

New Nepal

English Reader

Teacher's Book

For Grade 6

Published by:



Atharai Publication Pvt. Ltd.

Satungal, Kathmandu

Tel: 4225190, 4227718

Know about People

2. Warming up

A. New words

In this lesson, we are going to read the biography of Albert Einstein, a physics Nobel Prize winner. Physics is the study of matter, motion, energy, and force. Like physics, there are other sciences. Look at the definitions below and write what they suggest.

The scientific study of **making** or **flying planes**: **Aeronautics**

The scientific study of the **physical structure** of an **animal** or **plant**:
..... **Anatomy**

The scientific study of the **stars, planets, and other objects** in the **universe**: **Astronomy**

The **scientific study** of the **movement of objects** or **weapons** that are fired into the **air**: **Ballistics**

The scientific study of **living things**: **Botany**

The scientific study of **plants**: **Chemistry**

The scientific study of the **structure of substances** and the way they react with **other substances** : **Chemistry**

The scientific study of **climate**: **Climateology**

The scientific study of **skin diseases** and the **treatment of people** who have them: **Dermatology**

The scientific study of the **structure of the Earth**, the way in which it was formed, and how it has **changed** over time: **Geology**

B. New structures

Fronting: Time words are often placed at the end of the sentence. When they are brought to the front of the sentence for an emphasis, this is called fronting.

Look at the following examples:

After a while, some people gathered around the broken house.

Hardly ever did I see him at school.

Now, complete the following sentences in your own words. (possible answers).

- a. Last year, I visited Pokhara.
- b. Just then, we began our presentation.
- c. In the middle of the night, the thief broke into the house.
- d. On Monday afternoon, we went to the park.
- e. Immediately, it started raining.
- f. Every Saturday morning, I go to hiking.
- g. During monsoon, the rivers are flooded.
- h. Every Dashain, we all family members gather.
- i. After school, we played football.

C. Pre-reading activity

There are many people who have contributed in different areas of human civilisation. Collect some names and mention their contributions in a table as shown below.

Name	Contribution
Nelson Mandela	Human rights and freedom fighter
Charles Darwin	Theory of Evolution
Louis Braille	Invented braille language
Galileo Galilei	Invented telescope and changed the world view.
Abraham Lincoln	Ended slavery system

3. Reading

Albert Einstein was born as the first child of the Jewish couple Hermann and Pauline Einstein, on March 14, 1879. When Albert's grandmother saw him for the first time she is said to have cried: "Much too thick! Much too thick!" But despite all fear, the development of young Albert was normal. In November 1881 Albert's sister Maria was born.

A. Playing with words

1. Match the words with their meanings.

- | | | |
|-----------------|---|--|
| subsequently | • | the state of being dependent for existence |
| ground-breaking | • | seeking or preferring seclusion or isolation |
| relativity | • | after a particular thing has happened |
| atomic | • | innovative; pioneering |
| exclusively | • | relating to or using the energy released
in nuclear fission or fusion |

2. In the above text, the expression 'praise his work to the skies' is an example of an idiom which means to praise very much. Here is a list of idioms that are related to the word 'praise'. Learn the meaning of these idioms.

Now, make sentences of your own using the idioms.

- damn with faint praise: *Why did you damn with faint praise?*.....
- praise from Sir Hubert: *My sister got praised from Sir Hubert.*.....
- praise the Lord, and pass the ammunition: *Please praise the Lord and pass the ammunition.*.....
- praise the porcelain god: *He praised the porcelain god.*.....
- sing someone's praises: *He sang her praises.*.....

B. Working with the text

1. On the basis of the reading text, complete the events that took place in the following time.

Year	Event
March 14, 1879	Einstein was born
November 1881	Einstein's sister, Maria was born.
1896	Einstein finished his school.
1900	He finished his studies.
1903	He got married
1904	His first son was born.
1905	He published his works

1909	He became professor
1910	His second son was born
1914	Einstein was called to Berlin
1919	He married his cousin
1921	He received the Nobel Prize for Physics
December 1932	Einstein left his country, Germany
1933	He lived with his family in the US
December 1936	Einstein's wife Elasa died
1939	World War-II broke out
1946	He proposed the government the peace
April 18, 1955	He died.

2. Answer the following questions.

- a. Einstein's grandmother cried by telling "much too thick",because she was surprised to see his body.
- b. He was average student
- c. He left his school to take care of his family.
- d. It states that the matter can be converted into energy.
- e. It was not good. His wife left him and he had to remarry.
- f. Theory of relatively, made him win the Nobel Prize for Physics.
- g. "When a blind beetle crawls over the surface of a curved branch, it doesn't notice that the track it has covered is indeed curved. I was lucky enough to notice what the beetle didn't notice."
- h. He left his country because of the new political situation.
- i. Einstein proposed a world government as only way to achieve world peace.
- j. He spent his last years of life exclusively.

3. Think and answer.

(Let the students write their own answers. Encourage them for their self writing)

4. Practising grammar

1. Rewrite the following sentences choosing the appropriate form of 'be verb' from the brackets.

- a. We (is/am/**are**) not interested in purchasing a new car.
 - b. She (**is**/am/are) a very reliable friend.
 - c. I (is/**am**/are) astounded by all the help I've been given.
 - d. We (is/am/**are**) happy with the results.
 - e. The man (**is**/am/are) satisfied with his purchase.
 - f. The boy (**is**/am/are) noticeably frightened.
 - g. Stacey (**is**/am/are) giving a lot of effort in the class.
 - h. We (is/am/**are**) not afraid of the scary movie.
 - i. The girl (**is**/am/**are**) looking for her lost dog.
 - j. My mother (**is**/am/are) going to attend the conference.
 - k. The men (is/am/**are**) working on the railroad.
 - l. We (is/am/**are**) not satisfied with the results.
2. **Read the texts and complete them with the suitable forms of be verb.**

1. Hi! My name.....**is**.....Aito. I.....**am**.....from Tokyo. This**is**.....Chiaki. She**is**.....my friend. We.....**are**.....students. She**is**.....in the 7th grade and I**am**.....in the 8th, so, we**are**.....not in the same class. King's Academy.....**is**.....our school. It.....**is**.....an old school, but it.....**is**.....very big. Our teachers.....**are**.....very nice and friendly. My favourite subject.....**is**.....physical education and Chiaki's.....**is**.....English, but I**am**.....also fond of Drama and so.....**is**.....Chiaki. I**am**.....twelve years old and she**is**.....eleven. Now, we would like to hear from you. How old**are**.....you? What**is**.....your name?

2. Hi! My name**is**.....Javier. I**am**.....from Argentina. This**is**.....Evita. She.....**is**.....my classmate. We.....**are**.....students. We.....**are**.....both in the 7th grade and we.....**are**.....in the same class. St. Martin's**is**.....our school. It.....**is**.....a modern school, but it.....**is**.....not very big. Our teachers.....**is**.....also very nice and friendly. My favourite subject.....**is**.....Maths and Evita's**is**.....History, but I.....**am**.....also fond of Arts and so.....**is**.....Evita. I.....**am**.....eleven years old and she**is**.....ten. Now, we would like to hear from you. Where.....**are**.....you from? What.....**is**.....your favourite subject?

5. Listening and speaking

1. Listen to the conversation and answer the following questions.

B. Listening

- a. Ben carol
- b. Connecticut
- c. Hartford
- d. Nebraska
- e. From college

2. Listen to the conversation and write True or False.

- a. F b. F c. F d. T

7. Writing

(Let the students write their own answers. Encourage them for their self writing)

D. Read and learn.

Now, put a correct punctuation mark in each of the following sentences.

1. I am so excited to see my family for Christmas.
2. What day of the week is your favourite?
3. You need to do your homework right after dinner.
4. Please take out the trash when you get home.
5. My favourite team won the game.
6. What did you want to eat for lunch?
7. I had a great time at your party.
8. Do you know what time it is?
9. How do we get to the amusement park?

Everybody is Special

2. Warming up

A. *New words*

Complete the following sentences with the correct idiom.

- | | |
|------------------------|--------------------------|
| a) picked pocket | b) pick fight |
| c) picked lock | d) pick the bill |
| e) picks brains | f) pick the pieces |

B. *New Structure*

Add a reason or purpose to the following.

- I want to grow muscle so that I can frighten my foes.
- He wants to learn French so that he can migrate to Canada.
- The government raised taxes so that it can open good schools.
- Parents sometimes scold us so that we don't spoil ourselves.
- We are going to cut the cake equally so that everybody gets an equal share.
- She sprayed air freshener so that the room would not be stuffy.
- We went to the station early so that we would not miss the train.

3. Reading

The Knee-High Man is a story of a man who was not taller than a person's knees. And he was unhappy about being short. He wanted to be big like everybody else.

So he asked Mr Horse how he could be a big man. The horse advised him to eat a whole lot of corn and run around a lot. The knee-high man just did that. But he did not get any bigger.

Next he asked Mr Bull how he could get big like him. The bull told him to eat a whole lot of grass and bellow as loud as he could. The knee-high man did that but he did not get any bigger.

Then he asked Mr. Owl how he could get bigger. The owl asked why he wanted to be bigger. He replied he wanted to be bigger so that when he got into a fight he could whip everybody. The owl asked if anybody ever tried to pick a fight with him and he replied 'No'. So the owl said he had

no reason to fight and no reason to grow bigger.

The knee-high man said he wanted to be big so that he could see far in the distance. So the owl said if he climbed a tall tree he could see into the distance from the top.

About the Writer

Julius Lester (born January 27, 1939) is an American author of books for children and adults, and taught for 32 years (1971–2003) at the University of Massachusetts Amherst. He is also a photographer, as well as a musician who recorded two albums of folk music and original songs.

Since 1968 Lester has written 43 books: eight nonfiction, 30 children's books, one book of poetry and photographs (with David Gahr), and three adult novels. His very first book was an instructional book on how to play the 12-string guitar, co-authored with Pete Seeger. Among the awards his books have received are the Newbery Honour Medal, the Lewis Carroll Shelf Award, Boston Globe/Horn Book Award, and Coretta Scott King Award. Numerous titles have also appeared on the New York Times Outstanding Book list and American Library Association Notable Book list.

He has published more than 200 essays and book and film reviews for such publications as *New York Times Book Review*, *The New York Times Op-Ed page*, *Boston Globe*, *Village Voice*, *The New Republic*, *Forward* and *Los Angeles Times Book Review*.

More on Pre-reading Activity

Ask students if they have any special wish. Obviously they will have various desires and wishes. Also ask them why they want to be so and so. Are their wishes reasonable and practical or do they wish for something irrational? If their wants are not rational, tell them 'everything we wish for cannot be fulfilled'. Tell them some of our desires may be irrational and they need not be fulfilled. In the story they are going to read shortly the knee-high man wants to be big to whip everybody in a fight and see far in the distance. The owl tells him that he need not fight since nobody has tried to pick a fight with him and he can see far in the distance if he climbs a tall tree. Then the man admits that he hadn't thought about that. It indicates that many of our wishes are not based on rational thought. Ask the students to test how many of their wishes are based on rational thinking and how many are mere wishful thoughts. This will help them to grow into practical beings.

Points to Ponder

We often want something that we don't really need. The knee-high man wants to grow big because others are big. Or he wants to grow big so that he can whip everybody in a fight. His desire to grow big becomes a source of unhappiness. Like the knee-high man in the story, we often want this or that thing to happen but we don't do any thinking at all. And this is the biggest source of unhappiness in the world. Most people are unhappy because they want something which they don't need. The wise men are happy because they don't crave for something which they don't need.

A. Playing with words

1. The word 'Knee-high' is made of two words. Such words are called compound words.

knee-cap	high-beam
knee-high	high-born
knee-deep	high-class
knee-length	highbrow
knee-jerk	high command

2. In the story, the knee-high man is unhappy because he is not as big as other men. The following is the list of words. Write them under 'happy' or 'unhappy' column.

content	-	happy	sad	-	unhappy
dejected	-	unhappy	delighted	-	happy
jovial	-	happy	gloomy	-	unhappy
down	-	unhappy	blue	-	unhappy
cheerful	-	happy	forlorn	-	unhappy
pleasant	-	happy	despondent	-	unhappy

B. Working with the text

1. Write 'true' or 'false' against each statement below.

a) True	b) False	c) True
d) True	e) False	f) True

2. Answer the following questions.

- a) The Knee-High Man was unhappy because he was no taller than a person's knees.
- b) The Knee-High Man wanted to be big so that when he got into a

fight, he could whip everybody.

- c) Mr. Horse advises him to eat a whole lot of corn and then run around a lot. Mr Horse said that if he did that after a while he would be as big as him.
- d) According to the Mr. Hoot Owl, the Knee-High Man did not need to worry about his height because he didn't have any reason to be bigger than he was.
- e) The Knee-High Man could see far in the distance by climbing on top of a tall tree.
- f) Mr Owl thinks not doing any thinking at all is wrong with the Knee-High Man.

C. Think and answer.

- a) The lesson makes us aware that we should be satisfied with what we have and not desire for something that is not essential for us.
- b) I don't think so. I assume the writer wants to make the story interesting for children by choosing animal characters that can think and talk.

4. Practising grammar

- 2. Put the words in right order to make yes/no questions.
 - b. Is Ann at home?
 - c. Can he swim well?
 - d. Need she go now?
 - e. Have they all left?
 - f. Will he arrive by plane?
 - g. Can she speak French?
 - h. Has Jill lost her keys?
 - i. Is Ted playing tennis?
- 3. **Change the following sentences into yes/no questions.**
 - a. Was the waiter rude?
 - b. Is yoga popular?
 - c. Were you tired?
 - d. Can John read?
 - e. Well we go ?
 - f. Is Peter going to go?

- g. Is Luna going to be hired?
- h. Is he being interviewed now?
- i. Should he practise more?
- j. Has the order been approved?
- k. Does he read everyday?
- l. Did the printer break?
- m. Do we want more money?
- n. Did she have a smile on her face?
- o. Did the boss notice the mistake?

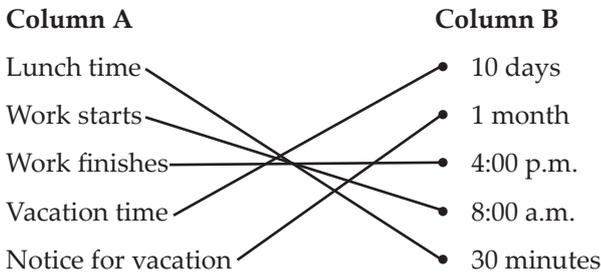
4. Write yes/no questions for the following answers.

