

**New Nepal**

# English Reader

## Teacher's Book

**For Grade 6,7 and 8**

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# How to use this Manual?

This teacher's resource book is especially prepared to facilitate joyful teaching of New Nepal English Reader series from grades 6 to 8. The Readers are in use in scores of English medium schools across the country and this manual is written in response to various queries and requests of the classroom English teachers and school principals. The language activities presented in the students' book and activity book are self-explanatory; motivated and competent teachers have appreciated the functional task oriented language exercises in the books of our series. However the actual reading passages representing diverse areas of knowledge and genres clearly required additional resource for teachers who often did not have access to a good library to consult for information and teaching insights. Therefore this Teaching Manual is focused more to understanding the text and widening the horizon of learning of both of teachers as well as of the students rather than providing tips to language/grammar/structure exercises.

Each and every lesson of the Grades 6, 7 and 8 of the Reader has been covered under the five broad headings:

**Reading:** This section explains in brief what the reading passage aims at and what area of human experience is focused on in the text. A nature poem, a short story on value of education, an essay or a narrative exploring the psychology of young mind, a short drama about social class, a book summary of famous classics-all would be better understood and discussed with ease if the teachers can feel confident about broader background of their writing. Teachers are expected to peruse this brief section and prepare for the class teaching before they actually enter the classroom.

**About the Writer:** More than fifty percent of the reading passages in each Reader were written by writers from many parts of the world over the period of the last fifty years. Not every writer included in the Readers is equally well known in spite of their good work. And teachers who studied their English literature courses with focus on author as the creator of the text felt uneasy for not getting some clues about the nationality, personal interests, range of work and even personal information about

the writers. I am sure it would come as a surprise to many of us teachers to find out that Lois Lowry is an American woman writer of children's literature who explored sibling rivalry among young children and their awe about the ageing process.

**More on Pre-reading Activity:** This section suggests additional steps; measures and strategies teachers could adopt making the teaching of each lesson more enjoyable and effective. It is in addition to what is given at the start of each lesson in the Reader. Some additional teaching resources such as illustrated picture books; videos and CDs are also suggested here.

**Points to Ponder:** This section invites teachers to think about the larger issues the lesson would lead to every serious teacher and learner. The value of education lies in doing the given lesson as well as move to the larger world outside the book and classroom learning. This section specifically responds to the tough questions many teachers of the New Nepal English Reader series had brought to the attention of the team of the series writers.

**Joys of reading:** In this section additional reading materials are summarized, where ever required, and translation of the texts in simple English are included to help teacher to draw the thematic insight of the text.

Other features of this manual are instruction about handling listening materials, revisiting the text, grammar and writing activities. A little attempt is made to provide answer tips to all language activities because they are adequately covered in the instructions given in the respective pages of the Reader itself.

This resource book reflects the concerns and comments of many dedicated teachers across the country with whom I had the pleasure of interacting in the past two years. I thank them heartily and hope that it fulfills much of their expectations from a teachers manual. I also would like to appreciate the comments and suggestions of my colleague Hari Adhikari who patiently looked through the first draft. The proprietor of Atharai Prakashan Gopal Pathak deserves all our appreciation for his persistence to bring out this revised and updated book in a timely manner.

August 2008, Kathmandu

# Teaching Strategies

## Focused Activities

- Preview
  - New vocabulary
  - New structures
- Reading
- Vocabulary
- Language-in-use
- Listening and speaking Writing
- Weight and evaluation

## What's in Book Six?

**Warming up:** Warming up section previews the dominant vocabulary and language structures that the students encounter in the lesson. As such, the section works as a warm-up exercise preparing students to effectively deal with the reading material and language exercises that follow. This section is broadly grouped into three sub sections: Leading in, New words and New structures. The first sub-section is meant for fun reading on the relevant topic that helps students get a sense of what is to come next. The “Warming up” section, through a variety of creative and interesting activities such as clustering, gap-filling, anagrams, unscrambling, word puzzles, helps students build active vocabulary specific to a theme, language content, or an area of human interest. The last sub-section presents new language structures dominantly used in the reading so that students get enough practice on key structures before encountering them in the reading.

**Content:** Book Six of the *New Nepal English Reader* offers young learners of English language a variety of language structures presented through stimulating reading materials that build upon the reading competency children have already acquired in the previous Grades. Reading materials directly address children's sense of curiosity and appeal to their imaginative minds. While building upon students' cultural repertoire, the texts included in the *Reader* expand their knowledge of literature, culture, and the immediate surroundings. The lesson “Mother to Son” for instance, not only appeals to the children's immediate experience of understanding family relationship, but it also allows teachers initiate productive discussions on a variety of issues related to students' lives and concerns. Whereas lessons such as “The Butterfly and the Caterpillar” magically deal with the theme of self-worth and potentiality that one inherently possesses. As you must have noticed by now, many texts connect students' reading experience with their real life-situations and cultural repertoire they have already acquired. Therefore, having students process the meaningful information that the texts contain through their own cultural experience can be an effective teaching strategy. For this, teachers may consider using pre-reading activities that somehow bridge students' cultural knowledge with the new information they receive from the texts. As the language-related drills and exercises



are mostly based on the language structures pervasively used in the text, each lesson allows teachers to introduce the relevant language skills creatively and contextually. The *Reader* generously offers students a taste of classics of children's and young adult literature that emphasize the positive values such as honesty, hard work, and human sympathy along with the themes of growing up.

**Language Skills:** Language-related exercises in the *Reader* significantly draw upon the text included in a given lesson as they focus on the dominant grammar items pervasively used in the text itself. The language drill sessions that follow the reading—"Playing with Words," "Working with the Text," "Practising Grammar," "Listening and Speaking," and "Writing"—walk students through a series of integrated reading, writing, and grammar exercises that are built upon the vocabulary and structures that the students have already learned. While teaching language skills covered in the *Reader*, it is crucial that teachers emphasize the function and usage of language structures rather than having students memorize the definition of grammar items.

**Listening and Speaking:** In each lesson, by means of the structured models of conversation and listening exercises, students practise using the language structures and vocabulary learned in the lesson. It is important that we frequently use the text as an example to show how certain grammar items are used in a communicative context revolving around the theme focused on in the chapter.

### Teaching Strategies

Each teacher has his or her unique teaching style; the best teaching strategy is to be flexible and adaptive to the specific teaching situation—size of the class, learners' competency, and the available resources. We encourage teachers to improvise teaching materials to address the unique context in which they teach English. Nevertheless, teachers might consider some of the following teaching strategies.

### Warming up (Pre-reading activities)

The newly added sub-section called "Leading in" at the beginning of each chapter provides short but interesting and useful readings on the subject matter focused on in the chapter. The major objective of this sub-section is to get students engaged on the topic right from the beginning. Besides practising the pre-designed exercises on vocabulary and language structures included in the text, teachers may design activities to utilize students' knowledge about culture. Students bring their own knowledge and experiences in class that need to be built upon, challenged, and expanded. Warming up exercises on "New words" and "New structures" and "Pre-reading Activities" allow teachers to link what we teach students to what they already know. As we teach in a

unique cultural context, the pre-designed activities in the *Reader* should not be taken as another exercise that we've got to deal with. Rather, these activities are meant to be possible models for teachers to design activities that address their own teaching contexts. For this, we anticipate teachers to review the entire lesson in advance and use activities, either included in the *Reader* or of their own design, in order to see the link between what students learn from the lesson and what they already know. Teachers may facilitate this experiential connection by:

- o Asking students to talk about their experiences related to the lesson,
- o Asking students to discuss issues that the text raises,
- o Asking students to write poems and draw pictures, talk about movies they have watched (depending on what kind of story, poem, or a prose piece they are going to read), and
- o Assigning students mini-projects such as interviewing each other, pasting relevant pictures on a display board, presenting information on the blackboard, and/or engaging them in role plays.

Whatever activities we want them to practise before reading the text, the key is to get them talking and warming up for the lesson and language exercises that follow. Such activities enable teachers to conduct a proactive and participatory class, the essential prerequisites for a successful language teaching session.

## Reading

**Reading is essential for learning all the four language skills:** Listening, speaking, and writing cannot be separated from reading. Therefore, the reading materials included in the *Reader* should be used to achieve the dual objective of imparting students with “cultural literacy” and familiarizing them with important language skills. As most of the language-related exercises are based on dominant grammar structures used in the texts themselves, teachers may use readings as examples of communicative contexts for teaching the grammar items.

**Connecting readings to language practice:** For productive teaching, it is advised that teachers exploit the link between reading materials and language exercises that follow them and keep reinforcing the major language items focused in a text. At times, language exercises also utilize the context the text provides. For instance, the lesson “Dog Star” presents the context of traveling in a lively story about Laika, the legendary dog. The “Practising grammar” introduces structures that are used for giving advice to someone about his or her immediate future plans. In the “Listening and Speaking” section, students learn to talk

about expressing conditions that apply for something to happen in the future. At the end of the lesson, students also get an opportunity to write an imitation story that requires them to replicate the dominant theme of the story. Thus, teachers should consider emphasizing the link between language used in the text and the language skills students learn through the subsequent grammar-related drills and exercises.

**Reading for cultural literacy:** Book Six of the *Reader* includes interesting and stimulating texts—poems, stories, and informative prose pieces. Given the age of the children the book is intended for, the reading texts aim at giving children the flavour of authentic English expressions while imparting important knowledge about their culture and surroundings. Therefore, it is important that teachers focus more on making the experience of reading enjoyable for children than having them always concentrate on “themes” and “meanings.” For a successful language teaching, it is significant that children enjoy reading and feel the rhythm of language.

**Emphasis on the reading process:** Reading is a recursive process in which one has to move back and forth to make sense of the text. For this, teachers may use a variety of activities such as posing questions about the text, underlining a part of a sentence, counting words in a sentence or listing expressions/information so that students actively read the text. If children read with an objective in mind, they tend to work and learn quickly. It is not that important for students to know the meaning of each and every expression as they read along. The Book stresses the importance of holistic understanding of matter than the comprehension of discrete language items.

## Vocabulary

Learning new words, especially learning to use them in context, is an integral part of effective language acquisition. Reading largely facilitates students with vocabulary acquisition. However, active learning of words and their usage is more important than memorizing a list of words and their meanings out of context. The *Reader* provides a glossary of difficult words, presented in a variety of ways—definitions, picture recognition, alternative choices, functional explanations, and so on. Book Six also includes the section “learning new words,” mostly explained with illustrations and idioms and phrases with meanings and their usage. Experts view that memorizing definitions of words is the least effective technique of vocabulary acquisition, although it has been used widely. The *Reader*, hence, emphasizes the importance of active acquisition of vocabulary. While teaching each lesson, it is advisable to make a list of TARGET WORDS (not the all-inclusive list of words used in the lesson) and show the children contextual use of each word. For active learning, teachers can design a variety of activities that allow students to share words they already know, instead of asking them to memorize words

indiscriminately. Besides pre-designed activities in the *Reader*, teachers may use some of the following activities:

- o Organizing “Meaning Finding Groups,” in which a group of students are assigned a few words and asked to find their meanings and share their findings with the class,
- o Vocabulary Mini Bins: Having divided the class in small groups, teachers may ask students to keep a “vocabulary bin” each; each group of students collects words and their meanings over time, and after some days, they exchange the bin with another group,
- o “Acting Out the Word” game can be useful while teaching action words in lower grades; teachers may give a couple of words to a small group of students and ask them to “act out” the words so that the entire class understands or guesses the meaning of the word,
- o “A List of Difficult Words” prepared by students themselves helps them focus on learning new words, and
- o “Words of the Day” method can be handy in motivating students to learn new words; for this, teachers may select two to four new words for each day and devote some time explaining, discussing, and using those words in class.

Depending on the specific classroom situation, teachers may adapt to a couple of do-able but interesting activities that make learning new words an enriching experience.

### **Practising grammar (Language-in-use)**

“Practising grammar” is one of the major features of the *Reader* and, in fact, is the defining philosophy of the series. Unlike traditional English text books, the *Reader* emphasizes the usage of grammar items in a specific communicative context, hence the term “Practising grammar.” Book Six introduces children with the usage of important language structures such as “simple present/ present continuous” (talking about arrangements), “in/on/at prepositions” (expressing time), “as long as/ in case/ unless” (giving advice), and “have/ make” (getting services). As indicated in the parentheses, the language exercises emphasize the function each grammar item performs in a communicative context. The Book assumes that it is important for students to know how and where to use the grammar items they have learned. For this, the *Reader* adopts a dual strategy of teaching language skills—recognition and usage.

While teaching “language skills” and “grammar items,” teachers should consider focusing more on the “communicative function” of language items by providing students relevant situations and contexts for the

use of each item. For example, while teaching grammar items such as “simple present” in the lesson “Mother to Son” the focus should be more on explaining how this item is used for describing changes, than teaching the language item as one form of tense. After students become able to recognize the grammar items and their communicative functions, teachers should focus on providing students appropriate them appropriate context for using the grammar items learned.

### **Listening and speaking (Communicative skills)**

Children learn to speak mostly by “imitating” someone speak. Besides using the recorded materials occasionally in class, teachers should lead the speaking and listening sessions and ask students to imitate the pronunciation of alphabets, sounds, words, and sentences. In each lesson, the *Reader* introduces young children to sounds of English, word pronunciation, and simple conversations about greeting, introducing, asking questions, and describing things. Teachers might consider some of the following activities to enhance children’s ability to listen and speak:

- o pronunciation drills (gradually moving from sounds, words, to sentences),
- o student-teacher role plays to help students learn greeting, introducing, and naming,
- o pair work groups to help students recognize objects/things and describe them,
- o frequent use of audio-visual aid such as educational videos and children’s movies,
- o dictation of alphabets, words, sounds, and sentences, and
- o flashcard displays

The idea is to frequently expose students to speaking and reading while encouraging them to imitate and practise what they have listened to.

### **Writing**

Book Six presumes that children who attend English medium schools come to Grade Six having already acquired the skills of simple sentences and short paragraphs. The “Writing” section in the Book builds upon students’ already acquired skills at the level of sentences. It is expected that children at this level will be able to write composition of a certain length. The guided writing exercises in each lesson offer ample practice

in writing short paragraphs. While guiding students to write, teachers should consider encouraging them to add details than to writing out sentences containing discrete information. Effective writing instruction requires that we avoid criticizing students' writing and grammar errors. Rather, writing pedagogy has to be encouraging, participatory, and nurturing. While teaching writing, teachers should consider highlighting positive aspects of student writings and be suggestive than prescriptive when it comes to pointing out errors.

### **Reflecting**

After the students have acquired specific grammar skills, relevant vocabulary and content knowledge, they should be able to think, reflect and speak about themselves and the world around them. "Reflecting" section should be dealt with by giving students enough time for reflection. This is when teachers may choose to allow their students to use their mother tongue if need be. After all, knowledge matters only when it comes to use for self-expression.

### **Weight and evaluation**

For Grade Six, we anticipate roughly 150 hours of teaching; teachers are advised to give approximately 25% weight to listening, 25% to speaking, 25% to reading and 25% to writing. For lower grades (first, second, and third), continuous evaluation of each child's progress is recommended. However, in the Sixth Grade, a combination of continuous assessment and periodic testing can be an effective way of evaluating students' progress. Ideally, each teaching session should incorporate informal "assessment" schemes of a sort such as quick questions, mini-quizzes, reading aloud, or writing words and sentences.

# Childhood

## 3. Reading

The title 'Cradle Song' refers to a lullaby or sleep song sung by a mother or childcare provider to put a baby to sleep. A lullaby is a traditional song commonly shared within a culture and a cradle song is an original short lyric composed by a poet in imitation of old lullabies or sleep songs. In this poem a mother figure soothingly sings a song reflecting on the child and the world emerging before the child.

For traditional English lullabies, consult illustrated children's song books such as R. L. Stevenson's *Child Garden of Verses* (Wordsworth) or *Childcraft* (Mc Graw-Hill).

### About the Poet

William Blake (1757–1827) is a famous English poet and painter. Blake never went to school but was educated at home. He wrote many short lyrics of mystic and reflective kind. His volumes of poetry *Songs of Innocence and Songs of Experience* are very famous. Two of his other famous poems are *The Lamb* and *The Tiger*. He has written many poems on childhood experience of the world of nature.

### More on Pre-reading Activity

Every society has many cradle songs or lullabies that mothers sing for their babies. Such songs were especially common before the day of television. In modern urban life, many busy working mothers may not be able to sing a cradle song for their little children, but it need not be so. Even if children of five or six years of age are not put to bed with a sleep song, they would enjoy reciting a lyric like Blake's *Cradle Song*. The children in the class would certainly remember many nursery rhymes they practised in earlier classes.

### Points to Ponder

Children asleep look very relaxed and peaceful. A mother singing a cradle song looks at the face of the child and imagines what may be going on in the dream world of the child. Children often smile and express facial reactions of joy and pleasure during their sleep. A mother can imagine

secret joys and cunning tricks and playful wiles of young children even when they are asleep. Mostly children are symbols of goodness of human experience. Their face, hands, softly breathing heart and general sense of calmness makes the mother forget her worries of real life.

#### 4. Playing with words

**A. Match the words with their meanings.**

- desires - strong wishes to have something  
infant - a baby  
wiles - clever tricks  
thy - your  
o'er - over  
doth - does  
dreadful - fearful

**B. Look at the following pair-words that rhyme together.**

- breast - rest    cunning - stunning    little - brittle  
creep - weep    dream - stream    infant - enchant  
break - trek    beauty - duty    sorrow - morrow  
asleep - peep    heart - impart    wake - lake  
feel - steal    joy - toy    that - mat

**C. Read the poem again and match the adjectives in group A with the nouns in group B correctly. Some of the adjectives may go with more than one nouns.**

- soft - desires    little - heart/sorrows  
sweet - babe    dreadful - night  
secret - joys/smiles    cunning - wiles  
infant - wiles    softest - limbs

#### 5. Working with the text

**A. Reread the poem and answer the questions. (Suggested answers)**

- a) This poem has four stanzas of four lines each.  
b) The metaphors used in the poem are: Little sorrows sit and weep; cunning wiles that creep, etc.

**B. Answer the following questions.**

- a) I think the speaker in the poem is a mother figure who soothingly sings a song reflecting on the child and the world



emerging before the child.

- b) The speaker traces soft desires such as walking in the park, playing with the pet dog, watching the flowing river in the face of the baby.
- c) According to the poet, the baby's heart rests in its breast.
- d) While the baby is asleep, the cunning wiles hide in its heart.
- e) When the baby awakes, the dreadful night breaks (comes to an end).

**C. Think and answer.**

- a) When the baby sleeps soundly at night, many beautiful dreams occur to him/her. When the same baby awakes in the morning, the peaceful dream is changed to the reality of the world. In the first stanza, the poem speaks of sleep and the joys of peaceful dream. In the last stanza, the cunning wiles creep into the little heart of the child during the dreadful night. (Other mystic explanations are possible here, such as our childhood is a short-lived experience, which passes like a happy dream; when we awake from the sweet dream, the real world appears like dreadful (unhappy) sleepless nights.)
- b) The infants may produce pretty wiles (second stanza) which are charming and most pleasing. The infants may also produce cunning wiles (stanza four) which are guided by selfish or devilish motives that are irritating. The same infants sometimes appear genially innocent and at other times, unknown to the infants, their simple playful acts prove irritating. Unpleasant situations often emerge because of no fault of the little child. Only human conditions cause unforeseen pain and sorrows. So the poet does not seem to be seriously annoyed.

**6. Practising grammar**

- 1. Help students to make meaningful sentences using the information given in the table.
- 2. Rewrite the following sentences using the suitable form (Singular / plural) of the verb given in the brackets.
  - a) doesn't drink                      b) tells                      c) go
  - d) doesn't speak                      e) don't help                      f) comes
  - g) wait                      h) don't work                      i) ride
  - j) forget                      k) loses

## 7. Listening and speaking

### c. Listening

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

a) Dharan

b) Yes, she often goes there.

c) Three things that make Dharan special are:

i) mild temperature ii) nice people iii) It was the childhood place

d) Butwal

e) They planned to go to Dharan and Butwal.

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

a) F b) F c) F d) F e) T

## 9. Writing

Decide whether each sentence below contains a simile or a metaphor.

a) simile

b) simile

c) metaphor

d) metaphor

e) simile

f) simile

g) metaphor

h) metaphor

i) metaphor

j) simile

# 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.

#### 4. Playing with words

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

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

B. 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 |

#### 5. Working with the text

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

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

B. Answer the following questions.

- The Knee-High Man was unhappy because he was no taller than a person's knees.
- The Knee-High Man wanted to be big so that when he got into a fight, he could whip everybody.
- 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.

**6. Practising grammar**

**1. Read the conversations and answer the questions given below.**

- a) The two tense forms used in the conversations above are present continuous and simple present.
- b) The sentences in present continuous form talk about an arrangement between people.
- c) The sentences in simple present form talk about an event happening at a specific time/ date.

**3. Write sentences about Mr. Shakya's arrangements using the simple present or present continuous tense.**

- a) leaves                      b) is meeting                      c) is having
- d) is visiting                      e) is watching                      f) leaves for

**4. Ask your friend about the schedule.**

- a) When does the bus depart from school?
- b) What time are we having tea at Naubishe?
- c) When does the bus stop for tea at Riverside Restaurant?
- d) What time are we having lunch at Dalima?
- e) What time does the bus reach Pokhara?

**9. Writing** (*Encourage the students for their self writing*)

# Human Civilization

## 2. Warming up

### B. *New structures*

Complete the following sentences with 'will' or 'be going to.'

- a) will                      b) is going to    c) are not going to    d) will  
e) are going to    f) will                      g) are going to

## 3. Reading

This lesson is about a very important learning topic. The question 'What is civilization?' is discussed in many forums and contexts. Civilization involves the way we look at ourselves, the way we organize our society – education, family, religion, food, and the way we treat fellow human beings. In recent centuries the Western civilization has become more powerful than others. England, France, Germany, United States of America and many other countries belong to what is commonly referred to as the Western countries or Western civilization. But there are differences among them. Many countries of Asia are often described as belonging to Eastern or Oriental civilization. There is something broadly shared by way of culture among many Asian countries but there are many layers of civilizational features specific to different countries. This short extract presents a wonderful discussion on what constitutes civilization and what should not be counted as good marks of a civilization.

### **About the Writer**

Jawaharlal Nehru (1889–1964) is a well-known scholar statesman of India. Educated in Britain, Nehru fought many years against the British rule in India and was imprisoned on several occasions. While in prison Nehru wrote many books such as *The Glimpse of the World History* and *The Discovery of India* and many political essays and several long letters to his daughter Indira. Nehru was the Prime Minister of India for over 15 years.

### **More on Pre-reading Activity**

Our world today is in close contact with far away cultures and civilizations. Humankind is more aware of other civilizations today than any other time in the past. People today learn many foreign languages, use goods produced in other places and travel to other countries for pleasure and business. A lot of things today are common in most parts of the world.

For example, people watch television, use computer, travel by vehicles, consume a lot of pre-cooked readymade foods and put great value in learning useful things from schools and colleges. In this sense, in the early years of the 21st century, some sort of world civilization is emerging gradually. Yet the differences among people of various civilizations are not likely to disappear in the foreseeable future. Within a single country or even within a fairly small community too, some people will regard themselves more civilized and more advanced than other members of that country or community. Civilization is also a matter of attitude and perception. Some put great value in following one's tradition and others take pleasure in copying the customs of other cultures.

Nepal is a country of great cultural diversity. There is a regional difference among the Nepalese people who traditionally live in the high mountains and hills and the plain of Terai. There are also differences based on caste, ethnicities and the languages one speaks. Of course, all these different cultures comprise what the outside world will view as the Nepalese culture. As such there is not one single Nepali culture, there are many cultures which help us understand the Nepali culture. This applies to civilizations of the world. Any good thing a group of people have developed over a long period of time helps define one particular civilization. For example, the Western civilization that developed in many European countries over centuries such as Greece, Italy, Iceland and Britain laid the foundation of democracy, rule of law, education, security and state system. Later these ideas were adopted in other parts of the world. There is nothing unusual for one society to adopt good customs and practices from other societies.

### **Points to Ponder**

The short piece "What is Civilization?" was written in the background of the two terrible European wars of the 20th century. The First World War (1914–1918) and the Second World War (1939–1945) were largely fought among the so-called civilized European countries. The Europeans considered themselves highly civilized, yet they waged terrible wars against each other. All Europeans consider themselves as belonging to the Western civilization. Being a member of one civilization does not prevent countries from going to war against each other.

Many countries of Asia and Africa became independent after the end of the Second World War. The European colonizers left their partial or complete control of big countries such as China, India and Indonesia. A new era of the world system was developing in the 1950s and the 1960s. Dozens of new states emerged in Asia and Africa. But these countries too fought many wars, causing thousands of deaths and terrible destruction. Just like the Germans, French, British, Austrians and Russians in Europe, countries of Asia and Africa too have waged war against their neighbours. It shows that war can occur between countries, which may be rich or poor, highly developed, or economically backward, belonging



to one root of civilization or representing different civilizations. Nehru is right when he says 'What is Civilization?' is a difficult question.

#### 4. Playing with words

It is exciting for students to juggle (to play in many senses) with words after they read or discuss a serious topic like 'What is Civilization?' Synonyms and antonyms have always been a valuable means for enriching vocabulary. Follow the instruction.

##### A. Do the following activities.

###### a. Synonyms

|              |   |  |
|--------------|---|--|
| civilization | – | a society, its culture and its way of life |
| barbarism    | – | cruel or violent behaviour                 |
| savage       | – | uncivilized, primitive                     |
| foolish      | – | silly, unwise                              |
| beautiful    | – | fine, attractive                           |
| certain      | – | definite                                   |
| unselfish    | – | generous                                   |
| singly       | – | alone                                      |
| together     | – | jointly                                    |

###### b. Antonyms

|              |   |                                |
|--------------|---|--------------------------------|
| civilization | – | barbarism                      |
| savage       | – | civilized / cultured           |
| foolish      | – | wise / saintly                 |
| beautiful    | – | ugly                           |
| certain      | – | uncertain                      |
| unselfish    | – | self-centered / mean / selfish |
| singly       | – | jointly                        |
| together     | – | alone / singly                 |

**Fill in the blanks with the words given below.**

- (a) beasts      (b) climate    (c) group of people  
(d) sensible    (e) maimed

## 5. Working with the text

### A. Write 'True' or 'False' against the following statements.

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

### B. Answer the following questions.

- a) The word 'civilized' means a person or a society that is refined, improved or far advanced from savage habits or practices.
- b) Civilization means a group of people or an organized society acting together. Such people follow certain principles and practices and always seek a better life. Barbarism means individuals acting singly without the concern for the group or society.
- c) No, I don't believe that a man with weapons is necessarily more civilized. Unarmed people such as Gandhi can be more civilized, most of the time.
- d) Fighting each other is not sensible because this is not a civilized way to settle disagreements.
- e) Selfish and wicked behaviour and use of brute force rather than reason makes a man barbarous.
- f) Civilized men create fine things such as good buildings, wonderful pictures and books, use arguments to solve disputes instead of guns and work together for the common good.

### B. Think and answer.

Encourage students to take a broader view on these questions and create more of interpretive answers from the ideas presented in the text. Remember, the question requires the response in the form of 'your opinion'. It is important that the students practise to form an informed opinion on the issues they have studied.

- a) I think there can be many reasons for countries to go to war against each other. When a powerful country tries to dominate the weaker ones, the latter must be prepared for war in self-defense. Sometimes a weaker country can also create problems for a strong neighbour. Most wars take place because of selfish and shortsighted policies of the countries involved. Countries fight against each other because of misunderstanding, arrogance and selfish desires for others' resources. In Europe, before the Second World War, Germany began the war against its neighbours to 'defend' its national prestige. It had some countries on its side. Other countries responded to defend their national interest. The result was a terrible loss of human

life and destruction of many cities.

- b) When a person or a country seeks cooperation with other people and countries to achieve common goal, that person or country would be considered more civilized. When people or countries work together for the common good, they show a sign of civilization.

## 6. Practising grammar

A. Look at the situations below. Supply suitable examples choosing from the box above.

a) We use 'at' for:

|                 |              |
|-----------------|--------------|
| The time of day | at 6:00      |
| Festivals       | at Christmas |
| Mealtimes       | at tea time  |

b) We use 'in' for:

|                    |                  |                |
|--------------------|------------------|----------------|
| Periods of the day | in the afternoon | Years: in 1966 |
| Seasons            | in (the) summer  |                |
| Months             | in April         |                |

c) We use 'on' for:

|             |                                  |
|-------------|----------------------------------|
| Special day | on my birthday days: on saturday |
| Dates       | on 10 <sup>th</sup> December     |

d) When there is an adjective (this) next etc), we don't use prepositions.

B. Look at Ronil's diary and complete the sentences about the different activities she is involved in during a week. Use in, at, on or no prepositions.

- |                |                         |
|----------------|-------------------------|
| a) On ..... at | b) at ..... on          |
| c) In          | d) at ..... in ..... on |
| e) On ..... at | f) on                   |
| g) at          | h) On                   |
| i) X..... on   | j) at                   |

9. Writing (*Encourage the students for their self writing*)

# The Beauty of Nature

## 2. Warming up

Solve the puzzle.

### Down

1. grasshopper
3. wasp
4. butterfly
6. bee
7. beetle
8. scorpion

### Across

2. cockroach
5. ladybugs
9. caterpillar
10. spider

## 3. Reading

The title of this poem refers to a common insect of the locust family. It often comes in huge swarms. When grasshoppers or locusts affect farms, they can destroy huge areas of plants and crops in no time. Such pests can fly in great speed covering thousands of miles. Every year swarms of grasshoppers affect many farms and croplands across the world. But the poem is about one particular grasshopper. It has funny legs, skinny body and swift wings. Every child can observe this little insect in the garden or meadow.

