner gave her information about the places to visit. [.....]
- e. She became sick when she was on holiday. [.....]
- f. She visited different historical places during her travel. [.....]

C. Listen to the audio again and put the following sentences into correct order.

- a. The owner was kind.
- b. She preferred taking boat trips on river Nile
- c. She got sick only for a day.
- d. The guide said her that local food might make her sick.
- e. She stayed in guest house as it was cheaper than a hotel.
- f. She went for travel on her own.
- g. Usually she wants to go on holiday.

Speaking

Objectives: You should be able to:

- read the given conversation and notice the language used in them;
- have similar conversation in given situations.

A. Practise the given conversations between three friends.

Conversation I

A: My mother is a teacher.

B: So is mine.

C: But mine is a nurse.



Conversation II

A: I don't play any game.

B: Neither do I.

C: But I do. I play badminton everyday.

Conversation III

A: Your daughter writes beautiful poems, doesn't she?

B: Yes, she does. Many of her poems are published in children's magazine.
But she is rather shy.

C: So is my daughter. She hardly speaks with strangers.

B. Have a similar conversation in the given situations.

- a. Ask your brother/sister about his/her interests on watching a TV programme and agree or disagree with the views.
- b. Agree or disagree with your friend who wants to go to Japan for earning money.
- c. You want to go to Pokhara but your mother wants to go to Illam to celebrate your vacation.

Reading II

Objectives: You should be able to:

- guess the answers of the pre-questions;
- match the words with meanings;
- answer the questions asked from the text; and
- complete the interpretation of the poem choosing the correct word from the box

Look at the pictures and guess the answers to the questions.



- a. What seasons do these two pictures represent?
/1
- b. What differences do you notice between the two pictures?
/1

Weathers

This is the weather the cuckoo likes,
And so do I;
When **showers betumble** the **chestnut** spikes,
And **nestlings** fly;
And the little brown nightingale bills his best,
And they sit outside at 'The Traveller's Rest,'
And maids come forth **sprig-muslin** drest,
And citizens dream of the south and west,
And so do I.
This is the weather the shepherd **shuns**,
And so do I;
When **beeches drip** in browns and **duns**,
And thresh and ply;
And hill-hid tides **throb**, thro on throe,
And **meadow rivulets** overflow,

And drops on gate bars hang in a row,
And **rooks** in families homeward go,
And so do I.

-Thomas Hardy

Word Meaning

Showers /'ʃaʊə/: a brief and usually light fall of rain, hail, sleet, or snow.

Betumble /bɪ'tʌmbəld/: throw into disorder or disarrange the parts of

Chestnut /'tʃɛs(t)nʌt/: the large European tree that produces the edible chestnut, with serrated leaves and heavy timber

Nestlings /'nɛs(t)lɪŋ/: a bird that is too young to leave its nest

Muslin /'mʌzli:n/: lightweight cotton cloth in a plain weave

Sprig /sprɪg/: a small stem bearing leaves or flowers, taken from a plant

Shun /ʃʌn/: avoid, ignore, or reject

Beech /bi:tʃ/: a large tree with smooth grey bark, glossy leaves, and hard, pale fine-grained timber

Drip /drɪp/: to shed small drops of liquid

Duns /dʌn/: a dull greyish-brown colour.

Throb /θrɒb/: beat or sound with a strong, regular rhythm

Meadow /'medəʊ/: a piece of grassland

Rivulet /'rɪvjʊlɪt/: a small stream of water or another liquid

Rook /rʊk/: a Eurasian crow with black plumage and a bare face

Vocabulary Exercise

A. Match the following words with their meanings.

- | | |
|--------------|---|
| a. showers | beat or sound with a strong, regular rhythm |
| b. bills | grassland |
| c. maids | dislikes |
| d. betumble | to tumble about; throw into disorder |
| e. nestlings | small rivers; streams |
| f. shuns | young women |
| g. duns | a dull greyish-brown colour |

Thomas Hardy, an English poet has composed the poem ‘Weathers’. He talks about two differentwhich are the spring and the winter. There are two stanzas in the poem. The poet describes season in the first stanza whereas he talks about season in the second stanza.

According to the poet, cuckoo and nightingale like spring season. So he also loves this season. The light rain flows over the pointed leaves of..... tree. The poet is pleased as the little brown nightingale his best songs. People come out of their houses to enjoy the beauty of spring. The..... are seen in their best dresses. The people plan to visit different places of The poet likes this weather as it is liked by all the birds, animals, and humans as well in the first stanza.

In the second stanza, he talks about the winter’s and harshness. All the natural beauty turns into dullness and discomfort. The cuckoo hates this weather. Theturn dry and brown as all leaves fall down. The water drops in the wooden bars of gates. We can see small rivers overflow as it has been raining a lot. The fly to their homes due to the harshness of winter. The poet dislikes the winter season because it is very cold and wet.

Writing

Objectives: You should be able to:

- read the given brochure and notice the language of it; and
- write a similar brochure of any religious place..

A. Read the following brochure of Budhanilkantha Temple and do the activity that follow.

Budhanilkantha Temple

Introduction

Budhanilkantha Temple is a Hindu open air temple dedicated to Lord Vishnu. Budhanilkantha Temple is also known as the Narayanthan Temple, and can be identified by a large reclining statue of Lord Mahavishnu. This temple is regarded as a sacred place for Hindus. It is considered as a sign of religious harmony that has existed in the region since ancient times.

Location and accessibility

Budhanilkantha Temple is situated below the Shivapuri Hill at the northern end of the Kathmandu Valley. It is located in Budhanilkantha Municipality of Kathmandu district in Nepal. Its address is Golfutar Main Rd, Budhanilkantha 44600. The Budhanilkantha Temple is about 10 kilometres from Tribhuvan International Airport and is about 9 kilometres from Thamel. The temple has road connection and can be accessed by a taxi, public bus or tourist bus.

Features

The main statue is carved up on a single block black basalt stone. The statue stands 5 meters tall (around 16.4 feet) and is positioned in the middle of a recessed pool of water, which is 13 meters (42.65 feet) long. He holds the Sudarshan Chakra, Club, a Conch Shell and a gem in his four hands. He is well adorned with a crown engraved with multiple Kirtimukha images which can often be seen being overlapped by a silver crown. The statue is believed to be more than 1400 years old. The temple's main statue of Budhanilkantha is considered the largest stone carving in Nepal.

Festivals

The Budhanilkantha Temple has become the site where thousands of pilgrims visit when Haribondhini Ekadashi Mela takes place on the 11th day of the Hindu month of Kartika (October–November) every year. This is a special ritual to wake up Lord Vishnu from his long sleep. A big fair is also held at the temple area every year on the auspicious occasions of Ekadashi, Harishayani and Haribodhini of Hindu lunar calendar which marks the 4-month sleeping period of Lord Vishnu.

Activity: Prepare a brochure of a touristic place in your locality. Include:

- | | |
|---------------------------------|---------------------------------|
| i. Name of the place | ii. Location |
| iii. Accessibility | iv. Major attractions |
| iv. Entry requirements (if any) | v. Contact information (if any) |

✍️

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Project Activity

Watch any adventurous story on YouTube. Note down its main events. Rewrite the story in your own words and share it with your friends.

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Unit 15

People and Places

Language Function: Describing people and places

Unit Introduction

This is the 15th unit of the book. The entire unit is organised within the four language skills (listening, speaking, reading and writing) and grammar. The first reading is an excerpt from Jhamak Kumari Ghimire's autobiography, entitled 'Me at the Beginning of Life'. After you read the text, there are different activities to check your understanding of the text. The next item is the speaking activity, related to describing people and places. In Grammar I, there are activities related to the use of relative clauses and relative pronouns. There are certain rules which might be helpful for you to make able to use the relative clauses. Grammar I is followed by Listening. It is the place where you can listen to audio and do different activities. Similarly, the second reading introduces one of the famous tourist sites, Sugarloaf Mountain. There are different activities to consolidate your understanding of the text. The second grammar introduces prepositions of place and time. There are different activities that you can do related to prepositions. The writing items in this unit are writing a biography and a leaflet. Guidelines for both of the writings are given. Finally, there is a project activity where you can prepare a biography of a famous person in your locality. Enjoy reading!

Reading I

Objectives: You should be able to:

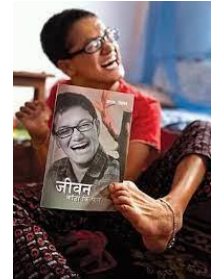
- answer pre-reading questions based on the picture.
- guess the meaning of the unfamiliar words from the context.
- scan and skim the text for the desired information.
- do comprehension exercises.

Look at the picture and answer these questions.

- Who is the person in the picture?
- What is she famous for?

Me at the Beginning of Life

I have understood now that life is a beautiful flower of creation. Whether my own life falls within my definition of life, well, I do not know. When my heart wept I survived, because inside the pain laughter was restless each moment. When I say that somehow or other I survived a burdensome life, few will believe me now. The truth is extremely bitter, the reality equally **insipid**. Many times, while turning those pages of memory I myself have shed tears. Such unlucky lines of fate were **inscribed** for me when I fell to the ground from my mother's womb.



On the sixth day after my birth, my mother bathed me and washed me and made me clean, and put me to sleep with an exercise book and a pen under my pillow. It was a folk belief that fortune would write my line of fate on that night. Mother, you wanted **fortune** to draw a good line of fate right across my brow. But that was just your belief. Yes, fortune did not draw my line of karma well that night, nor did it write a good line of fate.

Time had filled my pockets with packages of ill fortune. I was a girl who had been robbed by fate, who had neither the sweetness nor the joy of life. So how could life be as I had imagined? In the end I had to live, and so I did. But I lived as if there was no difference between the life of an animal and the life of a human being. The only difference was that even though I lived an animal's life, I ate rice, that was all. A life without the **invisible** sympathies and **sensations** of the human heart, which has no hurt, no colour, no individuality: perhaps only a very few people get through this condition. A poet might want to write a beautiful poem about escaping from this kind of life, some sensitive person might like this story. But at that time my life was such a burden that it hurt me, and it had become hard to **endure** the pain.

In everyone's eyes I was someone who had been cursed by the gods, because in this life I had received the fruit of sins from a former life. I had been born into a society whose culture said that people lived from one birth to another. So I was a thorn that **pricked** everyone's eyes. When they saw me, those eyes did not fill with sympathy and that heart never melted with love. Who were very displeased with me, who were very angry. In the end, how right was it for them to be like this to a tender, innocent child? I had no option but to endure all of those things in silence. Inside my child heart, the question continually arose, 'How am I to blame for all of this?'

I had no medium through which to express this, no language, no way of indicating through gestures, no power to utter it. I had life, and that was all, and the little breath that was tangled up with it. How suffocating was my life? There was no exit from it anywhere. If there had been any way out, a river of life would have flowed unceasingly along with time.

Blessed Nature! You gave birth to me to endure the cruel behaviour of human beings and you awoke the meaning of being me. When I was restless with suffering you became my mother and wiped the tears that seeped from my eyes. The mother who bore me also gave birth to me, even though it was to suffer pain, she fostered me for nine or ten months in her womb and gave birth to me. In this, neither she nor I was at fault. It was the fault of fate. Is the definition of disability merely to be born with a bodily incapacity? If so, why do they not consider Homer incomplete? Why did the world never consider the Nikolai Otrovskeys, the Helen Kellers incomplete? These people were weak in body, just like me. But they wrote history before they departed, they left us a different perspective, they set down the meaning of being human before they passed away.

But me? I was born in a world very different from theirs, born in a different geography. For this reason, I lived a life that was so unequal and low grade that maybe only an animal could have lived such a life before. When I achieved awareness, the shoots of consciousness had begun to sprout in me, I think. But even achieving awareness became like a curse. I did not have a voice with which to speak, nor any strength in my legs to walk. Nor was there strength in my hands that I could fill a basket with godavari, makhmali and sunakhari flowers. No, I had nothing of this at all. I was a helpless girl bereft of all these things, whose mind was filled with a longing to run on the hills, but whose feet did not have the strength to support her body. I longed to talk with others, but I had no voice! Because these desires were ones that would never be fulfilled, they fell upon me, wounded.