- a. Are you looking for the keys?
- b. Have you seen Michael?
- c. Will they be happy?
- d. Has she had surgery?
- e. Were they waiting long?
- f. Did they dance well?

5. Listening and Speaking

B. Listening

1. Listen to the conversation and match the activities with time.



2. Listen to the conversation and answer the following questions.

- a. No, they can not.
- b. 8 : a. m. to 4 p.m.
- c. No, there is not.
- d. No, they cannot.
- e. One month prior notice should be given to use all the vacation days at once.

7. Writing

(Let the students write their own answers. Encourage them for their self writing)

C. Read and learn some punctuation marks and their uses.

Now, punctuate the following sentences. Use comma, inverted commas, full stop, question mark and exclamation point where necessary.

1. Mrs Solomon, who was sitting behind the desk, gave me a big smile.
2. I don't like this one bit, said Julia.
3. Have you met our handsome, new financial director?
4. Looking straight at her, he said, I can't help you.
5. There are three days left.
6. Isn't it Monday?
7. Wow!
8. Which one is yours?
9. He does his homework, doesn't he?
10. Who cares!
11. I wish I knew what time it was.
12. What a fun assignment!

Keeping a Secret

2. Warming up

Unscramble each word clue to form words that nearly mean “mad”. Then take the letters that appear in the boxes with circles and unscramble them for the final word.

CRAZY

BATTY

LOOPY

NUTS

CRACKED

SCREWBALL

ADDLED

B. *New structures*

Complete the sentences with **too**, **too much**, **too many** enough.

- | | | | |
|-----------|-------------|-------------|-------------|
| a) much | b) too much | c) too | d) too much |
| e) much | f) too many | g) too many | h) too |
| i) enough | j) much | | |

3. Reading

“Fish in the Forest” is an entertaining and instructive folk tale. Such tales are fairly common in many traditional societies. Some stories make fun of lazy husbands, some mock at talkative daughters, others make light of greedy and quarrelsome boys. The present story lampoons - makes fun of - a garrulous wife who cannot keep a secret. Such a person is known as a proverbial character. There are many such characters in myth folk: fathers are often portrayed as strict and tyrannical; mothers are shown to be too protective and worried about their children; old husbands of young wives are shown to be suspicious of any activity of their wives. Reading such stories helps us understand diversity of individual types in our society.

Folk tales are reflection of common wisdom of ancient society. When a person appears very much different from common norms of the society,

he/she creates problems for themselves and for everyone who comes into their contact. The wife in “Fish in the Forest” creates problems for her husband. Then, in the tradition of folk tales, the husband tries a number of solutions to cure the malady of his wife. He plays a trick to discredit the garrulous wife so that he could keep the golden treasure to himself.

About the Folk Tale

Folk tales are not actually composed by one writer like modern short stories or poems. Folk tales are the common property of the society in which the story is told by word of mouth. Such stories are known as oral literature.

More on Pre-reading Activity

Begin the lesson discussing the title “Fish in the Forest”. Of course, one cannot get fish in the forest. One catches fish in the river, pond or sea. However, people can get fish in the forest in some funny stories. Even in the story, there must be some unusual circumstances to see fish swimming in the grass, to find sausages in the river and cakes and buns falling from the sky. As such, tell the class that the story is about some unusual characters in untypical circumstances.

Normal human beings follow certain behavioural pattern to live successfully in the competitive world. Keeping certain thing a secret is considered a common prudent behaviour. For example, the farmer in the story finds a chest full of shining gold. He wants to keep this treasure a secret so that he may use it in the future. But his talkative wife cannot keep this secret and would talk about it to everyone she meets. Not keeping this a secret, the farmer would lose the treasure. Thus, the story makes us realize that as we grow up we have to learn to keep certain things to ourselves.

Points to Ponder

“Fish in the Forest” offers a number of important learning signposts. Like most folk tales, it begins with a traditional phrase: ‘Once upon a time, there lived.....’ Such phrase immediately should alert the reader that the story that follows is about events of distant era and about people who may not be present around us.

Folk tales present characters who are somewhat exaggerated in their habits and personal traits. The husband in this story is shown very sincere and thoughtful; the wife is garrulous who talks too much; the king

is shown as greedy who wants all wealth for himself. These are known as mythical or proverbial characters.

Folk tales also repeat certain expressions to emphasize drama at different intervals. This story repeats the refrain, "What with the farmer's wife traveling to market and delivering eggs to all and sundry" to dramatize the simple and predictable life of this farmer's wife. Another line repeated throughout the story is "The farmer's wife could not keep a secret!"

Also remarkable in such folk tales is the use of proverbs and set phrases as expression of folk wisdom. Some such expressions in this story are:

Nothing travels faster than gossip.

You know and I know and the farmer (or someone) knew.....

Poor woman, quite mad, moonstruck, dizzy as a goose!

Reading such tales strengthens language fluency and deepens cultural understanding of the society.

A. Playing with words

B. Match the words with their meanings.

dazzled	–	shone
a living soul	–	a person
crack of dawn	–	day break
scraped	–	rubbed against a hard surface
rusty	–	covered with rust
addled	–	confused
stamp	–	to put down your foot heavily

C. Fill in the blanks in the following sentences choosing correct words from the list given in the box.

- a) digging b) sparkling c) snoring
d) living e) rubbing....chuckling f) swimming....raining
g) travelling....delivering h) staring

D. Use the following phrases in your own sentences.

The club is open to all and sundry.

As she became more tired, errors began to creep into her work.

I have to get up at the crack of dawn.

He thought for a moment before he replied.

E. Fill in the missing letters in the following words.

travelling dazzled treasure speckled
sausages dangling bellowed moonstruck

B. Working with the text

A. Answer the following questions.

- a) The farmer's wife could not keep a secret.
- b) The farmer found an iron chest full of shining gold while digging turnips in a field.
- c) He planned to bury the gold under the kitchen floor.
- d) The woman was awakened by the sound of the spade hitting a rock while the husband was digging a hole in the kitchen floor.
- e) The farmer did not believe his wife's promise that she would not tell anyone about the gold because all night he kept on thinking to himself about the ways to secure the gold.
- f) The farmer buys some silver trout, sweet currant buns and a string of fat sausages.
- g) The wife saw the trout swimming through the grass and cakes and buns raining.
- h) They found fat sausages in the fishing line.
- i) The king wanted the farmer and his wife to be brought before him because he wanted the story about gold cleared to his satisfaction.
- j) The king believed the woman to be mad because her story was unbelievable.
- k) Of course, the farmer did not give the gold to the king because his clever plan convinced the king that the story of his finding the shining gold could not be proven.

B. Think and answer.

- a) The chest of gold must have been buried long ago in the field by some local rich family who might have run away from that area in a hurry. Or it could have been planted there by some robbers who left it there hoping to claim it later. But they might have been killed by opposite gangs. So the chest remained in the field.
- b) Certain things are best being kept secret. For example, if we have saved a good amount of money after hard work and good luck, the

money may be kept as secret. One could use the money sparingly for a long time. It gives us many advantages such as it would not be stolen or robbed off. People who have bad intention may not pester us for a loan. Sometimes, it is very hard to recover loans.

- C.
- Nothing travels faster than gossip.
 - Nobody dances better than Rosy.
 - Nothing withers quicker than a flower.
 - No one comes earlier than Subas.
 - Nothing tastes sweeter than stolen berries.
 - Nothing disappears faster than ill-gotten wealth.

4. Practising grammar

2. Complete the following sentences with **will**, **would**, **can** or **could**. Add 'not' to them if it is necessary.

- Bob ...**can**.. swim but he ...**could not**...when he was two years old.
- Last day it was sunny and we ...**could**....go swimming.
- Tony ...**can**.....cook now, but he**could not**.....before taking cooking classes.
- Brian was so tired last night that he**could not**..... sleep.
- We had a great picnic last Sunday but my friend Bob **could not** come.
- If I have a good lunch today I ...**will**..... not eat much tonight.
- I ...**would**..... like to go on a very long relaxing holiday.
- I promise I**will**..... always be there when you need me.
- I didn't think the suspect ...**will**.. be acquitted by the jury.
- Tomorrow I ...**will**..... do my best of exercises when I get home.
- What do you think ...**will**..... happen at the meeting this afternoon?
- If you had to make a choice, what ...**would**..... you decide on?

B. Listening

1. Listen to the audio and fill in the blanks with suitable information.

- The name of the professor is ...**Smith**.. .
- David wants to work as ...**intern**.for the upcoming semester.
- Students must fill out the **appliance form**..if they want to work as intern.
- There were **20** applicants last year.
- The essay requires a ...**bibliography** .

2. Listen to the conversation and answer the following questions.

- a. Professor Smith needs an intern.
- b. David wanted to work with the professor to get experience.
- c. An essay of 10,000 words with bibliography should be submitted with the application.
- d. One month.
- e. An applicant should include at least 10 different resources in a bibliography.

7. Writing

(Let the students write their own answers. Encourage them for their self writing)

B. Complete the following dialogue.

Student : **Good morning Madam.**

Teacher : Good morning, Anuja.

Student : Madam, I want to go early today.

Teacher : Why? **Do you have any problem?**

Student : Madam, I am not feeling well.

Teacher : Oh! What are you suffering from?

Student : **I am suffering from common cold.**

Teacher : Ok. You can leave early today. But make sure that you cover today's study after you get well.

Student : **Sure, I will cover.** Thank you very much.

Teacher : You are welcome. And consult a doctor. Take care.

Student : **Ok Maam. See you.**

Celebrations

2. Warming up

Now use these words/phrases in your own sentences.

Culture : I celebrate festivals according to our culture.

Belief : I have a firm belief in god.

Ethics : Everybody should have professional ethics.

Values : People follow socio-cultural norms and values.

Civilisation : Greek civilization is a very ancient civilization.

Cultural diversity : Nepal is rich with cultural diversity.

Cultural uniqueness : Nepal is known for its cultural uniqueness.

Cultural shock : There will be a cultural shock if we migrate to a foreign land.

Local culture : Nepal has many local cultures.

Global culture : We have to adjust ourselves with the global culture.

A. Playing with words

2. In the texts above you read the words like 'indestructible' and 'unharmful'. 'In' and 'un' in these words are prefixes which make them negative. There are other prefixes like 'il', 'im' and 'ir' which also make the word negative.

Now, add an appropriate prefix and make the following words negative.

Example: complete → in + complete = incomplete

- | | |
|----------------|-----------------|
| a. usual | → unusual |
| b. do | → undo |
| c. possible | → impossible |
| d. legal | → illegal |
| e. correct | → incorrect |
| f. literate | → illiterate |
| g. regular | → irregular |
| h. responsible | → irresponsible |

B. Working with the text

1. Complete the table with the correct information from the text.

	Holi	Indra Jatra	Buddha Jayanti
When is it celebrated?	full moon day of Falgun	September	Full moon day of Baisakh
Why is it celebrated?	For the celebration of death of demon	To pray lord Indra	To pray lord Buddha as his birthday
Who celebrate it?	All Nepalese	Newar communities	All Buddhists
How is it celebrated?	By putting colourful Tika and colours on faces	by praying Indra and Kumari pulling the chariots	By praying Lord Buddha in the Buddhists shrine

2. Answer the following questions.

- On the first day, people raise a pole and on the final day, Chir (pole) is brought down, dragged to Tundikhel and burnt to ashes.
- A wonder pole is erected to make the beginning of Indraajatra.
- Indra came to Kathmandu to look for a herb.
- Kumari is a living goddess representing Taleju.
- The newly born prince is believed to have taken seven steps and uttered a timeless message to all humanity
- The major places that people crowd to celebrate Buddha Jayanti are: Lumbini, Tilaurakot, Devdaha, and other monastries all over Nepal.

3. Think and answer

(Let the students write their own answers. Encourage them for their self writing)

4. Practising grammar

2. Use positive or negative imperatives to rewrite the following sentences.

Example:

- You can take my umbrella.
You mustn't use your dictionary.

- **Take my umbrella.**
- **Don't use your dictionary.**

- a. You must have a shower first.
Have a shower first.
 - b. You mustn't do such things.
Don't do such things.
 - c. You can't go this way.
Do't go this way.
 - d. No problem if you get a taxi.
Get a taxi.
 - e. You can make dinner earlier today.
Make dinner earlier today.
 - f. You mustn't think I'm stupid.
Don't think I'm stupid.
 - g. You must take Jim with you.
Take Jim with you.
 - h. You'll be in trouble if you come late.
Don't come late.
 - i. It isn't a good idea to use phones in English lessons.
Don't use phones in English lessons.
 - j. It's all right if you give it to me tomorrow.
Give it to me tomorrow.
- 3. Choose words from the box to complete these imperative sentences.**
- a. **Put** the books on the shelf.
 - b. Don't keep us waiting.
 - c. **Don't begin** the lesson before 10.45.
 - d. **Help** your grandma with her bags.
 - e. Talk to you father first.
 - f. **Don't** the radio on now.
 - g. **Don't show** the present to Jill.
 - h. **Play** the second song from the list.
 - i. **Don't move** away from school.
 - j. **Don't turn** the furniture again and again.

5. Listening and Speaking

B. Listening

1. Listen to the New Year wish from the president of a university and complete the following sentences.

- a. This message was given on **the first day of New year**.
- b. This message was given to the people who contributed to the university in the year **2017**.
- c. New Year is the time to set **good news**.
- d. New Year brings **new hopes** and opportunities.
- e. The president wishes a very prosperous New Year.

2. Listen to the audio and answer the following questions.

- a. Students and academic partners.
- b. On the occasion of New Year.
- c. The speaker talks about the future of the students.
- d. It's Nation's Premier University
- e. They were industry and academic partners, vendors and the rest who contributed to success of the University.

7. Writing

(Let the students write their own answers. Encourage them for their self writing)

Correct each sentence by writing it with the correct words capitalised.

- a. Emus and wallabies are two unusual animals found in Australia.
- b. My next door neighbor, Mrs. Brown, has a very large garden.
- c. Sadly, I dropped my ice cream on the ground before I could eat it.
- d. My favorite book is Charlotte's Web.
- e. Did you know that Sally was born on March 11th, 1989?
- f. My pet rabbit ran all the way down Mulberry Street.
- g. Dr. Martin Luther King Jr. worked hard for the cause of equal rights.
- h. "Let's go to the park," said Maria.