A poem is a valuable piece of reading more for the feeling and point of view it presents, rather than for its information contents. Therefore read this poem aloud for the class for its rhythm and the clear effect of its sounds. The title word captures many features of the insect it describes: the insect eats the grass, sucks the dew and hops-jumps over the field and produces the scraping sound as it eats the grass. So the insect is known as the grasshopper.

Part of the rhythm of this poem is similar to many well-known English nursery rhymes like:

Pussy cat pussy cat  
Where have you been?  
I've been to London  
To look at the Queen.

Reciting such pieces enables the students to capture the natural English

speech rhythm spontaneously.

## About the Poet

Conrad Aiken (1889–1973) is a well-known American poet. Born in Savannah, Georgia, Aiken was educated at Harvard University. He was a classmate of another famous poet and critic T. S. Eliot. Aiken published thirty books of poetry, five novels, dozens of stories, essays and a book of autobiography.

## More on Pre-reading Activity

To warm up the class for this lesson, use a coloured picture book of insects to show how grasshoppers or locusts appear in huge swarms destroying crops or flying long distances in formation. Generally, locusts - another popular term for grasshoppers - are viewed as harmful pests because they destroy crops and farm plants. But an individual grasshopper appears rather interesting for its weird looking feelers, feet, wings and the scraping sound it produces. It is so small that it does not look threatening.

Encourage the class to observe simple insects like a grasshopper, butterfly, snail, frog, etc. and take notes and write poems about their physical appearance, their movement and the food they eat. Also elicit response whether the students view them as harmful, useful or neutral to humans. Then follow the text.

## Points to Ponder

“The Grasshopper” is in the tradition of nature poetry. It describes a sense of wonder felt by a curious mind looking at a strange creation of nature. As a memorable piece of poetry “The Grasshopper” reveals what goes on in the mind of the speaker when he looks at the funny insect or when he hears the scraping sound in a summer day. The grasshopper in this poem is not a destructive locust; it appears as an object of wonder with its curved legs, smart wings and slim body. It wanders with its curved legs, smart wings and slim body. It produces a scraping sound like the harsh scratching from a rusty fiddle. But it still attracts our attention by its look and the power of hopping flight.

This poem is presented like a visual poem. The lines are organized in a pattern that suggests the physical shape of the grasshopper. The whole poem consists of one single sentence.

## 4. Playing with words

### A. Match the words with their meanings.

- |             |   |                            |
|-------------|---|----------------------------|
| 1. scraping | – | making an unpleasant sound |
| 2. rusty    | – | covered by rust            |

- 3. fiddle – violin
- 4. meadow – a piece of grassland
- 5. sip – to drink in small quantity
- 6. blink – a small quantity of liquid
- 7. clover – a small wild plant

**B. Match the following to derive such group-words.**

- 1. an anthology of poems
- 2. a blade of grass
- 3. a breath of fresh air
- 4. a flash of lightning
- 5. a beam of light
- 6. a bunch of keys
- 7. a plot of land
- 8. a stroke of luck
- 9. a fit of anger
- 10. an attack of nerves
- 11. a herd of cows

**C. Now write down at least five sets of group words, not mentioned above.**

- a flock of sheep
- a pane of glass
- a clap of thunder
- a piece of paper
- a drop of water

**D. Complete the following similes.**

- a) I saw a grasshopper like a dragonfly.
- b) I heard the song like a nursery rhyme.
- c) She walks like a penguin.
- d) The movie was like a tale full of sound and fury signifying nothing.
- e) The tea tasted like juice.

**5. Working with the text**

**A. Answer the following questions.**

- a) The grasshopper is often found in the green meadow or grassy field.
- b) The words ‘scraping’ and ‘rusty fiddles’ suggest the grasshopper’s song was not beautiful.
- c) The grasshopper eats tender leaves and grass. I do not believe that it really drinks the dew water.

**B. Think and answer.**

- a) This poem means simple things of nature can be exciting. The line ‘and how we wonder’ states the meaning of this poem.
- b) The poem has been written in many short and long lines to suggest the shape of the grasshopper. It has two short

forelegs, two long hind legs, fairly long wings and longish neck.

## 6. Practising grammar

C. Following are the notes for the titles of detective stories. Write the titles using either 'of' or possessive forms.

- a) The policeman's mistake
- b) The old man's dog
- c) The label of the bottle
- d) Mrs. Jenny's bracelet
- e) The death of someone important
- f) The smell of tobacco
- g) The middle of the night
- h) The mystery of the black cap
- i) The gangster's money
- j) The stain of the blood

D. Rewrite the following using a possessive form: (Answers only)

- a) This year's students are more intelligent.
- b) From here it's a two hours' drive.
- c) I read about it in yesterday's paper.
- d) I just want a five minutes' rest.
- e) This is today's special menu.
- f) I convinced him for two minutes' talking.

## 7. Listening and speaking

A. Listen to the record about a giraffe. Write 'True' or 'False' in the box against the following statements.

- a) False
- b) False
- c) False
- d) True

B. Listen to the record about the giraffe again and answer the following questions.

- a) The maximum height of giraffe is five and half meters or 18 feet.
- b) Giraffes live in the savannah or the grass areas of Africa.
- c) It has 7 bones on its neck.
- d) Yes, it has long legs.
- e) Giraffe's horns are attached on its skull.

9. **Writing** (*Encourage the students for their self writing*)

# Our Planet and Beyond

## 2. Warming up

### A. New words

Can you match the words with the pictures?

- |           |   |               |
|-----------|---|---------------|
| Picture 1 | - | Rocket        |
| Picture 2 | - | Space shuttle |
| Picture 3 | - | Lunar rover   |
| Picture 4 | - | Satellite     |
| Picture 5 | - | Space suit    |
| Picture 6 | - | Space station |

### B. New structures

Pair work: Work with a partner. Complete these sentences. Use *had to* or *didn't have to*. Your partner has the right solution. Now it's his/her turn and you have the right solution.

| You   | Your partner  |
|---|---|
| When he was a soldier, he <u>had to</u> wear a uniform                    | When he was a soldier, he <i>had to</i> wear uniform.                     |
| When he was a child, he <u>had to</u> go to school.                       | When she was ill, she <u>had to</u> stay in bed.                          |
| When he was a child, he <u>had to</u> go to school                        | When he was a child, he had to go to school.                              |
| He didn't have to wear glasses, because he had excellent eyesight.        | He <u>didn't have to</u> wear glasses, because he had excellent eyesight. |
| When she was poor, she <u>had to</u> buy cheap food.                      | When she was poor, she had to buy cheap food.                             |
| He didn't have to work because he was very rich                           | He <u>didn't have to</u> work because he was very rich                    |
| When she was unemployed, she <u>had to</u> borrow money from her friends. | When she was unemployed, she had to borrow money from her friends.        |



|  |   |
|--|---|
| Everyone spoke English in Amsterdam so he didn't have to speak Dutch | Everyone spoke English in Amsterdam so he <u>did n't have to</u> speak Dutch. |
| Before he learnt to drive, he <u>had</u> to go buy bus or taxi.      | Before he learnt to drive, he had to go by bus or taxi.                       |
| We didn't have to wait long to see the doctor. He wasn't busy.       | We <u>didn't have to</u> wait long to see the doctor. He wasn't busy.         |

### 3. Reading

In many cultures, people keep dogs as pet animals. Dogs are often described as man's best friend. Some people give shelter to animals which have lost their masters even though they particularly may not like them as pets. When someone keeps a dog as a pet animal, the dog is very loyal to him. Dogs are very sensitive not only to sound, smell and light they are often able to sense natural disasters about to occur. Laika in this story apparently sensed the severe earthquake that hit California in USA as described in this story.

#### About the Story

This short story is in the tradition of animal lore about a faithful pet dog. Laika was the Russian dog that was first sent to the space orbiting the moon. But this story is about another dog also named Laika. This dog was given shelter by an American who worked in the space mission and who spent some time at the observatory in the moon.

#### More on Pre-reading Activity

The title of this story refers to a dog named Laika which was given shelter by the American astronaut. It is called 'Dog Star' by the speaker because Laika saved him from earthquake twice. The dog acted, as saviour to the speaker, so for him the dog was like a star.

In astronomy, 'Dog Star' is another name for Sirius, the brightest star in the sky.

#### Points to Ponder

There are many stories, poems and fables about animals in many cultures. Dogs are especially favourite animals in such creative stories because they are intelligent, loyal and very helpful. In this story, Laika the dog is a loving companion of an American astronaut. There was another dog of the same name which was the first animal to orbit the moon from

Russia (then Soviet Union). This story is an interesting introduction to an animal tale, about man's love and care for an abandoned animal and the loyalty and mysterious help such animals may provide to the humans who care for such animals.

#### 4. Playing with words

##### A. Match the words with their meanings.

1. observatory – a special building from which scientists watch the stars, the weather, etc.
2. wonder – to think about something, to be very surprised
3. scratch – to rub something with nails, claws, etc.
4. rescue – to save somebody from danger
5. earthquake – a sudden and violent shaking of the earth's surface
6. astronomer – a scientist who makes the study of the Sun, Moon, stars, etc.
7. grateful – feeling or showing thanks

##### B. Choose the correct answer from the pairs given in the brackets.

- a) quiet                      b) wondered                      c) waited  
d) quake                      e) saved                      f) grateful

##### C. Make students read the lesson word for word to identify the words that describe Laika.

#### 5. Working with the text

##### A. Write True or False after each of these sentences.

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

##### B. Answer the questions.

- a) Laika was a small dog. She was found on the road at Palamor, California, USA.
- b) The writer planned to give it to a friend because he did not particularly like to keep animals.
- c) Laika suddenly started barking in the middle of the night in Berkley.
- d) When both Laika and the writer were outside the house, the earth began to move and Berkley was hit by a big earthquake.

- e) The writer refused to go in the helicopter because he did not want to leave Laika behind.
- f) The difficult choice in front of the writer was whether to take the job of chief astronomer or to miss his pet by doing so.
- g) He left the dog behind because no dog could be taken to the observatory on the moon.
- h) Laika died a month after the writer had gone to the moon.

**C. Think and answer.**

- a) Yes, I believe some animals can hint in their own way the imminent occurrence of some natural disasters. I have read about real stories of dogs barking suddenly or goading their masters to move when disasters like earthquake or serious floods are about to occur. Similarly, some rats and crows are said to warn us by showing strange behaviour about the likely disasters.
- b) The writer suddenly dreamt of Laika in his sleep at the observatory in the moon because there was some enigmatic link between the dog and the occurrence of earthquake. Laika had come to help him.

**D. Ask students to arrange the sentences in order and help them out if they face difficulty.**

**6. Practising grammar**

**A. Use the words or phrases in the box to complete the sentences.**

- a) unless                      b) If                              c) as long as              d) in case
- e) in case                      f) unless                      g) when

**B. Use one phrase from the box each time to complete the following.**

Please replace the lid when not in use.

If you see fire or smell smoke, dial 100 immediately.

Never leave your machine unattended, in case it breaks in your absence.

Do not disturb unless it's very important.

You are welcome to use this car park as long as you do not obstruct the entrances.

**C. Answer the following questions as shown in the example.**

- a) It's a good idea to drive carefully so that you don't meet with an accident.
- b) It's best to put a padlock in your bicycle so that it doesn't get

stolen.

- c) It's a good idea to keep money in a bank so that it is safe and you get interest.
- d) It's best to wash hands before meal so that the germs don't harm you.
- e) It's a good idea to take a spare film with us on holiday so that we don't end up clicking photos.

**9. Writing** (*Encourage the students for their self writing*)

# Illness in the Family

## 2. Warming up

### A. *New words*

| Symptoms    | Sickness and diseases | Cure/Healing |
|-------------|-----------------------|--------------|
| ache        | ill                   | medicine     |
| temperature | sick                  | purgatory    |
| flushed     | fever                 |              |
| detached    | acid condition        |              |
| white-faced | influenza             |              |
|             | epidemic              |              |
|             | light-headed          |              |

## 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

Earnest 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)

- a) The boy looked ill when he came to close the window. His face looked white and he was shivering with cold.
- b) The boy had fever and a headache. The doctor prescribed three different medicines for fever, for bowel clean-up and to check acid condition.
- c) The boy could not follow what his father was reading for him. He lost concentration to follow the story.
- d) 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. His 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.

## 6. Practising grammar

### A. Write the past participle forms of the following verbs.

|       |        |       |        |
|-------|--------|-------|--------|
| be    | been   | know  | known  |
| break | broken | fall  | fallen |
| come  | come   | feel  | felt   |
| cut   | cut    | steal | stolen |



|       |        |      |       |
|-------|--------|------|-------|
| drink | drunk  | wear | worn  |
| drive | driven | take | taken |

**B. Make questions to match with the answers given on the right.**

- c) Has Rohan read Shakespeare's plays?
- d) What has he read?
- e) Have you killed a rat?
- f) What have you killed?
- g) Have you met the king?
- h) When did you meet the king?
- i) Has Binod eaten crabs?
- j) Where did Binod eat crabs?

**7. Listening and speaking**

**B. Creativity**

Ask your partner about his/her experience.

Have you ever caught a bird?

Have you ever fallen off a bicycle?

Have you ever failed in exams?

Have you ever sailed across the sea?

Have you ever won a medal?

Have you ever topped the exams?

**9. Writing** (*Encourage the students for their self writing*)

# 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 :dearth/lack in life

### 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?

## 4. 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.

## 5. 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:

- 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.

## 6. Practising grammar

### A. Can you tell which of these verbs are used to talk about:

- a) changes in size? expand stretch contract shrink
- b) solids becoming liquid? dissolve melt
- c) liquid becoming solid? congeal freeze
- d) liquid becoming gas? evaporate
- e) gas becoming liquid? condense

### B. Now answer the following questions.

- a) It melts      b) It sets      c) It dissolves      d) It evaporates.
- e) It evaporates.      f) It shrinks.      g) It shrinks.      h) It expands.

## 7. Listening and speaking

### B. Listening

#### 1. Listen to recorded conversation between Sophie and Saurav and choose the correct answers.

- a. Sophie is going to her evening class.
- b. She is going to Beijing for three weeks.
- c. Sophie's lesson starts at half past six.
- d. She says she will send a postcard to Saurav.

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

- a. Which language is Sophie learning? Chinese
- b. When is she going to Beijing? Next week
- c. What time does Sophie's lesson start? at half past six
- d. What does Saurav ask her to do? To come and see him

#### 9. Writing (*Encourage the students for their self writing*)

# 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** or **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.

#### 4. 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

**5. 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.
- a) Nothing travels faster than gossip.
  - b) Nobody dances better than Rosy.
  - c) Nothing withers quicker than a flower.
  - d) No one comes earlier than Subas.
  - e) Nothing tastes sweeter than stolen berries.
  - f) Nothing disappears faster than ill-gotten wealth.

## 6. Practising grammar

A. **Complete the Principal's sentences using a relative clause in every sentence to identify the people in the name list.**

- b) These are the candidates who came for an interview.
- c) These are the people whom we short-listed.
- d) Keshav Rai is the candidate who didn't get back.
- e) Anil Bista is the candidate who declined the job.
- f) Neela Ranjit is the candidate who got the job.

B. **Complete these sentences using who/whom/whose.**

- a) whose      b) whom      c) whose      d) who
- e) whose      f) whom

C. **Combine the following pairs of sentences into one using who, whom or whose as indicated in the bracket.**

- a) The people who work in the office are very friendly.
- b) The man who was sitting next to me on the plane talked all the time.
- c) The woman with whom he fell in love left him after a week.
- d) In the party, I met a couple who had just got married.
- e) I am going to meet Edward this evening whose biography I am writing.

D. **Write a sentence describing each of the following people.**

- a) A weight lifter is a person who lifts weight.
- b) A spy is a person who tries to get secret information about another country, organization or person.
- c) A politician is a person whose job is concerned with politics.
- d) A patient is a person who is receiving treatment, especially in a hospital.

- e) A robber is a person who steals from a person or place, especially using violence or threats.
- f) A prisoner is a person who is kept in a prison as a punishment.
- g) An athlete is a person who competes in sports.
- h) A priest is a person who performs religious duties and ceremonies.
- i) An explorer is a person who travels to unknown places in order to find out more about them.
- j) An astronaut is a person whose job involves travelling and working in a spacecraft.
- k) An engineer is a person who designs and builds buildings, roads, bridges, machines, ect.
- l) A poet is a person who writes poems.

## 8. Learning English Sound

Underline the /j/ sounds and circle the /t/ sounds.

|                    |                    |                  |                    |
|--------------------|--------------------|------------------|--------------------|
| tick <u>l</u> ish  | <u>ch</u> ildren   | a r <u>ch</u>    | politici <u>an</u> |
| an Engli <u>sh</u> | TV <u>ch</u> annel | <u>ch</u> eering | secti <u>o</u> ns  |
| fr <u>sh</u>       | <u>ch</u> erries   | Fr <u>ch</u>     | <u>ch</u> ampaign  |

## 9. Writing (*Encourage the students for their self writing*)

# The Creative Moment

## 2. Warming up

### A. *New words*

Read the poem quickly and add two words to each of the words below to create alliteration.

|           |          |          |
|-----------|----------|----------|
| slowly    | silently | silvery  |
| moon      | mouse    | moveless |
| casements | catch    | couched  |
| fruit     | from     | fish     |

## 3. Reading

This poem "Silver" is about the moonlit night and the pleasant view one can experience in a farmhouse away from the city and the town. Moon, moonlit night, silver beams of the full moon covering everything in white gentle light have inspired poets to compose soft gentle songs and lyrics. Such experience was widely shared by people in the town and countryside before the days of electricity. Nowadays, to enjoy the full charms of such silvery night, we have to visit remote mountains and villages. The poem takes the reader to a distant place of quiet, mysterious experience where the noise and pressure of modern urban crowd is least noticed.

### About the Poet

Walter de la Mare (1873–1956) is a noted English poet of the last century. He received little formal education but wrote many volumes of poetry, fiction and children's books. He wrote on traditional subjects like dreams, intense emotion, nature and death. "Silver" is a playful poem about a mystic experience which most of us can share so often.

### More on Pre-reading Activity

Nature is a great source of pleasure and mysterious experience. The experience of nature is open to all who can share the treat with open mind and receptive feeling. Sunrise and sunset are often described as memorable experience if you view them from a high mountain or the ocean beach. The view of sunrise from Sri Antu in Ilam, Sarangkot near Pokhara and Nagarkot north of Bhaktapur is considered an enchanting

experience. Similarly viewing sunset from the beaches of the Maldives and Sri Lanka is described as very stunning. The full moon view of public monuments, in ancient city of Rome and modern day Washington D. C. is equally famous. Another world famous full moon view of enchanting experience is that of the Taj Mahal in Agra, India. Of course, reading de la Mare's poem "Silver" helps us to develop our sensory perception of what to look at a full moon night.

### Points to Ponder

"Silver" is presented in the form of a description of the moonlit night. When the full moon appears in the sky late at night, the familiar scenery near our homes changes mysteriously. The trees and their fruits, the roofs of farm houses, farm animals and fowls, all wear a new coat of silver changing the atmosphere completely. The full moon in the sky spreads its impact on the earth, silently and unhurriedly.

This poem helps the students to develop a new perspective to experience the things of nature. The full moon is not that rare experience but it is also not an everyday experience. Encourage the students to take note of everyday familiar objects in the light of such mysterious moments nature provides for us such as sunshine in a spring morning, foggy winter morning, the rainbow in monsoon time and the full moon night.

### 4. Playing with words

#### B. Silver objects in a moonlight night:

|                  |                        |
|------------------|------------------------|
| silver shoes     | silver-feathered sleep |
| silver fruit     | silver claws           |
| silver trees     | silver eye             |
| silver casements | silver reeds           |
| silvery thatch   | silver stream          |
| silver paws      |                        |

#### C. Find two words that begin with the same consonant sounds for each of the following.

|         |         |         |
|---------|---------|---------|
| beams   | beneath | breasts |
| thatch  | through | thin    |
| doves   | dog     | door    |
| couched | cake    | catch   |
| kennel  | claws   | cote    |

|           |        |        |
|-----------|--------|--------|
| dog       | doves  | deer   |
| shadowy   | silver | stream |
| peep      | paws   | peers  |
| feathered | fish   | fruit  |
| sleep     | sees   | sip    |

**D. Match the following:**

|                        |                 |
|------------------------|-----------------|
| silver reeds           | a silver stream |
| silver claws           | a harvest mouse |
| white breasts of dove  | shadowy cote    |
| silver paws of the dog | a kennel        |
| silver casements       | silvery thatch  |
| silver fruit           | silver trees    |
| moveless fish          | the water       |

**E. We can make some nouns adjectives by adding '-y' at their end. Make adjectives from the following nouns as shown the example.**

|          |         |        |
|----------|---------|--------|
| Silvery  | shadowy | catchy |
| feathery | watery  | sleepy |

**5. Working with the text**

**A. Choose the correct answer to complete the sentences below.**

- |           |          |          |
|-----------|----------|----------|
| a) log    | b) mouse | c) mouse |
| d) fruits | e) moon  | f) Doves |

**B. Give short answers:**

- The moon walks slowly and silently at night.
- The casements catch the moon beams from beneath the silvery thatch.
- In a moonlit night even the paws of the dog appear silver covered.
- The harvest mouse moves about quickly – scampers – in general.
- The fish in the pond looks moveless (motionless) because it is asleep.

**C. Think and answer:**

- The moonlit night as described in the poem "Silver" presents the scene of the autumn night. The scene is from the autumn because the trees are full of fruits and the air does not feel cold as there is no snow on the ground and the harvest mouse looks happy with

plentiful grains.

- b) All other animals and birds seem fast asleep in the night and only the mouse is scampering about.

## 6. Practising grammar

- A. Use a word from the box each time. Sonia is going to visit the following places today, write what you think she is going to have done at each place.

- b) She is going to have a letter posted.
- c) She is going to have her hair dressed.
- d) She is going to have her car serviced.
- e) She is going to have her watch repaired.
- f) She is going to have her glasses fixed.

- B. Now rewrite the sentences you made in Exercise 1 using the person (subject) after have or make as given in the example.

- a) Sonia is going to have the drycleaner staff wash her jacket.  
or Sonia is going to make the drycleaner staff wash her jacket.
- b) Sonia is going to have the clerk post her letter.  
or Sonia is going to make the clerk post her letter.
- c) Sonia is going to have the beautician dress her hair.  
or Sonia is going to make the beautician dress her hair..
- d) Sonia is going to have the mechanic service her car.  
or Sonia is going to make the mechanic service her car.
- e) Sonia is going to have the watch mender repair her watch.  
or Sonia is going to make the watch mender repair her watch.
- f) Sonia is going to have the optician fix her glasses.  
or Sonia is going to make the optician fix her glasses.

- C. Write all the things Sonia got done in both the ways as shown in the example.

- a) I got the drycleaner staff to wash my jacket.  
I got my jacket washed at Bright Drycleaners.
- b) I got the clerk to post my letter.  
I got my letter posted from Everest Postal Care.
- c) I got the beautician to dress my hair.  
I got my hair dressed at Siam Beauty Parlour.
- d) I got the mechanic to service my car.  
I got my car serviced at Nissan Car Servicing Centre.

- e) I got the watch mender to repair my watch.  
I got my watch repaired at Neema Watch Repairs.
- f) I got the optician to fix my glasses.  
I had my glasses fixed at Netrajyoti Opticians.

**D. Rewrite the following sentences beginning with the clues given.**

- b) They have had their benches scrubbed.  
They got the cleaning staff to scrub their benches.
- c) She has had a newspaper bought.  
She got her secretary to buy a newspaper.
- d) We have had our room decorated.  
We got a painter to decorate our room.

**9. Writing** (*Encourage the students for their self writing*)



# 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.

#### 4. 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

#### 5. 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.

## 6. Practising grammar

### A. Fill in the blanks using since or for.

- a. since      b. for      c. since      d. Since
- e. for      f. since      g. for

### B. Read the following situations and complete the sentences beginning with the prompts given.

- a) Nimesh has been ill since Sunday.
- b) Shristie hasn't had a holiday for three months.
- c) We haven't cleaned the classroom since last week.
- d) We have been waiting for a long time.
- e) We have been friends for years.

## 7. Listening and speaking

### B. Listening

#### 1. Listen to the recorded passage and match the words in column A with their meanings in column B.

- Holy - sacred
- Sacrifice - to kill an animal and offer it to God
- Hermit - sage
- Peak - summit

#### 2. Listen to the record again and answer the following questions.

- a. Mai Pokhari is 13 km north from Ilam Bazar.
- b. There are 9 ponds in Mai Pokhari area.
- c. They can see the snowy peaks on the way to Mai Pokhari.
- d. The fair is held in Harisayani Ekasadashi at Mai Pokhari.

## 8. Learning English sounds

| /s/        | /z/     | /ʃ/     | /tʃ/     |
|------------|---------|---------|----------|
| yes        | village | crashed | chap     |
| school     | was     |         | which    |
| similar    | flowers |         | actually |
| also       |         |         | nature   |
| awesome    |         |         |          |
| so         |         |         |          |
| scenic     |         |         |          |
| absolutely |         |         |          |
| guess      |         |         |          |
| class      |         |         |          |
| see        |         |         |          |

## 9. Writing *(Encourage the students for their self writing)*

# 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."**

- The teacher of English seems nice.
- The teacher of English looks like a nice person.
- The teacher of English looks as though he can be angry.
- The pudding appears delicious.
- The pudding looks like good food.
- The pudding looks as though it is badly burnt.
- Driving a car seems easy.
- Driving a car looks like an easy job.
- 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.

## **4. Playing with words**

**B. Match the words with their meanings.**



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

**C. 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  |

**D. 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       |

## 5. Working with the text

**A. Write 'True' or 'False':**

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

**B. Answer the following.**

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

**C. 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.

## 6. Practising grammar

**A. Ask about duration and write answer using 'for' or 'until'.**

- a) How long did you play tennis for?  
I played tennis for one and a half hours.
- b) How long did it take (for) you to write an essay?  
I wrote it until 8.00 p.m.
- c) How long did it take (for) you to revise the notes?  
I revised them until lunch time.
- d) How long did you talk to Robert?  
I talked to Robert for 10 minutes.
- e) How long did you watch television?  
I watched television until supper time.
- f) How long did you practise computers?  
I practised computers for a few hours.
- g) How long did you go jogging?  
I went jogging until 7.00 a.m.

**B. Write questions with How long did it take...?**

- a) How long did it take (for) her to find a place to live?
- b) How long did it take (for) you to walk to the station?
- c) How long did it take (for) him to clean the windows?
- d) How long did it take (for) you to learn ski?

e) How long did it take (for) them to repair the car?

**C. Read the situations and write sentences beginning with It took....**

a) It took three/four days for me to read the book.

b) It took six months for me to learn driving.

c) It took 20 minutes for us to walk home.

d) It took two hours for Mark to drive to Dharan.

e) It took long for Rajesh to get a job.

**7. Listening and speaking**

**Look at the pictures and say what they have been doing. Use 'for+time.'**

- He has been watching television for four hours.
- They have been playing football for four hours.
- He has been reading for two hours.
- He has been eating for half an hour.
- She has been making bed for half an hour.
- She has been bathing the baby for half an hour.

**9. Writing** (*Encourage the students for their self writing*)

# Growing up

## 2. Warming up

### A. *New words*

Read the poem quickly and write the objects the following words describe. Add two objects of your own.

|                |             |         |           |
|----------------|-------------|---------|-----------|
| flowered       | air         | table   | plot      |
| hideous        | things      | face    | building  |
| disgusting     | shape       | smell   | behaviour |
| young          | butterfly   | baby    | leaves    |
| lovelier       | lures       | day     | dress     |
| flutter-flit   | butterfly   | bird    | woman     |
| gaudy          | moths       | dresses | colours   |
| fuzzy and gray | caterpillar | larvae  | insect    |

### B. *New structures*

How would you respond to the following situations? Either express your pleasure/likes or displeasure/dislike. Use as many expressions as you can.

- b) I disapprove people blowing the nose all the time.
- c) I am keen on attending the party.
- d) He shouldn't do that.
- e) It's not very nice to be called out to answer difficult questions.
- f) It is very nice of you to regard me intelligent.
- g) It's wrong to make me a fool all the time.

## 3. Reading

Many insects, plants, birds and animals of nature offer interesting situations for the humans to develop understanding of human conditions. Many wise people throughout history always regarded nature as the best teacher. The butterfly and the caterpillar story illustrates vanity, arrogance and the distinction of class and status so strongly entertained by many showy persons. A butterfly looks beautiful, it flies gracefully, it feeds on nectar of flowers and it appears in many colours and shapes.

But a butterfly in its larva stage is known as the caterpillar which looks ugly; it cannot fly and does not gracefully sit on delicate flowers to enjoy the nectar. Thus, traditionally poets have imagined butterflies that make fun of the caterpillars. But the truth is the caterpillar emerges into the butterfly in a matter of weeks through the process of evolution. A butterfly mocks at the caterpillar but the caterpillar is the original form of every butterfly. So, when we compare this fact with human situation, a butterfly would look like a clever, handsome and successful person while the caterpillar would be a person who is struggling on the road to succeed, a person who is not in the best of conditions but who may rise to the great height in time. To be vain and arrogant when you are enjoying good time at the expense of someone less fortunate than you would not be a nice idea of good behaviour. But there are quite a many social butterflies in each society.

### **About the Poet**

Joseph Loren is a contemporary poet writing in English. "The Butterfly and the Caterpillar" is a dramatic poem presenting the two perspectives on life: the butterfly in this poem expresses scorn and superior feeling towards the caterpillar. The butterfly expresses very intolerant view toward someone not physically attractive, not graceful and not able to show superficial quality valued by ordinary observers. But the caterpillar responds with confidence to the selfish and arrogant remarks of the butterfly.