Yes, I was so robbed by fate that I was unable to even get up from my bed. My poor grandmother white-haired like the moon over the hill, might have picked me up and taken me on her lap. How she must have longed that her son's first offspring would call her 'grandmother' in its baby voice that it would pull at the wrinkles on her face with its little hands. But grandmother, I could not fulfil your wishes. Your other grandchildren fulfilled them. All I did was hurt you when you carried me on your back, how you must have loved me, no?

At that time the economic condition of our home was not so good, to the extent that it was very hard to manage two meals a day, morning and evening. I have heard that mother and father often went hungry at mealtimes, but somehow or other they fed us. Grandmother, even that was not enough for you, you fed me and made me greedy even though you went without food yourself. And on top of that, you took me to sleep with you and you gave me many different things to eat every time I woke up, all through the night. Aha, how good it tasted, the food you gave me!

Grandmother, if you had not wrapped me in a torn-up petticoat and put me in a bamboo basket I might still have been peeing and soiling in my bed today, or I may have already arrived with you in the heaven that people imagine. I don't know. But because of you I touched the various colours of life and understood life from various angles, and experienced the beauty of life myself. Grandmother, you are not with me now that is your misfortune. But you are still living all through my heart and mind.

- Jhamak Ghimire (The opening chapter of Jivan Kanda Ki Phul, translated by Michael Hutt)

Word Meaning

Inspid /ɪn'sɪpɪd/: not interesting or exciting

Inscribed /ɪn'skraɪbd/: wrote or cut words or names, etc. onto something

Fortune /'fɔ:tʃu:n/: chance or luck

Invisible /ɪn'vɪzəbl/: that cannot be seen

Sensation /sen'seɪʃn/: a feeling that you get when something affects your body

Endure /ɪn'dʒʊə(r)/: to experience or deal with something painful or unpleasant

Pricked /prɪkt/: affected with pain, grief or remorse

Tangled /'tæŋɡld/: twisted together in an untidy way

Suffocating /'sʌfəkeɪtɪŋ/: making it difficult to breathe normally

Fostered /'fɒstə(r)/: to encourage something to develop

Perspective /pə'spektɪv/: a way of thinking about something

Consciousness /'kɒŋʃəsənəs/: the state of being able to use your senses and mental powers

Longed /lɒŋd/: wanted something very much

Offspring /'ɒfsprɪŋ/: a child of a particular person or couple

Vocabulary Exercise

A. Fill in the gaps with one of the words given above.

- a. Sweta and Mark read the words **inscribed** on the inner walls of the monument.
- b. Mrs. Shahi would never allow her children to have the kind of life or experiences she had to
- c. Can I open the window? It's in here.
- d. Think out of the box. Try to see this issue from a different
- e. In the case of the guinea pig, the number of varies between two to five.

B. Underline the synonyms of the words on the left from the list of the words on the right. One has been done as an example.

- | | |
|---------------|--|
| a. survive: | <u>bear</u> , <u>withstand</u> , cease, <u>sustain</u> |
| b. burden: | onus, responsibility, relief, load |
| c. tender: | callous, delicate, feeble, weak |
| d. restless: | composed, anxious, sleepless, fidgety |
| e. pass away: | decease, lifeless, expire, enliven |
| f. bereft: | cut off, replete, devoid, deprived, destitute |

Reading Comprehension

C. Choose and copy the best alternatives.

- a. When the writer remembers her bygone days,
 - i. she feels happy
 - ii. tears roll in her eyes
 - iii. her heart pounds with joy

Read the given text for the answer.

The truth is extremely bitter, the reality equally insipid. Many times, while turning those pages of memory I myself have shed tears. Such unlucky lines of fate were inscribed for me when I fell to the ground from my mother's womb.

Ans: ii. tears rolls in her eyes

- b. According to the writer, she felt like a human being only because
- i. she spoke like other people
 - ii. she could walk freely
 - iii. she ate rice
- c. Besides her family members, other human beings
- i. showed cruel behaviour
 - ii. showed sympathy
 - iii. helped her overcome her grief
- d. Which of the following did the writer not want to do when she achieved awareness?
- i. fill her basket with different flowers
 - ii. run on the hills
 - iii. use colourful pencils to make pictures
- e. At the end, the writer is grateful to
- i. her grandmother
 - ii. her parents
 - iii. the god

D. Answer these questions.

- a. *Jhamak says that only few people believe her story. Why do you think she says so?*

When my heart wept I survived, because inside the pain laughter was restless each moment. When I say that somehow or other I survived a burdensome life, few will believe me now. The truth is extremely bitter, the reality equally insipid. Many times, while turning those pages of memory I myself have shed tears. Such unlucky lines of fate were inscribed for me when I fell to the ground from my mother's womb.

Ans: **Because the truth is extremely bitter and the reality is insipid.**

- b. When was her unlucky fate written, according to the writer?
- ✍

- c. What did other people think about Jhamak's physical incapability?
✍
- d. Who does Jhamak compare herself with? What made them different from Jhamak?
✍
- e. What does the writer compare her grandmother with in the text?
✍
- f. How do you feel about the writer?
✍

Speaking

Objectives: You should be able to:

- speak fluently and accurately in the given situations.
- describe people and places correctly.

A. Study how these your friends describe other people and places.

The Dharahara, which was built in 1832 by Bhimsen Thapa, is a nine-storey tower of 61.88 meters. It is situated in Kathmandu. Inside the tower, there are 213 steps through which we can reach to the observation deck on the eighth floor. It offers a panoramic view of the Kathmandu Valley.



My father, who is the head of my family, is in his forties. He has a fair complexion and shoulder-length straight hair. He provides strict discipline and maintains harmony among the family members. He always motivates us for getting success. I'm proud of my father.

- B. Suppose you have recently visited a place. Describe the place to one of your friends orally. You can record your description on your cell phone or tab and send it to your teacher.**
- C. Imagine that a tourist wants to meet your father who is far away. Describe your father in such a way that the tourist is able to recognise your father. Record your description on your mobile set and send it to your teacher for feedback.**

Grammar I

Objectives: You should be able to:

- produce grammatically correct sentences.
- identify and use relative clauses correctly.

A. These sentences are from the reading text above. Find them and complete them with the missing words.

- a. I was a girl had been robbed by fate.

This is the text where the sentence lies in the text. Read it.

Time had filled my pocket with packages of ill fortune. I was a girl who had been robbed by fate, who had neither the sweetness nor the joy of life. So, how could life be as I had imagined? In the end, I had to live, and so did I.

Ans: I was a girl who had been robbed by fate.

- b. In everyone's eyes, I was someone had been cursed by the gods.
- c. I had been born into a societyculture said that people lived from one birth to another.
- d. The mother bore me also gave birth to me.
- e. I was a helpless girl bereft of all these things, mind was filled with a longing to run on the hills.

Relative Clauses

A relative clause is a kind of dependent clause that has a subject and a verb, but cannot stand alone as a sentence. It functions as an adjective, so it is known as an adjective clause too. It gives more information about nouns. A relative clause always begins with a relative pronoun which substitutes for a noun, a noun phrase or a pronoun. Let's look at the relative clauses and their uses with examples.

PRONOUNS	USAGE	Examples
WHO	refers to people (subject)	He who overcomes his anger subdues his greatest enemy.
WHOM	refers to people (objects of the verb)	She's the woman whom I met in Greece.
WHOSE	refers to possessions	Whose keys are on the kitchen counter?
WHICH	refers to animals and objects.	That is not good language which all understand not.
THAT	refers to people, things, and animals	It's a poor mouse that has only one hole.
WHERE	refers to places	Sign your name on the form where I've put a cross.
WHEN	refers to time	Let's cross the bridge when we come to it.
WHY	refers to reasons	I'd like to know the reason why you're so late.
WHAT	refers to things	Pardon me - I didn't hear what you said.

Types of relative clauses

There are two types of relative clauses.

a. Restrictive/Defining Relative Clauses

These clauses give the information necessary for a complete identification of the noun used. It means, without these relative clauses, we cannot get the idea which noun someone is referring to. For example:

I like the paintings which hang on your sitting room wall.

The relative clause 'which hang on your sitting room wall' makes it clear which painting the speaker is talking about.

b. Non-restrictive/Non-defining Relative Clauses

These types of relative clauses provide additional information about the nouns used. Such information can be interesting or important to the larger conversation, but it is not helpful for the clear identification of the noun. Thus, we can delete such relative clauses without affecting the meaning of the statements. For example:

My mother, who is an excellent cook, is thinking of opening a new restaurant.

Here, the relative clause 'who is an excellent cook' provides additional information about the subject 'my mother'.

Note: We commas are used to separate non-restrictive relative clauses.

Exercises

B. Underline the relative clauses in these sentences. One has been done as example.

- a. My father likes the man who lives next door.
Ans: My father likes the man who lives next door.
- b. Monika lives in London, which has some fantastic parks.
- c. He is looking for a car that can run on electricity.
- d. Last week, I went to the village that Lucy recommended.
- e. Students whose grades are low can take remedial classes.
- f. I hope to hear more about the person with whom I travelled from Kathmandu to Delhi.

- g. I am driving across the country with my three children, which is going to be stressful.

C. Choose the best alternatives and fill in the gaps.

- a. This is the man rescued many injured passengers from the bus.
(which/who/whom)

The relative pronoun has to describe/qualify the noun 'the man' which comes as the subject, 'who' should be used there.

*Ans: This is the man **who** rescued many injured passengers from the bus.*

- b. Sumana bought a car runs very fast. (that/when/where)
c. The house I was born is devastated in the earthquake.
(where/which/when)
d. The house we bought recently faces the sea.
(where/which/why)
e. Did you really understand I told you? (when/what/where)
f. The employee, had recently been fired, had a long list of misconducts.
g. Saturday is the day we have public holiday in Nepal.
(where/which/when)
h. Mark has been driving the car for an hour forehead is covered in sweat. (whose/who/whom)
i. The car the bank robbers escaped in was orange.
(whose/who/which)

D. Join these sentences with the relative pronouns given in the brackets. An example has been given.

For example: The bag is heavy. It contains a lot of presents.

The bag, which contains a lot of presents, is heavy.

Remember: While joining such sentences, the noun/pronoun repeated in the second sentence should be omitted and a relative pronoun should be used. In the above sentence, the pronoun 'it' in the sentence 'It contains a lot of presents' is replaced by the relative pronoun 'which'.

- a. The letter reached her yesterday. Her pen-friend wrote it. (which)

- b. This is the house. Jack built it. (that)
- c. The boy did not do his homework. The teacher punished him. (who)
- d. I know the manager. I called him at my birthday party. (whom)
- e. Bring the files here. The files are in my drawer. (that)
- f. Once upon a time, there lived a giant. The giant was very powerful and cruel. (who)
- g. The Second World War began in 1939 AD. My grandfather was born that year. (when)
- h. Kunti is my senior student. I am using her car today. (whose)
- i. Mount Everest lies in Nepal. It is the tallest mountain in the world. (which)
- j. Krishna is my elder brother. He has become an ambassador recently. (who)

Listening

Objectives: You should be able to:

- guess answers to the pre-reading questions.
- listen to authentic English audio and do comprehension exercises (fill in the gaps and short answer questions).

A. Look at the picture and answer these questions.

- a. Who is the person in the picture?
- b. What contribution has he made for the sake of mankind?



B. Listen to the audio and fill in the blanks with correct information.

- a. Dr. Ruit has already conducted surgeries.
- b. Eye disease affects percent of the human population.
- c. Normally a cataract surgery costs dollars but the price has significantly reduced now.
- d. He is also known as of sight.

- e. His sister died at the age of

B. Answer these questions.

- a. When does our vision get blurred?
- b. Where are the treatment centres established?
- c. How long does it take the medical personnel to complete the eye surgery?
- d. List the countries Dr. Ruit has already visited treating patients.
- e. What triggered Dr. Ruit to become a doctor?

C. With the help of the internet and other resources, find more facts about Dr. Ruit. Show them to your teacher.

Reading II

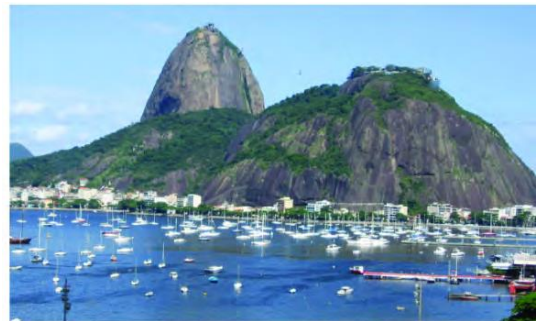
Objectives: You should be able to:

- guess answers to the pre-reading questions by looking at the given pictures.
- guess the meaning of the unfamiliar words from the context.
- read the text silently in order to understand the general idea.
- do comprehension exercises (.....) based on the reading text.