Diversity

2. Warming up

Fun games: At the Zoo

Girl	Animal	Lollypop	With
Ellie	Zebra	Plooper	Grandma
Emily	Giraffe	Grunge	Aunt
Jessica	Elephant	Zinger	Mum

B. *New words*

- a. *A suffix is a letter or group of letters added to the end of a word to make another word, such as '-ous' in prosperous, '-ness' in darkness, etc.*

Now, add a suitable suffix to form another word from each of the following.

-ous, -ible, -ness, -ive, -ful, -hood

exhaustive frightful kineness hateful offensive

thankful envious childhood mountainous neighbours

- b. *A prefix is a letter or group of letters added to the beginning of a word to change its meaning, such as 'un-' in 'unhappy' 'dis' in 'dishonest', etc.*

Add a suitable prefix to the following words to derive new words.

inexhaustible inside rethink undo

unloaded unkind return unexpected

B. *New structures*

2. Write sentences for each problem.

- I want to dance, not just sing.
- I want to visit places, not just stay home.
- I want to ride a bike, not just a bicycle.
- I want to learn more, not just score good marks.
- I want to do body building, not just take exercises.

- g. I want to climb mountain, not just hike.
 - h. I want to study culture, not just engage in sightseeing.
3. **Now, write a suggestion for each problem above. Use 'Why don't you....?' "You ought to" or "You should" type of sentences.**
- b. Why don't you join a dancing class?
 - c. You ought to decide where you want to go.
 - d. You should first get a driving license.
 - e. You should study harder.
 - f. You ought to go to a gym.
 - g. Why don't you hire a mountain porter to assist you?
 - h. You should visit Ghandruk.

2. Reading

Sometimes we are not happy with the kind of life we are living and we wish for change to make life more exciting. We take steps which we hope will make our life more meaningful. But a decision taken without enough information about what will happen can land us in trouble instead of bringing adventure and excitement. Wrong decisions can even imperil our lives. So utmost care must be taken while taking important decisions. In the story that follows, Gordon and Milo decide to escape from the wildlife part to evade boredom of their life but what they experience outside is not something exciting but strange, scary reality. At last they are prepared to live amid gorillas, gorillas and yet more gorillas.

About the Writer

Lesley Painter worked as a teacher of English as a foreign language in Portugal, Poland, and many countries in Asia. She began teacher training when based in Poland for the Soros Foundation and Longman publications. She moved to New York to head a teacher training department and designed courses for teaching younger learners, teaching using new trends and language development courses for teachers who are not native speakers of English. Her own published materials for ELT include *The Role Play Book* and *Homework*. She currently writes and designs for her own website, www.eslsite.com, dedicated to providing free resources for teachers. She lives in New York.

More on Pre-reading Activity

Begin by asking children how satisfied they are with the kind of life they are living. Ask them who takes crucial decisions about their life. Ask them

if they were allowed to take decisions on their own who would they make their life more exciting. Ask them if in a fit of anger they have ever thought of leaving their house. Have they also thought about the consequences? Have they ever repented over the decisions they took in a hurry? Make them understand that we should not make rash decisions and repent later. We have to weigh the pros and cons before making any decision.

Points to Ponder

Sometimes we, children in particular, take decisions out of impulse and face unfavourable consequences. In the story that follows Gordon and Milo decide that their life in the wildlife park is boring and escape the place hoping for excitement and adventure in life. But they encounter one frightful animal after another until they finally meet a grown-up gorilla. The little gorillas did take a big decision but they were not prepared to face its consequences. As in the story a decision taken out of impulse and without enough information might lead us to problems. We need to make mature and informed decisions so that we can translate them into action. We also need to own up our decisions that is we need to take the responsibility of the decisions we take.

Many of us think that our life is not exciting enough and take steps that we hope will redeem us from boredom but what unfolds is front of us is so strange and scary that we like to return to our usual life. We should understand that change is not always good. We should keep in mind the adage 'Think before your leap'.

A. Playing with words

A. Read the following description of animals that Gordon meets on the way. Can you name the animals?

- | | | |
|-----------------|---------|------------|
| a. elephant | b. lion | c. camel |
| d. python/snake | e. owl | f. gorilla |

B. Working with the text

A. Write "true" or "false" against the following statements.

- | | | | | |
|----------|----------|---------|----------|---------|
| a. False | b. False | c. True | d. True | |
| e. False | f. False | g. True | h. False | i. True |

B. Give short answers to the following.

- The story takes place in and around a wildlife park in New York.
- Gordon was bored seeing gorillas, gorillas and yet more

- c. gorillas. He wanted to meet other animals, not just gorillas. His parents.
- d. Gordon and Milo hid behind the door when Fred the keeper came to take them to bed. They crawled behind him quietly and jumped right through the door when Fred wasn't looking.
- e. Gordon did not want to meet other animals at the end because he found all the animals strange and scary.

C. Think and answer:

- a) I don't think Gordon and Milo did the right thing by escaping from the cage. They took an immature decision out of impulse.
- b) They were totally unknown about the outside world. They thought the animals they met would harm them so they wouldn't stop to talk to them.

4. Practising grammar

2. Rewrite the sentences and use the second conditional. Keep the same meaning.

Example:

My car is out of order. I won't drive you there.

If my car wasn't out of order, I would drive you there.

- a. I don't know his address. I can't contact him.
↪ If I **knew** his address, I could contact him.
 - b. He is ill. He can't go skiing.
↪ If he wasn't ill, he **could go** skiing.
 - c. He doesn't like tomatoes. He won't eat the salad.
↪ If he **liked** tomatoes, he would eat the salad.
 - d. I travel on my own because I speak English.
↪ I wouldn't travel on my own if I **didn't speak** English.
 - e. We don't have enough room in our house. You can't stay with us.
↪ If we **had** enough room in our house, you could stay with us.
 - f. You aren't lucky. You won't win.
↪ If you were lucky, you **would win**.
- 3. There is one mistake in each sentence. Underline it and correct it. Keep the short or long forms.**

Example:

If you helped me, we will finish in time.

would finish

- a. I can't go out. Believe me, I wouldn't stay at home if I'm not ill.
was/were not.
- b. If my mum was younger, she studied at university.
would study
- c. I can't afford this car. But I'd buy it if I have more money.
I had.
- d. I don't speak French. If I'd speak French, I'd live in Provence.
I spoke.
- e. If you aren't my best friend, I wouldn't tolerate your behaviour.
Were not.

5. Listening and Speaking

Listen to the audio and choose the best answer.

1. Lord of the Rings 2. Tomorrow
3. At the subway entrance 4. At one o'clock

7. Writing

(Let the students write their own answers. Encourage them for their self writing)

C. The sentence next to each numbered sentence is paraphrased differently. Finish these paraphrases by changing the word/word type and grammar.

e.g. We studied the statistics then applied for funding.

→ After studying the statistics, we made an application for funding.

1. We were concerned about her health.

→ We had some **concern** about her health.

2. The council cut funding so we could not provide free parking.

→ Because of council funding **cut off**, there was no space for free parking.

3. His proposal was a failure as it was too theoretical.

→ His proposal **was** rejected because it relied too much on theory.

4. As the emphasis was only on the UK, there were weaknesses in the evidence.

→ By the emphasis on the UK only, the evidence was **weakened**.

5. As the emphasis was only on the UK, there were weaknesses in the evidence.

→ As the emphasis was only on the UK, the evidence was not **strong**.

Sports

2. Warming up

A. New words

1. Fill in the missing letters to form words. All words are related to sports.

a. A sport related to physical activity, such as running, jumping or throwing:

A	T	H	L	E	T	D	C	S
---	---	---	---	---	---	---	---	---

b. A game played with rackets, a high net and a shuttlecock:

B	A	D	M	I	N	T	O	N
---	---	---	---	---	---	---	---	---

c. An American game where a ball has to be bounced on the floor and thrown through a hoop:

B	A	S	K	E	T	B	A	A	L
---	---	---	---	---	---	---	---	---	---

d. A stick that has to be carried to the end of a race by a group of participants:

B	A	T	O	N
---	---	---	---	---

e. A game of skill where a sharp pointed metal stick is thrown at a target on a wall:

D	A	R	T	S
---	---	---	---	---

f. A game in which a club is used to hit a small ball into a hole in the ground:

G	O	L	F
---	---	---	---

g. A running race that is just over 26 miles long.

M	A	R	A	T	H	O	N
---	---	---	---	---	---	---	---

h. A very large sporting contest held every four years in which most countries take part:

O	L	Y	M	P	I	C	S
---	---	---	---	---	---	---	---

- i. The cone shaped object used in badminton:

S	H	U	T	T	L	E	C	O	C	K
---	---	---	---	---	---	---	---	---	---	---

- j. A group of matches used to find the best team or individual at that sport:

T	O	U	R	N	N	A	M	N	T
---	---	---	---	---	---	---	---	---	---

2. The following sports related words have more than one meaning. One is related to sports but the other not. Take the help of a dictionary and write both the meanings.

Court: 1. An area where games are played

2. An assembly to conduct judicial business.

Bat: 1. Instrument to play cricket

2. A bird that sees at night only

Cricket: 1. An insect

2. An outdoor game.

Club: 1. A formal association of people with similar interest

2. A gold equipment used by a golfer to hit a golf ball.

Pitch: 1. A piece of land prepared for playing a game.

2. A high approach shot in golf.

There are many words and phrases that are used as transition words in English. Make a list of any ten of them and use them in your own sentences.

1. However: However they are cooperative.
2. Even though: Even though they played well, they could not win the match.
3. Thus: Thus, these foods are valuable for our physical and mental health.
4. This is how: This is how they are very helpful and honest too.
5. In spite of the fact that: In spite of the fact that COVID is a dangerous communicable disease people are scared of it.
6. As: As mentioned above, it should be managed with proper care.

8. Since then: Since then the match stopped.
9. Despite: Despite his intellect, he could not influence others.
10. Furthermore: Furthermore, it causes mental health hazards.

3. Reading

A. Playing with words

Now check your dictionary and write the synonyms and antonyms of the following words.

Word	Synonym	Antonym
passionately	heartly	indifferently
success	achievement	failure
amateur	nonprofessional	professional
plenty	a lot of	a few
popular	well-known	unpopular
ancient	old	modern
prefer	like	dislike
spread	increase	reduce

B. Practising grammar

2. Fill in the blanks with **so** or **because**.

- a. Sweden is a cold country**so**..... people wear warm clothes in winter.
- b. He didn't study**so**..... he failed the history exam.
- c. They weren't busy**so**..... they helped me.
- d. I wasn't careful**so**..... I fell off my bicycle.
- e. Catherine didn't spend much money**because**..... everything was on sale.
- f. The room is still messy**because**..... I didn't clean it.
- g. I was angry**because**..... my neighbor had a noisy party.
- h. Birds can fly**so**..... they can travel long distances.
- i. John has some more work to do**so**..... he'll be home late.

- j. I'm afraid of bees**because**..... they might sting me.
- k. It was raining**so**..... I took my umbrella.
- l. Thomas is sleepy**because**..... it's ten o'clock.
- m. I was lost**so**..... I asked for directions.
- n. Olivia was happy ...**because**.... she had a great time at the park.
- o. Patrick can drive**because**..... he took driving lessons last month.

B. Listening

- 1. Listen to the recorded conversation between Sophie and Saurav and choose the correct answers.
 - a. Sophie is going to her **evening**/morning class.
 - b. She is going to Shanghai/**Beijing** for two/**three weeks**.
 - c. Sophie's lesson starts at half past seven/**six**.
 - d. She says she will send a **postcard**/letter to Saurav.
- 2. **Listen to the conversation again and answer the following questions.**
 - a. Chinese b. Next week c. Half past six
 - d. Saurav asked her to come and see him when he will get back from China.

Our Common Home

2. Warming up

A. *New words*

Nature Words Puzzle

Across : 3. desert 6. cultivate 9. ecology 11. giraffe

Down: 1. awareness 2. conifer 4. recycle 5. plants

7. land 8. forest 10. ozone

3. Reading-I

This passage is an example of oral literature produced by an American Indian community leader. In many cultures, community leaders, shamans and priests are still creating oral literature. Many of such persons are old men or women with long experience of being guided by other experienced practitioners of old tradition. Some creative practitioners of oral literary tradition may be young people who have gained experience in association with other story tellers, singers or performers. Usually, oral literary creations such as "Teach Your Children" are meant to be recited loud in front of a group of people. Because of the oral spoken medium, such pieces are direct exposition of the subject being discussed.

Many American-Indian oral compositions deal with moral, ethical and human concerns, particularly man's relation to nature, man's responsibility to preserve environment and use anything of this earth to meet human needs with respect to the hidden presence of the earth mother. Similar to the concerns expressed here, in Nepal too there are many poems and stories of illiterate wise men and women in unknown corners of the mountains and hills and plains, expressing wise words to love nature and avoid selfishness and destructive greed.

About the Author

Chief Seattle is a noted native American community leader who is well versed in the traditional knowledge and beliefs of his native American tribe. Seattle is also a major port city in the Pacific coastal state of Washington where a large number of native Americans lived in the past. This extract reveals the ancient wisdom and love of nature of the native

American people.

More on Pre-reading Activity

Ask the class if they have heard of some wise men and women who do not or have not read books but are very knowledgeable about how to live in close harmony with nature. In the Kathmandu valley, there is a tradition of the Gubhaju who is often an old man who advises people when they have problems of health, family trouble and some concerns affecting the larger society. Among the Rais, Limbus and Tamangs in the east and in the north of Nepal, there is a tradition of consulting a janne or a shaman for clarifying difficult issues. Among the Gurungs and Magars, traditional wise men and women provide guidance to their people. All these traditional community leaders have many interesting observations about how to live in peace and harmony with our family, nature and in the larger community.

Points to Ponder

The ideas expressed by Chief Seattle are not completely unfamiliar with people in many parts of the world. "Teach Your Children" reminds us that "The earth is our mother". In Nepal, every community views the earth as "dharti mata" (mother earth) and children are taught by their parents and society to regard mountains, rivers, lakes and even individual trees as holy objects which should not be misused or polluted. This native American piece of lore presents a wise statement that "The earth does not belong to us/ we belong to the earth". Most cultures, especially traditional cultures share this sentiment. If people all over the world acted in true faith and behaved with the understanding that "We belong to the earth", this world of ours would be a much better-and peaceful place.

Ask the class to think of some Nepali sayings such as proverbs and lines of folk songs that express some of the ideas found in this extract. For example, a Nepali proverb says "if you spit to the sky the spit falls on yourself"; another proverb reminds us that "if you plant poison you'll be poisoned."

This extract is an introduction to oral creativity of traditional people and beliefs. They reveal wonderful insight and deep knowledge which are useful to us even in the 21st century.