### **More on the Pre-reading Activity**

Bring the colour picture book of common insects to show the contrasting appearance of these two insects. Ask the class which of the insects they would like to observe, follow and take pictures of when they are in the garden. Then explain to the class that every butterfly passes through the caterpillar stage of its life. Visually a butterfly looks much more attractive than a caterpillar; for a scientist studying insect life, both are of equal interest. In human society too, some people have better manners, better appearance and attractive personality and many others who appear less attractive from physical appearance notice them. To be noticed by others is one thing. To dismiss fellow humans just because they do not look attractive enough is not justifiable.

Yet we constantly meet people who take unjustified pride in their personal appearance. But like the attractive wings of the butterfly, physical beauty alone does not make the person more important and the

external beauty does not last for long.

## Points to Ponder

The world of nature offers many situations, which help us, explain human conditions. The butterfly attracts ordinary human beings and young children visit nature gardens to view butterflies in spring and summer. The poem makes the butterfly laughing at the caterpillar, which does not look, all colorful and attractive as the butterfly. Thus, most of the world seems to value what looks attractive from outside. But the external look alone is not all important. Moreover, the condition of living things keeps on changing. The caterpillar of today will transform to the butterfly of another day.

### 4. Playing with words

#### A. Match the words with their meanings.

|         |   |                                  |           |   |                |
|---------|---|----------------------------------|-----------|---|----------------|
| spray   | - | a small branch                   | preserve  | - | to save        |
| fuzzy   | - | fluffy                           | fortnight | - | fifteen days   |
| lures   | - | attractive things                | outrival  | - | be better than |
| blithe  | - | gay and happy                    | livery    | - | dress          |
| millers | - | moths with wings that look dirty |           |   |                |

#### C. Add 'in-' or 'un-' prefixes to the following words:

|            |   |              |             |   |               |
|------------|---|--------------|-------------|---|---------------|
| kind       | - | unkind       | intentional | - | unintentional |
| secure     | - | insecure     | likely      | - | unlikely      |
| do         | - | undo         | affected    | - | unaffected    |
| tidy       | - | untidy       | significant | - | insignificant |
| sensitive  | - | insensitive  | active      | - | inactive      |
| sufficient | - | insufficient | educated    | - | uneducated    |
| accessible | - | inaccessible | adequate    | - | inadequate    |
| known      | - | unknown      | lucky       | - | unlucky       |

### 5. Working with the text

#### A. Give one-word answer.

a) honey   b) summer   c) gray   d) eight days   e) a fortnight

#### B. Answer the following questions:

a) One summer morning, the butterfly was sitting on a branch of a blossoming thorn and enjoying the nectar of the flower.

- b) It saw a caterpillar crawling on the garden wall.
- c) The butterfly felt ashamed and disgusted seeing the caterpillar as it looked so ugly.
- d) The butterfly describes the caterpillar as disgusting horrifying and hideous.
- e) "O butterfly, you have no reason to make fun of me as you too were in my shape only eight days ago and I will get my beautiful wings to fly over the flowers like you in a fortnight."
- f) The caterpillar advises the butterfly not to be proud because many winged creatures like the moth look very dirty and disgusting.

**B. Think and answer:**

- a) Of course, it is not. To appear like a caterpillar for an insect is no insult. A butterfly is just a caterpillar changed into a new shape. The physical shape of insects and animals goes on changing. The butterfly too would not always be in that charming shape.
- b) It seems reading this poem makes me feel that the butterfly does not have a family. If the butterfly knew how its larva, the early stage of butterfly, would look like, it would not despise the caterpillar so much.

## 6. Practising grammar

**A. Look at the information and identify which one is meant.**

- c) the man who has a beard
- d) the teacher who teaches English
- e) the woman who is very fat
- f) the old man who carries a stick
- g) the house which is blue
- h) the car which was newly bought
- i) the young man who is smart
- j) the student who scored the highest marks in all her exams

**B. Combine the information to make news items. Make sentences in brackets into a relative clause with 'who' or 'which'. Start with 'the'.**

- a) The scientist who discovered a new planet has won the Nobel Prize.

- b) The bomb that went off this morning caused a lot of damage.
- c) The terrorist who was carrying a bomb has been caught.
- d) The footballer who took drugs has been banned from playing again.
- e) The student who topped in the Board Exams was given the prize.
- f) The car which was stolen was found on the bank of the Bagmati.
- g) The little girl who had been missing since Tuesday was found safe and well.
- h) A shopping centre that sells everyday goods has been opened.
- i) The climber who was trapped in the mountain has been rescued.
- j) The cyclist who was found unconscious on the road has been taken to the hospital.

## 8. Learning English sounds

|          |     |         |      |            |      |
|----------|-----|---------|------|------------|------|
| payments | /s/ | casinos | /z/  | statistics | /s/  |
| slayings | /z/ | washes  | /iz/ | attends    | /z/  |
| arrives  | /z/ | undyes  | /iz/ | foxes      | /iz/ |
| claims   | /z/ | heights | /s/  | pick ups   | /s/  |

## 9. Writing *(Encourage the students for their self writing)*



# 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.

- b. I want to dance, not just sing.  
c. I want to visit places, not just stay home.

- d. I want to ride a bike, not just a bicycle.
  - e. I want to learn more, not just score good marks.
  - f. 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 park 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](http://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'.

## 4. 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 |

## 5. 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.**

- a. The story takes place in and around a wildlife park in New York.
- b. Gordon was bored seeing gorillas, gorillas and yet more gorillas. He wanted to meet other animals, not just gorillas.
- c. 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.

**6. Practising grammar**

**A. Rewrite the following sentences in passive. Put the subject at the end only when it is necessary.**

- a) The sparrow's home was found in the jungle.
- b) Its master and mistress were seen by the sparrow.
- c) They were thanked for their kindness.
- d) The table was loaded with cake and fish.
- e) The day was spent with the sparrow.
- f) The light basket was given to them by the sparrow.
- g) The basket was opened.
- h) Gold and silver and jewels and rolls of silk were found inside the basket.

**B. Change the following sentences into passive voice.**

- a) The room is cleaned every day.
- b) His goods aren't bought very often.
- c) A story will be told by the teacher. / You will be told a story by the teacher.
- d) They will be telephoned tomorrow by my uncle.
- e) The park gates are locked at 6:30 pm.
- f) All the friends will be invited to the party.
- g) Letters are brought to us. / We are brought letters.

C. Choose an appropriate verb and change the following sentences into passive voice.

- a) have been cancelled      b) was stolen      c) are screened  
d) was left                      e) was painted      f) presented

## 7. Listening and speaking

### B. Listening

1. Listen to the record about how Rupak spends his day and choose the correct answer.

- Rupak wakes at seven o'clock in the morning, and gets up at half past.
- He eats lots of eggs and toast for his breakfast.
- He also drinks a lot of coffee.
- After taking his breakfast he walks to his teacher's house.
- For lunch, Rupak usually has chicken roast and vegetables.
- In the evening, Rupak likes to listen to watch television.

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

- He washes his hand, face and takes his breakfast.
- No, he does not.
- Eggs, trust and coffee
- He reads newspaper and study
- He likes to watch TV
- No, he is not good student, he doesn't read well and he is not sincere in studies.

9. Writing (*Encourage the students 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.

**6. Practising grammar**

**B. Explaining road signs:**

- a) You can't go this way. You mustn't enter beyond this point.
- b) You must make a complete halt until the red light changes.
- c) You aren't allowed to park here.
- d) You mustn't blow horn here.
- e) You aren't allowed to take a left turn at this point.
- f) You mustn't stop here at any time. You aren't allowed to make a stop here at any time.
- g) You aren't allowed to take a right turn at this point.
- h) You mustn't take a turn here. You aren't allowed to take a U-turn here.

- i) Be careful here as a small road intersects ahead.
- j) You mustn't obstruct the passage here.

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

- a) You aren't allowed to make a noise here.  
You must keep quite here.
- b) You aren't allowed to pluck flowers.  
You must keep the park clean.
- c) You mustn't feed the animals.  
You aren't allowed to tease the animals.
- d) You aren't allowed to make a noise here.  
You have to keep your classroom clean.

**7. Listening and speaking**

**C. Speaking: Rules and regulations**

Refer to Exercise 2 and 3 under Language in use.

**9. Writing** (*Encourage the students for their self writing*)

# The Magic of Nature

## 2. Warming up

### A. Learning new words

Add three more words for each prefix.

il-illogical

illuminate

illegitimate

im-immortal

immature

imperfect

ir-irrational

irrelevant

irreplaceable

in-inability

inadequate

inactive

un-unable

unhealthy

unnecessary

## 3. Reading

Nature is a great teacher. Nature also reflects what goes on in our thoughts and feelings. This lesson invites us to look at the sky when a mass of white cloud keeps moving in the open sky pushed around by the wind. We can see the cloud taking shape of various objects such as animals, mountains, man-made machines and in fact anything we can imagine. Of course, these cloud formations keep on changing and keep us delighted. The poem talks about various kinds of animals and insects that we can imagine of looking at the cloud in the sky.

### About the Poet

Norma Gillett is a contemporary poet writing in English. She is a keen observer of the natural world around us. She looks at nature as our companion, guide and philosopher friend who helps bring out the mystery that lies within each of us.

### More on Pre-reading Activity

Show the class a colour plate (poster) of the Annapurna range of the central Himalayas. Prominent in the plate would be the Annapurna mastiff with figures interpreted as a sitting elephant, mound of grains and of course Mt. Machhapuchhre which is explained as a fish tail. The elephant and fish tail in the picture would be what they are reflecting, how we have been used to look at those mountains. Similarly, various mysterious shapes are seen and interpreted in caves and natural underground structures throughout the world. It is human nature to

look at physical world and attribute it human qualities. 'A Cloud Zoo' is an attempt by the young poet to create a zoological garden in the blue sky out of the shifting cloud.

### Points to Ponder

Human knowledge derives from various levels of experience. Most of the time we deal with physical world and material objects of concrete substance. Some other time we have to rely on our perception and imagination. Have you looked at the moon surface on a full moon night? Do you see a hare sitting there? The elephant in Sauraha safari in Chitwan is real; but how real is the elephant guarding the 'Food Mound' in the Mt. Annapurna? We see picture of shark tails on the TV screen; we can imagine inflated fish tails in the movies or picture books; how does Mt. Machhapuchhre represent the tail of some huge fish?

The shapes and figures we imagine seeing in the sky out of the shifting clouds represent symbolic nature of human knowledge. What we believe, what satisfies our perception need not be always based on concrete reality? But our experience of the material world is the starting point of our knowledge perception. Philosophers discuss the issues of reality and illusion. The cloud animals are not real but they reflect the animals of the real world in some way and therefore we satisfy ourselves as having seen those animals in the blue sky. If the students can begin reflecting on such mystery of human knowledge, then they are on the way of serious self learning.

### 4. Playing with words

#### A. Match the words with their meanings.

- |              |   |  |
|--------------|---|--|
| marvelled    | – | got very surprised at something                      |
| split        | – | tore or broke  |
| pounce       | – | to move forward to attack                            |
| unsuspecting | – | not aware of danger                                  |
| flamingos    | – | large pink birds with long thin legs and a long neck |

#### B. Find at least three words that rhyme with the following.

- |         |   |          |          |   |           |
|---------|---|----------|----------|---|-----------|
| Cloud   | - | crowd    | mowed    | - | shroud    |
| Serpent | - | elephant | relevant | - | instant   |
| Pounce  | - | announce | bounce   | - | pronounce |
| Bird    | - | curd     | gird     | - | heard     |
| White   | - | light    | night    | - | fright    |

**D. Match the following.**

|                  |   |            |
|------------------|---|------------|
| most unusual hue | - | elephant   |
| a long white     | - | serpent    |
| unsuspecting     | - | frog       |
| a white          | - | rhinoceros |
| deep blue        | - | tent       |
| private          | - | zoo        |

**5. Working with the text**

**A. Answer the following:**

- I think by the phrase 'a sea of blue', the poet means the vast open sky. The sea below the sky - the mass of water - is also called blue.
- As the poet marvelled at the cloud elephant made of unusual colour, it suddenly split itself into two pieces.
- The serpent appeared trying to pounce upon a little frog which was lying in a leisurely manner.
- The speaker remarks she saw the cloud zoo the whole of one afternoon until the blue sky turned dark.

**B. Think and answer:**

- Clouds are made of tiny particles of water. They are condensed watery vapour clearly visible at a distance. They float in the atmosphere high above the general level of the ground. The clouds do not actually make the patterns and shapes of animals, people or things; it is our imagination that perceives the mass of clouds appearing like the animals or things of our imagination. It is an effect of illusion. That is why the shapes keep constantly changing.
- Of course, I have experienced the cloud in the sky forming different patterns on many occasions. I have imagined seeing temples, haystack, buffalos and chariot of gods.

**6. Practising grammar**

**A. I am used to speaking on the microphone in such gatherings.**

We are not used to living in a town.

Now I have got used to sharing a flat.

We are not used to swimming everyday now.

Nowadays I am used to staying awake till late.

- B. Complete the following sentences using appropriate forms of "be/get used to" or "used to."**
- a) used to be                      b) is not used to living                      c) use to live  
d) use to                              e) get used to the ways                      f) be used to living  
g) did not use to                      h) used to be

## **7. 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?  
ii. Carbondioxide
  - How are plant cells different from animal cells?  
i. The plant cells have thicker walls
  - Which of the following is not needed for plants to make food?  
iv. Oxygen
  - Cellulose is found in .....cells.  
i. plant

### **9. Writing (Encourage the students for their self writing)**

- A.** Anu is Spanish and came to live in Nepal. In Spain she always had dinner late in the evening, but in Nepal dinner was at 6:30 pm. This way very early for her. When Anu first came to Nepal, she did n't like to take the dinner so early, but after some time was habituated to it. Now, she finds it quite normal. She takes dinner at 6:30 pm.

# Living Abroad

## 2. Warming up

### A. *New words*

Write the sentence next to the meaning.

| Meanings of "move"  | Sentences                                |
|---|--|
| 1. To suggest something formally to be discussed                          | 1. The opposition moved the bill.        |
| 2. To cause somebody have strong feelings, especially sadness or sympathy | 2. We were deeply moved by the story.    |
| 3. To change the position of a piece in game of Chess                     | 3. She moved the queen.                  |
| 4. To change the place where you live                                     | 4. We have moved from Greenwich.         |
| 5. To change a position in a way that can be seen or felt                 | 5. The bus suddenly moved.               |
| 6. To change time to do something   | 6. Let's move the meeting for Wednesday. |

**Can you match the phrasal verbs with their meanings?**

- move along - to go to a new position  
 move in - to start living with somebody in a house  
 move off - to start moving or leaving  
 move on - to start doing or discussing something  
 move out - to leave your old home

### B. *New structures*

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

- a. main      b. main      c. auxiliary      d. auxiliary  
 e. main      f. main      g. main      h. auxiliary



Now complete the following sentences by using the right form of "have."

- a. had      b. have      c. has      d. have  
e. had      f. have      g. has      h. has

### 3. Reading

Letter writing is one of the most important human relation activities since the early days of civilization. Of course, letter writing began with the invention of writing system. The use of writing materials such as soft piece of cloth, paper, etc. helped writing letters. Most letters in the past ages were addressed to family members such as parents to sons and daughters, children to parents, among siblings and other close relatives. In the last two centuries, letters between lovers and friends of the same sex became very common. In the last twenty years, e-mail has made letter writing very convenient in terms of speed and dispatch. Moreover, in recent years, telephone and cell phone have become very common. May be letter writing is in decline compared to the past.

#### About the Writer

Tran Thi Nga is a Vietnamese immigrant who has made USA her new home. She is one of the many thousands of the Vietnamese who left their home country after the Vietnam war 1965–1978. She wrote this letter to her old mother who decided to stay on in Vietnam while Thi Nga and her brother migrated to America.

#### More on Pre-reading Activity

Ask the class when they wrote their latest letter. Who they wrote their letter to? Have they written letters to someone they have never met? Are they also using e-mail?

Explain the practice of making pen pals. Also, discuss the differences in personal, official and business letters.

#### Points to Ponder

Explain to the class that "Letter to My Mother" is a personal letter of a young daughter to her mother. Personal letters seek to speak to the person you are writing to in intimate terms. This means the letter writer makes every effort to be natural and express hearty feelings to the receiver. In this letter, the daughter has been away from her mother for several years. She has been writing letters to her mother but she is not sure if the letters reached her. This letter gives a lot of details about how the writer is adjusting herself to a new country: the language, food, clothes,

school system, social relations - everything looks different in America for a Vietnamese immigrant.

In recent years, many Nepalese too have migrated or gone to live or work for a long time in America, Britain, Australia and elsewhere. Ask the class how many of them have close relatives living in America or elsewhere. Suggest them to write personal letters to relatives and friends living abroad.

#### 4. Playing with words

##### A. Match the words with their meanings.

- |            |   |                               |
|------------|---|-------------------------------|
| shingled   | - | roofed with rectangular tiles |
| pistachio  | - | small green edible nut        |
| fall       | - | autumn                        |
| altar      | - | place of worship              |
| materially | - | regarding money               |
| well off   | - | wealthy                       |

##### B. Combine the two part verbs,

- |         |       |         |         |
|---------|-------|---------|---------|
| a. come | on    | e. look | through |
| b. ring | in    | f. fill | up      |
| c. look | after | g. hang | up      |
| d. get  | in    | h. ask  | for     |

#### 5. Working with the text

##### A. Answer the following questions:

- Her new house is made of wood with tiled roof. She has a small garden in the back of the house to grow vegetables. She has planted flowers in the front of the house. There is a pink dogwood tree near the house.
- According to Tran Thi Nga, Americans celebrate happy occasions offering ice cream to each other. Her American friends took the writer to an ice-cream place when they moved to their new house.
- She thinks of her mother at meal times because in America they get a lot of food to eat and her mother in Vietnam is alone and may not always get enough food. The writer also remembers the dishes her mother used to cook for them.

- d) The mother made a big sacrifice by not making a burden of herself to her children. If she also had come to America the whole family would have faced many more problems.
- e) They feel sad when the grandson speaks English because he would never learn their language and miss the cultural heritage and roots completely.
- f) The writer is not happy even if she is well off in America because she misses her mother, her old society and her culture. America remains a strange country for the first generation immigrants.
- g) The writer's family practises Buddhism in her old home in Vietnam. She tries to pray to Buddha in America as well.
- h) Her home country is Vietnam. She is a Vietnamese immigrant in America.

**B. Think and answer.**

- a) Vietnamese, like the Chinese people, set up family altar to worship their ancestors. The writer too made an altar in her home to honour her father. But she feels spiritually deprived in America because American life moves in different rhythm and social practices.
- b) There is a big difference in the life of new immigrants the way their life moves in America and back home. In America, they are rather lonely, they have lower social status and they cannot fully integrate into American way of living. Back home they would share close relations with everybody and enjoy the common culture.

**6. Practising grammar**

**1. Put 'used to' with the verbs. (Answers only)**

Reporter : Where did you use to live?

Mrs. Rai : We used to like it there.

Mrs Rai : Things used to be different from the way they are now. In those days we didn't use to have electricity.

Reporter : And did you use to help your family with the farm work?

Mrs. Rai : Yes, I used to look after hens.

2. Put in a 'to-infinitive' or 'to-ing' form. Use the verbs in brackets.

- a) to score            b) used to living            c) used to living  
d) used to stop        e) used to climbing        f) used to quarrel  
g) use to work        h) used to teaching        i) used to crossing  
j) used to singing

8. Learning English sounds

Underline the /ɔ:/ sounds and circle /3:/ sounds.

caught            cauldron            bi rthday            boring  
taunt            bi rch            wh i r            c u rdle  
bought            b ou rbon            B ou rke            paucity

9. Writing (*Encourage the students for their self writing*)

# 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

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.

## 4. 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.**

a. Whatever befalls the earth befalls the sons and daughters of the earth.

b. If men spit the earth they spit themselves.

c. Whatever we do to the web, we do to ourselves.

d. 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

**5. Working with the text**

**A. Give short answers:**

a) All human beings in this world are the sons and daughters of the mother earth.

b) 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.

c) 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.

d) 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.

e) "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.

## **6. Practising grammar**

**A. Complete the following sentences with suitable main clauses. Use simple present form if the situation is a universal truth and simple future if it is a real possibility.**

- a. If Anita works hard, she will pass the exams.
- b. If you go to India, you will see a train.
- c. If the people pollute the environment, their health condition will deteriorate.
- d. You will hurt yourself if you play with broken glass.
- e. The teacher will complain to her parents if she is not regular.
- f. The paper dissolves if it is put in water.

**B. Vijaya is not very rich. He says, 'If I earned a million rupees. I would go for a world tour.'**



**Now, answer the following questions using If I did..., I'd.... .**

- b. If my car was stolen, I'd report to the police.
- c. If I saw a neighbour's house on fire, I'd call the fire brigade.
- d. If I got a chance to visit Japan, I'd go to see Hiroshima and Nagasaki.
- e. If I were a bird, I'd fly to all the beautiful places in the world.
- f. If I were eight feet tall, I'd challenge all the basketball stars.
- g. If I were born in China, I'd live as a Buddhist.

**C. Put the verbs into the correct forms to complete the following sentences.**

- a) pressed                      b) wouldn't get                      c) borrowed
- d) pointed                      e) applied                      f) would go
- g) will buy                      h) will get                      i) invited
- j) shall/will take

**9. Writing** (*Encourage the students for their self writing*)

# Vehicles

## 2. Warming up

### A. *New words*

Find at least five compound words that begin with the word "car."

sleeping car

motor car

company car

passenger car

railroad car

### 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?

#### 4. 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.

#### 5. 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

car. But Edna 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

## 6. Practising grammar

### B. Change the following questions into indirect speech.

- a) He wanted to know if I liked coffee.
- b) She inquired if my house would be ready next year.
- c) He wanted to know how long it had been raining.
- d) They asked if I still went to the cinema a lot.
- e) They asked if I liked to go to New York one day.
- f) She inquired if I had got a headache.
- g) He wanted to know why my clothes were so dirty.
- h) He wanted to know what my father did.
- i) She inquired if I could stop walking fast.
- j) He wanted to know how my English was.

### 9. Writing (*Encourage the students for their self writing*)

# Experimenting with Birds

## 2. Warming up

### A. *New words*

Do you think you know your birds?

- |             |            |            |                |
|-------------|------------|------------|----------------|
| a. CARDINAL | b. CROW    | c. EAGLE   | d. FALCON      |
| e. FLAMINGO | f. HAWK    | g. HERON   | h. HUMMINGBIRD |
| i. KIWI     | j. ORTRICH | k. PELICAN | l. PENGUIN     |

### B. *New structures*

#### 2. Now, fill in the blanks using idenfinitive quantity words.

- There are many students in our school!
- I dont' eat meat much.
- The leaves have too much dirt on them.
- There is little water in this bucket. You can't wash many dishes.
- Can you give me some cookies?  
I'm very hungry.
- The bag is too small. I can't put large book in it.
- There are many kids in the playground.

## 3. Reading

Like the story "Five Peas in a Pod", this lesson too is based on some naturalist ideas. Natural scientists and behavioural social researchers often use animals, birds and insects to understand social processes and ascertaining of knowledge by intelligent creatures including humans. Birds that live on the land show avian behaviour with their implications for human knowledge. Such studies often involve tracking the birds, planting electronic tags in their body and sometimes putting them at certain risk in course of the experimentation. The female never-never bird in this story is reported missing at the end of this story as she never arrived at her nest.

### About the Story Writer

Margaret Bhattya is one of the science writers reporting on development in natural science for the interest of common readers. For many years,

writers in Britain, America and Canada have been producing gripping accounts of development in the world of scientific experiment. Such accounts over environment, food situation, animal world and behaviour studies of various animal species have important implications to human society. Bhatti's story captures the imaginative details on the feeling the bird might have felt and human need to further their knowledge.

### **More on Pre-reading Activity**

Humans cannot escape nature whether they live in countryside or a big city. The change of seasonal cycle, the winter snow or fog, the blooming flowers of spring, the summer heat and the harvests of autumn all affect our life. Much less known to many of us are various things human kind has taken from simple observation of natural world such as the migratory birds of the land and the sea. Ask the students if they have noticed columns of birds flying in formation to the south at the start of winter in November or early December? The same birds will head north at the start of spring in March. Similarly, small number of other birds appear occasionally as if out of nowhere in our fields, parks and gardens. Moreover, in certain seasons some wild animals seem to be more active than in others. What could we learn from observing the movement of such creatures?

### **Points to Ponder**

Thousands of years ago, humans too travelled from place to place to avoid extremes of cold and heat and in search of better access to food resources. In modern times only a small number of humans travel long distances and they use fast means of transport such as aeroplanes. The settled life of humans means not many of us get to experience the diverse climate and ecology of the world. But many other creatures of nature, particularly birds, travel long distances for food, for mating rituals and for various other reasons not sufficiently known to men. To understand how fast the birds cover great distances over the land and the sea, what signposts the birds follow to choose their flying path, to measure the energy they expend and to find out how they replenish their strength, scientists sometimes track the birds, plant tiny electronic tags on them and apply other constraining observations. Sometimes such birds encounter hardship and even death on account of such experimentation. This is considered a necessary cost on the part of these noble creatures to enhance human knowledge and our understanding of nature.



#### 4. Playing with words

B. Complete the following sentences choosing the correct word from the box.

- a) emerged/braced/crouched    b) scientists/experiments  
c) arrival/released/separate    d) echoes/descended/burrow

C. Make a list of the questions that had long puzzled the scientists in the story.

Do they make use of the sun, moon and stars as humans often do?

How fast do they fly?

Where do they rest?

And how do they sleep on these trips in which they steadily cover kilometre after kilometre?

D. Read the story again and find out the words having similar meanings to the following.

- tunnel - burrow                      travel - journey  
free - let loose                      strange - never never

E. Find out the words in the story that give opposite meaning of the following.

- happiness - dismay                      tight - loose  
ascend - descend                      land - ocean

#### 5. Working with the text

A. Answer the questions:

- a) The bird was keenly waiting for the return of its mate.
- b) As she came out of the tunnel she tried to step her feet on the ground and prepared to take off (fly away).
- c) She couldn't rise into the air because she was trapped under a net.
- d) She thought her feet and wings were cramped due to the six days of sitting over her eggs.
- e) The bird didn't cry when she saw the three men coming towards her because she was afraid and she did not like to arouse the fear of her mate as the nest was very near.
- f) She was caught in a snare net.
- g) She was not happy in the black box because she was used to flying freely and gliding in the open space of the ocean and sky.
- h) The men were scientists studying bird behaviour.
- i) The scientists were experimenting on the bird's behaviour and trying to understand how the birds detected the correct path of navigation.

- j) The birds were taken to the other side of the Atlantic Ocean five thousand kilometers away from the Ocean Island.
- k) The bands were placed in the birds to retrieve data and scientific information.
- l) They were released promptly to facilitate their timely return to their nests so that their mates could go out for feeding.
- m) The bird gave happy cries as it flew over the slope.

**B. Think and answer.**

- a) To avoid excess heat and cold and find a favourable environment to reproduce.
- b) It is not good to trap helpless birds and animals for scientific purposes but it is necessary to promote scientific knowledge and to make human life better.
- c) See might have died on the way or lost the way to the island.

**6. Practising grammar**

**1. Complete the following sentences with few, a few, little, or a little.**

- a) a little      b) little      c) little      d) a little
- e) A few      f) few      g) a few      h) a few / few
- i) a little      j) few      k) a few

**7. Listening and speaking**

- 1. Write T for True and F for False.
  - a. T      b. F      c. T      d. F.
- 2. Answer the following questions:
  - a. The world Shepherd divided the camels among his sons because he new that he was dying.
  - b. The seond brother was suppsed to get six camels
  - c. A fakir came to solve the problems of the brothers
  - d. The eldest son got nine camels.

**8. Learning English sounds**

**Underline the /ɪE/ sounds and circle the /eE/ sounds.**

- |          |             |             |             |
|----------|-------------|-------------|-------------|
| sh a re  | <u>seer</u> | ca reless   | b a re      |
| pl ay er | h ei r      | h ai r      | <u>ear</u>  |
| l ay er  | <u>fear</u> | f ai r      | <u>gear</u> |
| m a re   | <u>mere</u> | <u>jeer</u> | <u>wear</u> |

**9. Writing** (*Encourage the students for their self writing*)

## Model Question

Full Marks: 100

Pass Marks: 40

Time: 3 Hours

### Part A

#### Listening

15 Marks

The teachers can assess the listening skill of students on the basis of the following model. They are free to devise listening items on their own.

- Listen to the conversation between Sophie and Saurav (Lesson Seven) and choose the correct answers. (Alternatively, the teachers can read the transcript printed at the end of the book and ask the children to do the exercise.)** 5×1=5
  - Sophie is going to her evening / morning class.
  - She is going to Shanghai / Beijing for two / three weeks.
  - Sophie's lesson starts at half past seven / six.
  - She says she will send a postcard / letter to Saurav.
- Listen to what the teacher says and write in your answer sheet.** 5×1=5
  - It's a nice day today.
  - Plants also have life.
  - Pay attention to what I tell you.
  - Don't make fun of others.
  - She sells seashells on the seashore.
- Listen to the record on Mai Pokhari (Lesson Ten) and answer the following questions.** 5×1=5
  - How far is Mai Pokhari from Ilam Bazar?
  - How many ponds are there in Mai Pokhari area?
  - What can travellers see on the way to Mai Pokhari?
  - On which day of the year is a fair held at Mai Pokhari?
  - How long does it take to reach Mai Pokhari from Ilam by a jeep?