Look at the picture below and answer these questions.

Sugarloaf Mountain: 5 Interesting Facts

Sugarloaf Mountain is a striking natural **landmark** overlooking Rio de Janeiro that sits at the entrance to Guanabara Bay in southeastern Brazil.



Known as Pao de Acucar in Portuguese, it is named for its unique shape that resembles a traditional form of refined sugar used in the 19th

century. A tall granite cone with a circular top, it reaches up some 1299 feet, or 396 metres. Here are 5 interesting facts about this **spectacular** part of Rio de Janeiro, Brazil:

A

Sugar Loaf Mountain is one of the largest and most popular urban rock-climbing destinations in the world. There are 270 different routes to explore in the area as you climb high above the Atlantic Ocean and the **sprawling** Rio de Janeiro. You can give it a hand yourself, or watch other adventurers conquer the **iconic** mountain.



B



It is not the only unique landmark in the area. Its neighbours add to the **tranquil** beauty of the whole **peninsula**. Morro de Babilonia, or Babylon Mountain and Morro de Urca, or Urca's mountain are two neighboring natural wonders. These two mountains are also **accessible** to the public and open to rock

climbers. Morro de Urca offers a play area for children and a restaurant that serves up delicious dishes.

C

Sugarloaf Mountain has made an appearance in Hollywood **blockbusters**. The beauty of the area makes it perfect for the big screen. Pao de Acucar made its debut on screen in the 1942 film "Now, Voyager" with Bette Davis. It has also been featured in a James Bond film, "Moonraker" in 1979 where one of the scenes **unfolded** in a cable car. It has even been referenced in the popular cartoon sitcom, "The Simpsons."



D



Historic Guanabara Bay stretches in front of Sugarloaf Mountain. Translated as "the bosom of the sea", it was home to several **fortifications** built by the colonial government in the 16th century. Guanabara is made up of more than 130 islands and surrounded by beautiful natural scenery you can see

from high above as you tour the mountain.

E

Two cable cars take visitors to the summit where they can enjoy stunning views of Rio de Janeiro from a height of 1296 feet. The cars themselves are enclosed by glass panels. As you begin to ascend to the very top, you can enjoy the **brehtaking** views unfolding below you. Because Sugarloaf Mountain sits on a peninsula that stretches into the Atlantic Ocean it offers a unique scenic combination of a **bustling** city, a tranquil bay, and a sparkling ocean. You will love reaching the summit, but the journey there will be just as enjoyable.

(Source: Brazil Culture And Travel.com)

Word meaning

Landmark /'ləndmɑ:k/: something that you can see clearly from a distance

Spectacular /spek'tækjələ(r)/: very impressive

Sprawling /'sprɔ:ɪŋ/: spreading in an untidy way

Iconic /aɪ'kɒnɪk/: being a thing that people admire

Tranquil /'træŋkwɪl/: quiet and peaceful

Peninsula /pə'nɪnsjələ/: an area of land that is almost surrounded by water but is joined to a larger piece of land

Accessible /ək'sesəbl/: that can be reached/entered

Blockbuster /'blɒkbʌstə(r)/: a film or book that is very successful

Unfold /ʌn'fəʊld/: to make something known

Fortification /fɔːtɪfɪˈkeɪʃn/: a tower or wall, etc. built to defend a place against attack

Breathtaking /ˈbreθteɪkɪŋ/: very exciting or impressive

Bustling /ˈbʌslɪŋ/: full of people moving about in a busy way

Vocabulary Exercise

Find the words from the text that have the given meanings. The words are underlined.

a.: the highest point of something

Ans: *summit*

b.: a person who enjoys exciting new experiences, especially going to unusual places

c.: something that fills you with surprise and pleasure

d.: a place to which somebody is going

e.: being the only one of its kind

f.: extremely attractive or impressive

g.: connected with or belonging to a country that controls another country

Reading Comprehension

A. State whether the given sentences are True or False. If the information is not given, write NG (Not Given).

a. *Sugarloaf Mountain lies in the northern part of Brazil.*

Read the given paragraph for the answer.

Sugarloaf Mountain is a striking natural landmark overlooking Rio de Janeiro that sits at the entrance to Guanabara Bay in southeastern Brazil.

Ans: *False* (*The mountain lies in the southeastern part of Brazil.*)

b. The top of the mountain is like a cone.

c. People go to the mountain for paragliding.

d. If you are fond of eating delicious food, you can go to mountain Urca.

e. Many Bollywood movies have been shot at Sugarloaf Mountain.

f. Brazil was under a colonial regime once.

- g. The fare for cable cars is very expensive.

B. Answer these questions.

- a. How is Sugarloaf Mountain named?

Read the second paragraph for the answer to this question.

Known as Pao de Acucar in Portuguese, it is named for its unique shape that resembles a traditional form of refined sugar used in the 19th century.

Ans: It is named so as it resembles a traditional form of refined sugar used in the 19th century.

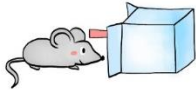
- b. How many routes lead to Sugarloaf Mountain?
- c. Is Sugarloaf Mountain a single unique destination there? If no, what are others?
- d. Among Babylon, Urca and Sugarloaf Mountains, which mountain would children like to go?
- e. Which cartoon show has referenced Sugarloaf Mountain?
- f. Make a list of the features of Guanabara Bay.
- g. Among these five interesting facts about Sugarloaf Mountain, which fact did you find the most interesting? Why?

Grammar II

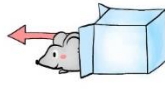
Objectives: You should be able to:

- use prepositions of place and time correctly.
- make grammatically correct sentences.

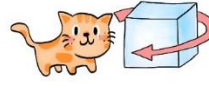
A. Look at the given pictures and see how prepositions of motion are used.



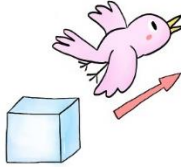
into the box



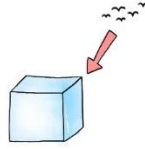
out of the box



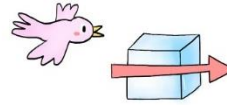
around the box



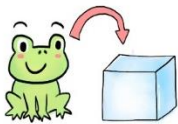
away from the box



toward the box



past the box



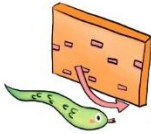
on to the box



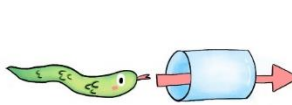
off the box



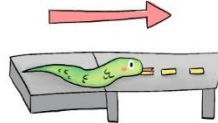
over the box



under the wall



through the pipe



across the bridge

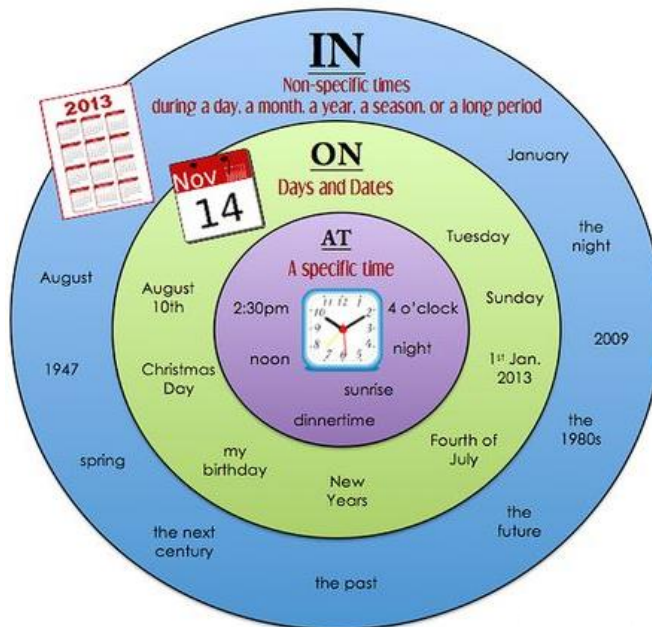


up the stairs



down the stairs

B. Now, look at the given diagram to see how preposition of time are used.



C. Fill in the blanks with appropriate prepositions.

- a. What are you doing **at** the weekend?
- b. The loud noise coming from the garage nearby woke us up midnight.
- c. I visit my parents Fridays.
- d. In Kathmandu, shops open early the morning.
- e. "Will you invite me your birthday party?", Anu said to me.
- f. Yuvani was born 27th July 2013.
- g. Luckily, the weather was perfect her wedding day.
- h. Look! I found your purse the mattress.
- i. Dinesh and Gopal are planning to meet the station.
- j. From this New Year, I have planned to give my bad habits.
- k. The old man had waited for his son to return about 30 years, but in vain.
- l. She has been living Dharan 2003.

D. Complete the text below with correct prepositions.

a.

Gautam Buddha was born **in** 563 BCE Lumbini Shakya clan Kapilvastu Vaisakh Purnima Day. His father was the ruler. His mother died seven days his birth. So, he was brought by his stepmother. He left home the age of 29. He attained enlightenment the age of 35 Bodhgaya a peepal tree the banks of the Phalgu River.

b.

I love keep my room neat and tidy. My books and other study materials are my table the corner. My clothes are the cupboard. The shoes are the shoe rack. There is a ceiling fan my bed. I have a TV the wall of the sitting room. There is a big photograph my parents the TV.

Writing

Objectives: You should be able to:

- write well-formed paragraphs.
- be familiar with the format, layout and design of the writing like a biography, brochure, etc.
- compose a biography with the help of the given outlines.
- prepare a brochure with the help of the given outlines.

A. Study the information below about Pasang Lhamu Sherpa; the first Nepali woman to scale Mt. Everest. Write a short biography of her. You can use Reading I for your reference.

Birth: Solukhumbu on 16 December 1961

Early age: grew up in a mountaineering family, started to climb mountains in her teenage

At the age of 17: went to Kathmandu with her love Lakpa Sonam Sherpa and together with him owned a travel agency

1980: first climb; Mt. Pisang (6091m), climbed Mt. Blank (4848m), but failed to climb Mt. Everest reaching the height of 8000m only

- 1991:** made two attempts to climb Mt. Everest but could reach 8750 and 8500m respectively
- April 22, 1993:** reached the top of Mt. Everest
- Death:** April 22, 1993; dies due to bad weather while climbing down
- Honours:** National Hero, highways and mountains named after her

B. Prepare a brochure of a tourist place in your locality. Include:

- i. Name of the place
- ii. Location
- iii. Accessibility
- iv. Major attractions
- iv. Entry requirements (if any)
- v. Contact information

Name (write the name of the place at the top)

Introduction: where is the place located, its height, major/attractive features

.....

.....

How can one get the place?

.....

.....

Are there any entry requirements?

.....

.....

Contact information (mention if there are any)

.....

.....

Project Activity

There can be many people in your locality who have played significant roles in transforming your society and the nation, too. Meet him/her and find detailed information. Based on the data you have collected, prepare a short biography.

* * *

Unit 16

Success and Celebration

Language function: Congratulating

Dear students,

This unit deals with the theme of success and celebration. The first reading text has presented the struggle and success story of Walt Disney. Rudyard Kipling's poem has been chosen to provide further information on success and failure as the second reading text. Similarly, listening, speaking and writing skills are oriented towards developing the language function congratulating. Keeping the theme and language function in mind, you have to study all topics given in this unit. At the end of this unit, you are supposed to achieve the objectives given at the beginning of each topic.

Reading I

Objectives: You should be able to:

- look at the picture and guess the contents of the lesson;
- look at the picture and guess the answers of the pre-questions;
- complete the sentences choosing the correct words from the text;
- rewrite the given sentences making them correct; and
- answer the questions asked from the text.

Look at the picture and answer the questions.

- a. Who do you think this person is?
↳
- b. What is he known for?
↳



Walt Disney: An Example of Struggle and Success

Whenever you think about great personalities who started from very **humble** beginnings and achieved extraordinary success, who comes to your mind? Walt Disney's name springs to many people's minds. Walt Disney is known as an **extraordinarily** successful and creative person whose visions as an animator, filmmaker, and theme park developer changed the entertainment world in the 20th century and beyond. Yet, dig a little deeper into Disney's background, and you will discover that his road to success was paved by an unhappy childhood along with **countless** business failures and setbacks.