A. Playing with words

A. Match the words with their meanings.

befall – to happen to somebody

connect – to join together
weave – to make web, fabric, etc.
strand – a single piece of thread, wire, hair, etc.

B. Collect the words from the poem that can be split into two meaningful words as given in the example.

e.g. whatever = What + ever be + fall = befall
be + long = belong

C. Complete the following lines with suitable words from the poem.

- Whatever befalls the earth befalls the sons and daughters of the earth.
- If men spit the earth they spit themselves.
- Whatever we do to the web, we do to ourselves.
- Like blood which unites all things are connected.

D. Make reflexive pronouns from the following pronouns.

I	-	myself	you	-	yourself (singular)
			you	-	yourselves (plural)
she	-	herself	he	-	himself
it	-	itself	we	-	ourselves

B. Working with the text

A. Give short answers:

- All human beings in this world are the sons and daughters of the mother earth.
- If men spit upon the earth they spit upon themselves because all men and women are part of the earth. We must learn to honour the earth to honour ourselves.
- No, the earth does not belong to any man or woman of the world. It is a selfish notion/belief to imagine that we own the earth or part of it.
- All things such as plants, land, the oceans and all creatures are connected because they are the products of the mother earth. If one thing is destroyed, others will be affected. Therefore, we must seek to preserve the land, the water, the air, the plant and all animal life on the earth.
- "The web of life" is a beautiful phrase which means integrated

whole of everything that exists in the world. The web refers to a finely woven piece of fabric in which every thread is carefully put together. The web of life in this figurative sense signifies an interconnected world where the loss or damage to one thing affects the entire structure.

- f) The poet wants us to teach the children that the earth is our mother; whatever befalls the earth befalls the sons and daughters of the earth.

B. Think and answer.

- a) By the expression "whatever befalls the earth befalls the sons and daughters of the earth" the poet means we must not tamper or misuse the natural balance; we must be careful not to over exploit what nature offers us. We must not act selfishly and we must think of every element that may be damaged by our careless action.
- b) "The web of life" is a wonderful creation. How this complex and mysterious world came to being, how the fierce and the most gentle creatures live in nature, how the most enchanting and the most gruesome objects surround the earth has perplexed curious and thoughtful people throughout history. For most people the common answer is the powerful hand of God made all this possible. Some others like to believe that all this phenomena is an accidental occurrence. But both of these thinkers agree that humans should apply their intelligence and experience not to disturb this web of life for how it actually works we still do not understand fully.

3. Reading-II

A. Playing with words

- | | |
|-------------|-----------------|
| a. Forecast | b. temperature |
| c. thunder | d. intermittent |

B. Working with the text

- a. ...because there will be another cold spell before the warmer will be here to stay
- b. Department of meteorology
- c. It will be the warmest day
- d. It will be much cooler with possible rain.
- e. It will be hot and sunny.

4. Practising grammar

Complete the following sentences with “will” or “be going to.”

- a. The boss**will**.... be very happy.
- b. Not a speck of cloud in the sky. It is **going to**. be another warm day.
- c. Look at the queue. We are **going to** get in for hours.
- d. I’m sure you **will** like her.
- e. Be careful! You are **going to** spill your coffee.
- f. I’m certain he **will** do a good job.
- g. The traffic is terrible. We **will** miss our flight.

5. Listening and speaking

B. Listening

1. Listen to the audio and fill in the blanks with suitable information.

- a. Jim has been wondering what Carol **will be doing** at this time next year.
- b. Carol will be writing **a long mail** to her Australian friends.
- c. Carol will explain something in **Paris**.
- d. Margaret is certain that she will certainly fail if she doesn't start **studying hard soon**.
- e. When you’re a journalist, you’ll be **travelling** everywhere.

2. Listen to the conversation and answer the following questions.

- a. Carol will be having a meal in foreign restaurant.
- b. She will be having all sorts of adventures.
- c. She mixes Spanish, English and French languages
- d. She will regret trying to learn Spanish instead of French.
- e. Margaret will be meeting all sorts of interesting people.

5. Writing

(Let the students write their own answers. Encourage them for their self writing)

Slavery

2. Warming up

A. *New words*

Can you match the words related to slavery with their meanings?

slave	-	someone who belongs by law to another person
slavery	-	a system of owning people as slaves
slaver	-	in the past, someone who sold slaves
slave trade	-	business of selling and buying slaves
enslave	-	to make someone a slave
abolition	-	an act of making the slaves free
abolitionist	-	someone who works for the freedom of slaves
plantation	-	a large farm where slaves worked
free-born	-	not born as a slave
slave codes	-	laws defining the state of slaves

B. *New structures*

1. Rewrite the sentences below using "used to":

- She used to be an astronaut.
- People used to travel to America by ship.
- They used to have six cars.
- Did she use to have blond hair when she was a child?
- Did you use to get good marks when you were younger?

2. Write sentences based on the verb in the brackets. Use "used to."

- Reeta used to have a long hair.
- We used to go swimming when we lived in the Terai.
- My sister used to watch cartoons a lot.
- Sangya used to be quieter when she was new to this place.
- Rabin used to cry a lot during his nursery years.

3. Write five sentences telling what you used to do when you were a child

Ask children to write what they used to do when they were younger.

3. Reading

The United States of America (USA) is a relatively new country among the Western powerful nations. When USA declared itself independent from Britain some 240 years ago, the country proclaimed 'all men' to be equal. But in practice all men meant merely all white men who lived in that country. There were many thousands of black men and women forcibly brought to America and many thousands were still being taken from Africa to work as slave in the farms, factories and homes of white men. The life of these African-Americans was miserable. American democracy and rule of law did not apply to them. They were bought and sold like cattle. Harriet Beecher Stowe wrote a story of terrible life of Africans in America called Uncle Tom's Cabin. This book made many white Americans to realize for the first time how cruel and inhuman their country had been to a vast number of fellow Americans whose only difference was their skin colour. This lesson is an adaptation of Stowe's famous book.

About the Author

Harriet Beecher Stowe (1811–1896) is a famous American woman writer. She was educated in a woman's school in Hertford where she also taught for many years. Her father was a preacher and she married with a university professor. Stowe wrote many books of stories and pamphlets on social issues of her time. She is best known for her important novel Uncle Tom's Cabin (1851) which aroused strong interest both in America and abroad.

More on Pre-reading Activity

This lesson presents an important opportunity to learn about respect for human life, equality among people of all colours, caste and ethnic origin. At the same time, we also can understand that mere declaration of good intention about human rights and equality is not enough. The American political leaders proclaimed that all men are created equal when they were fighting the British for their independence. But they accepted the system of slavery and did not think anything about the fate of many thousands of African-Americans. Many Americans considered themselves Christians and claimed to follow the example of Christ who taught love, kindness and sharing with all people, especially the poor and needy. But slavery continued in America until 1864 and African-Americans could not enjoy their full freedom until for about another one

hundred years.

Explain to the class that slavery was practiced in many societies and cultures throughout history. It is not only the white Americans who used slave labour; slavery was widespread in ancient Greece, Rome, China and elsewhere. In Nepal too slavery was in practice until the 1930s. Many African societies kept slaves from all races. But the slavery in America was of particularly vicious kind: the African-Americans were forced to work under very harsh conditions. The wealth they created in America only made their lives more miserable.

Ask the class if they believe there is no form of forced labour in Nepal. Have they seen young children working in many homes? Child labour in restaurants and carpet factories? Of course, to use forced labour or child labour is against the law. But are the laws in the official record enough to check new forms of slavery? Encourage the students to think about what can be done to promote freedom and equality.

Points to Ponder

The old slave Tom was a hardworking and reliable person. Everyone would refer to him as Uncle Tom. Yet he was unable even to keep his family together. The slavery in America was particularly disturbing. It is a vast country of extreme climates. As the American economy advanced throughout the 19th century, the uneducated black slaves had to keep pace with new machinery and mode of production. In other cultures, slaves were permitted sanctity of their individual families; in America, white masters fathered children with slave women and sold the women and their children to different slave masters. As you explain the lesson "Uncle Tom", emphasize the points raised in "What is Civilization?".

4. Playing with words

A. Match the words with their meanings.

- | | | |
|---------|---|---|
| cabin | – | a hut, a small room |
| slave | – | a person forced to work without getting any pay for the work done |
| master | – | boss |
| sunbeam | – | light of the sun |
| missy | – | miss |

- set off – to start on a journey
drown – to sink in water (and die)
grasp – hold

B. In this word search, find fifteen hidden words, all connected with money matters. The words are horizontal, vertical, or diagonal.

- (a) coin (b) receipt (c) wage (d) price
(e) tax (f) cost (g) bill (h) cheque
(i) cash (j) salary (k) discount (l) profit
(m) currency (n) tip (o) rob

C. Fill in the blanks with suitable words or phrases from the story.

- (a) whip (b) neat (c) steam boat (d) Bible e) boat-tail

D. Make sentences of your own using the phrasal verbs listed above.

She tries to set aside some money every month.

The bad weather set back the building work by several weeks.

Have you set my notes down in your exercise book?

They set forth for an all-India tour on January 15.

Her work is always very well set out.

5. Working with the text

A. Answer the following:

- a) The white masters treated their black slaves in cruel and inhuman ways. The slaves were made to work under hard conditions and they were sold like cattle in slave markets and the families of slaves were separated without any consideration.
- b) The children who listened to this story are not Americans because they say they would love to hear about other lands.
- c) Uncle Tom's cabin was a small cottage made of wood planks and logs. There was a rose bush surrounding it and during the summer the rose bush covered the cabin with its branches and flowers.
- d) The sad news for Uncle Tom was that his master had decided to sell him away to another slave owner. He would lose his family and he would not know his new master beforehand.
- e) The slaves could not run away from being sold because they were chained and the American law required everyone to return the runaway slaves to their masters. The police and the white public actively hunted the run-away slaves and handed them to the slave owners.

- f) Tom was allowed to move about freely on the boat without being chained because his slave master believed Tom would not try to escape.
- g) Tom spent the time on the boat reading Bible, thinking about the life of black people in America and talking gently to others.
- h) He did not know who would be his new master after he was put on sale. Therefore he did not know where he would be going.
- i) Eva promised Uncle Tom she would ask her father to buy him out and treat him well.
- j) Eva fell into the water as the boat lost balance after it was loaded with woods and logs.
- k) Tom quickly jumped into the river and pulled off the little girl.
- l) Tom was bought by Eva's father and given a bit more freedom and relatively attractive work.

B. Think and Answer

- a) The reward Tom received for saving Eva was not the best of rewards. But in the slave owning society, the slave was not thought of as freedom loving human being. Even kind and gentle people would not think of setting a black slave free. If I were in place of Eva's father, I would make Uncle Tom a free man. I would offer him a paid job and other support to assist him in his free life.
- b) No, I don't think that people can be superior or inferior on the basis of colour.

4. Practising grammar

2. Change the following sentences into simple past.

- a. They repeat the question.
↳ They repeated the question.
- b. She hugs her little brother.
↳ She hugged her little brother.
- c. The snowman melts in the sun.
↳ The snowman melted in the sun.
- d. The candle does not burn.
↳ The candle did not burn.

- e. Do they chat in a forum?
↳ Did they chat in a forum?

3. Write sentences in simple past.

- a. Jim / his head / cover
↳ Jim covered his head.
- b. she / the chapter / copy
↳ She copied the chapter.
- c. not / the clouds / disappear
↳ The clouds did not disappear.
- d. he / to our question / refer
↳ He referred to our question.
- e. not / we / our punishment / escape
↳ We did not escape our punishment.

5. Listening and speaking

1. Listen to the audio and write 'True' or 'False'.

- a. Molly Hornby used to do a lot of things which shocked her parents.
- b. She used to cut her hair.
- c. She used to wear long skirts.
- d. She used to sing Elvis Presley songs.
- e. She went to a Beatles' concert once.
- f. She used to go fishing with her father.
- g. She used to go for picnics in the surrounding area quite often.
- h. She used to drive to Brighton with her friends and boyfriend.

T
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F

2. Listen to the conversation and answer the following questions.

- a. She used to have her cut and she used to wear short skirt.
- b. She got a chance to see the battles live at concert.
- c. He went fishing once a week.
- d. Hornby and her friends used to go the pictures twice a week.
- e. Her most-favourite film is 'Reflection in a Golden Eye'.

Park and Recreation

2. Warming up

A. *New words*

1. Fill in the missing letters to form correct words. All words are names of plants or trees.

- a) FERN b) ORCHID c) OAK
d) MAPLE e) CHESTNUT f) WALNUT

2. Choose the correct preposition from the bracket to complete each of the following sentences. All of them are drawn from 'Godawari'.

- a) Godaari is one of the most exciting and accessible places in the central Himalayan foothills.
b) Fields in the valley are filled entirely by human labour.
c) A deive to Godawari at the southeastern edge of the valley offers and excellent insight of the rural scene.
d) As with butterflies, it is possible to see over a hundred species of birds at Godawari in a day.
e) A view of Phulchowki in a cloudless day is indeed on of the finest visual treats of the Himalayas.

3. Solve the puzzle below. All words are related to farming.

Across: 1. plough 4. weed 6. irrigate

Down: 2. harvest 3. sow 5. till

3. Reading

The passage "Godawari" is an example of naturalist writing. The authors here describe the nature, scenery, composition of plant and bird and various insect species and some additions such as gardens made by the humans to improve the natural condition of the place. Nature study is a significant part of our education and our need for understanding the surroundings in which we live. Such skills are also important when we visit new places. Every person who gains some ideas about how to look at nature, how to describe living and non-living things, how to categorize

and classify them is moving towards being a better conservator of nature. We are all capable of turning ourselves to some kind of naturalist. This is a valuable experience for our delight and enrichment of our life. We should be able both to observe nature and describe it in intelligent language. "Godawari" is a useful model to practise such descriptions for places all over Nepal and indeed wherever we may visit.

About the Writers

Robert and Linda Fleming lived in Nepal for some years in the 1970s as social worker, educator and naturalist. They have written about their life experience while living in Nepal. This extract is taken from their book *The Kathmandu Valley*.

More on Pre-reading Activity

Ask the class how often in a month or during a year they visit with family or friends some nearby places from their home just to experience nature, to enjoy the bright sunshine and to appreciate the pleasure of cookouts. There are such attractive places all over Nepal. It could be a temple surrounded by woods, it may be a lake or some huge man-made pond, it could be rivers, waterfalls, caves, gardens, a safari park or a zoo. May be most people in towns and cities seldom make such excursion to a place of nature because they are too busy in their daily lives. But reading a piece like "Godawari" would encourage young people to visit places like Godawari in Lalitpur, Kakani in Kathmandu, Sauraha in Chitwan, Bhadrakali (yes, there is a wooded temple of this name in Pokhara) and Rupa Tal in Pokhara, tea gardens in Ilam and Jhapa, Baraha Kshetra and the Koshi Tappu in Sunsari.