### Part B

#### Speaking

##### Activity 1

Free Speech

- Speak in few sentences about any one of the following topics:** 5
  - Your school
  - Your best friend
  - Your pet

##### Activity 2

Interview

2. Interview your teacher about his daily routine. 5

Activity 3

Conversation/Role Play

3. Suppose your teacher is a tourist. Introduce yourself as a tourist guide and offer to take him/her round the place. 5

Part C

Language and Usage

1. Write possessive forms of the following singular and plural nouns by using apostrophe appropriately:  $4 \times 0.5 = 2$

Junu boy tourists men

2. Choose the correct answer from the pairs given in brackets.

$4 \times 0.5 = 2$

- a. The dog would always remain ..... (quite/quiet)  
b. He felt the earth ..... (quack/quake)  
c. The astronomer ..... (wandered/wondered) at the noise made by the dog.  
d. Laika had ..... (saved/shaved) the astronomer from an earthquake.

3. Combine the following pairs of sentences into one using who, whom or whose.  $2 \times 1 = 2$

- a. The people are very friendly.  
These people work in the office.  
b. The woman left him after a week.  
He fell in love with her.

4. Write the past participle forms of the following verbs.  $4 \times .5 = 2$   
come drink feel steal

5. Fill in the blanks using since or for appropriately.  $4 \times 0.5 = 2$

- a. Kate has been learning German .....2005.  
b. He has not smiled .....six years.  
c. Sheela has been staying in France ..... last three weeks.  
d. ....Dashain, the couple have been eating out.

6. Change the following sentences into passive voice.  $2 \times 1 = 2$

- a. We solved all the questions.  
b. Somebody cleans the room every day.

7. Put the verbs into the correct forms to complete the following sentences.  $2 \times 1 = 2$

- a. What would happen if I ..... that red button? (press)  
b. If I find a job, I think I ..... it. (take)

8. **Punctuate the following.** 8×0.5=4  
 a story of long ago please replied laura who liked to hear about far-off times
9. **Use any four the following words and phrases in sentences of your own.** 4×1=4
- take care of                  unless                  for a moment  
 incredible                                  gossip                  strange

**Part D**

**Reading Comprehension**

1. **Answer any five of the following questions in brief.** 5×2=10
- a) Why was the Knee-High Man unhappy?
  - b) What is the main idea of the poem Mother to Son?
  - c) How did the young girl in the story Five Peas in a Pod recover from her sickness?
  - d) What did Eva promise Tom?
  - e) Why isn't the writer in Letter to My Mother happy even if she is well off?
  - f) Who are the sons and daughters of the earth?
  - g) Why was Fred excited?

2. **Read the following passage and answer the questions that follow.**

"Well, at one time there were many black slaves in America. These slaves had to work on the farms and in cotton fields. Very often their masters were cruel people. They used to whip the poor black people to make them work harder."

"But sometimes the masters were kind, and then the slaves were happy to work for them. The slave in this story had a kind master."

"What was the slave's name?" asked Laura.

"He was called Uncle Tom," said Grandfather. "He lived with his wife and family in a pretty hut made of logs. Everybody called it 'Uncle Tom's Cabin.'"

"In summer times, roses grew so thick over the cabin that the logs could hardly be seen. In front of the hut was a neat garden, which was full of flowers and fruit."

- A. **Match the following:**  $4 \times 0.5 = 2$
- |                                |        |
|--------------------------------|--------|
| people made to work forcefully | logs   |
| unkind                         | cabin  |
| pieces of wood                 | slaves |
| a small room like a house      | cruel  |

- B. **Fill in the blanks choosing the correct words from the passage.**  $4 \times 0.5 = 2$
- There used to be .....in America.
  - Often the slave masters were .....people.
  - The slave in this story had a kind .....
  - Uncle Tom's Cabin was made of .....

- C. **Answer these questions in brief.**  $4 \times 1 = 4$
- What did the slaves have to do?
  - What did their masters do and why?
  - What was the master of this story's slave like?
  - What was the slave's name? Who did he live with?

3. **Read the following passage and do the activities that follow.**

**Money is what you use to buy things. You may earn money from completing household chores, getting good grades, for your allowance, or for losing a tooth! Money is very important in our world and comes in many different forms.**

**People have been using money for hundreds of years. Before money gave specific values for things, people simply traded items. People in different parts of the world use different currencies.**

**People earn money from the jobs they do and use that money to save for the future, pay for their houses, cars, food, taxes, medical needs and household items among other things. Even things such as turning the lights on, using the air conditioning or heat, and connecting to the internet cost money.**

- A. **Use the underlined words in sentences of your own.**  $5 \times 1 = 5$

- B. **Choose the correct answers.**  $5 \times 1 = 5$

- How long have people used money?**
  - Hundreds of years
  - They started recently
  - Since the beginning of time
  - Thousands of years

- b. According to the author of this story, money is \_\_\_\_\_.**
- i. only used in some countries    ii. not very important  
 iii. very important    iv. only earned by adults
- c. The money.....**
- i. is never used in our life.  
 ii. is not used very much these days.  
 iii. is used only in the advanced countries.  
 iv. is used in every country in the world.
- d. Select all of the things that money might be used for.**
- to buy things    to pay bills  
 to save for the future    to pay you for doing your chores
- e. What did people do before there was money?**
- i. People traded to get what they needed.  
 ii. They made everything themselves.  
 iii. The story doesn't tell.  
 iv. They just never got what they needed.

### Part E

#### Writing

- a. Write a short conversation between a father and a daughter about buying a laptop computer. Include information on colour, brand and the type of laptop they are going to buy. 4
- b. Write a few paragraphs about a picnic you have recently had. Include the following points in your answer. 8  
 the preparation the journey description of the place  
 what you did there the food you ate the games you played, etc.
- c. Suppose you're living away from your home and family. Write a letter to your mother telling how you're living. 8
- [Note: As it is only a model, teachers are free to set their own questions as per their assessment needs.]

New Nepal

# English Reader 7



# Teaching Strategies

## Focused Activities

- Preview
  - New vocabulary
  - New structures
- Reading
- Vocabulary
- Language-in-use
- Listening and Speaking Writing
- Weigh and evaluation

### What's in Book Seven?

**Warming up:** Warming up section previews the dominant vocabulary and language structures that the students encounter in the lesson. As such, the section works as a warm-up exercise preparing students to effectively deal with the reading material and language exercises that follow. This section is broadly grouped into three sub sections: Leading in, New words and New structures. The first sub-section is meant for fun reading on the relevant topic that helps students get a sense of what is to come next. The “Warming up” section, through a variety of creative and interesting activities such as clustering, gap-filling, anagrams, unscrambling, word puzzles, helps students build active vocabulary specific to a theme, language content, or an area of human interest. The last sub-section presents new language structures dominantly used in the reading so that students get enough practice on key structures before encountering them in the reading.

**Content:** Book Seven of the *New Nepal English Reader* offers young learners of English language a variety of language structures presented through stimulating reading materials that build upon the reading competency children have already acquired in the previous Grades. Reading materials directly address children’s sense of curiosity and appeal to their imaginative minds. While building upon students’ cultural repertoire, the texts included in the *Reader* expand their knowledge of literature, culture, and the immediate surroundings. The lessons, such as “To Daffodils,” “Verger,” and “A Wife’s Confession” provide instructions in the essence of humanity—appreciation of nature, work ethic, and the love and care for the fellow beings through an exposure to the classics of literature. These texts also allow teachers to conduct productive in-class discussions on a variety of issues related to students’ lives and concerns. As you must have noticed by now, many texts connect students’ reading experience with their real-life situations and cultural repertoire they have already acquired. Therefore, having students process the meaningful information that the texts contain through their own cultural experience can be an effective teaching strategy. For this, teachers may consider using pre-reading activities that somehow bridge students’ cultural knowledge with the new information they receive from the texts. As the language-related drills and exercises are mostly

based on the language structures pervasively used in the text, each lesson allows teachers to introduce the relevant language skills creatively and contextually. The *Reader* generously offers students a taste of classics of children's and young adult literature that emphasize the positive values such as honesty, hard work, and human sympathy along with the themes of growing up.

**Language Skills:** Language-related exercises in the *Reader* significantly draw upon the text included in a given lesson as they focus on the dominant grammar items pervasively used in the text itself. The language drill sessions that follow the reading—“Playing with words,” “Working with the text,” “Practising grammar,” “Listening and speaking,” and “Writing”—walk students through a series of integrated reading, writing, and grammar exercises that are built upon the vocabulary and structures that the students have already learned. While teaching language skills covered in the *Reader*, it is crucial that teachers emphasize the function and usage of language structures rather than having students memorize the definition of grammar items.

**Listening and Speaking:** In each lesson, by means of the structured models of conversation and listening exercises, students practise using the language structures and vocabulary learned in the lesson. It is important that we frequently use the text as an example to show how certain grammar items are used in a communicative context revolving around the theme focused on in the chapter.

## Teaching Strategies

Each teacher has his or her unique teaching style; the best teaching strategy is to be flexible and adaptive to the specific teaching situation—size of the class, learners' competency, and the available resources. We encourage teachers to improvise teaching materials to address the unique context in which they teach English. Nevertheless, teachers might consider some of the following teaching strategies.

### Warming up (Pre-reading activities)

The newly added sub-section called “Leading in” at the beginning of each chapter provides short but interesting and useful readings on the subject matter focused on in the chapter. The major objective of this sub-section is to get students engaged on the topic right from the beginning. Besides practising the pre-designed exercises on vocabulary and language structures included in the text, teachers may design activities to utilize students' knowledge about culture. Students bring

their own knowledge and experiences in class that need to be built upon, challenged, and expanded. Warming up exercises on “New words” and “New structures” and “Pre-reading activities” allow teachers to link what we teach students to what they already know. As we teach in a unique cultural context, the pre-designed activities in the *Reader* should not be taken as another exercise that we’ve got to deal with. Rather, these activities are meant to be possible models for teachers to design activities that address their own teaching contexts. For this, we anticipate teachers to review the entire lesson in advance and use activities, either included in the *Reader* or of their own design, in order to see the link between what students learn from the lesson and what they already know. Teachers may facilitate this experiential connection by:

- o Asking students to talk about their experiences related to the lesson,
- o Asking students to discuss issues that the text raises,
- o Asking students to write poems, draw pictures, or talk about movies they have watched (depending on what kind of story, poem, or a prose piece they are going to read), and
- o Assigning students mini-projects such as interviewing each other, pasting relevant pictures on a display board, presenting information on the blackboard, and/or engaging them in role plays.

Whatever activities we want them to practise before reading the text, the key is to get them talking and warming up for the lesson and language exercises that follow. Such activities enable teachers to conduct a proactive and participatory class, the essential prerequisites for a successful language teaching session.

## Reading

**Reading is essential for learning all the four language skills:** Listening, speaking, and writing cannot be separated from reading. Therefore, the reading materials included in the *Reader* should be used to achieve the dual objective of imparting students with “cultural literacy” and familiarizing them with important language skills. As most of the language-related exercises are based on dominant grammar structures used in the texts themselves, teachers may use readings as examples of communicative contexts for teaching the grammar items.

**Connecting readings to language practice:** For productive teaching,

it is advised that teachers exploit the link between reading materials and language exercises that follow them and keep reinforcing the major language items focused in a text. At times, language exercises also utilize the context the text provides. For instance, the story “Mama” presents recollection of a daughter about past events related to her mother. The “Practising grammar” introduces the structures (may have/might have +V3) that are used for recalling and thinking about past events. In the “Listening and speaking” section, students learn to talk about events and actions. Next, the guided writing exercise requires the students to infer about past events. Thus, teachers should consider emphasizing the link the Reader provides between language used in the text and the language skills students learn through the subsequent grammar-related drills and exercises.

**Reading for cultural literacy:** Book Seven of the *Reader* includes interesting and stimulating texts—poems, stories, and informative prose pieces. Given the age of the children the book is intended for, the reading texts aim at giving children the flavour of authentic English expressions while imparting important knowledge about their culture and surroundings. Therefore, it is important that teachers focus more on making the experience of reading enjoyable for children than having them always concentrate on “themes” and “meanings.” For a successful language teaching, it is significant that children enjoy reading and feel the rhythm of language.

**Emphasis on the reading process:** Reading is a recursive process in which one has to move back and forth to make sense of the text. For this, teachers may use a variety of activities such as posing questions about the text, underlining a part of a sentence, counting words in a sentence or listing expressions/information so that students actively read the text. If children read with an objective in mind, they tend to work and learn quickly. It is not that important for students to know the meaning of each and every expression as they read along. The Book stresses the importance of holistic understanding of matter than the comprehension of discrete language items.

## Vocabulary

Learning new words, especially learning to use them in context, is an integral part of effective language acquisition. Reading largely facilitates students with vocabulary acquisition. However, active learning of words and their usage is more important than memorizing a list of words and their meanings out of context. The *Reader* provides a glossary of difficult words, presented in a variety of ways—definitions, picture recognition, alternative choices, functional explanations, and so on. Book Seven also

includes the section “New words,” mostly explained with illustrations and idioms and phrases with meanings and their usage. Experts view that memorizing definitions of words is the least effective technique of vocabulary acquisition, although it has been used widely. The *Reader*, hence, emphasizes the importance of active acquisition of vocabulary. While teaching each lesson, it is advisable to make a list of TARGET WORDS (not the all-inclusive list of words used in the lesson) and show the children contextual use of each word. For active learning, teachers can design a variety of activities that allow students to share words they already know, instead of asking them to memorize words indiscriminately. Besides pre-designed activities in the *Reader*, teachers may use some of the following activities:

- o Organizing “Meaning Finding Groups,” in which a group of students are assigned a few words and asked to find their meanings and share their findings with the class,
- o Vocabulary Mini Bins: Having divided the class in small groups, teachers may ask students to keep a “vocabulary bin” each; each group of students collects words and their meanings over time, and after some days, they exchange the bin with another group,
- o “Acting Out the Word” game can be useful while teaching action words in lower grades; teachers may give a couple of words to a small group of students and ask them to “act out” the words so that the entire class understands or guesses the meaning of the word,
- o “A List of Difficult Words” prepared by students themselves helps them focus on learning new words, and
- o “Words of the Day” method can be handy in motivating students to learn new words; for this, teachers may select two to four new words for each day and devote some time explaining, discussing, and using those words in class.

Depending on the specific classroom situation, teachers may adapt to a couple of do-able but interesting activities that make learning new words an enriching experience.

### **Practising grammar (Language-in-use)**

“Practising grammar” is one of the major features of the *Reader* and, in fact, is the defining philosophy of the series. Unlike traditional English text books, the *Reader* emphasizes the usage of grammar items in a specific communicative context, hence the term “Practising grammar.”

Book Seven introduces children with the usage of important grammar items such as “as/since/because” (explaining reason), “past perfect/simple past” (talking about events and circumstances), “direct/indirect” (reporting) “when/while” (narrating past events), and “may have/must have +V3” (thinking about past events). As indicated in the parentheses, the language exercises stress upon the function and contextual use of each grammar item. The Book assumes that it is important for students to know how and where to use the grammar items they have learned. For this, the *Reader* adopts a dual strategy of teaching language skills—recognition and usage.

While teaching “language skills” and “grammar items,” teachers should consider focusing more on the “communicative function” of language items by providing the students with relevant situations and contexts for the use of each item. For example, while teaching grammar items such as “to-infinitive,” the focus should be placed on explaining how it is used for expressing “purpose.” After students become able to recognize the grammar items and their communicative functions, teachers should focus on providing students appropriate context for using the grammar items learned.

### **Listening and speaking (Communicative skills)**

Children and young adults learn to speak mostly by “imitating” someone speak. Besides using the recorded materials occasionally in class, teachers should lead the speaking and listening sessions and ask students to imitate the pronunciation of alphabets, sounds, words, and sentences. In each lesson, the *Reader* introduces young children to sounds of English, word pronunciation, and simple conversations about greeting, introducing, asking questions, and describing things. Teachers might consider some of the following activities to enhance student’s ability to listen and speak:

- o pronunciation drills (gradually moving from sounds, words, to sentences),
- o student-teacher role plays to help students learn greeting, introducing, and naming,
- o pair work groups to help students recognize objects/things and describe them,
- o frequent use of audio-visual aid such as educational videos and children’s movies,
- o dictation of alphabets, words, sounds, and sentences, and
- o flashcard displays

The idea is to frequently expose students to speaking and reading while encouraging them to imitate and practise what they have listened to.

### Writing

Book Seven presumes that children who attend English medium schools come to Grade Seven having already acquired the skills of simple sentences and short paragraphs. The “Writing” section in the Book builds upon students’ already acquired skills at the level of sentences. It is expected that children at this level will be able to write composition of a certain length. The guided writing exercises in each lesson offer ample practice in writing short paragraphs. While guiding students to write, teachers should consider encouraging them to add details than to writing out sentences containing discrete information. Effective writing instruction requires that we avoid criticizing students’ writing and grammar errors. Rather, writing pedagogy has to be encouraging, participatory, and nurturing. While teaching writing, teachers should consider highlighting positive aspects of student writings and be suggestive than prescriptive when it comes to pointing out errors.

### Reflecting

After the students have acquired specific grammar skills, relevant vocabulary and content knowledge, they should be able to think, reflect and speak about themselves and the world around them. “Reflecting” section should be dealt with by giving students enough time for reflection. This is when teachers may choose to allow their students to use their mother tongue if need be. After all, knowledge matters only when it comes to use for self-expression.

### Weight and evaluation

For Grade Seven, we anticipate roughly 150 hours of teaching; teachers are advised to give approximately 25% weight to listening, 25% to speaking, 25% to reading and 25% to writing. For lower grades (first, second, and third), continuous evaluation of each child’s progress is recommended. However, in the Seventh Grade, a combination of continuous assessment and periodic testing can be an effective way of evaluating students’ progress. Ideally, each teaching session should incorporate informal “assessment” schemes of a sort such as quick questions, mini-quizzes, reading aloud, or writing words and sentences.

# Life and Death

## 2. Warming up

- B. Look at the following words and expressions from the poem. Group them under the two headings based on the connotative meaning of each word.

### Life

Stay

rise

go along

growth

### Death

haste away

die

dry away

never to be fund again

run

## 3. Reading

Poets often look at nature - flowers, mountains, rivers, oceans, general scenery and reflect on questions facing human life. Flowers of different kinds have long inspired poets to wonder on mystery of nature and on the process of life itself. Flowers are beautiful to look at, they bloom in their season and quite often wither away pretty soon. This has made many poets to see connection between beautiful objects and their short life. Here enters the subject of time: it is the time that makes beautiful things such as spring flowers, sunrise every morning and innocent smile of a child appear in the world. It is also the passage of time that takes away those beautiful moments beyond trace. "To Daffodils" is a wonderful lyric in the long tradition of nature poetry. This is written in the form of an address to an object of nature. The poet here speaks to a spring flower even though no outward reply comes from the fair daffodils.

### About the Poet

Robert Herrick (1591-1674) is a well-known English poet and priest. He lived in a period of excitement and wonder known as the Renaissance or reawakening in Europe. Educated in Cambridge, Herrick has written over 2500 pieces of poetic compositions. He was near contemporary of William Shakespeare and shared his creative time with other notable poets such as Ben Jonson and John Donne. He composed many kinds



of short spirited poems such as elegies, epigrams, drinking songs, hymns and lyrics. It is the strength of his writing that his poems are still memorable after more than 400 years.

### **More on Pre-reading Activity**

Nature affects our life in many ways. Think of how a day guides and impacts what we can and cannot do in a twenty-four hour period. Early morning brings sunlight to us. Gradually morning changes to the day and the day moves through many different shades of light and colour. Then comes the evening, night and time to retire to bed and unknown world of sleep and dreams. But just as there are many changes within a single day, all the days do not pass on the same pattern.

Turning to human beings, childhood, adolescence, youth, maturity and old age of individuals can be compared to dawn, morning, noon, afternoon, evening and night of the day. Similarly, outside our personal individual life, there is a vast stretch of time running into centuries, millenniums and eons. An individual's life appears not even like a full second compared to the ages of time. But the life of an individual human being is of no less significance for being so short. The poem "To Daffodils" takes up this important theme that some beautiful flowers do not last even a full complete day but they are very important for our life. They suggest that many good things of life are short lived but our life becomes richer because we cherish those brief moments of intense happiness and delight.

Ask the class to recall their most happy experience at play, in their last school year, their visit to some beautiful place and other moments of unforgettable experience. Why are those experiences so pleasant? Would have those happy feelings been more enjoyable if they had lasted longer? Can we go on doing some delightful activity, say, singing and dancing, eating delicious food, watching beautiful scenery, indefinitely?

### **Points to Ponder**

Poetry serves a number of important purposes in the language classroom. It is the most artistic and sophisticated use of language to express ideas deeply felt by the poet. Good use of language depends on the true feeling of the user about the subject being spoken or written about. True feeling on a subject is not only a matter of emotion and fanciful flight of ideas. Powerful poetry expresses robust thought and knowledge of the world that withstands critical analysis.

"To Daffodils" offers a valuable learning experience: the students are

gently led to think about nature-a spring flower, not able to last even a full day, the fast moving time - affecting all things of nature, the death - that awaits all of us as the time passes, the shortness of life - the life of a daffodils, the life of human beings and the cycle of the day. Yet all these events need not make us feel sad because the life in all its forms is so beautiful and precious simply because it is so short lived.

#### 4. Playing with words

- A. daffodil – tall yellow spring flower  
hastening – hurrying  
decay – the process of being destroyed by natural causes  
dew – tiny drops of water seen on dry surface in the morning
- B. Find at least two synonyms of the following words.
- |        |             |           |
|--------|-------------|-----------|
| hasten | rush        | hurry up  |
| growth | development | increment |
| decay  | decline     | degrade   |
| attain | participate | go to     |
| dry    | waterless   | withered  |
| weep   | cry         | yell      |
- C. Early-rising sun; Hastening day; Human being;  
Summer's rain; Pearls of morning's dew

#### 5. Working with the text

- A. State "true" or "false" against the following.  
a) True b) False c) True d) True e) False f) True
- B. Answer the following questions.
- A daffodil is a seasonal flower that grows in spring season. Its life is limited for few months. It quickly blooms and fades away so the poet weeps to see it.
  - He prays them to stay for one full day so that he can fully enjoy this beauty and enrich his life.
  - He promises to live and die with daffodils. Like daffodil, he too wants to contribute something beautiful to the world and add beauty in the life of the others.
  - Death. As time and tide wait for no one, so do the beautiful things of this world. All things are subject to death and nobody can escape death.

- e) It lives for a very short fragment of time. They disappear before twilight.

**B. Think and answer. (Answer clues)**

- a) Our life is short. We live for a very short span of time. We quickly disappear from this world leaving all the beautiful things, our beloved ones, and never return to this place. Like daffodil, we have very limited time to do our work, enjoy our life and fulfil our aims. Time devours us like all the other things in nature. The morning dew is beautiful and sparkles with the rays of the sun, but it soon disappears when the heat of the sun grows. This is the ultimate truth of life.

**6. Practising grammar**

**A. Combine the following pairs of sentences. Use because if you think the reason is important. If the reason is not the main idea of the sentence, use since or as.**

- a. She couldn't decide whom to marry because all the suitors were smart.
- b. He is eligible to get driving license because he is now 18 years old.
- c. 'Hello, again' was an odd thing to say as they had never met before.
- d. The people were going to have a party since they were busy preparing things.
- e. I had to ask for help because I had no idea how it worked.

**B. Now complete these sentences in your own words.**

- a. I can't meet you this evening because I am going to see the doctor.
- b. As she hadn't completed her work, she was punished.
- c. I can't print out the letter since I have run out of paper.
- d. Since it had been snowing all night, it was extremely cold the next day.
- e. I couldn't hear you because I had earphones on my ears.
- f. As I have been left to do all the work, I can't go out with you.
- g. I didn't go out because there was no one at home.
- h. Since you are already here, I suggest you to meet my parents.
- i. Because everything looked different, they couldn't recognise our house.

- j. As I believe in human rights, I am not going to submit to their commands.
- k. How did you know about Pokhara since you have not been there?
- l. Because I couldn't stop thinking about the exam, I couldn't sleep well.

## 7. Listening and speaking

### A. Listening: Listen to the record and choose the correct alternative to fill in the blanks.

- a. one hundred    b. 4% to 6%    c. crust    d. water

### B. Listen to the record again and rearrange the following sentences in proper order.

- 1. Rain water carries the salt and other mainerals present in the earth's crust to the rivers.
- 2. The rivers take them to the ocean.
- 3. The water of the oceans evaporates to the atmosphere.
- 4. but the salt is left in the oceans because salt cannot be evaporated.
- 5. It again falls on to the earth in the form of rain.
- 6. The river again takes the salt to the ocean.
- 7. The continuation of this cycle for millions of years accumulates large quantities of salt in the sea water.

## 9. Writing

*Encourage the students for their self writing. Let them create their own answers.*

## 2. Warming up

### A. *New words*

#### Church words

#### Across

1. Cassock    3. Pulpit    4. Verger    5. Manse    6. Sexton

#### Down

1. Choir    2. Clergy    4. Vespers

## 3. Reading

Reading good work of literature makes us seriously think about important issues of human life. A short story is a popular form of literary writing. It is about some persons, describing events that occur in their life and the particular way they deal with the events coming in their way. Every individual brings specific attitude and applies specific approach to solve a given problem. A good writer develops convincing characters and presents surprising and memorable action they perform in society.

One important question in every society is the question of education for each person and getting a job and earning money. Generally, most people in modern time believe that to be successful in life and to earn a good amount of money one must be educated. The more educated you are, the more successful you will be in life and the more wealth you will be able to collect. In the "Verger", we are presented with a surprising conclusion, the main character Albert Foreman declares that he became a rich man because he was unable to learn to read and write. If he had been educated he would have remained a low level church staff all his life.

The major point for this lesson is: who is a better human being - one who has made money or one who has not made much money but who can think about art, literature and larger issues of society?

### About the Writer

William Somerset Maugham (1874-1965) is a popular English writer. He was trained to be a doctor at St. Thomas' Hospital in London but he never practised medicine. He also studied philosophy in Germany. He

wrote many novels including *Of Human Bondage*, *Cakes and Ale* and *On Razor's Edge*, a number of comedies and dozens of short stories. "The Verger" is one of his famous stories.

### **More on Pre-reading Activity**

The story is set in the background of the famous St. Peter's Church in central London. A church is a religious centre for spiritual guidance, religious rituals and a social institution that encourages people to read and write, to organize social service and to be a good member of one's society. Albert Foreman joined St. Peter's Church as the verger in his early 20s. He came from a working class family and did not go to school as a young boy because he started working from an early age. He remained the verger at St. Peter's Church for sixteen years but he never learned to read and write. He could not even sign his name on official papers.

To discuss the story meaningfully ask the class what important temples and shrines are near their homes or towns. What activities take place in such places of worship? Do the temples and stupas in Nepal organize social services such as literacy classes, reading rooms, shelter for the poor during the rains and cold seasons? Also elicit response from the students whether they believe the priests, their assistants and temple officials are educated in matters of religion or other areas.

### **Points to Ponder**

This story helps the readers to understand important points about social organizations. Every society has places of worship such as temples among the Hindus, bihars and stupas among the Buddhists and churches among the Christians. Such places of worship often enjoy huge incomes from contributions of the believers, from state budgets and from property such as land and building. Such religious institutions also run social services such as education, health care, social awareness and a variety of other services. Most importantly persons who work in such public places are expected to value learning, education and spiritual achievements. Unfortunately, there are cases when people like Albert Foreman would appear in such religious organizations. Albert was willing to work for the church for his regular pay but he refused to learn reading and writing even though it was an expected quality of a church staff. Albert quit the job and started selling cigars, cigarettes and tobacco and made a lot of money from ten of his shops. Ask the class whether Albert is a better person as a shopkeeper. Is there anything questionable about him?

## 4. Way with words

### A. Match the words with their meanings.

- cigar – a roll of dried tobacco leaves that people smoke  
respectable – considered good, correct, or acceptable  
verger – a church official whose job is to look after the inside of a church and to perform some simple duties  
robe – a long loose outer piece of clothing  
vicar – a priest who is in charge of a church and the area around it  
interest – the extra money people receive when they invest money or put it in bank

### B. **robe** - a long outer piece of clothing, especially one worn as a sign of rank or office at a special ceremony

Words having similar meanings: cloak, cape, mantle, cassock, kaspan, jellaba, dress, uniform, attire, garment

### C. Different meanings of the word 'interest'

- 1) wanting to know more : Do your parents take an interest in your friends?  
2) attraction : Grammar is of no interest to me at all.  
3) hobby : My main interests are music and tennis.  
4) extra money that you pay back when you borrow money or that you receive when you invest : The money was repaid with interest.

### D. Use the following expressions in your own sentences.

- no longer : I no longer have difficulty in English.  
save up : I am saving up for a new bike.  
forever : I'll love you forever.  
come into : The trees are coming into leaf.  
walk round : I walked round the lake yesterday.

## 5. Working with the text

### A. Answer the following questions.

- a) Albert's childhood was not a happy one. He spent his childhood as a servant in a rich man's family.  
b) He was a verger at St. Peter's Church.

- c) The old vicar was a nice fellow. He liked Albert very much for his sincerity in his work. However, the new Vicar was not sympathetic to him. He wanted Albert to change his ways of working.
- d) He believed in change. Therefore, he wanted to bring changes in the church services.
- e) He was stricter in his work. He wanted Albert to change completely. He hated those who were not educated and intelligent.
- f) Albert could not read and write. He never attended school in his childhood. He only knew how to do his work honestly and sincerely. However, to the new vicar it was not enough. Albert did not hesitate for being illiterate. He told the vicar that he did not know how to read and write.
- g) As Albert had no interest in beginning to learn to read and write, he opted to quit the job. He came out of the church tensed and worried so he felt if he smoked, he would feel better and his worries would drive away. Therefore, he wanted to smoke.
- h) Albert's idea proved to be successful. He opened a cigar shop where he sold all the related stuff in one of the busiest parts of London that quickly prospered and made him a rich man.
- i) The bank manager wanted to advise him to invest his money in buying shares in business instead of letting his money remain idle in the bank.
- j) The manager did not believe him at first. How can an uneducated man like Albert earn such a huge amount of money! The manager was greatly surprised.