Born in Chicago in 1901 and raised in Missouri, Disney was the fourth son among five **siblings**. His father, Elias, was a **domineering** figure who was allegedly abusive. He was unsuccessful to **make ends meet** for the family. To escape from his stressful circumstances, Young Disney found **solace** in drawing. Still, he would watch his older brothers, one by one, run off from home to escape their father. When Disney was 16, he dropped out of school to join the Army but was rejected for being underage. Instead, he joined the Red Cross and was sent to France for a year to drive an ambulance. He moved back to the United States in 1919.

When he returned home from war, Disney became an **apprentice** at a Kansas City commercial art studio. **Itching** to set off, he and his older brother, Roy, launched their own cartoon business, Laugh-O-Gram Studios, in 1920, but the company went **bankrupt** a couple of years later.

With the loss of his first business, Disney packed his bags, and with just forty dollars to his name, took off to Los Angeles to try his hand at acting. But he failed at that, too. Still, there was a **silver lining** to his move. Noticing there were not any **animation** studios in California, Disney convinced Roy to join him out West so they could set up a shop. Not so long after, Disney found his first major success with the creation of Oswald the Lucky Rabbit.

Disney's character Oswald was lucky, becoming a huge star in onereel animation, but Disney himself would find his luck had run out. Travelling to New York to **renegotiate** his contract, he discovered that his producer had taken his team of animators from him and that he no longer had any legal rights to Oswald the Lucky Rabbit. But instead of fighting the loss or **plotting** his **revenge**, Disney decided to walk away and start over again. It was on the train ride back to California that he created Mickey Mouse.

After years of eating beans and driving up his debts, Disney finally brought Mickey Mouse to life on film starting in the late 1920s and earned his way back to the top of his industry. But it was not easy. Investors rejected the concept of his famous mouse over 300 times before one accepted it.

Even with the success of Mickey Mouse, Disney still faced challenges in keeping his business afloat. Not only was he overworked, but tensions with his employer; who eventually stole his longtime and best animator from him, led to Disney having a nervous breakdown. After taking some time off with his wife to recover, Disney returned with

a bold new idea: He would develop a full-length animation feature, which he would call Snow White and the Seven Dwarfs (1937). It would become a huge success at the box office, yet the films that followed, Pinocchio (1940), Fantasia (1940) and Bambi (1942), would end up being duds.

If Disney didn't already have enough burdens to shoulder, more were on the way. His animators went on strike at the start of World War II and contributed to his mounting debt that ran upwards of four million dollars. After the war was over, his company was slow to rebuild, but during this time, Disney learned to diversify his business by turning to television, despite pressures from the film studios to stay on the big screen. His gamble paid off. With the success of TV shows like The Mickey Mouse Club and Davy Crockett, Disney was able to harness enough capital to launch his biggest venture yet: Disneyland.

Disneyland was opened on July 17, 1955, in Anaheim, California. Like most of Disney's enterprises, it got off to a rocky start. Forged tickets were bringing more visitors than anticipated, adding to a line that trailed seven miles long. With temperature soaring up to 100 degrees, the new asphalt was melting women's high heels, drinking fountains were defunct and some of the rides malfunctioned. Critics called the opening of Disneyland "Black Sunday." But as always, Disney's determination and perseverance turned his latest endeavor around. Disneyland became a colossal success, clearing out his financial debts, and to this day, operates as an integral part of his business empire.

Commenting on the benefits of failure, Disney once said: "All the adversity I've had in my life, all the troubles and obstacles have strengthened me. You may not realise it when it happens, but a kickin the teeth may be the best thing in the world for you."

Word Meaning:

Humble /'hʌmbl/: low social, administrative, or political rank

Extraordinarily /ɛk'strɔ:d(ɪ)n(ə)rɪli/: in a very unusual or remarkable way.

Countless /'kaʊntləs/: too many to be counted

Siblings /'sɪblɪŋ/: a brother or sister

Domineering /,dɒmɪ'nɪərɪŋ/: overbearing control over others

Make ends meet : earn just enough money to live on.

Solace /'sɒlɪs/: comfort or consolation in a time of distress or sadness

Apprentice /ə'prɛntɪs/: having agreed to work for a fixed period at low wages.

Itch /ɪtʃ/: strong desire to do something.

Bankrupt /'bʌŋkrʌpt/: declared in law as unable to pay their debts

Silver lining: something good that can be found in a bad situation.

Animation /,anɪ'meɪʃn/: the state of being full of life or vigour

Renegotiate /,ri:nɪ'gəʊʃɪət/: negotiate (something) again in order to change the original agreed terms

Plotting /plɒtɪŋ/: secretly making plans to carry out

Revenge /rɪ'ven(d)ʒ/: the action of hurting someone in return for an injury

Afloat /ə'fləʊt/: floating in water; not sinking.

Nervous /'nɜ:vəs/: worried or slightly frightened

Breakdown /'breɪkdaʊn/: a mechanical failure

Box office /'bɒks ɔfɪs/: a place at a theatre, cinema, etc. where tickets are bought or reserved

Duds dʌd/: a thing that fails to work properly

Mounting /'maʊntɪŋ/: support for something

Diversify /dɪvə'sɪfaɪ/: make or become more diverse or varied

Gamble /'gæmbl/: play games of chance for money; bet.

Harness /'hɑ:nɪs/: a set of straps and fittings by which a horse is fastened to a cart

Venture /'ven(t)ʃə/: a risky or daring journey

Enterprises /'entəpraɪz/: a business or company

Forged /fɔ:dʒd/: copied fraudulently; fake

Asphalt /ˈæsfɔːlt/: a mixture of dark bituminous pitch with sand or gravel

Defunct /dɪˈfʌŋ(k)t/: no longer existing or functioning.

Perseverance /ˌpɜːsɪˈvɪərəns/: persistence in doing something despite difficulty or delay in achieving success.

Endeavor /ɪnˈdeɪvə/: an attempt to achieve a goal

Colossal /kəˈlɒsl/: extremely large or great

Adversity /ədˈvɜːsɪti/: a difficult or unpleasant situation

Kickinthe teeth: something that is very shocking and disappointing

Vocabulary Exercise

Use the correct words/ phrases from the box below to complete the sentences.

countless	siblings	domineering	solace	apprentice
bankrupt	plotting	mounting	harness	perseverance

- a. There are reasons behind his failure in business.
- b. His primary concern was to protect hisand his parents.
- c. Mick was stubborn and with a very bad temper.
- d. Disney was able to enough capital to launch his biggest business enterprise.
- e. They are friends and have given me good in times of need..
- f. The problem lies in finding to learn the trade..
- g. He was declared after failing to pay the loan.
- h. Behind the scenes they are planning and well before inauguration day.
- i. Pressure is on the government to change the law.
- j. Walt Disney had..... in the face of obstacles which led him toward success.

Reading Comprehension

A. Rewrite the following sentences correcting them as in the text.

Note: One example is done for you.

- a. *He shifted his focus from television shows to big screens.*
✎ *He shifted his focus from big screens to television shows.*
- b. He successfully founded the famous Disneyfarm.
✎
- c. He returned to Chicago and worked as a trainee at a commercial bank.
✎
- d. He created the characters, Oswald the Unlucky Rabbit and Mickey Mouse.
✎
- e. The cartoon company Laugh-O-Gram succeeded.
✎
- f. Disney got rid of severe mental and emotional illness.
✎
- g. Disney left home and went to France to work as a taxi driver.
✎

B. Answer these questions.

- a. What is Walt Disney known for?
✎
- b. What did pave his road to succes.
✎
- c. What did Disney do after his failure in the first business?
✎
- d. How was the character of Mickey Mouse created?
✎
- e. Why did Disney have a mental breakdown?
✎
- f. Which of his films were commercially successful?

- g. Which films of him was unable to become successful?
 ✎.....
- h. How did he harness enough capital to launch Disneyland?
 ✎.....
- i. When and where was Disneyland opened?
 ✎.....
- j. What lesson do you learn from Disney's life?
 ✎.....

Grammar I

Objectives: You should be able to:

- read the uses of prepositions and notice the rules for their correct use;
- underline the prepositions used in the given sentences; and
- fill in the blanks choosing correct prepositions.

A. Underline the prepositions used in the given sentences.

Note: One example is given for you.

- a. Mr. and Mrs. Kelly have been married since 2010.
- b. I was tired this morning. I stayed in bed until 10 o'clock.
- c. I am going away for a few weeks.
- d. She works from Monday to Friday.
- e. I often go away at the weekend.
- f. I'm starting my new job on 3 July.
- g. Krishvi was born in April.
- h. This company was established in 1978.
- i. Hurry up! The train leaves in ten minutes.
- j. She didn't sleep at night.

B. Read the following uses of prepositions.

Since	For	From...to/until
Since + point of time	For + period of time	From 1980 to 1990

Since Monday	For three days	From Sunday to Friday
Since 2022	For ten months	Until Friday
Since 3.30	For ten minutes	Until December
Since her birthday	For a long time	Until 4 o'clock
Since I arrived	For a few weeks	Until I come back
Since I childhood	For the weekend	
In	On	At
In April/June, etc.	On Sunday(s)	At 6 o'clock
In 1980/2023, etc.	On 25 March	At 11.30
In summer/spring	On new year's day	At midnight
In the morning	On Monday morning	At the weekend
In the evening		At night
In the afternoon	On Tuesday afternoon	At Christmas
In a week		At the end of
In a moment	On Saturday evening	At the moment
In two months' time		At dusk
In the twentieth century	On Saturday night	At dawn
In the past	On my birthday	At sunset
In the future		At lunchtime

C. Complete the sentences. Put in at, on, or in where necessary.

- a. Madhav Prasad Ghimire was born in Lalitpur1922.
- b. I haven't seen Kavin for a few days. I last saw him Monday.
- c. The price of electricity is going up..... February.
- d. I have been invited to a wedding14 February.
- e. Hurry up! We've got to go five minutes.
- f. I'm very fond of travellingnight.
- g. Sunday night I went to bed11 o'clock.
- h. I'm sure the weather will be nice the weekend.
- i. Do you work the evening?

- j. I'm busy just now but I will be with youa moment.
- k. In Britain people send each other cards Christmas.
- l. In Canada most people do not workSundays.
- m. Mr. Benn is busy at the moment.
- n. The train will be leaving in a few minutes.
- o. The telephone and the doorbell rang the same time.

Grammar II

A. Complete the sentences with the correct preposition: in, at, on.

- a) I saw an interesting book the top shelf.
- b) I have only got a pillow..... mine.
- c) sunny days we usually go to the beach.
- d) Let's meet the corner of Brook and Benton Street.
- e) There were a lot of people the concert.
- f) Get the bus. It's already moving.
- g) He speaks German very well. He studied Berlin for two years.
- h) I usually listen to jazz because I'm interested American music.
- i) Jack was born December 20, 1959.
- j) midnight the new law will come into effect.
- k) We usually have a great dinner Christmas Day.
- l) There were many people I have never seen the wedding.
- m) Herbert's mother died the age of 92.
- n) His office is the second floor.
- o) The dog is swimming the river.
- p) She told me she would be there noon.
- q) There is a new painting the wall.
- r) The tragedy happened the summer of 1939.
- s) It's much cooler the evening than it is the afternoon.
- t) I'll see you lunch.
- u) There is a ticket machine the entrance to the car park.
- v) In summer, there are always flies the kitchen ceiling..

- w) Have you got blankets your bed?
- x) He got his bike and rode home.
- y) She got home just time to put the children to bed.

B. Complete the sentences below with the correct prepositional phrases from the box.

in cash	at playing	interested in	with each other
out of their hand	in a hurry	out of reach	on a diet
at large	on board	of the situation	

- a. The accident took place as the bus and the lorry collided
- b. Amin is brilliant the violin.
- c. Mr. Sharma is not politics.
- d. The criminal who took the lives of five is still
- e. I can not contact him. His phone is
- f. The concert went They had to call the police to take control
- g. Sanskriti is these days for fear that she will put on weight.
- h. I can not talk to you now. I am
- i. Even though the plane had to take an emergency landing, all the passengers were safe and sound.
- j. Would you like to make the payment or by the cheque?