Organize a nature visit for the class to the school garden or just conduct one-hour walk in the open field. Ask the students to note what they see around them; location of the place - what is the best known landmark near that area e.g. 'Godawari lies in the southeast edges of Kathmandu; elevation - the height from the sea level, the scenery - hill, mountain, valley, plain, wooded or treeless barren landscape; what birds, insects, wildlife could be observed there; human habitation - kinds of work people do.

Points to Ponder

Nepal is known all over the world as the most beautiful place to visit and enjoy nature. What are some of the attractions of Nepal for international visitors? Cannot Nepalese themselves take delight in observing and experiencing their own country? Of course, the wealth of nature, the

abundance of marvelous combination of scenery, plant, bird and insect life, mild and comfortable climate provide great pleasure to all, native or outside visitors. But we must have some ideas on how to go about observing nature, how to select things for special focus and gradually expand our range of study and ability to describe them in words.

A. Playing with words

B. Match the words with their meanings.

- boom – sudden increase or growth
rim – the circular edge of something
shrine – a place or temple where people come to worship
fabric – material made by weaving cotton, silk, etc.
heap – an untidy pile of something
layout – arrange the garden or houses in a special way
exotic – strange or unusual and exciting
lush – covered in healthy grass or plants

C. Find words or phrases that describe the following.

- fields - green fields foothills - mountain foothills
tradition - unfruitful butterflies - colourful butterflies
plants - tropical plants panorama - breathtaking panorama
scene - distressing sceneenthusiast - football enthusiast
swallow - migratory swallow tails - feathery tails
beaks - pointed beaks nights - dark nights

E. Complete the following with the appropriate words given in the box below.

- a) insight b) Botanical Garden c) cookouts
d) cross-legged e) inhabited sections f) visual treats

B. Working with the text

A. Answer the following questions in brief. (Answer clues)

- a) Godawari is located on the southeastern edge of Kathmandu. It can be reached by bus within one hour from the city.
b) The fields in the Valley are tilled entirely by human labour which they find incredible.

- c) Godawari is best known for the Botanical Garden.
- d) School and college students visit Godawari especially for picnic and study of plant and animal life.
- e) Because it has a rich concentration of plant, bird and insect species on the foothills of beautiful Phulchowki hill. There are man-made gardens and places of worship. We could also enjoy the wide-ranging views of the Himalayas in the north and the panoramic scene of the capital just close by. Godawari is indeed the most exciting place for naturalists.
- f) In April and May, Godawari swarms with varieties of butterflies of many colours and shapes. It becomes one of the best butterfly areas in the entire Himalayan system.
- g) Those bird watchers who are not in a hurry and who have some experience of tracking them enjoy the most with the birds in Godawari.
- h) The word Phulchowki means a place for flowers.
- i) Some 529 species of plants are found in the area.
- j) Phulchowki has an old shrine (temple) where people offer prayers and worship. It also has a modern micro-wave tower for telecommunication. Of course it is a very good place to enjoy the Himalayan views in autumn and winter.
- k) Godawari is a natural garden because much of its attraction such as plants, birds, insects and its landscape is given by nature.

B. Think and answer:

- a) I think all farming activities in the Kathmandu valley are done by human labour without using bullocks because there is an old belief that bullocks cannot be used in the valley as they are the mount of lord Shiva, the guardian deity of this valley. Another practical reason is the farm plots here are rather small and farming is very intensive. There is no tradition of using buffalo bulls in the valley.
- b) Godawari is a famous picnic spot just outside the capital city of Kathmandu. There are wide areas set aside for picnic just close to the Botanical Garden. Shaded cottages and plots with stream water are plentiful here. Every weekend and in vacation time lots of student groups visit Godawari with food and enjoy cookouts. On week days too, visitors from the valley and outside go to Godawari

for picnic and sightseeing.

- c) April and May are the middle of spring season. Many flowers bloom and lots of trees sport new leaves and everything appears full of life. There is an abundance of butterflies in this season as the cycle of nature supports the emergence of beautiful butterflies.
- d) "Visual treats" means beautiful scene to look at. The writers believe that the flowers, green trees and shrubs and thousands of butterflies one can enjoy in spring time in Godawari are like feasts for our eyes and mind.

Reading-II

A. Playing with words

Find the words for the following definitions from the texts.

- a. A list of dishes available in a restaurant**Menu**....
- b. The largest or most important part of a meal**Rice**.....
- c. A food item that consists of fried crispy noodles with bits of meat or vegetables**Chaw Mein**....
- d. A food item consisting of a thin sheet of dough wrapped around a filling and cooked by steaming or frying**Dumplings**.....

B. Working with the text

Answer the following questions.

- a. New a Restaurant and Fewa Restaurant are compared.
 - b. Fewa Restaurant serves cheaper main course.
 - c. Newa Restaurant will charge more.
 - d. Egg costs the same in both the restaurant.
 - e. Fewa Restaurant is more expensive in case of serving Chaw Mein.
2. Complete the table below.

Adjectives	Comparatives	Superlatives
bad	worse	worst
far (distance)	farther	farthest
fat	fatter	fattest

good	better	best
little	less	lest
many	more	most
much	more	must
sad	sadder	saddest
busy	busier	busiest
important	more important	most important

3. **Complete the sentences with the most appropriate comparative or superlative form of the adjective given.**

- Mary is **the lazyist** (lazy) student in the class.
- Rob's apartment is **nicer than** (nice) mine.
- Elephants are **fat** (fat) camels.
- Miami is **a superficial** (superficial) city in the U.S.
- Kim is **smallest** (small) of all my friends.
- I think tornadoes are **worst** (bad) hurricanes because they occur more often and are much more unpredictable.
- Laura speaks English **good** (good) Susan.

5. **Listening and speaking**

B. Listening

1. **Listen to the audio and match.**

Column A

Column B

- | | | |
|----------|---|-----------------------------------|
| Andy | ● | captain of girls' basketball team |
| Patrick | ● | runs a lot |
| Josh | ● | football player |
| Susie | ● | handball player |
| Anjelica | ● | basketball player |

2. **Listen to the conversation and answer the following questions.**

- Anjelica is the youngest.
- Josh is the oldest.
- Angelica's diet is unhealthy
- Josh is the worst
- I think Andy is the fattest of all.

2. Warming up

A. New words

Here is a list of adjectives for places, attractions, activities, food and drink. Some of the letters of these adjectives are missing. Complete them.

1. **p**opular **l**ocal restaurant
2. the **i**mpressive Piazza Venezia
3. **f**ine Italian wines
4. **e**nchanting Venice
5. **G**othic streets
6. **i**ncredible statue of David
7. **E**mpty cathedrals
8. **p**icturesque Italian lake district
9. **m**edieval corners of Siena
10. **e**legant town of Como
11. **m**agnificent palaces
12. **i**nformative explanation of Florentine gold
13. **f**ascinating city
14. the **w**orld **f**amous Academy Gallery
15. **t**raditional Italian techniques
16. **s**pecial welcome dinner

3. Reading

A. Playing with words

1. Match the words with their meanings.

Column A

seafront

cruise

suspension bridge

landmark

lighthouse

Column B

• a bridge in which the deck is hung below the cables

• a voyage on a ship or boat taken for pleasure

• a part of a coastal town next to and directly facing the sea

• a tower containing a beacon light to guide ships

• a location that has historical importance

2. In the above text, the words; amazing and exciting are adjectives. They are the adjectival forms of the verbs; amaze and excite.

Now, write the adjectival form of the following verbs.

- interest : interesting
 shock : shocking
 amuse : amusing
 surprise : surprising
 astonish : astonishing
 confuse : confusing
 irritate : irritating
 upset : upsetting
 attract : attractive
 offend : offending

B. Working with the text

1. Match the places in column A with the information in column B.

Column A

San Francisco

Alcatraz Island

Golden Gate Bridge

Santa Cruz

Disneyland

Hollywood

Column B

can enjoy the beautiful scene of bay area

can enjoy adventure

can enjoy the mixture of shop, restaurant and music

can see the wax models of many artists

can see an ancient prison

can see classical surfing boards

2. Answer the following questions.

- We can enjoy the street performances at San Francisco.
- Ghirardelli square is a home to the amazing Ghirardelli icecream and chocolate shop.
- We can get to the dark cell blocks by taking the ferry from Pier 41.
- Skate boarding started from Vanice Beach.
- It is worthy to visit Hollywood because we can see the

movie studio and other exciting places there.

- f. We can learn how to dance like Michael Jackson in Los Angeles?
- g. We can ride on many mountainous places there.

3. Think and answer.

(Students can write their own answers. The possible answers:)

- a. Yes, I think it is enough.
- b. Yes, I suggest to visit California.
- c. I think people publish such brochure to give information and to attract the people to visit the places.

4. Practising grammar

C. Make sentences expressing permission and obligation for each of the following situations.

a. **You are at the library.**

You can't smoke and drink.

You aren't allowed to make noise.

b. **You are in the park.**

You can't pluck the flowers.

You aren't allowed to throw the waste.

c. **You are in the zoo.**

You can't give foods to animals.

You aren't allowed to tease the animals.

d. **She used to have her cut and she used to wear short skirt.**

You can't make loud noise.

You aren't allowed to fight.

B. Listening

1. Listen to the conversation and write 'True' or 'False'.

- a. The restrictions are made by the Government of Nepal. **F**
- b. These restrictions are for the students. **F**
- c. Anyone travelling from South Africa cannot enter the UK. **T**
- d. Quarantining people should use taxis for transportation. **F**
- e. Quarantining people are not allowed to buy food till someone is there to help them. **T**

2. Listen to the conversation and answer the following questions.

- a. The travellers should isolate for 10 days.
- b. The travellers should fill a traveller locator 'form'.
- c. The British and Irish nationals are not bound to the new rules.
- d. It is found in the country linked to the UK.
- e. Newly arrived people in UK cannot go to work.

7. Writing

Now, write a set of rules that you should follow in the following places. Use the clues in the box.

a. School

1. Students should enter into school on time.
2. They should wear/proper uniform.
3. They should take permission while going out.
4. They cannot go to cafeteria except lunch and snack break time.
5. They are not allowed to meet the visitors without taking permission.
6. They should use winter uniform during the winter season.

b. Library

1. All the visitors should have library card.
2. They are not allowed to smoke inside library.
3. They must have library card to borrow the books.
4. They should return the books within the given time.
5. They must keep silence inside library.
6. They should help to preserve library property.

People Around Us

2. Warming up

Meanings of "move"		Sentences	
1.	To suggest something formally to be discussed	1.	Two parties jointly forced the government to move the bill.
2.	To cause somebody to have strong feelings, especially sadness or sympathy	2.	I was really moved by your story.
3.	To change the position of a piece in a game of chess	3.	He moved the king.
4.	To change the place where you live	4.	My sister moved from Kathmandu.
5.	To change a position in a way that can be seen or felt	5.	The car moved suddenly.
6.	To change time to do something	6.	The organizer moved the program for next day.

The verb "move" also appears with commonly used phrasal verbs. Can you match the phrasal verbs with their meanings? You may consult your dictionary, if needed.

- | | | |
|---------------|----|--|
| a. move along | 1. | to leave your old home |
| b. move in | 2. | to start moving or leaving |
| c. move off | 3. | to start living with somebody in a house |
| d. move on | 4. | to start doing or discussing something |
| e. move out | 5. | to go to a new position |

A. Decide whether the forms of “have” in the following sentences are auxiliary verbs or main verbs.

- | | |
|---|----------------|
| a. This old house has no central heating. | M. verb |
| b. Do you have a glass of water? | M. verb |
| c. I have had this computer for three years. | A. verb |
| d. She has had her dog since 2005. | A. verb |
| e. My parents had fish for dinner. | M. verb |
| f. Did you have a shower this morning? | M. verb |
| g. Look, the bus is coming. We have to hurry. | M. verb |
| h. Has Mrs Thapa written the essay? | A. verb |

B. Now, complete the following sentences by using the right form of “have.”

- Jack **had** fun at the party last Saturday.
- I’m sorry, but I **have** to go now.
- Raju **has** passed his driving test.
- Can we **have** the bill, please?
- The match **had** already started when we arrived.
- Do you **have** a brother?
- My father never **has** time.
- Sangya **has** been waiting for the bus for 20 minutes now.

A. Playing with words

Match the words with their meanings.

- | | | |
|---------------|---|--|
| admired | — | a person whose job is to make people laugh |
| struggling | — | loved and respected |
| creativity | — | imagination and artistic skills |
| collaboration | — | unsuccessful but trying hard to succeed |
| comedian | — | two or more people working together |

B. Working with the text

1. Write true or false and correct the false statements.

- MaHa Jodi was formed in the year 2037 BS. **T**
- People loved to see them together and they were admired for their creativity. **T**

- c. They are popular only in Nepal. F
- d. They are not versatile. F

2. **Answer the following questions.**

- a. Hari Bansha Acharya and Madan Krishna Shrestha are in Maha Jodi.
- b. They were formed after they had a joint performance.
- c. Madan Krishna Shrestha was born in April 19, 1950 Hari Bansha Acharya was born in October 9, 1958.
- d. They became famous by jointly conducting the stage and other programs.
- e. He/she should have skills to make other's laugh. He/she should be honest and hard-working.

3. **Think and answer**

let the students write their own answers. Encourage them to write.

4. **Practising grammar**

Use the present continuous form of the verb in brackets.

Use contractions where possible.

1. You **are using** (use) my mobile phone!
2. My dad **is washing** (wash) his car.
3. It's **not raining** (not rain) today.
4. Who **is she chatting** (she / chat) to now?
5. What **are you doing** (you / do) at the moment?
6. We **are sitting** (sit) on the train.
7. The students **are having** (have) lunch in the canteen.
8. 'Are you making dinner?' 'Yes, I **am making**.'
9. My father **is watching** (watch) TV now.
10. What **are you eating** (she / eat) right now?
11. Is **Your dog is hiding** (your dog / hide) from me?
12. What book **are you reading** (you / read) nowadays?
13. Thomas **is driving** (drive) me home now.
14. I'm **washing** (wash) my face at the moment.

Now fill in the blanks with a, an or the.