**B. Think and answer.**

- a) Individual response.
- b) No, he doesn't mean so.

## **6. Practising grammar**

**A. Rewrite these sentences so that they have the same meaning. Use "as...as".**

- a) The station wasn't as far as I thought.
- b) The meal wasn't as expensive as I expected.
- c) I don't go out as often as I used to.
- d) She doesn't keep her hair as long as she used to.



- e) You don't know them as well as I do.
- f) There weren't as many people at this meeting as at the last one.
- g) Rome isn't as old as Athens.
- h) Your room isn't as big as mine.

**B. (Answers only)**

dangerous - good - as good as - younger than - as tall as - older - more intelligent than - stronger, more confident - better than

**C. Complete the sentences using 'as ...as'.**

- a) I'm sorry I'm a bit late. I got here as fast as I could.
- b) It was a difficult question. I answered it as well as I could.
- c) How long can I stay with you? You can stay as long as you like.
- d) I need the information quickly. So let me know as soon as possible.
- e) I like to keep fit, so I'm swimming as well/fast as I can.
- f) I didn't want to wake anybody, so I came in as quietly as I could.

**9. Writing**

*Encourage the students for their self writing. Let them create their own answers.*

# Fear

## 2. Warming up

### A. *New words*

| First word | Second word | Compound word |
|------------|-------------|---------------|
| foot       | board       | footprints    |
| pepper     | down        | peppermint    |
| skate      | place       | skateboard    |
| touch      | space       | touch down    |
| sauce      | ground      | sauce pan     |
| honey      | prints      | honeycomb     |
| common     | mint        | commonplace   |
| back       | comb        | backspace     |
| sun        | bathe       | sunbathe      |
| back       | pan         | background    |

## 3. Reading

Agricultural communities still account for a large number of humanity in the world. Farming life moves around tilling the land, sowing the seeds, tending the crop plants and saving the grains and crops before harvesting them for consumption and trade. Farmers live in simple houses but they decorate the house door, windows, kitchens and community shrines with intricate objects, paint patterns and designs. In many farming communities people have created various structures and constructions which serve both functional and artistic/aesthetic purposes. For example, in the Nepalese countryside we can see haystacks raised near the cattle sheds, corn-stands just outside the farmers' homes, pigeon sheds near the turnstile gates. The scarecrow too is a common sight in the rural areas.

When poets write about such manmade objects such as a corn-stand or a scarecrow, they do more than describe the physical objects. Of course, their description in words makes the objects come to vivid life, we begin to see such familiar structures in a new light. They also express their personal feeling and a new sensation they experienced when looking at the objects they have written about.

## About the Poet

Samsher Ali is an emerging name in modern Nepali poetry. He has contributed some light-hearted poems describing the scene of the Nepalese countryside. He brings keen observation of life in the countryside and humorous touches on his portrayal.

## More on Pre-reading Activity

Recite the poem to the class in the beginning when you have explained the title of this poem. Of course, the illustration on the page reveals the meaning of what the poem is about. Discuss how a familiar everyday object such as a scarecrow in a farm field can be described in a poem. A scarecrow is a structure created with a clear purpose: it has a fairly oversized head, outstretched hands and inflated body in bright tattered clothes put together to scare off birds and other plant-eating creatures. But a poem must do more than just describe the subject of its composition. It must be made exciting, believable, full of surprising addition and personal response of a new sense of discovery. Samsher Ali does all this in this poem. Can you work out how?

## Points to Ponder

Poetry more than any other forms of writing expresses a lot of things in a few words. It does not describe in repetitive details and offer a basic explanation. For example, a prose composition on a scarecrow could be very down to earth beginning with sentences like: "Farmers have hard time saving their paddy or corn crops from birds and insects when they are about to be harvested. They put scarecrow to frighten such pests." But in poetry, such basic details are assumed to be clearly understood by the readers. Poetry rises much higher from ordinary explanation and encourages the readers to use their creative powers to conceive a fuller imaginative interpretation of our shared knowledge and experience. You may ask the class to write a paragraph on the scarecrow as they know and a summary of the poem.

## 4. Playing with words

- grove – a group of trees
- herd – a group of animals of the same type
- cattle – a group of cows and bulls
- swarm – a group of bees
- bunch – a number of grapes/bananas/keys/flowers

flock – a flock of sheep

school – a number of fish or other sea animals

**B. Help children to form phrases and make sentences.**

**5. Working with the text**

**A. Answer the following questions.**

- a) A young boy is the speaker.
- b) It was made out of the grandfather's old lahuray hat, over coat, a clay pot, & tattered trousers.
- c) To scare away the birds & animals that come to eat the crops.
- d) When the wind blew into the scare scrow.
- e) The speaker himself was scared at the end.

**B. Think and answer.**

Yes. The scarecrow resembles the image of a man so they are scared. The animals and birds like cow, goats, pig, pigeons, sparrows, etc are scared more and buffalo, oxen, crow are less scared.

**6. Practising grammar**

**B. Read the situations below and write what had happened previously.**

- b) Nitu had undergone an operation.
- c) A VIP had visited the place.
- d) An earthquake had destroyed a building.
- e) I had told her that I would go along with her.
- f) Alan had cooked his meal and eaten it.
- g) He had met with a serious accident.
- h) The man had attempted a theft.
- i) The teacher had missed his bus.
- j) She had received a letter from her best friend.
- k) She had committed a mistake.

**7. Listening and speaking**

**1. Listen to the record and write 'True' or 'False' against the following sentences.**

- a. Fasle   b. True   c. True   d. False

**2. Listen to the record again and answer the following questions.**

- a. Three main types of muscles are: skeletal, smooth and

- specialized.
- b. Heart has specialized muscle tissue.
  - c. Smooth muscles force food through intestines.
  - d. Skeletal muscles are attached to bones.
  - e. The record is about the types of muscles in human body.

## 8. Learning English sounds

|       |         |
|-------|---------|
| Yummy | Janitor |
| Yacht | Jingle  |
| Yahoo | Yellow  |

## 9. Writing

*Encourage the students for their self writing. Let them create their own answers.*

# Race and Racism

## 2. Warming up

### A. *New words*

- |    |               |   |  |
|----|---------------|---|--|
| a) | motherboard   | : | the main board of a computer           |
|    | motherese     | : | the simple style language              |
|    | mother figure | : | an old woman that you go to for advice |
|    | Mother Goose  | : | the supposed writer of nursery rhymes  |
|    | mothering     | : | an act of caring for children          |
|    | mother lode   | : | a very rich source of gold or silver   |
|    | motherly      | : | having the quality of a mother         |
|    | mother-ship   | : | a large spacecraft                     |
|    | mother-to-be  | : | a woman who is pregnant                |
|    | mother tongue | : | the language you learned first         |
|    | motherhood    | : | the state of being a mother            |

- b) **The answers may vary from child to child. Tell students to write one word that comes to their mind when they hear the word 'father'. Ask them to share their answer to the class. This way you can elicit their meaning of the word.**

### B. *New structures*

- b) Rabin used to play a lot of football match.  
Rabin would play a lot of football match.
- c) Binod used to write many poems.  
Binod would write many poems.
- d) I used to go fishing every weekend.  
I would go fishing every weekend.
- e) People used to walk all the way from Palpa to Kathmandu.  
People would walk all the way from Palpa to Kathmandu.
- f) A large number of eagles used to hover around the village.  
A large number of eagles would hover around the village.
- g) People used to paint their house with red clay and limestone dust.  
People would paint their house with red clay and limestone dust.

### 3. Reading

In every society family is the hub of growing up experience for boys and girls. Young persons learn to practise useful skills, develop creative faculties using their hands, ideas and, yes, using very important gift of speech. In many cultures, parents tell stories, sing songs and play games with their children. "Mama" is a moving account of life experience of an African-American family in a small town America. The mother is the central figure in this story with three daughters and father. The working mother from a minority community in this story faces discrimination and social abuse at workplace. She is not spoken to even with a minimum of courtesy by some white customers who visit Stoke's cafe where she works. The children vaguely sense something to be wrong in American society where African-Americans have long suffered disrespect and racial slurs in public places. The mother takes a stand and confronts the abuse of misguided white customers and obliges them to respect her individual dignity. The daughters grow up in the atmosphere of love and respect in the family and learn that they have to defend the dignity with confidence in the not too friendly public places.

#### About the Authors

Elosie Greenfield and Lessie Jones Little grew up in a small town of America in the middle of the last century in an African American family. These two sisters published an account of the childhood experience. They lived in a very loving family where the mother was a great help. She taught them to make pictures, practise handicrafts, read books and tell stories. They also learned to gather courage and to fight for personal dignity and one's civil rights in the face of hostile groups and persons in the society.

#### More on Pre-reading Activity

Ask the class what useful arts, skills, accomplishments they have learned from their family members. Such skills could be drawing pictures, making dolls, boxes, knots, paper toys, singing or playing musical instruments. Also prod the students to speak about who they feel closer between their parents - mother or father. This story provides an important experience to think about the influence of family setting in the emerging personality of young persons.

#### Points to Ponder

Young people in their early teens acquire many things that shape their lives and outlook from their schools, peers and, above all, from their

living experience at home with the parents and other family members. A family need not be rich to provide young children the sense of personal worth and prepare them to grow into useful members of the society. The parents can talk to the children about their work experience, read out books, teach them using hands and head to make little objects using papers, rags and even corncobs. Encourage the class to discuss points about what makes a family setting in the Nepalese experience.

#### 4. Playing with words

##### B. Can you find six words that end in '-ness'?

kindness; happiness; darkness; nearness;  
dryness; blindness

##### C. Match the following:

|           |   |                   |
|-----------|---|-------------------|
| read      | – | recite            |
| dressed   | – | clothed           |
| finally   | – | eventually        |
| indulged  | – | get wrapped up in |
| quivering | – | shivering         |
| scared    | – | frightened        |

#### 5. Working with the text

##### A. Answer the following questions.

- The writer's mother taught them how to draw lines, boxes, houses, love knots, and to make rag dolls.
- She could tell the stories in the most fascinating manner by making them sound real events.
- The line, 'Sometimes she would get so wrapped up in a book, she'd stay awake all night long, reading,' tells that the mother really loved reading.
- She was reading, or reciting her favourite line from a story that read, 'I'll follow you to the end of the world and die like a dog at your feet.'
- He laughed at it and remarked, 'It sounds like foolishness to me.'
- The writer was scared of the noise of the thunderstorms.
- The writer's mother worked as a cook and waiter at Strokes' Café near the Pamela train station. She had to prepare breakfast for the train passengers who came to the café early in the morning and evening.



- h) The writer and her family were Blacks and they were not allowed to be together with the Whites in those days. The front and side doors were fixed for the Whites and Negroes respectively. So the writer had to use the side door.
- i) Yes, she would like to see her most beloved daughter in the café.
- j) It was because a White visitor mis-pronounced her name in public that humiliated her mother. He called her 'umman' (meaning not man/human) and she was very upset and she strongly protested the man.
- k) When the writer's mother strongly criticized the man for his uncivilized manners, he stopped calling her 'umman'. Then he called her Pattie.

**B. Think and answer. (Answer clues)**

- a) Black or Negroes. We can know this from the writer's family economic condition, their hardships, the White man's treatment towards her mother in the café, etc.
- b) The White men feel superior to the Negroes in America and many other European countries. This was the result of the centuries long racial discrimination prevalent in these countries. The Negroes were bought and sold for slaves in few dollars. They were treated as inferior to humans so the white man in the story addressed her as 'umman', which means not human. In other words, he meant that she was animal.

**C. Who said the following?**

- a) Papa    b) Mama    c) Man    d) Mama    e) Mama

**6. Practising grammar**

**B. Complete the following using must / can / may / might / should have + V<sup>3</sup>. You might need some negative expressions too.**

- a) shouldn't have been
- b) not have noticed
- c) should have locked
- d) can't have failed
- e) may have done

**C. Ask students to read the explanation and the preceding exercise carefully and try making the sentences on their own.**

**9. Writing**

*Encourage the students for their self writing. Let them create their own answers.*

# Slavery and Abuse

## 2. Warming up

### A. *New words*

- |            |          |              |         |
|------------|----------|--------------|---------|
| a) anchor  | b) canoe | c) cast-away | d) moor |
| e) rafting | f) row   | g) rig       | h) jib  |

### B. *New structures*

Fill in the gaps with 'so' or 'such' as appropriate.

- |       |         |         |       |
|-------|---------|---------|-------|
| a) so | b) such | c) so   | d) so |
| e) so | f) such | g) such | h) so |

## 3. Reading

Like the extract "Uncle Tom" in Book 6 this lesson is a retelling the story of a book of the same title. Mark Twain's *The Adventures of Huckleberry Finn* is a world famous story of a little white American boy called Huck Finn and a black slave Jim. Journey away from home to escape unhappy condition has been the subject of many important stories in many cultures. Such a journey by little children and poor slaves without proper plan and resources passes through many unexpected turns of events. What the boy Huck experiences through his long rafting voyage on the Mississippi provides a wonderful widening of horizon for all young readers.

### **About the Author**

Mark Twain is a well-known American writer of fiction. His real name was Samuel Langhorne Clemens (1835-1910). Born in the southern Missouri state, Mark Twain left school at the age of 12. He worked on the boats and river ships plying on the Mississippi River and his famous novels *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn* have made the scenes of the river memorable for readers the world over.

### **More on Pre-reading Activity**

Slavery was widespread in the middle of the nineteenth century America.

Of course, slavery was not unknown in other parts of the world as well. It was in practice in England, in Russia and it was in force in Nepal too. In America though the slavery was entirely based on colours of the skin and it was highly exploitative and cruel. The whites kept black Africans as slaves to work on farms and factories and homes. The southern economy was entirely based on the slave labour and the northern states too allowed the practice of owning slaves.

Ask the class by way of warm up what would a grown up man who was denied freedom all his life would want dearly? Would such persons in bondage try to escape even if there is a danger of being captured and returned to your old masters? Similarly, elicit the response about what would an active boy of 12 years of age do if he finds his father beating him constantly and he has no mother and he does not like his school? Have you heard of some boys leaving their homes because they found their home life too frustrating? In many societies, there are stories of young people running away from home for a brief period and returning home after their adventures. Ask the class if they believed Huck Finn became wiser and more malleable after his journey.

#### Points to Ponder

Mark Twain's Huckleberry Finn is an important novel presenting the growing up experience of a young boy in the mid-nineteenth century America. It is one of the best known boy's books of stories.

This story tells of life in America in about 1840. At that time Negroes in the Southern states of America were still slaves. Negro slaves were bought by white people who then made them work. The Negroes did not get any money for this work, but they did get a bed and food. Huckleberry Finn and Jim lived in one of these Southern states - Missouri. Jim was Mrs Watson's slave. Across the Mississippi River from Missouri were the Northern states of Illinois, Indiana and Ohio. Here Negroes were free men, Jim wanted to escape to one of these Northern states in order to have his freedom.

There were serious punishments in the South for helping a slave to escape to freedom in a Northern state. So Huckleberry Finn was placing himself in some danger.

## 4. Playing with words

### A. Match the words with their meanings.

- |                          |   |                 |
|--------------------------|---|-----------------|
| a coming, a walking, etc | – | coming, walking |
| ain't                    | – | isn't or aren't |

|           |   |                             |
|-----------|---|-----------------------------|
| cabin     | – | a small, rough wooden house |
| canoe     | – | a long, thin boat           |
| corn-meal | – | rough, corn flour           |

**B. Put the words in the box into the right column below.**

| <i>Formal</i>  | <i>Informal</i> | <i>Neutral</i> |
|----------------|-----------------|----------------|
| transportation | toddler         | television     |
| considerable   | bash            | car            |
| excessively    | booze           | child          |
| intoxication   | chilly          | drink          |
| beverage       | crazy           | repair         |
| ordinary       | digs            | police         |
| rectify        | tummy           | walk           |
|                | tally           |                |

**C. Make sentences using the following phrases.**

- end up : If he carries on driving recklessly, he will end up dead soon.
- run along : Run along to the stationery shop and get a ball pen for me. (order)  
Two and a half months have already run along (passed) and we have not finished even two lessons.
- go off : She just went off (became angry) and started yelling.  
Everyone went off to bed (slept) early.
- cross over : I waved and she crossed over (crossed the road towards me).
- run off : The accountant has run off with the company's funds.
- take up : She has taken up the piano.
- smash in : The thieves had smashed the door in.

**D. Choose the correct meaning for the expression highlighted.**

- a) 1      b) 3      c) 1      d) 3      e) 1      f) 1

**5. Working with the text**

**A. Are the statements true or false?**

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

**B. Answer the following questions.**

- a) Tom and Huck were lucky boys. They found some 12 thousand dollars hidden by the thieves in a cave which they divided equally.

- b) Mrs Douglas adopted Huck to teach him civilized manners and make him an educated man. Huck is not very enthusiastic to learn good manners and proper behaviour. He feels all his basic freedoms being curbed in the name of civilization.
- c) Miss Watson was Mrs Douglas' sister. Huck didn't like both the sisters and their civilizing thoughts.
- d) His father was an alcoholic, and he heartily hated Huck. Huck also despised him for beating him severely.
- e) None of Huck's family members had been to school. They were poor and education was for elites only. Moreover, his father did not know the value and importance of education. Therefore, he wanted to stop Huck from going to school.
- f) He takes him to a forest by the river Mississippi. He shuts him in a cabin.
- g) He finds it very hard to live there with his father.
- h) Because it was unbearable and there was no freedom for him. He was shut whole day while his father was away.

**C. Think and answer. (Answer clues)**

- a) Yes, I think he is an intelligent, a clever and good boy. He has been ill-treated by his father so he runs away from him. He loves to lead a carefree life and wander to new places.
- b) Because Huck was merely a child and his father would waste all the money if he got it.
- c) I think it is good idea to leave the cabin. It was a cruelty to make him stay there.

**6. Practising grammar**

**A. Complete the sentences with say or tell (in the correct form). Use only one word each time. Use the suitable form of the verbs.**

- a) said                      b) told                      c) say                      d) said
- e) told                      f) said    g) tell / said    h) tell / say
- i) told                      j) said

**B. Report the sentences below using the following reporting verbs.**

- a) My friends invited me to go on a picnic with them.

- b) She asked me to give her my pencil.
- c) He demanded my decision soon.
- d) He warned/threatened to resign if I didn't give him a pay rise.
- e) She reminded me to go to the supermarket after work.
- f) She asked me to give her a lift to the station.
- g) He warned me to stay away from him.
- h) He volunteered to drive me to the airport if I couldn't find anyone else.

**C. Report the following sentences.**

- a) I asked Claire if she would like to stay for lunch.
- b) He promised not to talk about football.
- c) She suggested me taking a break.
- d) She apologised for forgetting the shopping.
- e) She told me not to wait for her if she was late.
- f) She requested me to slow down.
- g) He requested me to repeat what I (had) said.
- h) The policeman requested me to open my bag.

**9. Writing**

*Encourage the students for their self writing. Let them create their own answers.*

## Adventure and Risk

## 2. Warming up

## A. New words

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

HUCKMEETSJIM

CABIN

CAMP

CANOE

HUNTING

ISLAND

PADDLE

RAFT

TRAP

TENT

## B. New structure

- Would you prefer to take a nap or go for a walk?  
Would you rather go for a walk?
  - Would you prefer a trip to Pokhara or a visit to Manakamana?  
Would you rather visit to Manakamana?
  - Would you prefer to watch a talk show or see or movie?  
Would you rather see a movie?
  - Would you prefer to stay at home or go outside with friends?  
Would you rather stay at home?

- e) Would you prefer to go to college or take a job?  
Would you rather take a job?
- f) Would you prefer to read books or write stories?  
Would you rather write stories?
- g) Would you prefer to speak to your teacher or email him?  
Would you rather speak to your teacher?

#### 4. Playing with words

A. Add the following words to either 'fish' or 'horse' and form as many compound words as you can.

|            |             |
|------------|-------------|
| fishnet    | horseback   |
| fish knife | horse drawn |
| fish hook  | horse borne |
| fish bone  | horseplay   |
| fishtail   | horsefly    |
| fish line  | horseshoe   |

The other compound words formed with 'fish' and 'horse' in them are:

|            |            |             |             |
|------------|------------|-------------|-------------|
| fishbowl   | fishcake   | fish farm   | fish finger |
| fishmeal   | fish slice |             |             |
| horsebox   | horseflesh | horsehair   | horseman    |
| horsepower | horse race | horseradish | horsewhip   |

B. Match the old fashioned and informal expressions with their meanings.

- |                 |   |  |
|-----------------|---|--|
| a. ran along    | : | passed; elapsed                          |
| b. looky        | : | look                                     |
| c. Negroes      | : | black people                             |
| d. his own self | : | sober; not drunk                         |
| e. big cheese   | : | very important                           |
| f. smart tongue | : | clever and witty                         |
| g. terrible     | : | very                                     |
| h. fix up       | : | plan out something; to make arrangements |
| i. laid down    | : | sleep                                    |
| j. ain't        | : | isn't                                    |



## 5. Working with the text

### A. Are the statements true or false?

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

### B. Answer the following questions.

- a) He went into the woods and shot a wild pig. He pulled out some of his hairs and dropped them in the pig's blood, then he threw the pig in the river. He smashed in the cabin to the river bank. He cut a hole in the bottom of the bag of corn-meal, and carried it about a hundred metres across the grass to a shallow lake. He wanted to create a scene that he had been killed by thieves and thrown into the river.
- b) Huck makes a hole in the wooden wall and prepares some evidence before leaving the cabin to let others think he had been attacked and killed. He takes a canoe that he had found and had hidden near the river and escapes from there.
- c) He dragged a bag of rocks to the river nearby and cut a hole in the bottom of a bag of corn-meal and carried it to a lake. He thought people would search the river bottom for his body and follow the corn-meal to the lake, and look for the thieves that killed him but they wouldn't hunt up and down the river.
- d) Jim decided to run away because he heard Miss Watson, the woman he served, saying that she would sell him.
- e) Miss Watson was planning to sell Jim in Orleans as she could get eight hundred dollars for him.
- f) Jim was horrified to see Huck alive. He thought that Huck was killed in the cabin. At first he thought it was Huck's ghost
- g) They found a dead man in the wrecked house. There were lots of other things - an old tin lamp, and a shiny new knife, and a lot of candles, and a tin cup, and buttons, and some nails, and some bottles of medicine, and a fins-line, and horse-shoe - that would be useful for them.
- h) Huck wants to leave the place because he thinks people may be looking for Jim and they could be captured.

### B. Think and answer.

- a) I think he has done the right thing. But he should not have stopped his schooling.
- b) No they didn't go home. They returned to the cave on the island. They had found a good big cave on a small hill in the

middle of the island which served as their home.

## 6. Practising grammar

A. Rewrite the following sentences using the passive forms of the verbs.

- a) The bicycle was taken to the repair shop (by Henry).
- b) The tube was removed from the tyre.
- c) The tube was filled with air.
- d) The tube was dipped into the water.
- e) Some air bubbles were seen in the water.
- f) The hole in the tube was marked.
- g) A patch of rubber was stuck upon the hole.
- h) It was let dry for a while.
- i) The tube was put into the tyre.
- j) The tube was filled with air.
- k) The payment was made.
- l) The shop was left (by Henry) on the bicycle.

B. The students only need to write the sentences in sequence to make a paragraph.

## 7. Listening and speaking

A. Below are some conversation fragments. Choose correct response from the alternatives.

- |                      |                                |
|----------------------|--------------------------------|
| a. Alright.          | b. I'm afraid, I can't.        |
| c. Don't mention it. | d. How do you do?              |
| e. Yes, of course.   | f. I would rather you did not. |
| g. Yes, sure.        | h. Same to you.                |
| i. I am sorry.       | j. Yes, it is so.              |

## 8. Learning English sounds

|        |        |      |
|--------|--------|------|
| one    | roam   | race |
| wane   | wanton | rate |
| return | wage   | work |

## 9. Writing

*Encourage the students for their self writing. Let them create their own answers.*

# Religion and Belief

## 2. Warming up

### A. *New words*

Select any five nouns or verbs from the list that follows. On your own paper, write a sentence that uses that word as a noun or a verb. Then, write a sentence that uses the adjective form of the word.

I envy (*verb*) you having such a good family.

My friend made an enviable (*adjective*) progress in a short period of time.

I requested for help to my teacher and received an encouraging response (*noun*).

He told me that I should be a responsible (*adjective*) person to receive his support.

I am ready to help (*verb*) you.

I am quite lucky to have so many helpful (*adjective*) friends.

I have a few pennies (*noun*) in my pocket.

Students are often penniless (*adjective*).

He came home a rich man, covered in glory (*noun*).

The book deals with Nepal's glorious (*adjective*) history.

I would like to grow into an artist (*noun*).

The decoration inside the house was very artistic (*adjective*).

I felt a fool (*noun*) when I realised my mistake.

It was a very foolish (*adjective*) thing to ask a stranger to help me.

My father chopped some wood (*noun*) for fire.

All the furniture in my house is wooden (*adjective*).

The hills were covered in a thick blanket of fog (*noun*).

We often have foggy (*adjective*) days in winter.

Nepal's beauty attracts (*verb*) a lot of tourists.

Your new glasses are very attractive (*adjective*).

We should resist (*verb*) calls for political controls.

Mosquitoes are becoming resistant (*adjective*) to insecticides.

## B. *New structures*

Combine the following sentences using 'when' or 'while'.

- a) When we left the house, the postman came.
- b) When the storm began, I did my homework.
- c) While having a shower, I heard a noise outside.
- d) While driving home from work, I saw a terrible accident.
- e) When we got ready, the telephone rang.
- f) While I was taking shower, it began to rain.
- g) While I was looking out of the window, the car crashed.
- h) When the teacher came, the students shouted.
- i) While we were having dinner, my friends visited me.
- j) I broke my arm while I was playing football.

## 3. Reading

There are many historical and religious monuments in Kathmandu, the capital city of Nepal. For centuries the Kathmandu valley has been a place of pilgrimage for the Hindus and Buddhists alike. Year round, many festivals are held around the Hindu temples and Buddhist stupas in the valley. Some of the famous Buddhist pilgrim centres in the valley are Bouddhanath in the north-east, Swayambhunath in the west and a number of Bihars in the Patan area of this wide valley. Many pilgrims from the northern hills of Nepal, Tibet, Sikkim and Bhutan visit Bouddhanath in February to offer prayers and practice penance every year.

Many legends and myths are heard about the temples and stupas of Kathmandu. With such incredible stories, people derive added inspiration in the beaming structures created centuries ago and feel energized to continue old customs, ceremonies and festivals. Burning butter-fed wick-lamps, offering flowers, freshly cooked sweets and cakes to deities and chanting holy mantras are an integral part of religious festivities in Kathmandu.

### About the Writer

Mary M. Anderson is a well-known cultural anthropologist who has written some books and research studies on festivals of the Kathmandu valley. She brings an outsider's fresh look and curiosity on the colourful people, customs and tradition of the valley.

### More on Pre-reading Activity

Of course, when Nepalese school and college students from outside Kathmandu visit the capital city they would make a point to stop over by Bouddhanath. It is a lively pilgrimage site for curious observers.

Bouddhanath is full of people of northern extraction such as Tamangs, Sherpas, Gurungs and Tibetans as well as the Newars of Kathmandu. Those who have read the legends about how the Bouddhanath stupa was originally built would enjoy the visit even more because they experience the mysterious links of the living monument to its distant historic past.

### Points to Ponder

Nepal is heir to ancient Hinduistic and Buddhist tradition. In every major town and historic location, some important cultural sites would be found in Nepal. Kathmandu valley is particularly rich in the presence of dozens of well-known religious sites where important festivals take place in different seasons in the year. Many religious festivals are observed on the date of lunar calendar and as such the exact date of the major festivals keeps on changing for each year.

Though Nepal is rich in religious festivals and the number of pilgrimage sites, Nepal is also a country moving on the path of modernization. Today, a lot of young people are spending much more time learning about modern knowledge, science, mathematics and foreign languages including English. The legend of Bouddhanath would appear really amazing to many young modern readers. However, extracts like the present lesson help us make a pause to reflect on our old customs and make serious efforts to understand the deep cultural roots of so many of our countrymen who practise the old ceremonies with full devotion.

Anderson writes about devotees chanting a united prayer of thanksgiving while they move around the stupa. Many other cultures in the world have their thanksgiving festivals and ceremonies. In China, emperors conducted annual thanksgiving prayers in Beijing's famous Temple of Heaven. In Japan, such ceremonies are still held every year around the Shinto shrines after the autumn rice harvest. In modern America too, thanksgiving prayers and ceremonies are conducted in November all over the country. Encourage the class to read about cultures and festivals of the world.

## 4. Playing with words

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

|         |   |                                |
|---------|---|--------------------------------|
| sacred  | - | holy                           |
| shrine  | - | holy place                     |
| winter  | - | the coldest season of the year |
| bizarre | - | strange                        |

|           |   |   |
|-----------|---|---|
| summon    | - | call  |
| elaborate | - | lengthy                                       |
| pilgrim   | - | traveller who goes to temples and holy places |
| religious | - | pious   |
| solitary  | - | lonely  |

## 5. Working with the text

### A. Answer the following questions.

- Bouddhanath Stupa is in the north-east of Kathmandu.
- The pilgrims to visit this shrine are Bhote people or the Tibetan Buddhists.
- The king's command and the scarcity of water in the valley made the prince behead the king.
- The sacrifice of the king brought the water from the dragon spouts.
- The king's son, after retiring to Bajra Yogini temple for penance, was instructed to build a great temple of Buddha to redeem his sin. He fulfilled this holy act despite the 12-year drought and scarcity of water to build the temple.
- The shrine is called Bouddhanath in honour of Lord Buddha.