Listening

Objectives: You should be able to:

- guess the answers of pre-questions on the basis of your prior knowledge;
- listen to the audio and write true or false against the statements; and
- answer the questions asked from the text.

A. Answer the following questions.

- a. Have you ever congratulated anyone or received congratulations from others?
 /ɹ.....

- b. On what occasions do we congratulate people? Write any four such occasions.

✍️

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

- a) The speaker makes a special announcement. [.....]
b) Participants other than the winner are not congratulated. [.....]
c) It was a national level handwriting competition. [.....]
d) The audience congratulates the stars with clapping. [.....]
e) The school has just finished the examination. [.....]

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

- a) What is the assembly for?

✍️

- b) Name the organizer of the handwriting competition.

✍️

- c) Why is Dalbir congratulated?

✍️

- d) How do the students congratulate the winner and the participants?

✍️

- e) Who will distribute the exam routine and the notice?

✍️

Speaking

Objectives: You should be able to:

- read the given conversation and notice the language used in them;
- have similar conversation in given situations.

A. Practise the given conversation between three friends.

Conversation I

A : I topped my university.

B : Really! Congratulations! I am proud of you.

A : Thank you very much.

Conversation II

A : I won the 200 metre race in the Sports Day at school and got the gold medal.

B : Did you? Congratulations!

A : Thank you, indeed.

B. Have a similar conversation in the given situations.

- a. Get a good job/I'd like to congratulate
- b. Elected captain in the class/accept my sincere congratulations
- c. Win the first prize/I'd like to congratulate
- d. Stand first in the final examination/accept my heartiest congratulations
- e. Fully recovered from serious illness/congratulations
- f. Get a scholarship to study abroad/I'd like to congratulate

Reading II

Objectives: You should be able to:

- guess the answers of the pre-questions;
- write single words/phrases for the given meanings from the poem;
- answer the questions asked from the text; and
- complete the summary of the poem choosing the correct words from the box

Answer the following questions.

a. What conditions do you think one has to fulfill to be a successful person in life?

⚡.....

b. Which of them have you been following?

⚡.....

IF

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;

If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with **Triumph** and Disaster

And treat those two **impostors** just the same;
If you can bear to hear the truth you've spoken
Twisted by **knaves** to make a trap for fools,
Or watch the things you gave your life to, broken,
And **stoop** and build 'em up with **worn-out** tools:

If you can make one heap of all your winnings
And risk it on one turn of **pitch-and-toss**,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and **sinew**
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the **Will** which says to them: 'Hold on!'

If you can talk with crowds and keep your **virtue**,
Or walk with Kings—nor lose the common touch,
If neither **foes** nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the **unforgiving** minute
With sixty seconds' worth of distance run,

Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

-*Rudyard Kipling*

Word Meanings

Triumph /'trʌɪʌmf/: a great victory or achievement.

Impostor /ɪm'pɒstə/: a person who pretends to be someone else in order to deceive others

Knave /neɪv/: a dishonest or unscrupulous man.

Stoop /stu:p/: bend one's head or body forwards and downwards.

Worn out /,wɔ:n 'aʊt/ : extremely tired; exhausted.

Pitch and toss /,pɪtʃ(ə)n 'tɒs/: a gambling game in which the player who manages to throw a coin closest to a mark gets to toss all the coins,

Sinew /'sɪnju:/: the parts of a structure, or organization that give it strength or bind it together.

Will /wɪl/: expressing inevitable events.

Virtue /'vɜ:tʃu:/ behaviour showing high moral standards.

Foes /fəʊ/: an enemy or opponent.

Unforgiving /,ʌnfə'gɪvɪŋ/: not willing to forgive or excuse people's faults or wrongdoings.

Vocabulary Exercise

Write correct single words/phrases for the given meanings. The first letter of the correct word is given for your assistance.

- a) a dishonest person = K.....
- b) badly damaged and no longer useful = W.....
- c) behaviour showing high moral standards = V.....
- d) a great success, achievement or victory = T.....
- e) a game of skill and chance = P.....
- f) a strong band of tissues in the body = S.....
- g) not giving a second chance; not happening again = U.....

- h) a person who cheats by pretending to be somebody else = I.....
- i) to bend the body forwards and downwards = S.....

Reading Comprehension

A. Answer the following questions.

- a. What should one do when all doubt you?
 /.....
- b. What do you mean by ‘not be tired by waiting’?
 /.....
- c. Why should we not aim only to dream in life?
 /.....
- d. What should we do if we lose the ‘pitch-and-toss’?
 /.....
- e. What can knaves do to us?
 /.....
- f. Why should we forget our failures in life?
 /.....
- g. What should we do while walking with kings?
 /.....
- h. What is the most valuable thing in our life?
 /.....

B. Complete the summary of the poem using the given words/phrases.

a bundle of	calm and patient	tired by waiting	faith
virtues	importance	disaster	advises

In the poem ‘If’, Rudyard Kipling provides suggestions useful for our life. In the first stanza, the poet tells his son that he should keepwhen others blame him. He should trust himself when all others doubt him. He further says that one should not be as success is the result of hard work and patience. He should be truthful and never hate others. In the second stanza, the poethim to dream

big, think good and work hard to achieve them. Triumph andare not long-lasting. So, one should not take them seriously.

In the third stanza, the poet suggests us to take big risks and try again and again until one succeeds. We must devote our intellect, heart and muscle in the work we do and we should always have a strong to achieve success.

In the final stanza, the poet suggests us to maintain our no matter who we are with. Most importantly, we must realize theof time.

Writing

Objectives: You should be able to:

- read the given message of congratulation and notice the language of it; and
- write a similar type of message of congratulation for given situations.

A. Read the message of congratulation given below published in a national daily and notice the language used in it.

Hearty Congratulations!
Umesh Magar
What a remarkable accomplishment!
Congratulations on receiving
The Best Player of the Tournament

No one is more deserving than you to get this prestigious award. I'm proud of you. Your hard work and diligence have been certainly paid off. I'm sure of seeing and hearing a great deal about your achievement in the future. You have a bright future.

Keep up the spirit!
Dilli Khatri

B. Write a similar message of congratulation in the given situations.

- a. Suppose your best friend got the title 'Student of the Year'. Write a message of congratulation to appear in a newspaper.

✍️

.....

.....

.....
.....

- b. One of your friends has put on his/her best effort and has been honored for the title 'The Best Player of the Session' by his sports club.

∠1

.....

.....

.....

.....

Project Activity

Collect any three messages of congratulations published in a newspaper. Compare the language used in them with the message of congratulations you have written for the above situations. Write similarities and differences between them.

Similarities

.....

.....

.....

Differences

.....

.....

.....

.....

* * *

Unit 17

Countries and Town

Language function: comparing and contrasting

Introduction to the Unit

This is the 17th unit of the book. There are exercises related to listening, speaking, reading, and writing in addition to grammar. The first reading compares London and Paris. After the reading text, there are different exercises to check your understanding. The next item is, Grammar I where you are supposed to use comparative and superlative degrees of adjectives and adverbs. Third, in the sequence is speaking. In speaking too, you have to make comparisons. The next item is listening, which is an authentic English text. There is a poem in Reading II entitled 'The Country Mouse and City Mouse' and there are plenty of exercises related to the poem. Grammar II of this unit is the use of contrast connectives. You have practised them in Unit 13, too. In writing, you have to write paragraphs on Lamidada village based on the given outlines. In the next writing activity, you have to compare Kathmandu with one of the cities in Nepal. Finally, in the project activity, you have to prepare a speech.

Enjoy reading and learning!

Reading I

Objectives: You should be able to:

- answer the pre-reading questions.
- guess the meaning of unfamiliar words from context.
- scan the text for specific information.
- do comprehension exercises (vocabulary, T/F and short answer questions).

Answer the following questions.

- a. Which cities are shown in the pictures?
- b. Do you know what these cities are famous for?

London vs Paris

London vs Paris, which is your favorite destination? If you still cannot draw a line, here are the facts and differences between the two cities to help you make a choice.



While London is the capital of the United Kingdom, it is also the largest city in the country. The city stands on the River Thames in South East England, with its history stretching back to Roman times. Paris, on the other hand, is the capital city of France, located in the north-central part of the nation. It stands along the Seine River. Paris has a rich European history and is regarded to be a global centre for culture, fashion, art, and **gastronomy**.

London is among the largest metropolitan areas in Europe, as it covers an estimated area of 1,572 square kilometers. Paris covers an estimated 105 square kilometres. Although Paris is smaller in terms of area coverage, the city happens to be one of the most densely populated cities in Europe. Paris has a population density of 20,700 people per square kilometre.

Most people fail to acknowledge the cultural gap, and it can be quite a shock for them when they visit the two cities. These cultural differences mainly stem from the cultural difference between England and France. For instance, in England, a handshake is the standard way to greet a person. Language is not a significant factor as the British assume everyone speaks English. The French accept a handshake although a kiss is a conventional way of saying hello. If the whole kissing thing is not okay with you, you can brush your cheeks and kiss the air. In terms of the language, the French are quite protective of their language. Therefore, while in Paris, try to speak some French. The Parisians appreciate it when foreigners work to speak their language, no matter how **rusty** it might be. When meeting up with

someone for a drink, the French **urbanites** will plan to meet and head to a cafe where they will drink their **espressos** as they enjoy their time.

France has always earned global recognition for the quality of its cuisine, and Paris gives you the chance to confirm this taste of greatness. Over the years, restaurants in Paris have earned higher Michelin Stars than London's. Nonetheless, London's food should not be **written off**. With an increased diversity among the people flocking to London, restaurants have been **embracing** food from various parts of the world. The **vibrant** cultural mix in London has led to delicious and innovative food scenes. London offers a wide **array** of food, such as cheap curries to fish and chips. Paris, on the other hand, brings quite a variety of bread and pastries, as well as **baguettes**.

Both London and Paris are known for their high cost of living, but London is quite more expensive than Paris. But note that groceries and other consumer prices are lower in London than in Paris. In other aspects such as local transportation costs and utility bills, Paris appears to be quite cheaper than London. Paris will be a great option if you are looking for a pocket-friendly destination.

London seems to have an advantage in terms of leisure and entertainment spots. There are numerous fun things to do in London. For starters, London has 380 public libraries, while Paris has 69 of them. Concerning museums, London has 240 while Paris has 153 museums. Most football fans will mostly find themselves attracted to London rather than Paris. London hosts six major football clubs that play in the top league, while Paris has only one major club, Paris Saint-Germain (PSG).

London's transport network is quite extensive. The British city has six international airports, namely: London City, Gatwick, Heathrow, Luton, Stanstead, and Southend. On the other hand, the French capital has three international airports which are: Beauvais, Orly, and Charles de Gaulle. Paris has more subway stations that are evenly spread compared to London's, which are less spread out. London has an estimated 22,500 registered taxis while Paris has 17,000. In terms of bus and train lines, London has twice as many as Paris. Nonetheless, Paris has been actively expanding its new **tramway** network.

Trust me; it is quite hard to decide on a London vs Paris vacation. In a 2018 report by MasterCard, London was the second city globally that recorded the highest number of tourists after Bangkok. Paris came in the third. Regarding tourism **revenue**, tourists tend to spend more in the English capital than in Paris.

When planning for a trip, one of the main concerns is whether the trip duration will be ideal and worthwhile. Both London and Paris have several attractions that would render any time short for an **impeccable** experience. If you are on a budget, as discussed earlier, Paris is less expensive than London. Based on your budget, this will, therefore, give you an extended period to explore the French city. In most cases, three to four days in Paris would be enough to skim through the city, while four to five days in London would be suitable to **swindle** across the streets.

Sites worth paying a visit in Paris include the Eiffel Tower, the Louvre, the Palace of Versailles, and Disneyland, among others. While in London, some of the top places to visit include the London Eye, Warner Bros Studio, and Big Ben. Locals from both cities are generally warm and welcoming, but it is easier to get acquainted with a local in Paris than in London. People in London tend to hang around in **impenetrable cliques**, making it difficult to interact as strangers. People in Paris are a little bit culture-sensitive but are also fun to get along with once you get acquainted. Despite the calmness in both cities, it is crucial to be careful of pickpockets and **chuggers** along the streets.