1. Danny wanted a new bicycle for Christmas.
2. Jennifer tasted the birthday cake her mother had made.
3. The children have a new teacher called Mr. Green.
4. The Nile is the longest river in the world.
5. Different traditions are found in the Himalayas.
6. Alex is in Boston studying for the MBA.
7. The teacher read an interesting article from the newspaper.
8. I gave him a book but he lost the book.
9. Julie talked for an hour about her school project.
10. A European expert was invited to speak to the committee.

5. Listening and speaking

B. Listening

Listen to the audio and answer the following questions.

- a. Oven is talked in the audio
- b. The use of see through glass door is to view the food being cooked.
- c. Heater selection knob controls the heating elements.
- d. The use of block-knob is to control the temperature.

7. Writing

(Let the students write their own answers Encourage them to write.)

Apology

2. Warming up

3. Reading

There are stories of adolescent psychology presenting how young people feel about themselves under the influence of what they hear from their school or play mates. Peer influence on matters of food, young people enjoy, the kind of dress they would prefer and how they interpret their personal condition like health is very great. 'A Day's Wait' is such a story of adolescent psychology about how a young boy views his fever when he misinterprets the thermometer reading. Lack of comprehensive knowledge on a simple matter like Fahrenheit and Centigrade reading of fever gives a serious jolt to the mental strength of Schatz, the boy with fever in this story.

A normal body temperature is 97F and 37C depending on what the thermometer shows. Schatz believes his fever is fatal and he is going to die when he hears that he had a fever that read 102. But he did not understand that this figure was not a Celsius reading; in Fahrenheit 102 reading of fever is not that serious. Schatz had heard in a French school that fever higher than 44C kills people but he did not know that there could be different readings of fever in different scales. And the boy was scared to death.

This story is a significant reading experience because reading it we learn that our mental assurance is important about how we feel about ourselves. If we lose our mental confidence that we will overcome certain sickness or certain weaknesses, we will not be well again or successful in our task. The story of Schatz shows that once he understands that his 102-fever reading was not like 44C then he immediately feels differently and gets well soon.

About the Writer

Ernest Hemingway (1899–1961) is a well-known American writer. He wrote many novels and short stories. One of his short novels is *The Old Man and the Sea*. He has written about wars, physical conflicts, and psychological tension in his novels and stories. Hemingway won the Nobel Prize for literature in 1954 for his great work of literature.

More on Pre-reading Activity

There is a widespread belief that health is as much a psychological condition as physical sickness. Many people who complain of illness may not be actually so. Certain mental fear, certain belief that they have abnormal condition that is going to make their life hard drives many people to sickness. Of course, people fall ill if they catch viruses, eat unhealthy foods or do not take exercise or eat balanced diet. Even when people fall ill, how they view their illness impacts on how soon they are going to recover. For example, some students get diarrhea, fever or headache when they face school tests on difficult subjects. Alternately, such students would declare they are all right when the school studies are going well even when they may be actually not feeling well.

Ask the class: When do they feel unwell? Is it always the physical illness or they feel sick because of some fear? When they were ill, do they remember how they viewed their illness?

Points to Ponder

Hemingway's short story "A Day's Wait" is a wonderful reading text. Schatz is the main character in this story. He had been to France and there he attended a French school. In France, they use the metric system of measurement such as Celsius/Centigrade to measure body temperature, kilograms (kg) for weight of general objects and kilometers (km) for length of road. Back in the USA, Schatz did not realize that the Americans still used the old system of measurement such as Fahrenheit, pounds and miles to measure body temperature, to count weight and distance of road. So we have to understand that customs and practices vary from one country to another and if we do not observe them well we will be confused.

Secondly, our feeling of health and sickness depends greatly on our state of mind. Based on some wrong ideas and stories, we may believe that our body condition is not in best of states. Then we fall sick and cannot do even ordinary things such as moving upstairs or taking a book from our bookshelf. Of course, we do fall sick sometimes and simple treatment makes us feel well. Most of the time being well is more of what we really feel about our health.

Finally, this story suggests that when young people remember certain things partially, they may overreact on mistaken belief. We also learn that young people often trust completely what they hear from their

peers. The young boy Schatz was normally a healthy person. When in France he had heard that when people had fever higher than 44 they would die. He remembered this information. But he did not understand that the same level of fever, say 44C could be read as 104 F on different scale. When Schatz heard that his fever read 102, he was extremely upset. He believed he was going to die within hours. Of course, Schatz's fear was based on misunderstanding. Moreover, careful explanation of his dilemma made him feel well and he recovered.

4. Playing with words

- A. shivering – shaking
purgative – medicine that causes the bowels to empty
epidemic – diseases that quickly spread
detached – not concerned
light-headed – feeling well
holding tight – keeping secret, hiding things to oneself
commenced – began

C. Make sentences of your own, using the compounds listed.

After drinking four glasses of wine he began to feel light-headed.

Luna is really a light-footed girl.

My sister is a light-hearted girl.

I prefer light-coloured clothes to dark ones.

There are some light-fingered people in our neighbourhood.

5. Working with the text

A. Answer the following questions. (Answer clues)

- The boy looked ill when he came to close the window. His face looked white and he was shivering with cold.
- The boy had fever and a headache. The doctor prescribed three different medicines for fever, for bowel clean-up and to check acid condition.
- The boy could not follow what his father was reading for him. He lost concentration to follow the story.
- The boy did not get better even after he took the medicine because his mind was really disturbed as he thought his fever would take his life.

- e) The boy remembered what he had heard in the French school that people would die if they had fever higher than 44 degrees. And he knew his fever was 102 degrees which he thought was far too high.
- f) The father meant to say there are different ways of measuring things such as fever and road distances and the figures indicate different degrees of illness and distance. The Fahrenheit measure shows a higher number than the Centigrade and kilometers indicate higher number than miles.
- g) Of course, the boy got better in the end. He felt relaxed when he learned that 102F was not that bad degree of fever. His body responded to the medicine. The next day he was talking again about all kinds of simple things.

B. Think and answer.

- a) Obviously, my parents become concerned when I fall sick. They consult doctors/medical men and buy medicines.
- b) The title of the story means a day of waiting by the boy who expected to die at the end of that time. But the father was waiting for the boy to recover.
- c) Well, we can blame the boy's misguided view about the thermometer reading of fever. He really believed that he had developed a very dangerous level of fever. He thought he was going to die.

Reading-II

A. Playing with words

Find the single word from the text for the following meanings/definitions.

- a. the premises serving as the managerial and administrative centre of an organization **headquarter.**
- b. an invasion of the body by harmful micro-organisms or parasites **infection**
- c. the process of making something free from bacteria or other living microorganisms **sterilisation.**
- d. the state of something causing trouble or bother **inconveniences**

B. Working with the text

Answer the following questions.

- a. The chief Executive Officer Hari Prasad Adhikari had issued the notice
- b. The notice was about the closure of office
- c. Tracing the history of infected person and sterilisation of the headquarters had been done to prevent the spread of virus.
- d. The works would resume after identifying the close contacts of the patient.
- e. The company apologizes for the inconveniences caused.

4. Practising grammar

2. Change the following sentences into negative.

- a. I don't like to read Science fiction
- b. Dogs don't chase cats
- c. Pate doesn't want to talk with Ann.
- d. Doesn't Alice work for in insurance company?
- e. I didn't like to food.
- f. Didn't you enjoy playing with my kids?
- g. Sharon didn't make models from clay .
- h. I won't practise the violin every morning.
- i. My brother wasn't a successful man.
- j. Our team didn't play well yesterday?
- k. He doesn't have to go to school by bus?

B. Listening

Listen to the conversation and answer the following questions.

- a. Rachel and Kyle are talking on phone
- b. They couldn't meet because Kyle's got car accident.
- c. The cellphone died because of accident.
- d. They will meet again tomorrow.

Learning from Elders

2. Warming up

A. *New words*

There are many other such metaphors in the poem. Read the poem quickly and write what is being compared with the following.

- b) stairs with tacks and splinters : path/journey with obstacles
- c) boards torn up : life marked by dearth
- d) reaching landings : arriving at a place to take respite from difficulties
- e) turning corners : take a new direction
- f) going into dark : face uncertainty/hardship
- g) sitting on the steps : not being active in one's work
- h) bare floor :poverty
- i) carpet on the floor : richness
- j) bare floor : poverty
- k) having no light : dark side

B. *New structures*

Write a sentence in Present Perfect Continuous tense to pair with each of the following.

- a) I have been looking for my cell phone all the morning.
I can't see it anywhere.
- b) She has been walking in rain for a while.
That's why her hair is wet.
- c) I have been trying for hours to fix my car.
Finally, I've fixed my car.
- d) I have been working like a donkey for a week.
That's why you look so tired.
- e) I have been worrying all day and all night.
How to use a computer in my new job.
- f) I have been making movies since my teenage.
I am very experienced in movie making.

3. Reading

A lot of people in the world have to be engaged in regular work to maintain their life. A farmer works in the field, a factory worker puts in many hours of work in the work site, a businessman has to plan and execute business deals. Fortunately, many people enjoy their work and find better ways of doing their job. Some people seek easy life and complain if they have to keep on working. For example, if students do not enjoy reading their books, doing home assignments and getting prepared for their tests, school life would be an unhappy experience. But a school going child has to keep up with his work, whether he likes it or not. Happy is the student who enjoys his study and school work.

A few people in the world may not need to work to earn their livelihood. But even such people who got wealth from their parents need to find work that keeps them engaged and occupied. The poem 'Mother to Son' presents a well-considered advice of a working mother to her son who seems not really enjoying the work he has to take up.

About the Poet

Langston Hughes (1902–1967) is a very well-known African-American poet of the 20th century. Along with many volumes of poetry, Hughes also wrote fiction, drama, non-fiction and children's literature. He lived in the Harlem area of New York city where many African-Americans struggled in poverty and jobless conditions. Educated for a short term in Columbia University, he writes about the dignity and struggle of African-American people within USA.

More on Pre-reading Activity

Young people often do not realize how much their parents work to make life easier for them. Quite often, many young persons only expect their parents to provide for their needs and to do more to satisfy their fanciful demands. Parents of course strive to provide the best for their young offspring within their means. If the children take up their work in earnest—mostly study and forming good habits and positive attitude to the hardship of life - the parents would feel amply rewarded in their efforts and stressful balancing of their financial resources. Quite often, children are found far too short of such reasonable expectation.

In quite a few families, a single parent has to look after the nurturing of young people. Langston Hughes' poem "Mother to Son" is about such a family where a mother appears concerned about her son who is not so positively inclined to the challenges of life. The mother in this poem is clearly pained by the attitude of her son who expects good things in

life without apparently making sufficient efforts to gain them. To desire good things in life, to dream about comfort and pleasant life-style is fine but these things must be gained through sincere and diligent efforts. There is no substitute for long hours of work, careful management of what resources we have to achieve our dream in life. The mother presents a down-to-earth advice to her son who is inclined to opt for easy options.

Points to Ponder

Ask the class how many of them willingly help their parents in the household chores; how many of them clean up their rooms, make their bed every morning; how many of them would take up jobs temporarily which they do not fancy about. Also elicit response from the students about how often they ask their parents to buy them fancy clothes, gadgets and various equipment for amusement. Have they ever declined the offer of some expensive purchase being made by their guardians? Alternatively, how often do they make special efforts to support, assist or provide imaginative help to their parents or family members?

A. Playing with words

A. Match the words with their meanings.

crystal	-	clear, transparent
tacks	-	pastiche, with stitches
splinters	-	small pieces of wood
landings	-	where you land after climbing stairs

C. Now, make sentences of your own using the idioms.

Rohan's house is round the corner.

There is a worn path on the grass because everyone cuts the corner.

Finally, the patient turned the corner.

He fought his corner till the end.

She'll always help if you are in a tight corner/spot.

B. Working with the text

A. Complete the sentences: (Answers only)

- many difficult and unpleasant encounters in almost every turn.
- pressing ahead towards one's goal meant a good deal of suffering and hardship.
- it brings suffering and discomfort.
- has attained self-respect and sense of fulfillment.

B. Think and answer:

- a) I think the mother is advising her son not to lose hope in life because she feels her son not inclined to work sincerely. The son seems seeking an easier way of life than facing the reality of life in a determined manner.
- b) The journey of our life is dotted with challenges and one has to deal with these challenges with patience, courage and determination.

4. Practising grammar

2. Fill in the gaps with **because** or **as** or **since**.

- a. We stayed inside **because** it was raining.
- b. I wanted to leave early **as** I was not enjoying the party.
- c. The girl stayed at home **because** she was ill.
- d. We were late **because** there was a heavy traffic jam.
- e. **As** I was tired, I went to bed early.
- f. She was very unhappy **since** she had to leave her children.
- g. We cancelled the trip **because** the weather was bad.
- h. **Since** I was having a nice time, I decided to stay longer.
- i. **As** it was very cold, he put on his coat.
- j. She couldn't walk **because** she had broken her leg.

3. Join the following sentences with **because** or **as** or **since**.

- a. Mr. Tom was upset **because** he had lost his wallet.
- b. **As** it was raining heavily the tournament has to be postponed.
- c. Sally could not come to the party **because** she was ill.
- d. Mr James was late to work **because** his car was broke down.
- e. Mary is going to bed early **because** she is tired.

5. Listening and speaking

B. Listening

1. Listen to the audio and write 'True' or 'False'.

- a. Moni's school is 5 kilometers from home. **False**
- b. She can walk a long distance without getting tired. **True**
- c. She can draw and paint beautiful pictures. **False**
- d. Mukta can paint pictures. **True**
- e. Heera can play the flute and the sitar. **False**
- f. Her mother cannot sing. **True**

2. Listen to the audio and answer these questions.

- a. She can skip for 20 minutes.
- b. Moni's sister's name is Mukta
- c. She helps Moni by painting all her pictures.
- d. Moni's father can play the sitar.
- e. Moni's mother cannot sing.

7. Writing

- A. Rearrange the sentences to form a story.

Two honest boys

1. Suman and Sujan are good friends. They are always seen together.
2. One afternoon, Suman and Sujan were walking home. They had just done with their Friday fun.
3. While they were walking on the path, suddenly Suman saw a wallet by the roadside.
4. He quickly showed it to Sujan.
5. At the beginning, Suman wanted to give the wallet to the headmaster but Sujan wanted to send it to the police station.
6. After they had discussed, they came to a conclusion. They decided to send it to police station as it was the fastest way to return the wallet to the owner.
7. The police officer praised them for their honesty.
8. Suman and Sujan felt very happy on that day as they had done a good deed. After all, honesty is the best policy.