### B. Think and answer.

- The final full moon of Magh 'the festival of a thousand and one lights' is celebrated amidst great festivities, celebrations, chanting, rituals and prayers.
- No, I don't think it's right to follow the orders blindly.

## 6. Practising grammar

### A. Change the following into indirect speech.

- Rohan said that he had been to all the lakes in Pokhara.
- He said that he had got a cousin in Bhaktapur.
- Amir Khan said that he didn't like commercial movies.
- Shekhar said that he couldn't speak French fluently.

### B. Report the given sentences and write a paragraph about Neeta.

Neeta said that she was 13 years old. She said she lived with her

parents. She said that she had a younger brother. Neeta said that she loved swimming and dancing. She said she celebrated her birthday last month. She said that her parents bought her a gift. She said her that friends came to her house for a party. She said she was now preparing for her exams.

- C. Change the following statements as in the preceding examples. Begin with 'It is thought', 'It is believed' or 'It is reported' appropriately.**
- a) It is believed that dogs are the most loyal of the pets.
  - b) It is believed that human fate is influenced by stars and planets.
  - c) It is thought that sincerity is the supreme virtue of human beings.
  - d) It is believed/ reported that Laxmi Prasad Devkota was conversant in many languages.
  - e) It is reported that many people in Somalia are dying of hunger.
  - f) It is reported that a new star has been seen near our Milky Way Galaxy.
  - g) It is thought/ believed that ozone layer is depleting day by day.

## **7. Listening and speaking**

- A. Listen to the record and write 'True' or 'False' against the following statements.**
- a. True   b. False   c. True   d. False   e. False
- B. Now, listen to the record again and answer these questions.**
- a. Tansen is situated in Palpa district.
  - b. Two major attractions of Tansen are: view of Shreenagar hill, and temples, shrines and stupas.
  - c. It's total populations is about 14,000.
  - d. It means all religious people respect and tolerate each tohers' festivals and celebrations.

## **9. Writing**

*Encourage the students for their self writing. Let them create their own answers.*

# Different Ability

## 2. Warming up

### A. *New words*

The words that describe winter are:

|         |             |         |           |
|---------|-------------|---------|-----------|
| coldest | fresh       | healthy | wonderful |
| white   | magnificent | fluffy  | fantastic |

**True or False**

- |          |          |          |         |         |
|----------|----------|----------|---------|---------|
| 1. False | 2. False | 3. False | 4. True | 5. True |
| 6. False | 7. True  | 8. False | 9. True |         |

## 3. Reading

This poem is in the long tradition of nature poetry. Unlike Herrick's poem "To Daffodils", this is about something which is not at all pleasant to talk about. Who would particularly like to talk about fog which gives no sensation of wonder, brightness of colours or even not a sting of chilly wind? Yet fog is a natural phenomenon that occurs sometimes in most parts of the world. England gets a lot of fog in its long winter stretch and also in other seasons. Kathmandu as well as the Terai districts get many hours of fog in all winter months and people clamour for sunny days of summer as fog makes things invisible and out of sight. In modern industrial cities, factories and mechanical plants too spew out heavy volume of smoke which mixes in the fog. It is not something to look forward to. But poets add something out of their imagination to make even an unpleasant subject like fog something memorable and worth reading about.

### About the Poet

W.H. Davies (1871-1940) is an English poet and writer of a well-known autobiography. Born in Newport, England he did not attend formal school beyond the elementary levels. He travelled widely in America and Canada in his youth. He is a prolific poet who published many volumes of poetry at his own expense. Many of his poems are short nature lyrics. His Autobiography of a Super-Tramjr is his best known work.



## More on Pre-reading Activity

Ask the class which season they like best and why. Would they like a foggy morning? How would they feel if the fog did not clear out at the expected time? What happens when thick fog envelops the city or country side? How does thick fog occur and how does it affect our vision? Do moving objects appear differently in the fog?

### Points to Ponder

What can we do when it gets too cold, too hot or too windy? Is there any effective way to clear the fog in the winter morning? What are some of the hazards of fog in modern cities? A blind person is described as sightless or visually impaired. Visually impaired persons would not be as badly affected by the fog as people who can see. Do you believe the poem when it says the speaker was led to his home by a sightless person? Or what the poem says represents poetic license?

Like the word blind, some other words that describe a person's disability such as deaf, lame and dumb are not used these days, especially to the people who suffer such disabilities. Instead of these common traditional words which are perceived as politically incorrect, there are other sets of expressions such as:

|       |   |                                   |
|-------|---|-----------------------------------|
| blind | : | sightless, visually impaired      |
| lame  | : | disabled                          |
| deaf  | : | hearing impaired; hard of hearing |
| dumb  | : | speech impaired                   |
| dwarf | : | vertically challenged             |

In works written before the 1990s expressions like deaf and dumb are freely used. In recent decades, out of realization that physical disabilities should not be looked down upon, neutral expressions are preferred to talk or refer to people with such disabilities.

## 4. Playing with words

### A. Match the words with their meanings.

- |     |   |  |
|-----|---|--|
| fog | – | a thick cloud of very small drops of water in the air close to the land or sea |
| ken | – | the range of one's sight, or as far as we can see around us                    |

- clutch – to hold something tightly  
judgement– the ability to make sensible decisions  
halt – to stop  
rap – a quick sharp hit or knock

**B. Word meanings and sentences:**

**Word meanings:**

- fog – a thick cloud of very small drops of water in the air close to the land or sea  
mist – a cloud of very small drops of water in the air just above the ground, that makes it difficult to see  
frost – the thin white layer of ice that forms when the temperature drops 0° C  
snow – small soft white pieces of frozen water that fall from the sky in cold weather  
ice – water that has frozen and become solid  
dew – the very small drops of water that form on the ground, etc. during the night

**Sentences:**

The town was covered in a thick blanket of fog.

The hills were shrouded in mist.

The car windows were covered with frost.

We had snow in May this year.

The lake was covered with a sheet of ice.

The grass was wet with early morning dew.

**C. Write a one sentence definition of the words given below.**

The deaf are the people who cannot/can't hear.

The lame are the people who are unable to walk well because of an injury to the leg or foot.

The handicapped are the people who are suffering from mental or physical disability.

The insane are the people who are suffering from serious mental illness.

The dumb are the people who cannot speak.

**5. Working with the text**

**A. Answer the following questions.**

- a) No. It's due to the dense fog that had covered the earth. The

fog had blinded everyone.

- b) The fog made the tall men look like giants.
- c) The speaker coughed because the fog clutched his throat.
- d) Because the fog had hidden everything from the poet's sight. He could see nothing, he could only feel that he had eyes but they too proved useless.
- e) It was not easy for the poet to recognize the far or near objects. Everything looked alike or was not visible even. He felt they looked like stars with dim lights far away from him.
- f) The line, 'He rapped the stones in front' suggests that the man who helped the speaker was blind.

**B. Think and answer.**

- a) The poet has chosen a topic that we are not very sensitive about. He is trying to unravel the deep texture and beauty of fog. Something that intoxicates and makes us blind. I think he is trying to tell the readers that nature treats everyone equally, blind and sighted. Even normal people can be blind towards truth due to their narrow outlook and perspectives.
- b) The blind are not mentally blind. They can think, feel, smell and find their own way of living. They are more used to in darkness than we are, so they can better guide us at night or on a foggy day like in the poem.

**6. Practising grammar**

**A. Rewrite the following sentences using the passive forms of the verbs given. All the sentences are in simple present tense.**

- a) Many beautiful places in our country are visited by tourists.
- b) The tourists are received at the airport by hotel agents.
- c) The tourists are taken to their respective hotels.
- d) The site seeing in tourist coaches is enjoyed by many tourists.
- e) Public vehicles too are used by some tourists.
- f) The tourists are escorted up to the airport.
- g) Varieties of goods are taken from Nepal.
- h) Some presents are also given (to them) by hotels and travel agents.

**B. Now change these sentences into passive. You will have to change the tenses according to the instruction given in the earlier chapter.**

- a) The baby was given some milk.

- b) Houses are built more quickly these days.
- c) All the windows have been painted by next week.
- d) A lump of sugar was put in her coffee.
- e) My suitcase will be left for you.
- f) A letter was written (by me) and posted straight away.
- g) An action is judged by its result.
- h) No moss is gathered by a rolling stone.
- i) We are given badminton lessons by the teacher.
- j) She was given a new pair of shoes. / A new pair of shoes was given to her.
- k) He was blamed for the accident.
- l) A stone was thrown into the pond.
- m) He has not been seen since last January.

**C. Match the beginning of each sentence in the box with the most likely ending.**

- 1. The car was serviced one day last week.
- 2. The car has been serviced and the mechanic has just rung to say it's ready now.
- 3. The car is being serviced so I'm afraid we'll have to go by bus today.
- 4. The car is serviced every time I see a problem, so it never breaks down.

**D. Choose sentence 'a' or 'b', from the right hand column to match with those on the left.**

- 1. The repairs are complete now. The car has been repaired.
- 2. Mechanics are working on the car now. The car is being repaired.
- 3. The car could break down again now. The car was repaired.

**9. Writing**

Ask each student to come up with at least one suggestion and share it with the class. Once everybody does so, make a list of ten best points. You may ask the children to develop the points into an essay.

# Science Fiction

## 2. Warming up

### A. *New words*

Match the words with their meanings.

|            |   |   |
|------------|---|---|
| downstage  | : | the stage area towards the audience                   |
| offstage   | : | actions happening outside the stage                   |
| props      | : | items carried by an actor during the performance      |
| rehearsal  | : | practice sessions in which actors prepare             |
| costume    | : | clothing worn by an actor on stage                    |
| stage      | : | the area where actors perform                         |
| monologue  | : | a long speech by a single actor                       |
| gesture    | : | an expression with the movement of body               |
| footlights | : | a row of lights along the front of the stage          |
| aside      | : | something that an actor says directly to the audience |

### B. *New structures*

#### 2. Answers only

|         |         |         |         |
|---------|---------|---------|---------|
| a) made | b) made | c) made | d) had  |
| e) had  | f) get  | g) had  | h) make |

## 3. Reading

Many writers have created thriller and suspense work of stories, plays and verse dramas with exciting plot involving crime, secret action and espionage. Techniques of thriller are also applied in many science fiction stories. "The Invisible Man" is a short play with features of a popular thriller and elements of science fiction. There are not only books of thriller but a big number of thriller films has been made over the years. H.G Wells is one of the earliest writers of thriller and science fiction stories.

### About the Writer

H.G. Wells (1866-1946) is a well known novelist and author of books on history and society. Born in Bromley, England, Wells was trained to be a

science teacher. After teaching some years in schools, Wells devoted full time to writing. Some of his major works were *The Time Machine* (1895), *The War of the Worlds* (1898) and *A Modern Utopia* (1905).

### More on Pre-reading Activity

This short play is composed as a radio play which means the action of the play is to be conveyed through sound effects and the audience must imagine the visual in their mind. Yet as we read the play in the pages its impact is very powerful. Ask the class if they believed an invisible man could arrive in a city and unleash a wave of crime and theft spreading deep fear among the city people. Could the invisible man be an agent from another planet and not a criminal of this world? What are the indications in the play to suggest the invisible man should be a real human who is seeking to create fear among certain people and to avenge against some others? As claimed by Jimsom the porter about Griffin, could the crime wave in the city have just coincided with Griffin's arrival or did he seem to have a hand in them? What did clearly affect the collapse of Dr Cuss? Also discuss the invention and use of robots in the modern day world.

## 4. Playing with words

### B. Match the words with their meanings.

|            |   |                            |
|------------|---|----------------------------|
| brim       | – | top edge of a hat or a cap |
| soak       | – | wet                        |
| vanish     | – | disappear                  |
| erupt      | – | to begin suddenly          |
| incredible | – | unbelievable               |
| anxious    | – | feeling worried, nervous   |

### C. Make sentences using the words given in the box below.

They say charity begins at home.

The police said, "Beware of burglars."

My friends seemed anxious about the results.

The magician vanished in a puff of smoke.

Many people are superstitious even in the 21st century.

Seema is sociable who will talk to anyone.

We had an early supper yesterday night.

He caught a glimpse of his girlfriend in the crowd.

**D. Write a word that has an opposite meaning to each of the following words.**

- |            |   |              |               |   |                 |
|------------|---|--------------|---------------|---|-----------------|
| visible    | - | invisible    | credible      | - | incredible      |
| believable | - | unbelievable | sincere       | - | insincere       |
| decent     | - | indecent     | superstitious | - | insuperstitious |
| remote     | - | accessible   | disturbed     | - | undisturbed     |

**5. Working with the text**

**A. Choose the best meaning for the following sentences.**

- a. ii      b. ii      c. i      d. iii      e. ii

**B. Answer the following questions.**

- When the traveller came to the inn, it was peak of the winter and during that time of the year no visitors came to lodge in her inn. Therefore, she was not in a mood to inquire about the guest's appearance.
- He was looking for a lonely, secluded and quiet room to carry out his secret plans.
- She felt offended when her guest did not seem to like her courtesy and sociability. She offered to help him with his wet cloak and hat which he refused bluntly.
- He said the stranger had strange habits. He never showed his face, and all the time concentrated in his work showing his back to Jimson. And he held up his handkerchief to his face, and he concluded that the stranger was an invisible man.
- She was frightened to see Dr Cuss hurriedly climbing down the stairs with his face terrified.
- He discovered that the stranger had no hands, and no face. His empty sleeves were moving by themselves.
- I do not think so because if he was invisible, human eyes could never detect him unless some special looking device was used. It is impossible to arrest a man like him if something as such exists.

**C. Think and answer.**

If we take the events described in the story as evidence, we can conclude that he is either a ghost or a supernatural being. I think he was plotting some criminal activities so he required a quiet and secluded place to live in where very few people visited. Therefore, Mrs Hall's inn at Iping was a perfect place for him.

## 6. Practising grammar

### A. Add at least three (including articles) modifiers to the following nouns.

- |             |            |          |               |
|-------------|------------|----------|---------------|
| a. man      | mysterious | fearful  | invisible     |
| b. love     | true       | pure     | unconditional |
| c. trees    | strong     | tall     | green         |
| d. computer | latest     | portable | apple         |
| e. school   | big        | popular  | private       |
| f. teacher  | good       | honest   | maths         |
| g. woman    | beautiful  | slim     | attractive    |
| h. road     | narrow     | smooth   | winding       |
| i. hill     | small      | rocky    | beautiful     |

### B. Add the missing relative pronoun and complete the sentences.

- |             |         |             |          |
|-------------|---------|-------------|----------|
| a) who      | b) that | c) that     | d) who   |
| e) who/whom | f) that | g) who/whom | h) who   |
| i) that     | j) whom | k) that     | l) where |
| m) where    | n) who  |             |          |

## 7. Listening and speaking

### B. Listening

#### 1. Listen to the record and fill in the blanks.

- Rafting is generally organized by trekking and rafting agencies.
- In the Trishuli river, one can take a day of exciting white-water running through the hills enjoying the scenery.
- the Sunkoshi offers one of the best river runs in the world, lasting for ten days.

#### 2. Listen to the record again and write 'true' or 'false' against the following sentences.

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

## 8. Learning English sounds

- a totally wrong answer  
a ballet and choir in the castle of Lord Viscount  
an asthmatic patient writing a hymn  
a coloum of thistle plants on the garden isle  
a receipt of the Wednesday night ballet



# The True Love

## 2. Warming up

### A. *New words*

1. Make four sentences of your own using "nice". In two sentences the meaning of "nice" must be "pleasant" and in other two sentences the meaning of "nice" should be "kind or generous".

nice - pleasant/attractive

Did you have a nice time?

The weather today is very nice.

nice - kind/generous

Our new neighbours are very nice.

The stranger turned out to be a nice guy.

### 2. Match the following.

- |                     |   |   |
|---------------------|---|---|
| a) as nice as pie   | : | very kind and friendly                              |
| b) Have a nice day! | : | a friendly way of saying goodbye                    |
| c) Nice work!       | : | used to show you are pleased with someone's work    |
| d) Nice one!        | : | used to show you are pleased when something happens |
| e) Nice-looking     | : | attractive  |
| f) Mr. Nice Guy     | : | a man who is very honest                            |

### B. *New structures*

Complete the following with either 'and' or 'but.'

- |        |        |        |        |
|--------|--------|--------|--------|
| a) and | b) but | c) and | d) but |
| e) and | f) but | g) and | h) but |

## 3. Reading

We find many kinds of people in our society. Some are rich, some are not so rich and many others may be poor. A very rich person is called a millionaire and those who find it difficult to meet their expenses are known as poor. A very rich, kind-hearted and supportive person may be called a model millionaire. A model student, a model teacher and a model family would be a good example for the class, for the school and for the community. Anything that is very good as an example for others

might be taken for a model. The model also means a person sitting before a painter for his/her picture being painted. The kind, rich old man in this story is called the model millionaire because he happily helped the good natured young man Hughie Erskine.

### **About the Writer**

Oscar Wilde (1854–1900) is a famous Irish-English writer. Educated at Oxford University, he wrote many memorable plays, novels, poems, essays and really wonderful children's fairy tales. Some of his tales (stories with special effects) are very famous indeed. Some of these tales are "The Happy Prince", "The Selfish Giant" and "The Model Millionaire". These tales create wonderful atmosphere and deeply impress the tender imagination of young and impressionable readers.

### **More on Pre-reading Activity**

Obviously we all have seen beggars on the streets. Some of them have physical problems and are unable to work but many are physically fit but stay on the streets simply because they don't like to work. We need to assist only those who are unable to work and discourage ones who are begging only to make easy money.

Some aged persons are compelled to beg because they are driven out of home by their sons and daughters. It is indeed mean to drive one's parents or in-laws out of home. The people driven out of their home in such a way deserve our sympathy and support.

To guide the focus of the class to this tale, you may ask the students if they have heard of some very rich persons in Nepal and elsewhere. What do the very rich persons do with some of their riches? Some very rich people help set up public facilities such as a school, a hospital, a library or a resting place for travelers. Some provide help for unfortunate individuals who have lost their homes or family. Some may sponsor poor students for their education. In this story a millionaire helps a good-natured young man with a huge amount of money because the rich baron was very much impressed by the young man's behaviour.

Ask the class what they would like to do if one day they made a lot of money to help others in need of support. Then follow the text.

### **Points to Ponder**

"The Model Millionaire" is a remarkable story in the long tradition of children's fairy tales. Without actually making use of a supernatural character, this tale creates the atmosphere of melancholy and sadness that grips the lives of young Erskine and Laura. Everything in this

story looks plausible even though many rich persons might not act like Baron Hausberg. The contrast of the helpless and nearly broke Hughie and the millionaire Baron is very dramatic. Laura is beautiful and quiet but unable to act effectively to steer out of the trouble. Her father is pragmatic and straight talking. Hughie and Laura's life seems trapped into an impossible situation until Hughie's impetuous kindness to the "beggar" model leads to the miraculous end of their trouble.

#### 4. Playing with words

##### A. Match the describing words.

|       |   |          |        |   |        |
|-------|---|----------|--------|---|--------|
| clear | - | cut      | middle | - | aged   |
| kind  | - | hearted  | all    | - | out    |
| well  | - | known    | left   | - | handed |
| mouth | - | watering | second | - | class  |
| ice   | - | cold     | jet    | - | black  |

##### B. Use the compounds in sentences of your own.

There is no clear-cut answer to all kinds of questions.

My grandmother is a kind-hearted woman.

New Nepal English Reader is a well known series, isn't it?

The bakery had a mouth-watering display of cakes.

My hands are ice-cold.

Our principal is a middle-aged man but he is modern in outlook.

We are going all out to win the match.

I'm left-handed; I can't do anything with my right hand.

Older people should not be treated as second-class citizens.

My mother has got long jet-black hair.

#### 5. Working with the text

##### A. Students can do the following exercise with pleasure if they enjoyed reading the story.

- It happened in the morning.
- It happened in the morning (when Hughie gave him a pound).
- He finished in the evening.
- It happened in the afternoon.
- It happened in the morning.

**B. Answer the following questions.**

- a) Alan painted the picture of Baron Hausberg because Baron wanted to see in painting how he would appear as a beggar.
- b) Alan laughed at Hughie, the poor young man, who had given away his little money to one of the richest men in London.
- c) One needs to have a good deal of money to be always nice to everybody.
- d) Hughie and Laura were in love with each other. They wanted to marry and live together. But they had no money to begin a married life. Laura's father asked Hughie to collect £10,000 first before Laura would be allowed to marry him.
- e) Hughie tried working as a shop-assistant, marketing assistant and newspaper reporter.

**C. Think and answer.**

- a) Baron Hausberg was a very rich man. He collected a lot of things including painting and art works. As a millionaire, Baron Hausberg fancied himself in the condition of a poor beggar. Therefore he went to the painter to have his own picture painted like a beggar.
- b) Baron Hausberg gave £10,000 to Hughie, the poor but good-natured young man because Hughie showed kindness to the poor man sitting as a model for the painter. Even though Hughie was not rich himself, he showed sympathy to a man who looked poorer than himself. This good-natured behaviour impressed the Baron. So he gave Hughie £10,000.
- c) Obviously, Hughie and Laura went to Mr. Norton, Laura's father, with £10,000 to show him that Hughie was not poor now and they married with his permission.

**6. Practising grammar**

**A. Add tags to help start a friendly conversation.**

- a) aren't they      b) have you      c) isn't it      d) aren't you
- e) didn't you      f) don't they      g) can't we      h) was it

**B. Supply the appropriate tags to the following.**

- a) will you/won't you      b) will you      c) will you      d) will you
- e) won't you      f) shall we      g) will you      h) shall we
- i) will you      j) will you

**C. What would you say in these situations? Write sentences with a questions tag.**

- a) You have a newspaper, don't you?
- b) You have a spare pen, don't you?
- c) Let's listen to modern music, shall we?
- d) Don't do anything silly, will you?
- e) You haven't got a train timetable, have you?
- f) Pass me the salt, won't you?
- g) Kate, you know where Ann is, don't you?
- h) You have seen my keys, haven't you?

**8. Learning English sounds**

| /s/       | /z/       | /s/  |
|-----------|-----------|------|
| silence   | as        | shoe |
| caps      | cabs      | sure |
| centuries | caves     | bush |
| business  | she's     | ship |
| takes     | business  |      |
| cats      | cars      |      |
|           | centuries |      |
|           | shoes     |      |
|           | was       |      |
|           | comes     |      |

**9. Writing**

*Encourage the students for their self writing. Let them create their own answers.*

# Angle of Perception

## 2. Warming up

### A. *New words*

#### Across

1. tusk                      2. side                      3. trunk

#### Down

1. tail                      3. ear                      4. knee

### B. *New structures*

#### 1. Rewrite the sentences so that they begin with the words in brackets.

- i) No sooner had I sat down, than the telephone rang.
- ii) Not only is he talented, he is also very modest.
- iii) Never had/has there been such high unemployment.
- iv) On no account must/should you speak to anyone.
- v) Not only did she come top in maths, she also won the geography prize.
- vi) No sooner had he begun to speak, than someone started shouting at him.
- vii) On no account should you touch the wire.
- viii) No sooner had we started eating, than the telephone rang.
- ix) Not only was he a brilliant journalist, he was also a competent poet.
- x) Never have I been so insulted.

## 3. Reading

Traditionally, poetry was written to instruct and educate people on important issues of morality, ethics and good conduct. In fact, before the days of printing press, much of the knowledge of the cultures with written tradition was preserved in verse form. Verse is the way of writing or composition based on metrical rules. In modern times a strict distinction is made between poetry and verse just as in poetry and prose. Before "free verse" came to use, all poetry was written in verse form but all writing in verse would not be counted as poetry. Later poetry came to be known as special composition which tries to achieve artistic treatment of

the subject from the perspective of the author and which is presented in the style of lines that would be distinct from prose pages. There is a convention of presenting a page of prose or poetry writing in a distinct way.

"The Blind Men and the Elephant" is in the tradition of a fable of moral instruction. It is not strictly a piece of poetry in the widely held critical sense. This verse piece is an interesting language play that narrates the famous story in an amusing manner.

### **About the Poet**

John Godfrey Saxe (1816-1887) was an American lawyer and politician who had the reputation as a wit and after dinner poet. For a time he was quite popular with his light verse and comical satire. Some of his many volumes of familiar and comic verse were *Clever Stories of Many Nations Rendered in Rhyme* (1865) and *Leisure Day Rhymes* (1875).

### **More on Pre-reading Activity**

It indicates that different people perceive the same thing in different ways on the basis of their background, outlook and interests. It also indicates that truth is something relative that is it may differ from person to person, place to place and time to time. In this stance, the three men saw the same man but the barber looked at his hair, the tailor at his jeans and the cobbler at his boots. They saw the man in parts and not in his entirety. It shows your observation and interpretation of things is influenced by your identity and it may often be partial. The same thing happens in the poem. The six different men define the elephant in their own different ways.

### **Points to Ponder**

Many of us form our opinion on different subjects based on our limited experience. Though the actual details or fuller truth of the subject may be very different, we find it hard to change our perspective. Six blind men trying to find out the truth about the elephant reach into six different conclusions. Though each one of them would not be completely wrong, the truth however is far from what anyone of them can grasp.

This is a famous anecdote that teaches us that pursuit of knowledge is a vast and complex activity. We must take a broad view of how we arrive at our definite knowledge. Having good intention and earnest devotion are not enough. Knowledge is the product of long and difficult work pursued by a vast number of people over a long period of time. This is a very powerful satire on the human vanity. Once we convince ourselves that we have found our true knowledge, we will pay no attention to contrary evidence.

#### 4. Playing with words

##### B. Guess what the following words mean.

it is    even    your    has    does    you    might

##### C. Supply the missing words in the following stanzas.

- a. The third approached the animal,  
And happening to take  
The squaring trunk within his hands,  
Thus boldly up and spake  
'I see," quoth he, "the Elephant  
Is very like a snake"
- b. The fifth who chanced to touch the ear  
said, "Even the blindest man.  
Can tell what this resembles most;  
Deny the fact who can,  
This marvel of an Elephant  
is very like a fan!"

#### 5. Working with the text

##### A. Answer the following questions.

- a) The common things among the six men were—they all were blind, and they all wanted to learn about elephant, and they all thought they were right.
- b) They went to the elephant to get practical knowledge and satisfy their desire to learn more about the elephant.
- c) He found it like the wall of a house.
- d) The second man found the elephant like a spear because he touched the tusk of the elephant and it was as hard and pointed as a spear.
- e) From his perspective, he was right. But his knowledge was insufficient to wholly define an elephant. His knowledge was partial, in other words, because he touched the squirming trunk that felt like a snake.
- f) His hands felt the thick round leg of the elephant so he concluded that an elephant is like a tree.
- g) The man who touched the ear said the elephant is like a fan.
- h) The third blind man felt the trunk squirming whereas the sixth man felt the tail as swinging.



**B. Think and answer.**

- a) No, they were not wrong. They were only partially right. Their knowledge was incomplete. If the information of all the six men is combined, they can have better picture of the elephant.
- b) After reading this poem, we learn that no knowledge is complete. We should never think that we humans can know the total truth about things. We are mentally deficient.

**6. Practising grammar**

**1. Put in When or While in the gaps.**

- a. while   b. while   c. when   d. while   e. when
- f. while   g. while/when   h. while   i. when

**2. Complete the following sentences with suitable clauses.**

- a) The light suddenly went out when we reached the room.
- b) The light suddenly went out while we were playing cards.
- c) I hurt my leg while I was crossing the road.
- d) It started to rain when we had finished the class.
- e) It started to rain while we were having dinner.
- f) Can you wait here while I talk to the manager?
- g) We hadn't got anything to eat when we were lost in the jungle.
- h) I fell asleep while you were telling the story.
- i) She phoned me while you were watching the movie.
- j) I was dancing when you reached the party.

**8. Learning English sounds**

- a) fun   b) cane   c) but   d) hill   e) rich   f) what

**9. Writing**

*Encourage the students for their self writing. Let them create their own answers.*

# Life Writing

## 2. Warming up

### A. *New words*

#### The War Words

**Across:** 2. dictator    6. blackout    7. invade    8. racism

**Down:** 1. Nagasaki    3. trench    4. Allies    5. bunker

### B. *New structures*

Give answers to these questions or statements as shown in the examples.

1.
  - a. Yes, a lot of notebooks are sold every day.
  - b. Yes, a new car was bought yesterday.
  - c. Yes, the translation was completed last Tuesday.
  - d. Yes, the problem was discussed yesterday.
  - e. Yes, the matter was settled last week.
  - f. Yes, Sam was admitted to college.
2.
  - a. Thank you. They've already been covered.
  - b. Thank you. It's already been completed.
  - c. Thank you. They've already been filled out.
3.
  - a. So, the Greens have been invited.
  - b. So, the matter has been discussed.
  - c. So, the article has been written.
4.
  - a. No, it's still being built.
  - b. No, they are still being sold.
  - c. No, it's still being translated.

## 3. Reading

Germany was beset with unemployment, poverty and despair in the 1930s. Adolf Hitler exploited this situation in his favour and his, National Socialist German Workers Party called the Nazi Party for short, rose to power through elections in 1933. With the rise of this virulently anti-Semitic party, the Nazis in Germany began to put into practice their racial ideology. The Nazis believed that the Germans were "racially superior" and that there was a struggle for survival between them and inferior

racism. They saw Jews, Roma (Gypsies), and the handicapped as a serious biological threat to the purity of the "German (Aryan) Race," what they called the master race.