As for London, the weather usually is mild; hence one can visit at any time of the year. However, autumn is the most appropriate period to jet in. During this period, temperatures are warm and lovely. Additionally, that is when the city blooms with British events and festivals. The most appropriate time to fly to Paris is between June and August. Within these months, the weather is perfect, and the days have extended hours of sunshine.

Which is better, London or Paris? Well, both cities have their unique aspects. Therefore, it solely depends on what you are looking for, as well as your values.

(Adapted from an article by Alex published in ViaTravelers, Destination Travel Blog)

Word Meaning

Gastronomy /gæ'strɒnəmi/: the art and practice of cooking and eating good food

Rusty /'rʌsti/: not as good as it used to be

Urbanite /'ɜ:bənart/: people who lives in a town or city

Espresso /e'spresəʊ/: strong black coffee

Write off /raɪtɒf/: to recognize that something is a failure, has no value

Embracing /ɪm'breɪs/: including something

Vibrant /'vaɪbrənt/: full of life and energy

Array /ə'reɪ/: a group or collection of things, often one that is large

Baguette /bæ'get/: a loaf of white bread in the shape of a long thick stick

Tramway /'træmweɪ/: a set of rails which forms the route for a tram

Revenue /'revənju:/: the money that a government receives from taxes

Impeccable /ɪm'pekəbl/: without mistakes or faults

Impenetrable /ɪm'penɪtrəbl/: that cannot be entered, passed through or seen through

Clique /kli:k/: a small group of people

Chugger /'tʃʌgə(r): a person who asks people to give money to a particular charity

Vocabulary Exercise

Fill in the gaps with suitable words from the text.

- The word **significant** in the text means 'meaningful'.
- The meaning of the word in the text is 'tending to follow what is done or considered acceptable by society in general'.
- The word is opposite to 'uniformity'.
- We can replace the word in the text by 'extended' without affecting the meaning of the statement.
- 'Useless' is the antonym of the word in the text.
- is 'a person who steals money, wallets, etc. from the pockets of people in public places'.

Reading Comprehension

A. Decide whether the given sentences are true or false.

- Both London and Paris are situated along the rivers.**

Read the given text for the answer.

While London is the capital of the United Kingdom, it is also the largest city in the country. The city stands on the River Thames in South East England, with its history stretching back to Roman times. Paris, on the other hand, is the capital city of France, located in the north-central part of the nation. It stands along the Seine River.

Ans: True

- b. The area of London is far higher than that of Paris. [.....]
- c. Culture is not a big issue while visiting both the cities. [.....]
- d. French love to speak their own language, so it's better to learn French before visiting Paris. [.....]
- e. London only offers typical British cuisine to the visitors. [.....]
- f. Since groceries and other consumer prices are expensive, London is costlier than Paris. [.....]
- g. Three to four-day visit would be enough to explore London in detail. [.....]
- h. According to the writer, it is better to visit London than visiting Paris. [...]

B. Answer these questions.

a. **Where is London located?**

Read the given text for the answer.

While London is the capital of the United Kingdom, it is also the largest city in the country. The city stands on the River Thames in South East England, with its history stretching back to Roman times. Paris, on the other hand, is the capital city of France, located in the north-central part of the nation. It stands along the Seine River.

Ans: It is in Londo on the Thames River in South East England.

- b. What different forms of greeting do people in London and Paris adopt?
✍
- c. How has London addressed the varying taste of visitors from around the world?
✍
- d. In which aspect(s) is Paris cheaper than London?
✍
- e. If you love football, which city would you want to go? Why?
✍

f. Make a list of the famous tourist destinations one can enjoy in Paris.

✍
.....

g. What is the most suitable time to visit London? Why?

✍
.....

Grammar I

Objectives: You should be able to:

- compare and contrast people, places, and things using adjectives and adverbs.
- produce grammatically correct sentences.

These sentences are from Reading I. Complete them.

- Paris has a European history.
- London is among metropolitan areas in Europe.
- Over the years, the restaurants in Paris have earned Michelin Stars than London's.
- London is quite than Paris.
- Paris has subway stations that are evenly spread compared to London's, which are spread out.

Adjectives and adverbs are used for making comparisons. The comparative form is used to compare two people, ideas and things. For example:

- Nepal is smaller than India. (smaller – an adjective)
- I can run faster than Rijab. (faster – an adverb)

When more than two people, things or ideas are compared, we use the superlative forms of the adjective and adverbs. When the superlative forms of adjectives and adverbs are used, we need to use 'the' before them. For example:

- Gunaraj is the tallest student in my class.
- Bikram is the happiest person I know.

Remember: '-er' is added to the one-syllabic adjectives to make them comparatives (faster, taller, bigger, smaller, etc.) and '-est' to make them superlatives (fastest, tallest, biggest, smallest, etc.). If the adjectives are multi-syllabic, 'more' is used for making them comparative (more expensive, more

beautiful, etc.) and 'most' is added to make them superlative (most expensive and most beautiful, etc.)

Exercises

A. Choose the correct alternatives to fill in the gaps.

- a. I am not as (rich/richer) as my neighbours.
- b. Suprim is the (most brightest/brightest) student of my class.
- c. Pritam got (much/more) marks than his brother.
- d. Kathmandu is the most populous city in Nepal but it has (few/fewer) population than Delhi.
- e. She spoke (fast/faster) than I expected.
- f. Don't walk (fastly/fast). I can't follow you.
- g. The cat entered into the room (quietly/quiet).
- h. Sumana (cunningly/cunning) answered all my questions.
- i. The doctors (patiently/patient) listened to her description.
- j. Munal is tall but he is not (strength/strong). So, he always loses in competitions.

B. Rewrite the given sentences with the suitable form of the given words in brackets.

- a. My sister is my brother. (intelligent)
- b. Frank works anyone else in his classroom. (hard)
- c. The first exercise is easy but this one is (difficult)
- d. Our journey to Annapurna Circuit took we expected. (many)
- e. For me, Japanese is difficult language to learn. (difficult)
- f. Everyone has heard of Real Madrid. They are probably team in the world. (famous)
- g. He runs his friends. (quick)
- h. Do you know I can speak English Adrian? (well)
- i. Anurag does not write as as Indu does. (fast)
- j. Nepal is a country, but it is than Bhutan. (small/big)

Speaking

Objectives: You should be able to:

- speak clearly and fluently in the given situations.
- compare and contrast people, places and objects.

A. Practise the given conversation with your friend.

Rima: Which house should we buy, the one on the riverside or the one on New Road?

Hem: That's a tough question. The house on the riverside is closer to work and the kid's school. It has a better atmosphere too.

Rima: True, but the house on New Road has a larger kitchen and laundry room. There are more rooms than the house on the riverside.

Hem: Yes, but the house on the riverside is newer and is in a nicer neighborhood.

Rima: Maybe. But the bedrooms of the riverside house are as cozy as the ones in New Road, aren't they?

Hem: That's true. Umm... don't you think the house on the riverside has a bigger garage?

Rima: Yes. When we consider the price, the house on New Road is cheaper.

Hem: Good point. It's hard for us to decide. Isn't it?



B. Have conversations as in the example above. Use the following prompts. You can record your conversation on your mobile phone and send it to your teacher for feedback.

- carrying load/horse/truck/cheap
- motorcycle/cars/risky
- living in cities/living in villages/expensive
- reading books/watching movies/fun
- ploughing fields/tractor/oxen/fast

Listening

Objectives: You should be able to:

- listen to the audio file and retrieve specific information.
- do comprehension exercises listening to the audio.

A. Look at the picture and answer these questions.

- Which city of the USA is shown in the picture?
- What do you know about the city?



B. Listen to the audio and decide whether the given sentences are **true** or **false**.

- Manhattan is the most famous part of New York City.
- People used to walk a lot in the past.
- The mayor of New York started a change in 2003.
- People do a lot of exercises throughout the year.
- City Bikes were introduced in 2013.
- All the people of the city do regular exercises.

C. Answer these questions.

- How many tourists came to visit New York?
- Why did people not cycle in the city?
- Write a thing that the Mayor of New York told his people to do.
- When was the High Line opened as a park?
- What do the restaurant menus tell their customers?

D. Nepal's city areas have been so crowded because of heavy traffic. What alternatives can you suggest to reduce it? Make a list.

Reading II

Objectives: You should be able to:

- guess the answers to the pre-reading question.

- learn to recite the poem with its rhyme and rhythm.
- guess the meaning of the unfamiliar words from their context.
- do comprehension exercises.

Have you heard a story of a country mouse and a city mouse? Tell it to the class.



The Country Mouse and the City Mouse

In a **snug** little cot lived a fat little mouse,
Who enjoyed, **unmolested**, the range of the house;
With plain food content, she would breakfast on cheese,
She dined upon **bacon**, and **supped** on grey peas.

A friend from the town to the cottage did **stray**,
And he said he was come a short visit to pay;
So the mouse spread her table as gay as you please,
And brought the nice bacon and charming grey peas.

The visitor **frowned**, and he thought to be witty:
Cried he, "You must know, I come from the city,
Where we all should be shocked at provisions like these,
For we never eat bacon and **horrid** grey peas.

"To town come with me, I will give you a treat:
Some excellent food, most delightful to eat.
With me shall you **feast** just as long as you please;
Come, leave this fat bacon and shocking grey peas."

This kind invitation she could not refuse,

And the city mouse wished not a moment to lose;
Reluctant she quitted the fields and the trees,
The delicious fat bacon and charming grey peas.
They **slily** crept under a gay parlour door,
Where a feast had been given the evening before;
And it must be confessed they on **dainties** did seize,
Far better than bacon, or even grey peas.
Here were **custard** and **trifle**, and cheese cakes good store,
Nice sweetmeats and jellies, and twenty things more;
All that art had invented the **palate** to please,
Except some fat bacon and smoking grey peas.
They were nicely **regaling**, when into the room
Came the dog and the cat, and the maid with a broom:
They jumped in a custard both up to their knees;
The country mouse sighed for her bacon and peas.
Cried she to her friend, "Get me safely away,
I can **venture** no longer in London to stay;
For if oft you receive interruptions like these,
Give me my nice bacon and charming grey peas.
"Your living is **splendid** and gay, to be sure,
But the dread of disturbance you ever **endure**;
I taste true delight in contentment and ease,
And I feast on fat bacon and charming grey peas."

-Richard Scrafton Sharpe

Word Meaning

Snug /sɪnʌg/: warm, comfortable and protected, especially from the cold

Unmolested /ʌnmə'lestɪd/: not attacked or disturbed by somebody

Bacon /'beɪkən/: meat from the back or sides of a pig

Supped /sʌpt/: ate or drank

Stray /streɪ/: to move away from the place where you should be, without intending to

Frowned /fraʊnd/: made a serious, angry or worried expression by bringing your eyebrows closer together

Horrid /'hɒrɪd/: very unpleasant or unkind

Feast /fi:st/: a large or special meal, especially for a lot of people and to celebrate something impalpable

Reluctant /rɪ'lʌktənt/: unwilling to do something

Slyly /'slaɪli/: in a secret or dishonest way, often intending to trick people

Dainties /'deɪntɪz/: (of movements) careful, often in a way that suggests good manners

Custard /'kʌstəd/: a sweet yellow sauce made from milk, sugar, eggs and flour

Trifle /'traɪfl/: a cold dessert (a sweet dish) made from cake and fruit

Palate /'pælət/: the top part of the inside of the mouth

Regaling /rɪ'geɪlɪŋ/: entertaining or amusing

Venture /'ventʃə(r)/: to go somewhere even though you know that it might be dangerous or unpleasant

Splendid /'splendɪd/: very impressive; very beautiful

Endure /ɪn'dʒʊə(r)/: to experience and deal with something that is painful

Vocabulary Exercise

A. Find the words for the given meanings.

- a. **cottage** : a small house, especially in the country
- b. : very pleasant
- c. : to admit that you have done something wrong or illegal
- d. : a sweet; any food preserved in sugar
- e. : a time when an activity is stopped
- f. : a feeling of being happy or satisfied

B. Fill in the gaps with the suitable words from 'exercise A' above.

- a. The old man **confessed** to police that he stole the money from a businessman.
- b. We were served tea in new clean cups and a of peanuts in the programme.
- c. The Smiths decided to walk to the as there was a river nearby.
- d. The football match continued after a short because of rain.
- e. Mr. Tamang believes that people can find peace and in living simply.
- f. These pickles are made from fresh cucumbers and are absolutely

Reading Comprehension

A. Write whether the given sentences are true or false.

- a. The town mouse stayed with the country mouse for a long time.