Shopping

2. Warming up

1. Match phrases /idioms used in shopping with their meanings.

- | | |
|-------------------------------|--|
| To be a shopaholic | • To get someone's attention, especially by looking at them. |
| To catch the eye | • To put pressure on someone to buy something. |
| To give someone the hard sell | • To be addicted to shopping. |
| To go on a shopping spree | • To buy something much cheaper than the normal price. |
| To nip to | • To try different shops to find the best deal. |
| To pick up a bargain | • To go shopping and buy lots of items that you may not be able to afford. |
| To shop around | • To go somewhere quickly. |

2. The definitions /meanings of some words are given below. Find the words/phrases from a dictionary and write them.

- A large panel for advertising. **Bill board.**
- A booth for trying on clothes. **Changeroom**
- A market where antiques and second hand goods are sold.
flea market
- A proof of payment. **Receipt**
- A device, piece of equipment. **Appliance**
- Someone who sells goods in quantity for resale. **Wholesells**
- A reserve in storage. **Store**
- A company with branches. **Conglomerates**

3. Reading

A. Playing with words

1. Answer the following questions.

- Single carrot and Watermelon are the cheapest item of all.
- Carrot is the cheapest vegetable.
- We will pay the highest for Raspberries
- Fuji apples and pink lady apples cost the same 500/kg.

2. Think and answer

- Yes, it helps because it is arranged from the highest to lowest price items.
- If I were there for shopping, I would buy middle range pricing items of both vegetables and fruits. But If I need any specific items I would buy the same.

Reading-II

A. Playing with words

1. Find a single word from the text for the following meaning/ definition.

- a sign, shape, or object that is used to represent something else: **symbol**.
- the action of removing someone's doubts or fears: **reassurance**
- the action or process of doing a task or function: **performance**
- fulfilment of one's wishes, expectations, or needs, or the pleasure derived from this: **satisfaction**

B. Working with the text

1. Answer the following questions.

- The text is an advertisement.
- On the newspaper
- The purpose of it is to attract and convince the customers to buy it.
- The text is about the quality of a pen.
- We are reassured about the performance of this pens.
- Keeping a hite Dot Snorket Pen makes us proud.

2. Think and answer

- a. Yes, I would buy it because the cost is reasonable and quality is good.
- b. Yes, It's worth because it's catchy and impressive too.

4. Practising grammar

- 1. **Grandma** is coming to visit us for Thanksgiving this year.
- 2. She's bringing my **Aunty** Elaine with her.
- 3. My favourite part about Thanksgiving is all the **food** or dinner.
- 4. Mashed potatoes and pumpkin **pie** are delicious!
- 5. My **cousins** come to dinner sometimes too.
- 6. They live in another **state**, but they fly on an **airplane** to visit.
- 7. Dad's job is to cook the turkey while **Mom** makes the **pie**.
- 8. I'm supposed to help my **brother** Sam set the table.
- 9. Sometimes I wonder what it would be like to go to my Uncle Bill's **house** for Thanksgiving instead.
- 10. In **school**, we learned about the Pilgrims sailing on a **ship** to America.

3. Some nouns cannot be counted. We use partitive expressions for them. Match the following partitive expressions with nouns.

- | | | | |
|---------------|---|---|-----------|
| a. a pat of | • | • | garlic |
| b. a speck of | • | • | ice cream |
| c. a clove of | • | • | butter |
| d. a blade of | • | • | music |
| e. a scoop of | • | • | dust |
| f. a slice of | • | • | rice |
| g. a piece of | • | • | grass |
| h. a grain of | • | • | meat |

B. Listening

1. Listen to the story and write 'True' or 'False' against the following statements.
 - a. The shepherd died after dividing the camels for his sons. **True**
 - b. The three brothers were nice to each other. **False**
 - c. They could not divide the camels first according to their father's advice. **True**
 - d. The fakir wanted to give his camel to the brothers. **True**
2. Listen to the story again and answer the questions given below.
 - a. The old shepherd divided the camels because he thought he was dying.
 - b. The second brother was supposed to get on third of 17 camels.

7. Writing

(Let the students write their own answers encourage them to write.)

Climate Change

2. Warming up

A. New words

The definitions of the words/ phrases in the first column are given in the second column. Match them.

1. Atmosphere	B. Gas in the atmosphere, such as carbon dioxide, methane, water vapor, and ozone, that absorbs solar heat reflected by the surface of the earth, warming the atmosphere.
2. Carbon dioxide	A. Greenhouse gas produced by animals during the breathing process and used by plants during photosynthesis. It is also the by product of burning fossil fuels.
3. Carbon emission	I. Total sets of greenhouse gas emissions caused by an organisation, event, product or individual over a set period of time.
4. Carbon footprint	J. Carbon compound released into the atmosphere, often through human activity such as the burning of fossil fuels such as coal or gas.
5. Climate	H. All weather conditions for a given location over a period of time.
6. Climate change	K. Gradual changes in the weather of our planet.
7. Extreme weather	C. Rare and severe events in the earth's atmosphere, such as heat waves or powerful cyclones.
8. Fossil fuel	L. Coal, oil, or natural gas, they are formed from the remains of ancient plants and animals.

9. Global warming	G. Increase in the average temperature of the earth's air and oceans.
10. Greenhouse gas	M. Layers of gases surrounding a planet or other celestial body.
11. Heat	F. Energy that causes a rise in temperature.
12. Sea level rise	E. Increase in the average reach of the ocean.
13. Weather	D. State of the atmosphere, including temperature, atmospheric pressure, wind, humidity, precipitation and cloudiness.

B. New structures

Use the adverb of frequency and the correct form of the verbs in brackets.

- Our teacher, Mrs Jones **is never** (never / be) late for lessons.
- I **often clean** (often / clean) my bedroom at the weekend.
- My brother **always help** (always / help) me with my homework.
- I **am sometimes** (sometimes / be) bored in the maths lessons.
- We **rarely watch** (rarely / watch) football on TV.
- You and Tony **never play** (never / play) computer games with me.
- You **usually are** (usually / be) at the sports centre on Sunday.
- The school bus **always arrive** (always / arrive) at half past eight.

3. Reading

A. Playing with words

- Match the words/phrases in column A with their meanings in column B.

Column A

humid

global warming

greenhouse

retention

fossil fuel

Column B

a glass building in which plants that need protection from cold weather are grown

a natural fuel such as coal or gas, formed in the geological past from the remains of living organisms containing a high amount of water or water vapor
 florist any product of the condensation of atmospheric water vapor that falls under gravity from clouds

an increase in the earth's atmospheric and oceanic temperatures widely predicted to occur due to an increase in the greenhouse .

the action of absorbing and continuing to hold a substance.

2. The expression **day-to-day** means **happening every day**. Here are other similar expressions. Use them in your own sentences.
- day-to-day : The cashier needs to update the cash record day-to-day.
 - hour-to-hour : This T.V. channel broadcasts the news hour-to-hour.
 - month-to-month : He is getting the salary month-to-month.
 - year-to-year : Our son comes to meet us from abroad year-to-year.
 - Sunday-to-Sunday : I go to meet my grandma Sunday-to-Sunday.

B. Working with the text

1. Choose the best alternative.

- Which of the following best explains the difference between climate and weather as it relates to the temperature, precipitation, etc. in an area of the world?
 - Climate does not change day-to-day, weather can change day-to-day.
 - Which of the following does climate change usually refer to?
 - The process of the changing climate of the Earth, whether cooler or warmer
 - Approximately, how much warmer has the Earth become over the past 200 years?
 - Plus 1.8°F
 - Which of the following refers to the retention of the Sun's warmth in the Earth's lower atmosphere by greenhouse gases?
 - Greenhouse effect
 - Which of the following is released into the air when a cow farts?
 - Methane gas
 - Which of the following may be an effect of global warming and climate change?
 - All the above

2. Think and answer.

(Let the students answer these questions themselves. Encourage them for their self writing.)

A. Reading II

loudly	silently
rough	soft
benefit	harm
courage	fear

B. Working with the text

- The poet refers to the right to create natural voice, i.e. speaking.
- The owl's hoot suggest the natural voice of any creature of the nature. It's the natural right of a bird.

4. Practising grammar

2. **Change the following sentences below, using must or may/ might.**

Examples:

i. I'm sure he's coming.

↪ He must be coming.

ii. Perhaps he will come.

↪ He may come.

- He may be in the room.
- Nima must be sining.
- He might go home.
- He may be tired.
- He must be feeling ill.
- He might not have finished the work.
- He may not be coming.
- He must be cooking.

5. Listening and speaking

B. Listening

- | | |
|--------------|---------------------|
| This morning | mist and fog |
| This evening | sunny spells |
| Tomorrow | a mild day |
| Tuesday | Fall in temperature |

5. Listening and speaking

B. Listening

1. This morning mist and fog
This evening sunny spells
Tomorrow a mild day
Tuesday Fall in temperature
Wednesday a cloudy day
2. Listen to the audio again and answer the following questions.
 - a. In the evening.
 - b. It will be mild.
 - c. On tomorrow morning.
 - d. No, it's not a bad week.

7. Writing

- a. Emus and wallabies are two unusual animals found in Australia.
- b. My next door neighbor, Mrs. Brown, has a very large garden.
- c. Sadly, I dropped my ice cream on the ground before I could eat it.
- d. My favorite book is Charlotte's Web.
- e. Did you know that Sally was born on March 11th, 1989?
- f. My pet rabbit ran all the way down Mulberry Street.
- g. Dr. Martin Luther King Jr. worked hard for the cause of equal rights.
- h. "Let's go to the park," said Maria.

Life Cycle

2. Warming up

A. *New words*

Make sentences of your own using the phrases and idioms listed above.

Phrasal Verbs

Allen invented a new game, but it never really caught on.

Many investors were caught out by the slump in real estate business.

I have a lot of work to catch up on.

Go on/ ahead. I will catch up with you.

Idioms

Rabin has caught his death so he is bedridden for several days.

Can you catch the teacher's eye?

I'm quite comfortable; I caught my friends napping.

If your dad finds out you'll really catch it.

B. *New structures*

b. **Rewrite the sentences using "seem/look/appear."**

- a) The teacher of English seems nice.
- b) The teacher of English looks like a nice person.
- c) The teacher of English looks as though he can be angry.
- d) The pudding appears delicious.
- e) The pudding looks like good food.
- f) The pudding looks as though it is badly burnt.
- g) Driving a car seems easy.
- h) Driving a car looks like an easy job.
- i) The man looks as though he got lost on the way.

3. Reading

This lesson is an imaginative integration of nature and plant world into human life. This piece is written in the tradition of children's literature. Many sensitive writers regard human life as fruitful and satisfying if it moves close to nature. When humans surround themselves with too

much artificiality and machine, they feel sad, frustrated and unfulfilled. 'Five Peas in a Pod' is a story of a simple vegetable that grows in our kitchen garden. This story is written in the style of a fable where even plants, vegetables, green peas and little creatures are shown to speak and exercise their choices. Reading such pieces enhances our imagination and we can observe at simple things such as green peas in a pod with fresh understanding.

About the Writer

Hans Christian Anderson (1805 – 1875) is a famous Danish writer of children's literature. He writes powerful stories about children's imagination, fresh outlook and creativity. His books are important part of young people's educational experience. 'Five Peas in a Pod' draws the attention of readers to a garden plant which supplies us with peas which is a common vegetable. The case in which the peas grow in is called a pod. The writer has presented the pod as the house where the peas live in peace and they move to the world outside when they are fully mature.

More on Pre-reading Activity

You may begin with a colour picture book of plants and vegetables. Point out to the full colour picture of a pea plant. The pea is a soft and attractive plant growing in rows with the support of standing sticks. They come in dark soft pink flowers and pods appear in them. The life cycle of a pea plant shows many changes within a few weeks. This story focuses on the pod which encases five peas in it.

Points to Ponder

Encourage the students to compare the pod with five peas with a house where five persons live. Each individual pea is viewed as a separate person with particular desire and choice.

When the peas are newly formed, they are green and they assume the whole world to be green. When they mature and turn yellow, they like to see all the world yellow. How similar to human thought! A boy who is born of Nepalese parents would think of fair complexion to be of normal skin pigment. But an African child would regard dark complexion as to be quite a normal skin colour. Then like a human child, the peas come out to explore the world and pass through different experiences. Like the peas of this pod, each human being creates his/her own world and ties of relations.

A. Playing with words

2. Match the words with their meanings.

dainty	–	beautiful, pretty
corolla	–	colourful parts of a flower
beaming	–	bright, happy
without	–	outside
meditative	–	thoughtful

3. Many words in English have more than one meaning. Look at the two different meanings and try to find the word which describes them both. One has been done for you.

a)	something with pages / to reserve	book
b)	sides of a river / safe for money	bank
c)	page of a book / grows on a tree	leaf
d)	teach a person / goes on rails	train
e)	to hit lightly / where water comes from	tap
f)	to give / part of body	hand
g)	flat surface / not clever	plain
h)	walk with it / fix with glue	stick
i)	green area / place or leave a car	park
j)	a pillar / send a letter	post

4. Can you make a list of five words which have at least two different meanings?

e.g. pen – something to write with / a small enclosure

a)	man	–	human male / to operate a post
b)	right	–	something appropriate / opposite of left
c)	cap	–	a piece of head gear / put a ceiling
d)	long	–	opposite of short / keen desire for something
e)	pool	–	a board game / bring resources together

B. Working with the text

1. Write 'True' or 'False':

(a)	False	(b)	True	(c)	True	(d)	False
(e)	True	(f)	False	(g)	True	(h)	False

2. Answer the following.

- a) The new peas thought the world to be green because they had limited knowledge of the world. They knew only of the green pod.

- b) The peas came out of the pod after the pod got dried up and burst out itself.
- c) The poor woman had to work hard and bring up a sick child.
- d) The small boy used the peas for his gun and shot them off. They landed in different places and later sprouted into new plants.
- e) The young girl recovered from her sickness looking at the pea plant growing up into full life.

3. **Think and answer:**

- a) The pea-blossom is the symbol of good health and fulfillment of life. As the sick girl looked at the blossom, she gained mental strength and gradually recovered from her sickness.
- b) The peas were picked up by the boy and used as a feed for his gunshots.
- c) The mother smiled upon the flower as it was the first sign of health and hope to appear by her window. The flower looked to her as a good angel bringing good luck to her and her sick child.

This story is based on true events that **happened** (happen) many, many years ago in Scotland. One day, Mr Clark **was walking** (walk) home with a smile on his face. He **was carrying** (carry) something very valuable in his hand: tickets for a long, long journey.