Jews, who numbered about 525,000 in Germany (less than one percent of the total population in 1933) were the principal target of Nazi hatred. The Nazis identified Jews as a race and defined this race as "inferior." They also spewed hate-mongering propaganda that unfairly blamed Jews for Germany's economic depression and the country's defeat in World War I (1914-1918).

In 1933, new German laws forced Jews out of their civil service jobs, university and law court positions, and other areas of public life. In April 1933, laws proclaimed at Nuremberg made Jews second-class citizens. These Nuremberg Laws defined Jews, not by their religion or by how they wanted to identify themselves, but by the religious affiliation of their grandparents. Between 1937 and 1939, new anti-Jewish regulations segregated Jews further and made daily life very difficult for them. Jews could not attend public schools; go to theaters, cinema, or vacation resorts; or reside or even walk in certain sections of German cities.

Between 1937 and 1939, Jews increasingly were forced from Germany's economic life. The Nazis either seized Jewish businesses and properties outright or forced Jews to sell them at bargain prices. In November 1938, the Nazis organized a riot (pogrom), known as Kristallnacht (the "Night of Broken Glass"). This attack against German and Austrian Jews included the physical destruction of synagogues and Jewish-owned stores, the arrest of Jewish men, the vandalization of homes, and the murder of individuals.

The first systematic round-up of German and Austrian Jews occurred after Kristallnacht, when approximately 30,000 Jewish men were deported to Dachau and other concentration camps, and several hundred Jewish women were sent to local jails. The wave of arrests in 1938 also included several thousand German and Austrian Roma.

Between 1933 and 1939, about half of the German-Jewish population and more than two-thirds of Austrian Jews fled Nazi persecution. They emigrated mainly to the United States, Palestine, elsewhere in Europe (where many would be later trapped by Nazi conquests during the war), Latin America, and Japanese-occupied Shanghai (which required no visas for entry).

#### About the Writer

Anne Frank is famous for the diary that she kept from 12 June 1942 until 4 August 1944. She was born on 12 June 1929 in Frankfurt, Germany, and was the second daughter of Otto Frank and Edith Frank-Hollander. Her

sister Margot was three years older. She enjoyed four happy years growing up in Frankfurt until the Nazi's came to power.

Of German Jewish descent, she and her family moved to Holland in 1933, where her father set up a business. From a young age, Anne showed an aptitude for reading and writing, while her outspoken and energetic personality shone through. When Holland was occupied by the Nazis in 1940, their heritage put the family under threat.

On her 13th birthday, Otto gave Anne an autograph book bound with white and red checked cloth and closed with a small lock. She proceeded to use this as her diary, with the first entries detailing how her family were segregated and discriminated against. In July 1942, her sister Margot received a call up notice from the Central Office of Jewish Emigration ordering her to report for a relocation to a work camp. This made the family move into hiding earlier than planned.

On 6 July 1942, Anne, her sister Margot and her parents went into hiding, along with four other families. Their hiding place, the annexe, was in a specially prepared space above the offices of their business.

Whilst in hiding, they were supported by a group of friends, who brought them food as well as anything else they needed. Anne started each diary entry 'Dear Kitty' and what followed was an incredibly candid and eloquent account of her life in confinement. It expresses her fear, boredom and confusion at the situation she found herself in.

As well as giving the reader an insight into of what it was like to live under such extreme circumstances, it also shows Anne struggling with the universal problem of growing up. Her diary ends in 1944 when the annexe was raided by the Nazi authorities. Anne and Margot were first sent to Auschwitz and then to Bergen-Belsen where they died of typhoid in 1945.

She was survived only by her father Otto. Anne's diary was kept safe by the family friend, Miep Gies, who gave it to Otto when he returned to Holland. When Anne was still alive she had expressed interest in having her diary published as a record of her experience. After her death, her father edited it, and it was first published in 1947. It has since been published in countless languages and editions.

More on Pre-reading Activity

Obviously, you must have heard about the Second World War. It took place from 1939 to 1945. It involved most of the world's major countries divided into two opposing forces: the Allies and the Axis. In total, more than 100 million military personnel were mobilized during the war.

At the end of World War I (June 28, 1919), the Allies - including France, Britain, the U.S., and Italy - created a contract called the Treaty of Versailles that outlined the Central Powers' punishments for starting the war. The harshest penalties were for Germany (the most powerful country of the Central Powers), including paying 6,600 million British pounds, giving up some of its land for several years, agreeing to never merge with Austria, and limiting its military strength. The German people disliked these new rules, but as the losers of the war, they could not protest.

Things soon got worse for the Germans, and for the rest of the world as well, when the stock market crash in October of 1929 signaled the start of the Great Depression. The crash brought on unemployment, poverty and despair throughout Germany. And in these times of trouble, a man named Adolf Hitler was becoming increasingly powerful. He had already become head of the National Socialist German Workers Party (a.k.a. the Nazi Party), had tried without success to take over the government (later known as the Beer Hall Putsch), and had written a book called "Mein Kampf" in prison. Then, in 1933, Adolf Hitler, by promising the people revenge for the Treaty of Versailles, was elected the German Chancellor. Later, he used a law in the German Constitution (Article 48, the Enabling Act) to appoint himself Fuhrer of Germany.

Once he became Fuhrer, Hitler withdrew from the League of Nations, an organization created by the Treaty of Versailles to keep peace in Europe, and began to rebuild Germany's military, which was strictly against the Treaty of Versailles. Soon, Hitler decided to station soldiers in the Rhineland, an area that had been demilitarized. After re-arming the Rhineland, Hitler set his sights on combining Germany with Austria. By this time, Neville Chamberlain, the British Prime Minister, had become worried about Hitler's increasing aggressiveness, but hesitated to do anything because he feared Hitler might try to invade Britain.

The final example of Chamberlain's weakness came when Hitler announced that he wanted a part of Czechoslovakia called the Sudetenland. His reasoning was that the people in the Sudetenland spoke German and were of German origin; therefore they should be part of Germany. To negotiate an agreement, Chamberlain, Hitler, Benito Mussolini (the Italian dictator), and Edouard Daladier (a representative from France) all met in Munich. At the Munich Conference, they decided that Hitler could have Sudetenland if he promised not to invade any more countries. However, as soon as Hitler occupied the Sudetenland, he proceeded to take over the whole of Czechoslovakia! When Chamberlain realized what had happened, he agreed to protect Poland. Because a large number of Jews

lived in Poland, and Hitler hated Jews and wanted to exterminate them, Poland was a likely target for Hitler's next attack.

Surprisingly, though Britain guaranteed Poland protection, the Soviet Union, led by Stalin, signed the Nazi-Soviet Pact in August 1939. In this agreement, the Soviet Union and Germany publically promised not to attack each other, and secretly promised to split up Poland between themselves. So, after ensuring that the Soviet Union, the closest country to Poland, would not attack, Hitler invaded Poland on September 1, 1939. Two days later, France and the British Empire (including Australia and New Zealand) declared war on Germany. World War II had begun.

#### Points to Ponder

Anne Frank's diary endures not only because of the remarkable events she described, but also because of her extraordinary gifts as a storyteller and her indefatigable spirit through even the most horrific of circumstances. For all its passages of despair, Frank's diary is essentially a story of faith, hope and love in the face of hate. "It's utterly impossible for me to build my life on a foundation of chaos, suffering and death," she wrote on July 15, 1944. "I see the world being slowly transformed into a wilderness; I hear the approaching thunder that, one day, will destroy us too. I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more."

### 4. Playing with words

#### A. Match the words with their meanings.

invade : attack using military force

concentration camp : a type of prison where political prisoners are kept in extremely bad condition

awful : very bad or unpleasant

air raid : an attack by a number of aircraft dropping many bombs

Allies : the group of countries including Britain and the US that fought together in the First and Second World Wars

burglar : one who enters a building illegally in order to steal

#### C. Use the following phrases in your own sentences.

The bus fell off the road and turned upside down.

How long has your country been at war?

I am looking forward to visit(ing) my grandparents.

My car broke down on the way.

The soldiers watch over the country's border.

## 5. Working with the text

### A. Answer the following questions.

- a) The Frank family decided to hide to evade their capture by the German soldiers.
- b) They lived a difficult and dreadful life in their hiding place.
- c) Anne says that they were luckier than others because they at least had money to buy food with.
- d) The children only had thin shirts and wooden shoes, no coats or socks. There was no one to help them. They were always hungry, and asked people on the streets for bread.
- e) According to Anne, people who have separated Jews from others have made them suffer.
- f) She feels the suffering of all the Jews as her own and her family. She thinks their suffering has made them stronger and will keep them united in the days to come.
- g) She cherished a dream to go out into the world and work for all human beings. She wanted her voice to be heard by people. If she had lived longer, she would have worked for the betterment of humanity.

### B. Think and answer.

- a) I don't think so. She simply wanted to keep the records of what happened around her.
- b) She did believe in God. She says God made the Jews and has always looked after them. She also believed God would lift them up again. She thought her life or death depended on God's will.
- c) Anne's diary is more than a record of her thoughts and feelings. It graphically documents how the German and Dutch police persecuted the Jews during the Second World War, a big turning point in the history of the world.

## 6. Practising grammar

### A. Write why Anu brought each of these things.

- a) She has brought a lawnmower to mow the lawns.
- b) She has brought a cat to catch the mice.
- c) She has brought an axe to cut down the bushes.
- d) She has brought the glass to replace the windows.
- e) She has brought a caravan to live in until her cottage is ready for use.

### B. Review the following sentences supplying the to-infinitive or -ing form of the verbs given in the brackets.

- a) leaving    b) travelling    c) redecorating    d) cutting
- e) making    f) cleaning    g) to meet    h) being
- i) to catch    j) to catch    k) walking    k. leaving

## 8. Learning English sounds

**6 words with three syllables:** beautiful, surprising monarchy, improvement, sensitive, submissive



# Parents and Children

## 2. Warming up

### A. *New words*

For each of the following clues, name the dance.

- |                |           |            |
|----------------|-----------|------------|
| a. Barn        | b. Conga  | c. Bolero  |
| d. Sword       | e. Clog   | f. Twist   |
| g. Cha Cha Cha | h. Square | i. Can Can |
|                | j. Morris |            |

### B. *New structures*

Which of the following are similes, which are metaphors, and which are straight forward description? Write 'S' for similes, 'M' for metaphor and 'D' for description.

- a. S    b. D    c. S    d. S    e. S    f. M

## 2. Reading

Father-son relations have been the subject of many memorable stories, poems and plays. Similarly mother-daughter bonds are another side of the family experience. Traditionally, fathers are bread winners and they spend much of their time away from home. Such working fathers return home late at night. Many working class fathers drink in the bars and pubs after their work and they can spend little quality time with their children. But some children, particularly young boys, crave for some enjoyable moments with their fathers. More so if the fathers cannot readily share their time with their children. "My Papa's Waltz" describes how a young boy tries hard to share brief moments of happiness with his dad; not that the father does not care less for his boy, he too feels deep emotional attachment to his child. It is a sad reality that many working fathers cannot be too helpful in raising up their children for obvious social and cultural reasons.

### About the Poet

Theodore Roethke (pronounced 'rithk') (1908-1953) is a well-known American poet. Born in Michigan and educated at the University of Michigan and Harvard, Roethke has written about his childhood experience and the landscape he grew up in. He published many volumes of

poetry and received many literary prizes including the Pulitzer Prize for his poetry book *The Waking: Poems, 1933-1953*.

### **More on Pre-reading Activity**

Ask the class how much time they can share with their parents every day in the morning and in the evening. Who do you like to consult doing some homework or project assignment? How often do your parents take you for short excursion to parks, temples or picnic? At home when your parents can share some time with you, what would you prefer to do?

### **Points to Ponder**

Why does the father in the poem drink whisky? It seems he drinks quite a lot of it as his breath reeks of whisky strongly. Does it mean he is a drunkard? Remember, many working men drink almost every night. When they reach home, they may not be in a position to talk normally with their wives or children. Alcohol has brought devastation to many families. However, we must not be so judgemental about alcohol abuse by many working fathers.

Many people in modern urban and industrial society live under pressure. Their work is not always interesting and satisfying. Much work in factories, shops and businesses is of mechanical nature and demands close attention. Moreover a large number of people have no advantage of proper education to engage their mind in creative and artistic pursuits. After many hours of tedious work at office, business center or manufacturing plant, male employees sit for drinking with their colleagues and friends. Such employees often feel guilty about their drinking bout and not being home early in the evening with their family. They may come home drunk, but they need not be branded as drunkard.

The father in the poem does not appear to be a white collar worker, he has battered knuckle and his palm is caked by dirt. Obviously, his work involves a lot of physical labour. He has little opportunity to verbalize his feeling and reflect about his work experience. He also does not have enough leisure to read simple books or serious literature. On top of it, many of his colleagues feel equally exhausted and clamour for some drinks every evening after the work session.

The father in the poem happily waltzes (dances) with his little son in the kitchen as the boy's mother looks at them in suppressed anger. They

obviously live in two-room apartment and do not have facilities for reading tables or playing music. But the father and son enjoy their brief waltzing.

#### 4. Playing with words

##### B. Write the meanings of the highlighted expressions.

|            |   |                          |
|------------|---|--------------------------|
| broke into | : | interrupted              |
| flock      | : | came in large number     |
| spinning   | : | confused                 |
| kindled    | : | generated                |
| heated     | : | angry                    |
| sexy       | : | attractive               |
| loud       | : | too bright/too colourful |
| sour       | : | unpleasant               |

#### 5. Working with the text

- The smell of the whisky made the boy dizzy (giddy).
- When the boy danced with his drunken father, he held his father tightly.
- They waltzed roughly hitting the kitchen articles with their bodies. When they danced, the kitchen utensils fell down from the shelf.
- She reacted with suppressed anger. She didn't like their dance.
- Papa's hand had been battered maybe due to hard physical labour.
- The boy used to feel asleep while and his father took him to his bed.
- My Papa's Waltz is a narrative poem about recollection of the speakers's childhood experience waltzing with his drunken father, carefree and little terrified.

OR

"My Papa's Waltz" presents a boy's perspective on a child's longing for fatherly care and affection.

**B. Think and answer.**

- a) The speaker is nostalgic about his childhood. Despite some small bruises that he got from his father's buckle, he loved waltzing with him. He enjoyed the sheer moment dancing with his father.
- b) Yes, he enjoys dancing with his father.
- c) It means his father liked passing time waltzing with his son. It might also mean that the father danced beating the child's head as a musical instrument.

**6. Practising grammar**

**A. Use the given expressions to complete the sentences.**

- a) He looks as if he needs a good rest.
- b) She looked as if she had hurt her leg.
- c) He looked like he meant what he was saying.
- d) It looks as if it has just been cut.
- e) She didn't look like she was enjoying it.
- f) They look like it's going to rain.
- g) They look as if they are having an argument.
- h) It looks as though there's been an accident.

**B. Make new sentences using the verbs in brackets.**

- a) He seems to have started taking exercises.
- b) Tom appears to be in tension.
- c) You seem to be a friendly person.
- d) My plans to go abroad seem to be turning real.
- e) It appears to have been hit by a truck.
- f) It seems David is affected by dementia.
- g) They seemed to have worked seriously.
- h) Ann appears to have failed the exams.

**7. Listening and speaking**

**A. Listen to the record and write 'True' or 'False' against the following sentences.**

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

**B. Listen to the record again and choose the correct word or phrase to complete the sentences.**

a) saw b) ring-like c) one edge d) forward and backward

## 8. Learning English sounds

| Word           | Syllable division | Syllable |
|----------------|-------------------|----------|
| rare           | rare              | 1        |
| orange         | or-ange           | 2        |
| write          | write             | 1        |
| legal          | legal             | 1        |
| unlawful       | un-law-ful        | 2        |
| division       | div-ision         | 2        |
| multiplication | multi-pli-ca-tion | 4        |
| enrol          | en-rol            | 2        |

## 9. Writing

*Encourage the students for their self writing. Let them create their own answers.*

# The Sources of Dreams

## 2. Warming up

### A. *New words*

Complete the sentences, using the expressions above correctly.

- Now, it works like a dream.
- He wants to forget about it like a bad dream.
- You can dream on, though.
- Why don't you work right away, instead of just dreaming it away.
- It was beyond my wildest dream.

### B. *New structures*

Put the verbs into the correct tense (simple past or present perfect).

- I have just finished my homework.
- Sophie has already written five letters.
- Rajesh moved to Kathmandu in 1994.
- My friend was in Canada two years ago.
- I can't take any picture because I have not bought a new film.
- They spent their holiday in Pokhara.
- Have you ever seen a whale?

## 3. Reading

In the world of creative writing, there is one distinct form of literary tradition known as children's literature. Any piece of writing whether a story, a poem or a play can be written in a style that has been accepted as belonging to a form of special literary kind called children's literature. It is mainly intended for children as the main audience but its significance lies far deeper in exploring all the potential of human creativity. Children's literature has a long history beginning with lullabies, nursery rhymes and word games of oral tradition to Aesop's fables. Books of stories and poems specially composed for child readers were published from around 1700. This lesson as well as "Five Peas in a Pod" by Hans Christian Anderson in (Reader 8) are important stories that clearly belong to children's literature.

## About the Writer

Danny Roald Dahl (1916-1990) is a very famous writer of children's literature. Born in Wales of Norwegian parentage, Dahl was educated in Wales and he was a fighter pilot during World War II. As well as writing many famous stories of children's literature including Charlie and the Chocolate Factory (1964), Dahl also wrote many adult stories. The BFG (1982), a collection of Dahl's children's stories, became very popular and brought him literary prizes and appreciation.

## More on Pre-reading Activity

Children's world is the world of high imagination. Children like to hear stories about fairies, strange creatures, talking animals and of course giants when they are very young. When children are big enough to read books on their own, they tremendously enjoy reading stories like The Big Friendly Giant (or BFG). A giant is a legendary creature we meet often in the work of children's literature. A giant means a creature of huge size compared to humans but it shares many things with normal human beings. Giants are often shown living alone even though they have their parents and siblings living in different places. Ask the class if they have heard of stories about the giants? Suggest the class if they followed the TV serial Mahadev and Balbir involving giants and witches.

## Points to Ponder

Children often take great delight in listening to stories of fantasy and of situations which do not appear probable in everyday life. Of course, there are dark stories of ghosts and evil characters which destroy life and spread fear. But there are also stories of friendly spirits and creatures of tremendous size such as giants which make great efforts to make human life an enjoyable experience. What makes this story "The Big Friendly Giant" a hugely satisfying experience? It is narrated by the boy's father who uses a special loving voice to create the atmosphere of curiosity. The story uses dream experience which makes the exploits (funny and exciting activities) of the BFG highly probable.

## 4. Playing with words

- A. Learn the meanings of these words and use them in your own sentences.

The weather yesterday was marvellous.

Our principal's voice is very stern.

Rohan lives in an enormous house.

To push a wheelbarrow forward is a tricky thing.

She came striding along to meet me.

Can you waggle your ears?

When I was in hostel, I used to sleep on a bunk.

Some roads are closed because of drifting (of sand).

A man was seen prowling around outside the factory just before the fire started.

He surprised us with his blowpipe weapon.

I saw a caravan passing by the road.

The male chicken is recognisable by its crest.

A hawthorn hedge surrounds our house.

I heard an eerie sound in the late evening, so I won't go out in the darkness.

- B. Complete the following list of words used to describe the father. Add at least four other words.**

marvellous    stern    serious    exciting    funny

- C. 'Marvellous' and 'mysterious' are describing words with '-ous' at the end. How many describing words do you know that are formed in the same way? Write at least ten of them.**

poisonous    dangerous    mountainous    courageous    enormous  
ridiculous    humorous    prosperous    mysterious    generous

- D. Read the description of the Big Friendly Giant and find details about his:**

Height : Three times as tall as an ordinary man

Hands: As big as wheelbarrows

Dress: Black cloak which is streaming out like the wings of bird.

Place he lived in: A vast underground cave where there is a powder factory to make hundreds of magical powder.

Time he visited houses: At night time in darkness when others are asleep.

Things he could do: He could catch the dreams by using magic powders and take the children in the place of the dream really.

Things he did with the magic powders: He blows in the powder through the blow pipe and catches the dream of children to take them in the place they dream.



## 5. Working with the text

### A. Answer the following questions.

- a) Because he never smiled with his mouth.
- b) He was three times taller than man, and had hands as big as wheel barrows.
- c) He describes dreams as loving, mysterious things that float in the night air like little clouds, searching for children.
- d) He locked the dreams in glass bottles.
- e) His sense of hearing was very acute.
- f) Because bad dreams scared and terrified small children in their dreams which he didn't like.
- g) It was an easy task for him. In the dead of the night, he secretly went to children's home and blew the dream powder into their rooms which made children dream.

### B. Think and answer.

- a) No I don't believe the dreams occur because of a certain magic powder. Dream analysts say our unfulfilled wishes and desires that are stored in our unconscious mind are the sources of dreams.
- b) I do not totally agree with the people who say that dreams foretell our future. However, since dreams are a reflection of our unfulfilled desires, they have a bearing on our past as well as our future.

## 6. Practising grammar

### A. For each of the following situations, make sentences with 'I wish...'

- a) I wish some friends visited me.
- b) I wish he/she got ready faster.
- c) I wish I were well.
- d) I wish he sat and read some stories.
- e) I wish someone did the washing up.
- f) I wish somebody lent me a hundred rupees.
- g) I wish my father quit smoking.
- h) I wish they lived quietly.
- i) I wish he did not blow smoke on my face.
- j) I wish he shared what he was thinking with me.

**B. What would you say in these situations? Write sentences with 'I wish... would.'**

- a) I wish the baby would not cry.
- b) I wish somebody would offer me a job.
- c) I wish he would drive slower.
- d) I wish Jenish would not leave the door open.
- e) I wish people would not throw garbage in the street.

**C. Match the situations on the left with the thoughts on the right.**

- i. It rained in the middle of the barbecue, last weekend. I wish it hadn't rained.
- ii. It always rains here. I wish it didn't rain.
- iii. I haven't got enough money for a taxi. I wish I had more money.
- iv. I didn't have enough money for a taxi. I wish I had had more money.
- v. I am not planning to go to the party because no one has invited me yet. If someone invited me, I would go to the party.
- vi. I didn't go to the party because no one invited me. If someone had invited me, I would have gone to the party.

## 7. Listening and speaking

**B. Fun Activity: guess and fill in the blanks correctly.**

- |                |                |
|----------------|----------------|
| a. eight/ate   | b. stare/stair |
| c. plain/plane | d. to/two      |
| e. blew/blue   | f. rain/reign  |
| g. so/sew      | h. seem/seam   |
| i. die/dye     | j. be/bee      |
| k. four/for    | l. foul/fowl   |
| m. no/know     | n. tale/tail   |
| o. sale/saill  | p. eye/I       |
| q. peace/piece | r. awe/or      |
| t. hi/high     |                |

## 8. Learning English sounds

|          |            |           |
|----------|------------|-----------|
| 'TEACHer | a'BOVE     | et'CETerA |
| Ja'PAN   | im'PORTant | ex'PORT   |
| 'CHINa   | de'MAND    | TA'ble    |

## A Unique Experience

## 2. Warming up

A. *New words*

Can you write at least five words below each suffix?

| -en      | -fy      | -ise      | -ize       |
|----------|----------|-----------|------------|
| flatten  | simplify | advertise | organize   |
| shorten  | beautify | improvise | apologize  |
| lighten  | clarify  | expertise | capitalize |
| tighten  | amplify  | economise | neutralize |
| gladden  | nullify  | customize | normalize  |
| brighten | solidify | atomize   | privatize  |
|          |          | authorise | formalize  |
|          |          |           | subsidize  |

Add '-en', '-fy', '-ise' or '-ize' to the following words to derive verbs.

Refer to the table above.

B. *New structures*

Complete the sentences below using either "v+ing" or "to-infinitive" as appropriate.

- I tried to get a ticket, but they have all sold out.
- I tried speaking, but I couldn't convince her.
- I regret saying that your application has been rejected.
- She stopped dancing when she got married.
- He went on to become the President of the country.
- I don't remember turning the gas off.
- We cannot go on working like this.

Make at least two sentences of your own using each of the following verbs.

We regret to *inform* you that your application has not been successful.

I regret *leaving* my house in a rush.

I don't like to *disturb* you.

She doesn't like *asking* her parents for help.

Do you remember *switching* the lights off before we came out?

Remember *to call* me when you arrive.

I tried hard *not to laugh*.

Jyoti isn't here. Try *phoning* her home number.

He said nothing but just went on *talking*.

After her early teaching career she went on to become a doctor.

### 3. Reading

Since the days of Galileo, Darwin and Russell, writing about science has been an important source of human experience and knowledge. Space research and interplanetary exploration further advanced the frontier of science writing. Man landed on the moon on July 16 in 1969. Before that scientists in Soviet Russia and USA had spent many years of experimentation in rockets and in orbiting around the earth. A lot of expertise had to be gained before moon landing could be planned and organized. This lesson is from the book of an American astronaut (that is a scientist who travelled on a spacecraft rocket). It describes how for a man travelling on a spacecraft the experience of a twenty four hour period feels like, which reflects the earth's position in relation to the sun.

#### About the Writer

John H. Glenn Jr. (born 1921) is an American astronaut who became the first person of his country to orbit the moon in 1962. He worked several years in NASA (National Aeronautics and Space Administration) and wrote books on his experience of space exploration. He was also elected to the US Congress.

#### More on Pre-reading Activity

Ask the school administration to get an illustrated picture book of space exploration. The book will be useful to teach many lessons of the New Nepal English Reader because every grade reader has some materials on travels to the moon and space exploration. Ask the class if they can tell something about how do days and nights occur on earth. The day is divided into 24 hours and the common sense knowledge of geography tells us that when the sun rises in early morning in Nepal it would be the sunset of previous day in America. If you also read about space exploration you would learn something about the days and nights in

the moon.

## Points to Ponder

Why does the writer talk about four sunsets in one day? For most people, one day means a twenty four hour period and there can be only one sunset during this time period. How many hours would be counted as one day for space travellers? Does Glenn also count the twenty-four hour period as one day? Definitely. Astronauts use specially designed clocks that work on the same time frame-which means synchronized with the earth's time to be guided and informed by the earth station. This extract describes four sunsets in one day that occurred in different areas of the earth as viewed from high up on the space.

Encourage students to watch science/space exploration videos and TV programmes. Also stimulate the students to read magazines and newspaper columns that carry informed materials on space exploration.

### 4. Playing with words

#### A. Match the words with their meanings.

- a. display – show clearly
- b. vivid – clear
- c. fabulous – wonderful
- d. haze – misty, dimly visible
- e. dimmed – grew darker
- f. constellations – group of stars
- g. altitude – height above sea level

#### B. Form adjectives from the nouns below by adding '-ous', '-al', '-ic' in some cases, you may also have to add a few other letters.

| Noun      | Adjective    | Noun      | Adjective   |
|-----------|--------------|-----------|-------------|
| advantage | advantageous | danger    | dangerous   |
| history   | historical   | theory    | theoretical |
| tragedy   | tragic       | logic     | logical     |
| science   | scientific   | pessimism | pessimistic |
| nation    | national     | grammar   | grammatical |
| energy    | energetic    | region    | regional    |
| politics  | political    | Islam     | Islamic     |

- C. In the lesson, the writer uses a lot of colour words. Make a list of colour words used in the lesson.**

bluish-white      yellow      black      white  
bright orange      red      purple      light blue      dark blue

- D. There are many common idioms about colours. Choose the right colour word to complete the colour idioms.**

a. red handed      b. red      c. black      d. red  
e. blue      f. blue      g. green      h. red

## **5. Working with the text**

- A. Answer the following questions.**

- a) The text is about space exploration made by an astronaut and his amazing experience of viewing from space four sunsets in a day.
- b) With the help of photometer.
- c) Bright, beautiful and brilliant.
- d) Yes. Because unlike people on the earth he was able to see the horizon at night illuminated by the sunlight.
- e) The stars did not twinkle. He saw the same number of stars that we see from the earth, and saw few stars shining during the day against the black sky.
- f) It was an unusual experience for him travelling into the space and watching the stars, sky and earth from above.

## **6. Practising grammar**

- A. Complete the following sentences selecting appropriate word(s) from the list given.**

- a) make it easier
- b) encourage
- c) save
- d) allow / discourage
- e) encourage / make it easier

- B. Ask each student to come up with at least one advantage or disadvantage and share it with the class. When they do so help them to choose the best points write a paragraph each.**

## 7. Listening and speaking

B. In the following sets of conversations, some words are missing. Write the missing words and complete the sentences. Choose from the box.

- a) Would  
to/afraid
- b) shall/fancy  
rather
- c) don't we/idea
- d) could/like
- e) How
- f) wondering
- g) feel

## 9. Writing

*Encourage the students for their self writing. Let them create their own answers.*

# Wish Fulfillment

## 2. Warming up

### A. New words

| Want     | Deserve  |
|----------|----------|
| desire   | merit    |
| demand   | earn     |
| fancy    | warrant  |
| crave    | secure   |
| yearn    | work for |
| covet    | require  |
| wish for |          |

### B. New structures

#### Fill in the blanks.

- a) what    b) what    c) why    d) what    e) why  
 f) who    g) what    h) where    i) what

## 3. Reading

This is the sixth poem in the Book 7. "To Daffodils" and "The Fog" describe nature and man's relation to natural objects and phenomenon. "The Scarecrow" is a humorous piece on a man-made object while "The Blind Men and the Elephant" explores in a didactic manner man's limited vision and tendency to be self-centred. "My Papa's Waltz" presents a boy's perspective on child's longing for fatherly care and affection. The father too misses his son, not being able to be with the child before it is too late for the boy to go to bed. This lesson "I Never Got What I Wanted" is similar to "The Blind Men and the Elephant" in many respects because this too is written in a didactic tone. Moreover, the last poem in Reader 7 uses very limited range of words and sentence structures. But it invites the readers to believe in a strange set of circumstances; the speaker says he never gets what he wants and what he gets he never wants. This is a kind of word play and light reading which can tickle the young mind. So, every piece of poetry need not be viewed as containing complex and serious statement or objectives. Some poems are for fun and just for interesting combination of sounds and ideas.