Read the second stanza for the answer.

A friend from the town to the cottage did stray,
And he said he was come a short visit to pay;
So the mouse spread her table as gay as you please,
And brought the nice bacon and charming grey peas.

Ans: False

- b. The town mouse was happy with whatever was served by its friend. [.....]
- c. The city mouse denied the invitation of the town mouse. [.....]
- d. The town mouse served a variety of food to the country mouse. [.....]
- e. While the mice were having fun eating food, they were interrupted. [.....]
- f. According to the country mouse, it does not have to face any danger. [...]

B. Answer these questions.

- a. How was the food of the country mouse?

Read the second stanza for the answer.

A friend from the town to the cottage did stray,

And he said he was come a short visit to pay;
So the mouse spread her table as gay as you please,
And brought the nice bacon and charming grey peas.

Ans: Nice./It was nice.

- b. What did the country mouse serve to its guest from the town?
✍
- c. What did the town mouse promise to serve to the country mouse?
✍
- d. Make a list of the items that the town mouse served to its friend.
✍
- e. Did the country mouse feel happy to be in London? Why?
✍

Grammar II

Objectives: You should be able to:

- write grammatically correct sentences.
- use connectives of contrast (however, although, in spite of, despite, but) correctly.

Join the following pairs of sentences with the connectives given in the brackets. One has been done as an example.

- a. *It was snowing heavily. We drove to work yesterday. (although)*
Ans: Although it was snowing heavily, we drove to work yesterday.
- b. The weather is bad. I love London. (although)
- c. She has many faults. Everyone likes her. (despite)
- d. She did not meet all the requirements. She was selected for the job. (but)
- e. Roman spent a lot of money on his diet. He did not gain weight. (however)
- f. They will definitely come to our party. We haven't invited them. (although)
- g. He had been working a lot on his project. He did not get the desired results. (however)
- h. Kunal did not throw a party. He got a promotion last month. (even though)

- i. Every day she goes jogging in the morning. She has not lost weight. (although)
- j. Dina submitted her assignment in time. She did not get good marks. (but)

Writing

Objectives: You should be able to:

- write well-formed paragraphs.
- compose paragraphs based on the given topic and clues.
- express views in favour or against an idea.

- A. The villages of Nepal that are untouched by modernity are the treasure of true natural beauty. They still hold their simplicity and rural appeal. There are several such hidden charms in the country. Lamidada Village is one of them. Describe it using the following information.**



- located in the Khotang district
- gateway to the sacred temple of Haleshi Mahadev
- enriched with gorgeous landscape, agricultural land, traditional houses, mountain views, humble villagers, dense forest and many more
- a thick settlement of the Rai people
- walking the stone-paved path uphill, you will come across some villagers carrying wood from the forest and children grazing domestic animals
- weather: morning can be slightly chilly and daytime is warm

Lamidada

There are many villages in Nepal that are untouched by the modernity and thus have preserved their unique natural beauty. Among such a place is Lamidada. It is located in Khotang district, in Koshi Province.

.....

B. Write a couple of paragraphs comparing the capital city, Kathmandu with any other city in Nepal.

Title (For example: Kathmandu vs Biratnagar)

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

Project Activity

Many people argue that city life is better than village life while others argue the other way round. What do you think? Prepare a short speech incorporating your views and show it to your teacher.

Village life is better than city life

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

* * *

Unit 18

Media and Entertainment

Language function: Asking for and giving opinions

Dear students,

This unit deals with the theme of media and entertainment. The first reading text has presented a family drama on a dog's story. The second reading text has presented five interesting social media stories. Similarly, listening, speaking and writing skills are oriented towards developing the language function asking for and giving opinions. Keeping the theme and language function in mind, you have to study all topics given in this unit. At the end of this unit, you are supposed to achieve the objectives given at the beginning of each topic.

Reading I

Objectives: You should be able to:

- look at the picture and guess the contents of the lesson;
- guess the answers of the pre-questions;
- match the words with their meanings;
- state whether the following statements are true or false; and
- answer the questions asked from the text.

Answer these questions.

a. How often do you watch movies?

☞

b. What kind of movies do you prefer to watch? Why?

☞

Hachi: A Dog's Tale

Cast: Jason Alexander, Joan Allen,
Richard Gere, Erick Avari,
Robert Capron, Davenia McFadden,
and others

Director: Lasse Hallstrom

Producer : Inferno Distribution, GrandArmy
Entertainment, OppermanViner Chrystyn
Entertainment, Scion Films, and others

Genre : Family Drama

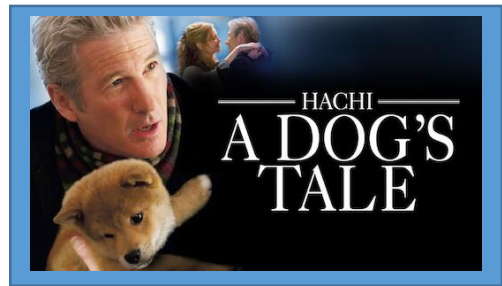
Run time : 93 minutes

Year of release : 2009

“Hachi : A Dog’s Story” is a heartwarming and inspiring family drama that tells the story of a dog’s **unwavering** loyalty and **devotion**. When college professor, Parker Wilson (RichardGere), discovers a rather unlikely **commuter** wandering around the train station, he takes the lost Akita puppy home with him. Parker and his new **canine** friend, Hachi, soon form a bond that cannot be broken. Hachi follows Parker to the train station every day and returns to the station every evening to greet his beloved master afterwork.

On one very sad day, Parker leaves for work and becomes deathly ill, never to return to the station again. Even after Parker passes away, Hachi faithfully returns to the station everyday for the next nine years, until his death, to wait for his beloved master. Duringthose nine years, this amazing dog touches the lives of the **vendors**, the stationmaster, and the many **commuters** at the station square. He teaches them the true meaning of loyalty, devotion, and love. Hachi’s **unyielding** devotion and love for his master soon gains mediaattention. This dog’s amazing story not only touches the lives of those at the station square, but all who learn about Hachi’s love and devotion.

This film is an American **adaptation** of a true story set in 1925 Japan about a professor and his devoted dog. Today, a bronze statue of Hachi stands in the Shibuya Station in Japan in honour of his faithfulness and loyalty.



We, also, see a positive relationship between Parker and his wife Cate (Joan Allen) and their college-age daughter. The relationship between Parker and Cate is a stable and loving marriage of 25 years, and their commitment to each other can be seen in many moments throughout the film.

This film **reinforces** the values of marriage and traditional family. The film's respect for family and marriage is brought to life through many sweet and tender moments throughout the movie. We see Parker and Hachi share a bowl of popcorn, as they sit on the couch together while watching a Yankees game. Parker also gets down on all fours to try to teach the puppy how to play fetch. Viewers will be touched as they watch the bond of friendship and loyalty between this cute puppy and his newfound master.

This motion picture not only holds up from a moral standpoint, but it also holds its own from a **cinematic** point of view. Director, Lasse Hallstrom's choice of musical score, soft piano music, enhances the film's **pathos** beautifully. His creative use of black and whiteshots shows the audience Hachi's perspective of the world around him. Richard Gere's interaction with the adorable Hachi is a joy to watch and will put a smile on your face. The chemistry between Richard Gere and Joan Allen, as husband and wife, is also touching, as they believably **portray** a happily married couple, whose love for one another is lasting.

This **incredible** story of loyalty and unwavering devotion has inspired Parker's family and the locals at the train station. As the dog waits outside of the station in heat and snow, day and night, you and your family will be inspired by this touching story.

There are a few things that may be slightly bothersome to some viewers. Parker and his wife exchange a few kisses throughout the film. It should be noted that these are not **passionate** kisses, but rather the **tender** ones exchanged by a couple in a loving and happy marriage. Parker and Cate **sip** a glass of **champagne** together. Later, they lie in bed next to each other, as they talk about their love and laugh with one another. Some viewers see the number '8' around Hachi's neck as a misuse of it. The Japanese number 8 symbolises God which represents good fortune and the spiritual significance.

Overall, this film brings a breath of fresh air into the **secular** film world, where so-called "family films" are all too often littered with crude jokes and mild **profanities**, but "Hachi: A Dog's Story" does not resort to these offensive **staples** of the modern

“family friendly”film. The movie is one of the most refreshingly clean films that I have seen in a very long time. This is the kind of movie that families can watch together.

– *Adapted from a film review by Laura Busch published in Christian Spotlight on Entertainment*

Word Meaning

Unwavering /ʌn'weɪv(ə)rɪŋ/: continuing in a strong and steady way

Devotion /dɪ'vəʊʃn/: love, loyalty, or enthusiasm for a person or activity.

Commuter /kə'mju:tə/: a person who travels some distance to work on a regular basis.

Canine /'keɪnɪn/: relating to or resembling a dog or dogs.

Vendors /'vɛndə/: a person or company offering something for sale, especially a trader in the street.

Unyielding /ʌn'ji:ldɪŋ/: hard or solid.

Adaptation /,adəp'teɪʃn/ : the process of change by which an organism or species becomes better suited to its environment

Reinforces /,ri:ɪn'fɔ:s/: strengthen or support

Cinematic /,sɪn'matɪk/: the visual qualities or aesthetics of a film or video.

Pathos /'peɪθɒs/: a quality that evokes pity or sadness

Portray /pə:'treɪ/: depict in a work of art or literature.

Incredible /ɪn'kredɪbl/: difficult to believe; extraordinary.

Passionate /'pʌʃənət/: showing strong feelings or beliefs.

Tender /'tendə/: showing gentleness, kindness, and affection.

Champagne /ʃʌm'peɪn/: a pale cream or straw colour.

Secular /'sɛkjələ/: not connected with religious or spiritual matters.

Profanity /prə'fanɪti/: a swear word; an oath.

Staple /'steɪpl/: **used, needed, or enjoyed**

Vocabulary Exercise

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

Column A

- a. adaptation
- b. vendor
- c. cinematic
- d. devotion
- e. unwavering
- f. commuter
- g. secular
- h. passionate
- i. reinforce

Column B

- never changing or becoming weaker
- great love, care and support for somebody/something
- a person who travels some distance to work on a regular basis
- a person or company that sells goods or services
- the act of changing something make it suitable for a new situation
- to strengthen with some added piece, support, or material
- having or showing strong feelings
- connecting with film and how they are made
- not having any connection with religion

Reading Comprehension

A. State whether the following statements are true or false.

- a. Hachi is a heartwarming and inspiring family drama. [.....]
- a. Hachi and new canine are good friends. [.....]
- b. The dog is the symbol of love, devotion and loyalty. [.....]
- c. The story of the movie is based on a real incident. [.....]
- d. This film highlights the values of marriage and modern family. [.....]
- e. Strong bonding between the dog and his master makes everyone emotional. [.....]
- f. The dog waits outside of the station in heat and snow, day and night. [.....]

B. Answer the following questions.

- a. Who is the protagonist of the story?
41.....

- b. Who directed the movie?
 /.....
- c. How was the relationship between the dog and his master?
 /.....
- d. Why was the statue of the dog made?
 /.....
- e. What did the dog do for nine years?
 /.....
- f. What lesson does the dog teach human beings?
 /.....
- g. Where is the statue of Hachi?
 /.....
- h. What does bring a joy and a smile on your face?
 /.....

Grammar I

Objectives: You should be able to:

- read the given sentences and notice the use of causative verbs;
- choose the correct form of verbs given in the brackets;
- complete the sentences with the correct form of verbs; and
- change the given statements into questions.

Causative Verbs

A. Study the following sentences and notice the pattern used in them.

- a. I had my friend edit the research paper.
- b. I made my friend edit the research paper.
- c. I let my friend edit the research paper.
- c. I got my friend to edit the research paper.
- d. My friend was made to edit the research paper.
- e. I got the research paper edited.
- f. I had the research paper edited.

Did you notice?

- The first three sentences are following the same pattern, i.e.

Sub+had/made/let+agent+base form of verb+obj.

- The second two are somehow following the same pattern, i.e.

Sub+(got+agent)/(was made)+to base form of verb+object.