After many years working and saving, Mr Clark **had saved** (save) all the money he needed to take all his family to the United States. Earlier that afternoon he **had bought** (buy) all the tickets that now he **held** (hold) in his hand. It was the opportunity of their lives. "The United States of America," he repeated aloud just to see how nice it **sounded** (sound) in his ears.

A few days before their departure, Mr Clark's son **had played** (play) in the street when a dog **bit** (bite) him. The doctor **went** (go) to their home and **treated** (treat) the child's wound. Then he **hung** (hang) a yellow sheet on their front door. That yellow sheet meant that they **had just been** (just/be) quarantined. They **had** (have) to stay at home for two weeks because of the possibility of rabies.

Five days later, Mr Clark was at the docks. He **left** (leave) the house and now he **was watching** (watch) their ship leave to the United States without him or his family. When the ship had disappeared

(disappear) in the horizon, he **stood up** (stand up) and **went** (go) back home, crying.

A few days later, the tragic news spread throughout Scotland - the mighty Titanic **sank** (sink), taking hundreds of lives with it.

5. Listening and speaking

B. Listening

1. Listen to the audio and write 'True' or 'False'.

- a. This story took place in a field. **True**
- b. Rabbit wanted to plant weeds in the field. **False**
- c. Rabbit cut the weeds herself. **False**
- d. Hippo and elephant pulled the rope. **True**
- e. They laughed at the rabbit. **False**

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

- a. The rabbit wanted to plant the foods but the field was full of weeds.
- b. The rabbit cut the weed with a rope.
- c. The rabbit thanked them because they removed the weeds.

7. Writing

(Let the students write their own answers encourage them to write.)

Vehicles

2. Warming up

A. *New words*

Find at least ten words that begin with "car."

carpenter, carbon, carnivorous, careful, care, carabiner, carbondiozide, caricature, carefree, cargo

B. *New structures*

Write what the following persons should do. Use "must" or "ought to" as appropriate.

- a. He must see a doctor.
- b. You ought to drop it for the time being.
- c. He must ask questions if he does not understand anything.
- d. She ought to move to a warmer place.
- e. He ought to slow down.
- f. She must diet.
- g. She must be more careful.
- h. The students must clean it every day.

3. Reading

Poetry, short story, essay and play (or drama) are four traditional forms of writing. These writings can be of a few lines, of a few paragraphs, of a few pages or running into a full book length. "Fred's Old Car" is a short comedy which makes fun of middle class attitude that values social respectability and common decency. Of course, respectability and decency mean trying to do what most people generally do in society such as avoiding out of fashion clothes, not buying dilapidated or worn out cars and staying away from groups of social misfits. Fred in this play arouses a strong displeasure in his girl friend and her parents because the old car he had just bought looked so worn out and useless. The three characters represent the common mass of people who often judge the value of things by their appearance and utility. When the two film-makers propose to pay good money for Fred's old car, the attitude of Edna and her parents changes abruptly.

About the Play

"Fred's Old Car" is a modern short play. It is a social comedy which makes fun of middle class attitude to respectability and decency. A comedy can also present social satire. In this short play, Edna and her parents represent one side of the social picture; they are middle class English family. They always pay a good deal of attention to comments and opinions of other members of the society. For them, everything a person does must win social approval of their peers. If social acceptance cannot be gained for any activity one follows, then it must be wrong. Fred is an inexperienced young man and he learns a couple of things about social values in course of this comic drama.

More on Pre-reading Activity

In developed countries, many people often buy second hand goods such as furniture, fridge, TV, cars and personal computers because they work all right and they are cheap. Sometimes, such items are available real cheap compared to the original brand new purchase. Once the buyers are financially secure, they throw off the old items and buy the new ones. Among the second hand goods, middle priced cars pass through many owners after, say, two years of use. Of course, high priced cars do not always end in second hand goods stores. Elicit the class response if their family had bought some old items recently. What would these children feel about their parents buying a second hand motorcycle or a car? Is it good enough to buy a 'used' fridge or go without one in summer months? Also ask the class what would their family usually do when they bought a new item of consumer durable such as a new TV, a new fridge and even an extra new camera?

Points to Ponder

"Fred's Old Car" offers various interesting issues for discussion in the class. The drama shows a middle-class social situation of two English families. The Blacks own a car and the father is very proud of it. He maintains the car carefully and to park a shining car in front of the house is a matter of pride for him. Edna's boyfriend did not have a car and he had not enough money to buy a new car because it is too expensive. One day he buys a second hand car for £400. The car looks not at all attractive because it is worn out for lack of maintenance. Edna and her

parents make fun of Fred for buying such an ugly and worn out car. But Fred hopes he can use it for some years, even with frequent visits to mechanics for its maintenance.

A comic drama involves dramatic conflict or tension. The climax of dramatic tension in this comedy is achieved when the car stops suddenly in the middle of the road; people start peering to the car and to the passengers inside it; the Black's family feel humiliated in being at the centre of this unsavoury situation. Fred is helped by the policeman to push the car on the parking side. Then it appears that the car had run out of petrol. After this the good turn begins. Finally the Blacks family stop complaining and Fred appears smiling. Why?

A. Playing with words

A. The characters in the play use different words to describe the cars. Can you list them?

new car, old car, beautiful car, ugly car, special car, famous car

B. Sentences which begin with action words (main verbs) are called commands. You can find a number of such sentences in the play. Now, write the sentences from the play that begin with the following action words.

open the window

turn off the engine

look that's their car now

drink your tea

go to the window

let the air come in

ask them

give us your name and address

C. Read the play carefully and see how the following phrases are used. Now, used them in sentences of your own.

a lot of : I have a lot of money in my pocket.

take care of : You should take care of your books.

turn off : Did you turn off the light of your bedroom?

the same with : I think it's the same with my bag, isn't it?

in the middle of : There is a pillar in the middle of the field

drive off : He is not there, he drove off the campus.

B. Working with the text

A. Answer the following:

a) Because he had just bought a car. He came to see his girlfriend to share this news.

b) Fred's car did not cost a lot of money because it was an old

4. Practising grammar thought the price was high for an old car.

- c) No, Edna's parents thought the car would not work and they did not like it.
- d) He bought this old car from his friend who was buying a new car. Fred had not enough money to buy a new car.
- e) Mrs. Black commented that the car was noisy, smelt bad and it would not go very far.
- f) Fred turned off the engine because it was getting very hot when the car was waiting for its turn to cross the street.
- g) The car stopped suddenly after moving a little away from the crossing.
- h) The policeman helped Fred to push the car to the roadside.
- i) The car had run out of petrol.
- j) The two men were looking for a car of exactly the same model as of Fred's car.
- k) They were looking at the car so carefully to determine whether the car was among the few units of that model of which they wanted to make a film about.
- l) No, Fred wanted to keep the car for his own use. But he was agreed to lend it for shooting of the film.

B. Think and answer:

- a) Mrs. Black felt uncomfortable seeing Mrs. Jones looking at them because they were in an old ugly looking car and the car did not look roadworthy. Mrs. Black thought her neighbour will make fun of them using such a poor vehicle.
- b) Of course, filmmakers do not always need old cars to make their films. The two filmmakers were interested in Fred's worn out car because they planned to make a film about certain type of vintage (old) cars.
- c) I think Fred was right in deciding not to sell his car because he was a young man of some independent thinking. By doing so he wanted to make a point that everybody should not worry about looking respectable in the eyes of common people. Fred knew that the old car would serve him all right for some years.

C. Who said the following?

- a) Fred
- b) Edna
- c) Fred
- d) Mrs. Black
- e) Mr. Black
- f) First man
- g) Policeman
- h) Second man

4. Practising grammar

1. Fill in the missing words with appropriate past tense form of verbs given in the brackets.

The school children **went** (go) to the zoo last Saturday. They **spent** (spend) the day there watching birds and animals. They **were enjoying** (enjoy) themselves when the teacher **went** (tell) them to hurry up as it was time to go back.

Reema **was watching** (watch) a horror movie last night when the door bell **rang** (ring). Sheela **was** (be) at the door. Reema **told** (tell) Sheela that she **had thought** (think) of her.

As Meera **walking down** (walk) down the street, she **saw** (see) an old man lurking around the store. She **called** (call) the polices but the man **had left** (leave) by then.

2. Arrange the following words in proper order to make meaningful sentences. Note the verb tense and signal words for a proper arrangement of sentences.(?) indicates that the sentence is in the interrogative form.

- Had my paper finished when the bell rang?
- You had not helped her when she needed your help
- It was time for me to leave when the rain had stopped.
- They had not played two games when the teacher called them back.
- Had the train departed by the time you reached?
- They had kept the book on the self, could not find it.
- Every children had completed then assignment before their teacher collected it.

5. Listening and speaking

1. Listen to the recorded conversation and answer the following questions.

- Which is Richa's favourite place? **Dharan**
- Does Richa often go to Dharan? **Yes she often goes**
- What are the things that make Dharan special for Richa?

It has mild climate.

- Which is Onisha's favourite place?

People are nice and place is beautiful

e. What do they plan at the end?

They plan to go to these place together.

2. **Listen to the conversation again and write "True" or "False".**

a. False b. False c. False d. False e. True

7. **Writing**

1. Complete the dialogue below with the correct information from the box.

Sujon : Hello Emon! How are you?

Emon : I am fine. **What about you?**

Sujon : I am fine, too. May I know why you are here?

Emon : I'm here to give you a surprise.

Sujon : **Oh, my God!** What's that? I can't hold my patience.

Emon : Today is my 12th birthday. On this occasion I am going to arrange a party in the evening.

Sujon : **What a good piece of News!** Happy birthday to you!

Emon : Thank you. I'll be very happy if **you could join the party in the evening.**

Sujon : Of course, I'll attend. Whom are you going to invite?

Emon : **All my friends and some of my relatives**

Sujon : So nice! I wish all success of the party.

Emon : **Thak you very much.** All the best.

Some of the words that should be capitalised are not capitalised in the following sentences. Capitalise them.

a. Sunain is good at Newari.

b. The New Year begins on January first.

c. I visit Pashupatinath at Teej every year.

d. Mukesh and Suhana watched Chhaka Panja Yesterday.

e. Harikala said, " Time and tide wait for none."

Charts, Tables and Diagrams

3. Reading

A. Playing with words

1. Use the following words/phrases from the text in your own sentences.
 - a. generally : **I generally eat milk and bread in breakfast.**
 - b. decrease : **Death rate is decreasing nowadays.**
 - c. out of work : **Why are you out of work?**
 - d. fall **The pass percentage of students fell to 60 % only this year.**
 - e. increase : **Let's increase the participation.**
2. In the texts above, you read the words like 'unemployment' and 'unemployed'. 'Un' in these words is a prefix which makes them negative. There are other prefixes like 'in', 'il', 'im' and 'ir' which also make the words negative.

Now, add an appropriate prefix and make the following words negative.

Example: complete → in + complete = incomplete

- | | |
|----------------|----------------------|
| a. usual | unusual |
| b. do | undo |
| c. possible | impossible |
| d. legal | illegal |
| e. correct | incorrect |
| f. literate | illiterate |
| g. regular | irregular |
| h. responsible | irresponsible |

B. Working with the text

1. Complete the following sentences with the correct information from the text.
 - a. There are **four** countries in the UK.
 - b. The data are taken from the years **2013** and **2014**.
 - c. About **5.4** percentage of women was out of work in Wales

in 2013.

- d. Northern Ireland had the lowest rate of **Woman empowerment** in 2014.
- e. The only country with increasing rate of unemployment is **scotland**

2. Answer the following questions.

- a. The chart is about female unemployment rate.
- b. **England**
- c. **Wales**
- d. **Wales and Northern Ireland**
- e. **All these countries had the fall in female unemployment rate in 2014?**

3. Think and answer

- a. Yes. It had decreased in 2014 than 2013.
- b. I would first improve the education of women and give them priority in the job sectors.

Reading II

A. Playing with words

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

Column A

Column B

- | | |
|----------------|---|
| a. thump | i. took advantage of |
| b. clinch | ii. limiting |
| c. tri-nation | iii. each of two batting turns of a team in a game |
| d. restricting | iv. win |
| e. tournament | v. competition a sports competition between three nations |
| f. innings | vi. a series of games that make up a single unit of |
| g. grabbed | vii. defeated |

B. Working with the text

- 1. **State whether the following statements are true or false. If they are false, correct them.**
 - a. True b. False c. False d. False e. True

2. Answer the following questions.

a. Nepal and Netherlands played in final of the tournament.

- b. It stands for "Twenty-Twenty International"
- c. On Saturday over Netherlands
- d. Kushal Bhurtel crossed half century in all five matches.
- e. The Nepali played very well.
- f. Dutch team could not play as well as Nepal did.

Now, try to make a question with the help of the answers below using the Wh-question words.

- 1. Q : How many cars does she have?
A: She has two cars.
- 2. Q : How long was he at the library?
A: He was at the library for 3 hours.
- 3. Q : Which hand do you use to write?
A: I write with my right hand.
- 4. Q : How many people live there?
A: Six people live there.
- 5. Q : Why did she call you?
A: She called me in order to invite me.
- 6. Q : How long does the triptake?
A: The trip takes one day.
- 7. Q : How much does it cost?
A: It costs three dollars.
- 8. Q : How was their holiday?
A: Their holiday was relaxing.
- 9. Q : How often does she exercise?
A: She exercises twice a week.
- 10. Q : What do you like?
A: I like rock music.
- 11. Q : When can we meet?
A: We can meet on Wednesday.
- 12. Q : How do you go to school?
A: I go to school by bus.

13. Q : Where is John's bag?
A: John's bag is on the table.
14. Q : How did he do on the test?
A: He did poorly on the test.

5. Listening and speaking

B. Listening

1. Listen to the tape record about plants and fill in the blanks.

- Plants release **oxygen** and take in carbondioxide while preparing food.
- Scientists believe that many plants have not been discovered yet.
- Plant cells have thick walls but animal cells do not.
- The process through which plants make food is known as photosynthesis

2. Listen to the tape record again and answer these questions.

- What do plants take in for preparing food?
 - Oxygen
 - Carbon dioxide**
 - Helium
- How are plant cells different from animal cells?
 - The plant cells have thicker walls.**
 - The plant cells have thinner walls.
- Which of the following is not needed for plants to make food?
 - Carbon dioxide
 - Water
 - Minerals
 - Oxygen.**
- Cellulose is found in cells.
 - plant**
 - animal
 - both plant and animal

7. Writing

(Let the students write their own answers encourage them to write.)