- The third two are following the same pattern, i.e.

Sub+ got/had+obj+past participle form of verb.

Note: get, make, have and let are causative verbs. They can be used in any form, i.e. present, past and future. The pattern will be remained the same for any form.

Exercise

A. Choose the correct form of verbs from the brackets.

- The people.....the leaders keep their word. (has/ get/ make)
- The teacher gets the students.....homework daily. (do/ to do/ done)
- We have the mechanics.....our vehicles.(mend/ to mend/ mended)
- People get government.....them with jobs.(provide/ to provide/ provided)
- I had my car.....(service/ serviced/ to service)
- People have engineers.....their houses(design/ to design/ designed)
- I have my coat.....(wash/ to wash/ washed)
- They got their photos.....(to take/ take/ taken)
- Please have your room.....(to clean/ clean/ cleaned)
- They got their books.....(print/ to print/ printed)
- I have my chest.....(x-ray/ to x-ray/ x-rayed)
- Ram's grandfather.....a tailor to stitch his trousers.(made/ got / had)
- The teacher asked the students to get their hair.(trim/ trimmed/ to trim)
- She got the letter.....(to type/ typed/ type)
- My father got me.....in the garden.(dig/ to dig/ dug)

B. Complete the sentences below with the correct form of the verbs in brackets.

- a. I don't let my children video games. (play)
- b. The police made him for the damage he caused. (pay)
- c. Rob is having his house next weekend. (paint)
- d. Julia got her boy friend her a ring. (buy)
- e. Sam gets me the grocery every weekend. (deliver)
- f. Please, try not to make her (cry)
- g. This quiz can make you causative verbs better. (understand)
- h. Laura never has people her what to do. (tell)
- i. My friend got me her with her CV. (help)
- j. I had a plumber the plumbing this morning. (fix)
- k. I had my hair once a month. (trim)
- l. After the party, I was made all the dishes. (wash)

Grammar II

Change following statements into questions.

- a. My sister enjoys playing tennis.
❏
- b. She made delicious cakes.
❏
- c. The children practice the piano every morning.
❏
- d. They went around the town.
❏
- e. I ate an apple in the morning.
❏
- f. Shyam saw Raju in the store.
❏

- g. He is trying hard to complete the degree.
 /.....
- h. The teacher is delivering the lecture.
 /.....
- i. She wakes up early in the morning daily.
 /.....
- j. He works in this hotel as a chef.
 /.....
- k. The teacher has explained the use of the verb to the class.
 /.....
- l. Tom has completed two chapters of the book.
 /.....
- m. He has been discussing the interior design for two hours.
 /.....
- n. He has been working as an editor in this newspaper since 2013.
 /.....
- o. He was planning for his future studies.
 /.....
- p. The gardener was mowing the grass of the lawn.
 /.....
- q. He had worked as a cashier in this bank.
 /.....
- r. She had performed the research work to complete her degree.
 /.....
- s. He had been making satisfactory progress since his admission to the college.
 /.....
- t. I had been working under the supervision of Mr. Williams.
 /.....
- u. My father will buy a car for me.

- u.
- v. He will take the final exam next month.
u.
- w. She will be making pudding at the weekend.
u.
- x. He will be drinking tea in the morning at 7 o'clock.
u.
- y. Tom will have completed his graduation degree by the end of this year.
u.
- z. The farmer will have been sowing crops since November
u.

Listening

Objectives: You should be able to:

- guess the answers of pre-questions on the basis of pictures;
- listen to the audio and complete the sentences; and
- answer the questions asked from the text.

A. Look at the following pictures and answer the questions.



- a. What do you see in the above pictures?
u.
- b. Why do we use them?
u.
- c. What do they refer to?
u.

B. Listen to the audio and complete the sentences.

- a. A former Facebook executive has said social media is doing to society around the world.
- b. He joined Facebook in and became a vice president.
- c. Today, people each other and do not talk.
- d. They get very sad if people the photo.
- e. It is becoming for large websites to spread lies.

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

- a. What was he responsible for?
 ↙.....
- b. How does he feel about getting more people to use social networks?
 ↙.....
- c. What do people do after posting photos?
 ↙.....
- d. Whom does he want to value?
 ↙.....
- e. Who have been banned to use social media?
 ↙.....
- f. What did he say about Facebook Company?
 ↙.....

Speaking

Objectives: You should be able to:

- use the exponents for asking and giving opinion;
- act out the given conversation; and
- have similar conversation in given situations.

A. Study the following expressions used for asking and giving opinion.

Asking for opinion	Giving opinion
What is your opinion about?	In my view /opinion ... Personally,
What do you think of?	I believe/ feel ... As far as

How do you feel about	I am concerned.....
Do you really think	I think
What are your views.....?	I believe
What's your opinion on /feeling about.....?	I hold the opinion

B. Act out the following conversations.

Conversation I

A: What is your opinion about giving cell phones to the children?

B: In my opinion, it's really harmful. We are spoiling their minds.

Conversation II

A: What do you think of going abroad?

B: Well, I believe that going abroad for study and experience is OK. But for the purpose of immigration is irritating.

C. Have a similar conversation in the given situations.

- a. Watching Bollywood movies
- b. Reading digital books
- c. Listening music
- d. Playing chess
- e. Talking to foreigners

Reading II

Objectives: You should be able to:

- guess the contents of the reading text through pictures;
- guess the answers of the pre-questions;
- find the words from the text which match the given meanings;
- put the given sentences into correct order; and
- answer the questions asked from the text.

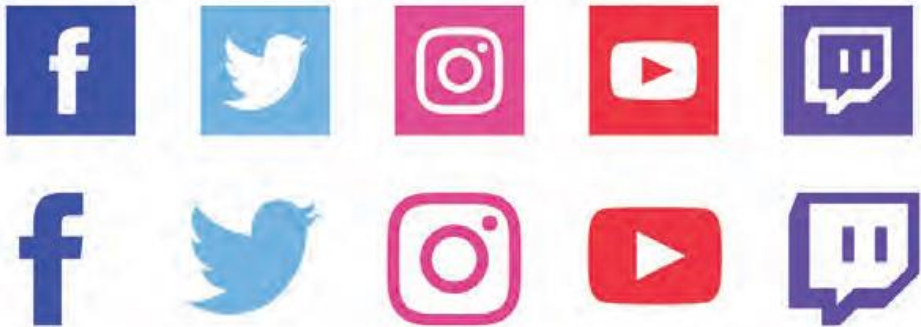
Look at the pictures and answer these questions.

a. Can you recognize these social media icons? Name them.

✍️.....

b. What are they used for?

✍️.....



Interesting Social Media Stories

1. An Ocean Spray Fan Receives a Much-Deserved Reward

Nathan Apodaca's truck broke down on the way to his job. He decided to make the best of a bad situation, so he got out his skateboard, grabbed a bottle of Ocean Spray **cranberry** juice, and rode to work. During the trip, he recorded a video of himself skating, drinking his juice, and **lip-syncing** to the 1980s song "Dreams" by Fleetwood Mac.

Originally, Nathan wasn't going to post the video to the social media **platform** TikTok, but he decided to share it. It went viral with over 40 million views.

Ocean Spray saw the video and delivered a truck full of Nathan's favorite drink to him---and he got to keep the truck too! Ocean Spray has posted the video of the truck handover with Nathan on its Instagram account, and it is a must-see.

2. A Special Birthday for Charlie

In 2020, the COVID-19 **pandemic** resulted in Charlie Manning's birthday party being canceled. The six-year-old girl, who is from Kamloops, Canada, was very sad about not being able to celebrate her special day with her **extended** family in the United States.

Charlie's aunt made a post on Facebook, asking that people make her birthday a day to remember. The post was shared on social media and the response was immediate and **immense**.

Charlie's grandparents, who she lives with, were **overwhelmed** by the 173 cards and 15 parcels she received from total strangers. It made Charlie's birthday extra special.

3. School Children Catch a Big Break

Jashika Khan and Mohammad Azajuddin from Kolkata, India, were filmed **somersaulting** and flipping on their way to school one morning. They had no idea this video would lead to them becoming viral sensations in 2019.

The video was posted on TikTok, Facebook, and Twitter by their teacher. As a result, it was eventually retweeted by Nadia Comaneci, an Olympic **gymnast**.

The attention from Twitter and Nadia resulted in the two preteens getting free gymnastic training, with meals paid for by the Sports Authority of India. With this excellent training, we may see these two again at the Olympics someday!

4. The "We Rate Dogs" Twitter Account Helps Hounds in Need

When Matt Nason created the We Rate Dogs Twitter page, he never dreamed it would go viral, but it did. The page, where he posts pictures of dogs and rates them (always favorably) for his audience, has **accumulated** over 8 million followers.

Matt decided to use his large platform for good by sharing the Go-FundMe pages of dogs who needed surgeries and **assistive** equipment. When a 12-year-old Golden Retriever required a wheelchair, he asked his followers for help. The campaign raised over \$700 in just a few hours and the dog got his wheels.

Matt has raised over \$500,000 for sick doggies to date.

5. Woman Saves an Injured Hawk with Help from Social Media

Madeleine Weatherhead was walking to work, when she saw a stunned hawk on a New York city street.

Madeleine called the Animal Care Center of New York, but her call went to **voicemail**. She had to go to work but wanted to help. So she snapped a photograph of the bird on her phone and posted it to Twitter, asking her followers to help the injured hawk.

Shortly after she posted the photograph, Special Operations Officers Maxwell Outsen and Joseph Bellomo arrived on the scene and carefully captured the red-tailed hawk. He was taken to an animal **sanctuary** where he made a full recovery and had a safe place to stay.

- Amy Cottreau-Moore

Word Meaning

Cranberry /'kranb(ə)ri/: a small red acid berry used in cooking.

Lip-syncing /'lɪpsɪŋk/: precisely the same time

Platform /'plɑːtfɔːm/: A system for disseminating information over the Internet to a selected group of followers

Pandemic /pən'demɪk/: a widespread occurrence of an infectious disease over a whole country or the world at a particular time.

Extended /ɛk'stendɪd/: made larger; enlarged.

Immense /ɪ'mens/: extremely large or great

Overwhelm /,əʊvə'welm/: have a strong emotional effect on.

Somersaulting /'sʌməsɔːlt/: make a similar movement accidentally.

Accumulated /ə'kjʊ:mjələɪt/: gather together or acquire an increasing number or quantity of

Assistive /ə'sɪstɪv/: providing aid or assistance

Voicemail /'vɔɪsmel/: electronic system that can store messages from telephone callers.

Sanctuary /'səŋ(k)tʃʊəri/: a place where injured or unwanted animals of a specified kind are cared for

Vocabulary Exercise

Find the words from the text above which match the following meanings.

- a. the worldwide spread of a new disease -
- b. to have a strong emotional effect on somebody -
- c. to silently mouth the words along with a song or some other recording -

- d. a website that serves as a base from which a service is provided -
- e. a place where birds or animals can live and be protected -
- f. to get more and more over a period of time -
- g. turning over completely in the air -
- h. a phone message recorded by someone when you do not answer their call -

Reading Comprehension

A. Put the following sentences into correct order.

- a. Nathan posted a video on TikTok and it got 40 million views.
- b. He was gifted a truck of his favourite drink.
- c. Charlie's birthday became special than expected.
- d. The two school children were from Kolkata, India.
- e. Matt Nason's Twitter page raises fund for the help of dogs.
- f. The social media platform rescued the hawk.

B. Answer the following questions.

- a. How did Nathan Apodaca utilize a bad situation?
 /
- b. What did he record in his video?
 /
- c. Why was Charlie Manning very sad?
 /
- d. What did make her birthday extra special?
 /
- e. What did two school children do on their way to school?
 /
- f. What was \$700 spent on? How did Matt collect the money?
 /
- g. Where did Madeleine see a stunned hawk?
 /

h. How was the hawk in New York rescued?

✍️

Writing

Objectives: You should be able to:

- read the film review and notice the language of it; and
- write a similar type film review in the given situations.

Read the film review given in ‘Reading I’ once again and write a review of a film that you have recently watched.

✍️

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.....

.....

Project Activity

Read any popular book found in the market. Collect important information from the book and write its review on the basis of the collected information. Share it with your friends or family members.

✍️

.....

.....

.....

.....

.....

.....

* * *