## About the Poet

R. D. Laing (1927-1989) is a noted social commentator and the writer of light verse. His two well known books are *The Divided Self* (1960) and *Politics of Experience* (1967). Some of his light verses make interesting and playful comments on human experience.

## More on Pre-reading Activity

Ask the class what they want in life. Actually, many young people are constantly asked by their relatives and family visitors about what they want to be in future. This question becomes irritating to young people when they are, say, in about seventh grade of their school life. Young people by this age of their life realize that most often they do not get what they want. But this is not the whole truth. Life will be a miserable experience if we always got what we did not want and did not get what we wanted. Ask the class to discuss this poem agreeing to what the poem says and disagreeing to what it suggests. You can divide the students into two groups: those who agree and those who deny what the poem says. Then they can have a lively debate.

## Points to Ponder

Young people in their early teens experience conflicting emotions and encounters in their homes, schools and playfields. Growing up experience requires them to adjust to various antagonistic (irritating) situations. A well adjusted young person understands that life is a game of various ups and downs and it's not necessarily too many downs compared to happy experiences. Modern urban society is driven towards a high level of consumption and materialism. Reading light verses such as this helps young people find a balance in their life.

## 4. Playing with words

### A. Write opposite words.

|           |   |                                     |
|-----------|---|-------------------------------------|
| false     | – | true, real, original                |
| expensive | – | cheap, low-price, economical        |
| democracy | – | dictatorship, autocracy, repression |
| hungry    | – | full, satisfied                     |
| great     | – | small, little, petite               |
| free      | – | trapped, jailed, captive            |
| marriage  | – | divorce, split, separation          |
| raw       | – | ripe, cooked, treated, mature       |

### B. Complete the following sentences with correct word or words form the poem.

- a. I can't get it because I want it.

- b. I get it because I don't want it.
- c. I deserve it because I have it.
- d. I don't want what I can get because what I can't get is what I want.

#### 4. Working with the text

##### A. Answer the following questions.

- a) The speaker always got what he never wanted, and he never got that he wanted.
- b) We do not get something because either we want them or we never deserve them.
- c) We don't like what we get because what we can't get is what we want.
- d) Ultimately, we get the same thing that we never wanted.
- e) I think I deserve those things that I am capable of.

##### B. Think and answer.

- a) I think people do not always get what they deserve. Some time we hear of people with great minds and capacity who are never recognized by the society. Some people even get what they don't deserve at all.

#### 6. Practising grammar

##### A. Write a prediction using 'will', 'could' and 'might' for the following situations.

- a) Rita will marry Binod.
- b) Our school might not open tomorrow.
- c) A cricket match will take place soon.
- d) The baby could fall of the ladder.
- e) This pillar will collapse.
- f) It might take a flight.
- g) Mrs. Rai could die.
- h) Dawa might lose his memory.

##### B. Below are some situations. Write a prediction by selecting words from the middle of the box.

- a) He will probably invest the money in business.
- b) Aagat definitely won't eat again.
- c) She will certainly go to see it with us.
- d) He will probably shift to Pokhara.

- e) He certainly won't get a license.
- f) He will certainly secure distinction.
- g) She will definitely join a French class.
- h) He certainly won't go out with us.

**C. Answer the following questions using the expressions given.**

- a) I believe the price of oil will go up.
- b) I don't expect the government to call the protestors for talk.
- c) I expect many tourists will visit Nepal this year.
- d) I don't expect Rakesh will pass the exam.
- e) I suppose the height of Himalayas won't increase.

**7. Listening and speaking**

**A. Listen to the passage about Margaret's birthday carefully and fill in the blanks.**

- a) fun   b) thank you   c) parcel   d) brother   e) alive

**B. Choose the correct answer from the alternatives given below.**

- a. i. they find lots of parents.
- b. ii. eat her breakfast
- c. ii. an armchair for herself
- d. iii. John was less bad-tempered than he pretended to be.

**8. Learning English sounds**

**a) How many syllables do the following words have?**

|           |       |             |       |
|-----------|-------|-------------|-------|
| invite    | two   | begin       | two   |
| polite    | two   | beneath     | two   |
| caught    | one   | beautiful   | three |
| delighted | three | diligent    | three |
| progress  | two   | development | four  |

**b) Pronounce and rewrite the following words to show where the stress falls.**

|               |                       |               |          |
|---------------|-----------------------|---------------|----------|
| plastic       | 'PLAS <sup>t</sup> ic | demand (noun) | 'DEmand  |
| export (noun) | 'EXport               | demand (verb) | de'MAND  |
| export (verb) | ex'PORT               | happy         | 'HAPpy   |
| temper        | 'TEMper               | telling       | 'TELLing |

# Stories from the Ramayana

## 2. Warming up

### A. *New words*

**Who is who? Complete the puzzle with the names of characters from the Ramayana.**

**Across:** 4. Hanuman      5. Ceylon      6. Sugriva

**Down:** 1. Ravana      2. Jumbuban      3. Ram      6. Sita

## 2. Reading

There are some half a dozen major civilizations in the world with a large number of population sharing cultural practices, religious customs, legends and folk beliefs. South Asia is home to one of the major world civilizations based on Hinduism and Buddhism. Both of these traditions have long history and widespread cultural narratives that bring millions of people together in shared beliefs and ancient wisdom. The Ramayana is the well-known Hindu epic celebrating the life story of lord Rama who is held as an ideal son, ideal warrior against evil and ideal ruler. The story of Rama is famous not only in South Asia but also in Thailand, Indonesia and Cambodia. This is one of the strong cultural legacies which is expressed in folktales, folk songs and folk wisdom in Nepal, India and some other countries of Asia. This lesson helps students to understand a rich source of their traditional culture and enables them to share their cultural roots to the wider English-speaking world.

### **About this Extract**

The first epic Ramayana was written in Sanskrit by the great poet Valmiki. Ever since, the story of Rama has been expressed in poems, songs, plays and other folk narratives. Every language in South Asia has the story of Rama in some form. Every educated person is expected to be able to share in the great narratives of the exploits of this heroic figure along with other famous characters like Sita, Hanuman, Sugriva and of course Ravana, the mythical evil character.

## More on Pre-reading Activity

Most Nepalese children have heard of the story of legendary king Rama and his queen Sita. The purpose of this extract is to sensitize the students to our common South Asian heritage. This helps them to talk about what the traditional concept of an ideal son, an ideal brother, an ideal woman and an ideal ruler is in English. Ask the class about the birth place of Rama, how Sita was found by King Janaka of Mithila (Janakpur) and how Ravana, the king of Lanka was engaged in the evil act of kidnapping Sita from her forest ashrama. The extract has references to the monkey army of Hanuman, the beast warriors of the legend.

### Points to Ponder

English for Nepalese learners is not only a medium to understand the life and cultures of the English speaking world but it is also the global medium to understand our heritage and explain and share it with the outside world. Thus, our students in schools and colleges need to explore the ancient wisdom and beliefs of our shared tradition. Reading and discussing the heroic deeds of Hanuman, Sugriva and Angada give our students a chance to reflect on our ancient past and develop understanding of how humans in this part of the world tried to live in harmony with other creatures of nature.

## 4. Playing with words

### B. Match the words with their meanings.

|            |   |                                 |
|------------|---|---------------------------------|
| urge       | – | try hard to persuade            |
| ere        | – | before                          |
| counselled | – | advised or suggested            |
| stride     | – | to walk with long steps         |
| annihilate | – | to destroy something completely |
| unfurled   | – | opened                          |
| viper      | – | small poisonous snake           |

### C. Find out the words in the story that describe the following.

|                      |                           |                 |
|----------------------|---------------------------|-----------------|
| made speeches        | tawny rivers              | rolling hills   |
| forbidding immensity | sombre and profound pause |                 |
| scudding gold        | thunder-stilling fury     | beasts of night |

**D. Match the following.**

- a) They cleared the rolling hills as goats clear broken fences.
- b) They passed as locusts spread over autumn fields.
- c) They leapt over many trees as the hawks fly over the trees with agility.
- d) Distances vanished under their feet as sugar vanishes into the mouth of a child.
- e) They roared and shouted so loudly with joy that the 'surge and thunder' of the Indian ocean was drowned as a sparrow's chirp is stilled by the wind whistling in an eagle's wing.

**5. Working with the text**

**A. Answer the following questions.**

- a) Sugriva was the king of the monkeys. He urged them to uphold and maintain the honour and glory of the monkey race.
- b) They covered a twentieth part of their journey on the first day.
- c) Rama, Lakshmana, Sugriva, Jambavan, Angada and Hanuman held the council of war at Cape Comorin to find a way to span the ocean.
- d) Because they thought constructing a bridge on the vast ocean was not an easy and possible task and it would consume a long time.
- e) He offered to go to Lanka himself alone and bring Sita safely.
- f) Rama said that they had to have a vast army at Lanka's door to fight against the demon king Ravana and release Sita, and to liberate the Lankan people from their cruel ruler.
- g) According to Lakshmana, prudence is a dweller in the house of reason, a miserly tenant in a narrow home meaning it is possessed only by intelligent people.
- h) Lakshmana believed that all womanhood could be saved by slaughtering all the demon vipers (evil persons) from the society.
- i) It would take two years to build the bridge and 10 yrs for besieging Lanka, respectively.

- j) The meeting broke up without further discussion because of the undeniable force behind Ram's words.
- k) Rama and Lakshmana sought assistance from all the creations of god, from every small to big creatures that dwelled (lived) on earth.
- l) They dipped into the ocean and rolled themselves over the sand and prepared mortar to hold the stones and other articles used in making the bridge.
- m) He stroke the chipmunk three times with his hands like a mother to her beloved child.
- n) The night was no less like than the day due to the presence of moonlight.

**B. Think and answer.**

- a) They were preparing to wage a war against Ravana's armies.
- b) Because Rama was the Avatar (incarnation) of Lord Vishnu who was supposed to liberate the earthly beings from the excesses of evil forces.
- c) It means they enjoyed while they worked and felt blessed to serve Rama despite their hardships and difficulty.

**6. Practising grammar**

**A. Change the following sentences using the structure 'used to....than.'**

- a) It used to be colder at this time of the year than it is now.
- b) There used to be more customers in previous years than this year.
- c) They used to go out more often when they were in America than they do now.
- d) His parents used to give him more pocket money than they do now.
- e) There used to be fewer students in our school than they are now.

**B. Miresh has changed his lifestyle since he came to Nepal. He has started to do things more/less frequently than he used to do while in Britain. Write sentences about Miresh with used to and than.**

- a) When Miresh was in Britain, he used to travel more often

than he does now.

- b) When Miresh was in Britain, he used to go to bed earlier than he does these days.
- c) When Miresh was in Britain, he used to spend less money than he does nowadays.
- d) When Miresh was in Britain, he used to drink less tea than he does these days.
- e) When Miresh was in Britain, he used to read newspapers more regularly than he does now.
- f) When Miresh was in Britain, he used to know more people than he does now.
- g) When Miresh was in Britain, he used to eat less cheese than he does nowadays.

## 7. Listening and speaking

### A. Question responses

Send it at once.

Who with?

Cut the rope!

What with?

Don't you ever sit and think?

What about?

Mother has just given all my clothes away.

Who for?

Sharpen my pencil, will you?

What with?

Address this envelope.

Where to?

Play with me.

What at/ about?

## 8. Learning English sounds

sci'en'Tific

div'Ision

cons'TRUction

dra'MATIC

con'CLUsion

ro'TAtion



## 2. Warming up

### A. *New words*

Rearrange the letters to form meaningful words.

UNCONSCIOUS

BURN

SWOLLEN

FELL

COLLAPSE

DEAD

WOUND

COUGH

SICKNESS

DISEASE

### B. *New structures*

Combine each set of sentences using appropriate relative pronouns.

- a) It is the town where I was born.
- b) It is the town in which I grew up.
- c) It is the town where I met my wife.
- d) That's the school where my brother studies.
- e) Sophie invited the man who was late. OR The man whom Sophie invited was late.
- f) The doctor whom I wanted to see was sick.
- g) Richa made a copy of the photo which I took.
- h) I met a girl who attends music classes.
- i) I went to the restaurant where my father told me to go.

## 3. Reading

Hiroshima is a city in western Japan which was the target of the first atomic bomb attack towards the end of the World War II. On the morning of 6 August, 1945 a US Air Force bomber dropped a devastating bomb on the city. Hiroshima is now remembered as the victim of atomic bomb attack where hundreds of thousands of civilians died and it is the city along with Nagasaki, another Japanese city, to have been so bombed, which has been the focus of peace campaign against the use of nuclear weapons. The extract describes the deadly effects of the atomic bomb

on the people of Hiroshima and on one particular family and those who perished in it and more so on the survivors.

### **About the Writer**

Toshi Maruki attempts to record the devastating effect of atomic bomb attack on Hiroshima and the human suffering it entailed from the point of view of a seven year old girl called Mii. It is a heart rending story based on a real event.

### **More on Pre-reading Activity**

Wars have a long history in relations among many countries. In the past, though wars were quite frequent, they were not as destructive as modern wars. In modern times, because of scientific advancement, weapons used in wars have become very destructive. The more advanced a nation is, the more destructive power it can exercise against its opponents. The World War II caused massive, loss of human lives all over the world. Thousands of people were killed in Europe Africa and Asia. A large number of people were killed in Korea, China, the Philippines, Indonesia and in Japan itself. Many thousands of Nepalese too fought in the World War II on the side of the British as part of the Gurkhas. A lot of them were killed in the battlefield.

Can wars be stopped forever? No, as nations exist and countries try to seek domination over others, war becomes inevitable. Can wars be prevented? Yes, many possible wars have been prevented by negotiation, persuasion by a third party or because of preparedness for war by the competing parties. It is a sad truth that to prevent a war nations often have to prepare for war so that an aggressor decides to hold peace with the neighbours.

The extract is given the Japanese title "Hiroshima No Pika" which in English means The Sorrow of Hiroshima. The sorrow of that Japanese city was to be hit by a bomb which had never been used before in a war. It was not an ordinary bomb which merely killed the people and destroyed property where it fell: it spread deadly radiation in a large area around the explosion site where no life could survive. The US Air Force plane used to drop the bomb was called Enola Gay and the bomb itself was named "Little Boy". Explain to the class about the two World Wars of the twentieth century: the World War I took place between 1914 and 1918 and World War II lasted from 1939-1945. During the World War II, Japan had joined on the side of Germany and Italy and began its own attack on

China, Korea and all of south East Asia. The Japanese often describe the World War II as the Great Pacific War. After Japan made a surprise attack against America on Pearl Harbour in 1944, America declared war against Japan. The war came to an end soon after America used the atom bombs against Japan on Hiroshima and Nagasaki.

#### 4. Playing with words

**B. Match the words with their meanings.**

- kimono – a traditional Japanese piece of clothing
- collapsed – fell in suddenly
- gleamed – shone with a pale clear light
- gulped – swallowed large amounts of food
- pried – tried to find out information or thing
- imbedded – fixed firmly
- inscribe – to write or cut words

**C. Choose the correct answer from the alternatives given.**

**Answers only:**

- a) ii      b) i      c) ii      d) iii      e) iv

**D. Match the following:**

- a. a speck of dust
- c. a sheet of paper
- e. a clap of thunder
- g. a herd of elephants
- i. an article of clothing
- k. a gust of wind
- m. a stroke of luck
- b. a piece of advice
- d. a bolt of lightning
- f. a branch of mathematics
- h. a game of cards
- j. a grain of rice
- l. a pinch of salt
- n. a wink of sleep

**E. How many different diseases can you name of which there is no cure yet?**

- i) Cancer      ii) HIV-AIDS

**F. Now fill in the phrases you formed in the blank spaces. (Answers only)**

- a. a wink of sleep
- c. a pinch of salt
- e. grain of rice
- g. speck of dust
- b. stroke of luck
- d. gust of wind
- f. a piece of advice
- h. branch of mathematics

- i. game of cards
- k. bolt of lightning
- m. sheet of paper
- j. clap of thunder
- l. herd of elephants
- n. article of clothing

## 5. Working with the text

### A. Answer the following.

- a) It was clear with blue cloudless sky. The sun had just risen, and the people were starting for their work.
- b) Yes. They had already learnt the precaution measures that had to be taken during a war. They were taught to be safe from fire, store water, medicine, wear air-raid hats, etc.
- c) Mii was a seven years old Japanese girl from Hiroshima, the only daughter of her parents. That morning she had sweet potato brought by her country cousins.
- d) It brought violent shock waves and devastated all the houses and buildings killing hundreds of thousands of innocent lives.
- e) The Little Boy fell at 8:15 on the morning of August 6, 1945.
- f) She said they must escape to a safe place from there.
- g) She took them to a beach outside Hiroshima.
- h) She saw a rainbow arched across the sky, pushing the dark away. It gleamed brightly over the dead and wounded.
- i) Her baby had died and she was grieved.
- j) Mii stayed without food for four days.
- k) They returned to Hiroshima to see if anything was saved in their house.
- l) Mii's broken rice bowl, which still contained some sweet potatoes, reminded them that they had once lived there.
- m) No. There were Koreans, Chinese, Russians, Indonesians, and Americans, too.
- n) The atomic bomb was unlike any explosive ever used before because its destructive impact was greater than thousands of ordinary bombs exploding together.
- o) The radiation of the atom bomb left her stunted. It stopped her growth permanently.
- p) Mii's father was badly injured by the bomb. Purple spots appeared all over his body, his hair fell, and he started coughing blood, and finally died.

q) They inscribe the names of their beloved members killed in the war on lanterns, and set them adrift on the seven rivers that flow through Hiroshima.

**B. Think and answer. (Answer clues)**

- a) For safety.
- b) Due to radiation of the atomic bomb.
- c) Hope for the new generation that peace will prevail on earth and no war will be waged again.

**6. Practising grammar**

**A. Rewrite the following words dividing the syllables appropriately. Also write the number of syllables each word has.**

- |                 |     |                  |     |
|-----------------|-----|------------------|-----|
| a) clear        | (1) | f) mar-bles      | (2) |
| b) people       | (1) | g) se-pa-ration  | (3) |
| c) top          | (1) | h) un-alte-rable | (3) |
| d) ex-ample     | (2) | i) spill         | (1) |
| e) ele-men-tary | (3) | j) un-der-stand  | (3) |

**B. Look up the following words in your dictionary. Find out the number of syllables in each word. Also mark the stressed syllable with a grave mark (').**

- |                  |     |                |     |
|------------------|-----|----------------|-----|
| a) starch        | (1) | b) group       | (1) |
| c) mo'notony     | (4) | d) de'stroy    | (2) |
| e) contri'bution | (3) | f) car'toon    | (2) |
| g) 'element      | (3) | h) im'pression | (2) |
| i) 'cordial      | (2) | j) clean       | (1) |
| k) excla'mation  | (3) | l) spare       | (1) |
| m) address       | (2) | n) Wednesday   | (3) |
| o) police        | (2) | p) sepa'ration | (3) |

**8. Learning English sounds**

**Mark stressed syllable in the following words.**

- |           |            |
|-----------|------------|
| DElicacy  | suiCIDAL   |
| PRACTical | psyCHology |
| VAinity   | SEcrecy    |

**9. Writing**

*Encourage the students for their self writing. Let them create their own answers.*

# Love, Fatih and Confession

## 2. Warming up

### A. *New words*

The word 'confession' is derived from 'confess' by adding '-ion' suffix to it. The following are the common suffixes in English which form nouns.

|          |   |               |         |   |             |
|----------|---|---------------|---------|---|-------------|
| arrange  | - | arrangement   | argue   | - | argument    |
| clarify  | - | clarification | elate   | - | elation     |
| govern   | - | government    | educate | - | education   |
| mystify  | - | mystification | discuss | - | discussion  |
| demote   | - | demotion      | promote | - | promotion   |
| delete   | - | deletion      | crucify | - | crucifixion |
| bewilder | - | bewilderment  | amaze   | - | amazement   |
| vilify   | - | vilification  | emit    | - | emission    |

### B. *New structures*

Now, answer the following questions twice, once expressing 'certainty' and again expressing 'uncertainty'. Add reason with 'because...' for each answer you give. Use as many types of sentences as you can.

- Yes, definitely it will.  
I can't tell you for sure.
- Yes, definitely.  
Well, I can't tell you for sure.
- Yes, I'm certain, we will.  
Well, it could happen, but I'm not sure.
- No, I'm certain, he won't.  
Well, I can't tell you for sure.
- No, I'm absolutely sure there won't.  
Well, no one knows for certain.

- f) No, I'm quite sure, you won't.  
Well, you never know, of course.
- g) Yes, I'm certain there will.  
Well, I can't tell you for sure.
- h) No, definitely not.  
Well, it might not be so.
- i) Yes, definitely.  
Well, I'm not sure.
- j) Yes, I'm positive there will.  
Well, it could happen but I wouldn't like to say for certain.
- k) No, I'm quite sure he won't.  
Well, I doubt it.

### 3. Reading

Short story is an important form of literature. With a history of less than two hundred years, short story has emerged both as a popular and as a serious form of literary writing. Many subjects and themes have been successfully integrated in the art of short story. One popular theme many short story writers have explored in their work is suspicion of a dull and traditional husband about the loyalty of his intelligent and beautiful wife. A young beautiful wife often arouses a sense of jealousy and suspicion in the mind of not so smart a husband. The wife is watched and observed about her easy going and happy dealing with other males. Even in the Western society such as France, old-fashioned husbands feel uncomfortable with their beautiful wives, who they imagine, seek extra-marital relations. This lesson presents the unfounded suspicion of a French husband about his wife.

#### About the Writer

Guy de Maupassant (1850-1893) is one of the greatest masters of modern short story. Born in a small town of France, Maupassant joined the government service in Paris. He is a great realist short story writer who presents the quirks and foibles (strange behaviour) of the middle class people. He was the contemporary of other well known French writers such as Balzac, Flaubert and Anatole France. Maupassant wrote some 300 short stories and many of them are world famous.

## More on Pre-reading Activity

Many well-to-do families live in huge houses with several people to look after their needs. Because such families have cooks to prepare their meals, housekeepers to manage the house, gardeners to maintain their flowers and lawns, tutors to guide schooling of children, they have a lot of time to do things they enjoy such as going to shoot deer, foxes and rabbits. They play cards, create music on piano and sing songs and organize parties for friends to enjoy dancing, gossiping and eating good food. Ask the class if they know of such a family in their neighbourhood. Elicit comments about the films the students may have seen which portray the life of rich and famous families. Encourage them to think of some TV serials they might have been watching with their parents.

You can also suggest the students if they might have been suspected of doing certain things they did not do. What would you feel if some of your family members look upon you as doing something which was wrong and you were innocent?

### Points to Ponder

"A Wife's Confession" is the recollection of an old woman about her married life when she was young and beautiful. She told this story to her friend who wanted to hear the liveliest recollection of her life. Every person has some remarkable experience about other people such as your classmates, teachers, friends and family members. Ask the class to talk about their interesting encounters with other people that occurred in the past. What have been some of the funniest moments of their life? Have they entertained some disbelief or doubt about others' good intention? How did you feel when you discovered that your suspicion was wrong? Did the other person find out that you had doubts about him or her? Have you apologized for your mistaken behaviour towards some other persons?

## 4. Playing with words

### A. Match the words with their meanings.

- |                |   |                            |
|----------------|---|----------------------------|
| a. vengeance   | – | revenge                    |
| b. impediments | – | hindrances, obstructions   |
| c. chateau     | – | a castle or large building |
| d. expedition  | – | trip, journey              |
| e. turrets     | – | towers                     |



- f. flinging – moving with force  
g. writhings – twists and turns of the body

**B. Find out the meanings of the following phrasal verbs.**

- get on - to manage or survive  
get up - to get out of bed  
make up - to decorate  
make out - to understand  
put down - to land  
put off - to cancel  
set off - to begin a journey  
set up - to create, to start  
take over - win, to gain control  
take off - to leave the ground and fly  
look after - to take care of  
look for - to search  
wear off - to gradually disappear or stop  
wear out - to become thin and unusable

**5. Working with the text**

**A. Answer the following questions.**

- a) The story is about the suspicion of a dull and traditional husband about the loyalty of his intelligent and beautiful wife.  
OR  
The story is a recollection of an old woman about her married life when she was young and beautiful.
- b) The love that is imposed, sanctioned by law, and blessed by the priest is not good.
- c) She didn't like her husband due to his lack of intelligence, full of readymade vows, narrow-mindedness, and always considering his judgement superior.
- d) She was very friendly and passionate. She had been living with the couple for five years. She was a deserted child.
- e) He proposed her to join him in hunting the fox that ate his hens.
- f) It was a queer, still, quiet, deathly, and fearful night.

- g) A man, Porquita's lover, was seen instead of a fox.
- h) He killed the man and threw his wife over him.
- i) He was Porquita's lover.
- j) Because Hervec suspected that his wife was having an affair with the man. He thought that his wife was unfaithful to him, and she was in love with the man, but it was not so. The man loved Porquita.

**B. Think and answer. (Answer clue)**

Because he was jealous of Porquita's relation with the man.

**6. Practising grammar**

**A. Talk about the following situations using 'looks as if/though.'**

- a) He looks as if he has gone crazy.
- b) She looks as though she can't live without drinking.
- c) It looks as though it is a hunting dog.
- d) It looks as if he is repairing the truck.
- e) It looks as though he is going to break into the house.
- f) It looks as if they are having a party.
- g) It looks as though they had a gang fight.

**B. Change the following sentences using 'seem (to be).'**

- a) She seems very intelligent. *or* She seems to be very intelligent.
- b) He seems very helpful. *or* He seems to be very helpful.
- c) They seem to be students.
- d) You seem very tired. *or* You seem to be very tired.
- e) This building seems to be a library.

**7. Listening and speaking**

**1. Listen to the record and write 'True' or 'False' against each of the following sentences.**

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

**2. Listen to the record again and choose the correct alternative.**

- a. iii. fine                      b. i. make it more attractive
- c. iii. miserable                d. ii. hair

## Model Question

Full Marks: 100

Pass Marks: 40

Time: 3 Hours

### Part A

#### Listening

15 Marks

*The teachers can assess the listening skill of students on the basis of the following model. They are free to devise listening test questions on their own.*

1. **Listen to the record on Muscles (Lesson Three) and write "True" or "False" against the following statements. (Alternatively, the teachers can read the transcript at the end of the book and ask the children to do the exercise.)** 4×0.5=2
  - a. Skeletal muscle is also called involuntary muscle.
  - b. Smooth muscle is also called involuntary muscle.
  - c. Humans have more than 600 bones.
  - d. Skeletal muscles are found in the walls of internal body organs.
2. **Listen to the record again and answer the questions given below.** 4×1=4
  - a. What are the three main types of muscles?
  - b. Which part of our body has a specialized muscle tissue?
  - c. What kinds of muscles force food through the intestines?
  - d. What types of muscles are attached to bones?
3. **Listen to what the teacher says and pass the information to your friend. (It's up to the teachers what question to ask.)** 3
4. **Listen to the record on Rafting (Lesson Nine) and fill in the blanks.** 7×0.5=3.5
  - a. Rafting is generally organized by ..... and ..... agencies.
  - b. In the ..... river, one can take a day of exciting ..... running through the hills enjoying the .....
  - c. The Sunkoshi offers one of the best river ..... rafting in the world, lasting for .....days.
5. **Listen to the record again and write True or False against the following statements.** 5×0.5=2.5
  - a. Rafting is the fastest growing adventure in Nepal.
  - b. The Sunkoshi is the most popular river for rafting.



- d. We can sit on the grass, .....?
5. Complete the sentences below with **to-infinitive** or **-ing form** of the verbs given in the brackets. 4×0.5=2
- a. I will start..... the house. (redecorate)
- b. Your hair needs ..... (cut)
- c. I went out in order ..... Manish. (meet)
- d. I prefer swimming to .....(walk)
6. Make new sentences using **seem** or **appear**. 2×1=2
- a. He has lost weight. (seem)
- b. Ann is upset. (appear)
7. What would you say in these situations? Write sentences with 'I wish .....would.' 2×1=2
- a. You're looking for a job. Nobody offers a job.
- b. Your father drives very fast. You don't like this.
8. Punctuate the following text. 8×0.5=4
- And jim says but looky here huck who was it that was killed in the cabin if it wasnt you?
9. Use any five of the following words and phrases in sentences of your own. 5×1=5
- |           |                 |          |
|-----------|-----------------|----------|
| no longer | forever         | splendid |
| sociable  | look forward to | go on    |

### Part D

#### Reading Comprehension

1. Answer any five of the following questions. 5×2=10
- a. Why does the poet weep to see the daffodils?
- b. What lesson do you learn from the story The Verger?
- c. How did Huck prepare to leave the cabin?
- d. Why did Alan paint the picture of Baron Hausberg?
- e. What was the Big Friendly Giant like?
- f. What, according to Laxmana, is 'prudence'?
- g. What did Mii's mother say when she came close to Mii?
2. Read the following passage and answer the questions that follow.

I had been a year married to a rich man, Comte Hervec de Ker - a Breton of ancient family, whom I did not love, you understand. True love needs, I believe at any rate, freedom and impediments at the same time. The love, which is imposed, sanctioned by law, and

blessed by the priest - can we really call that love? A legal kiss is never as a stolen kiss. My husband was tall in stature, elegant, and a really fine gentleman in manners. But he lacked intelligence. He spoke in a downright fashion, and uttered opinions that cut like the blade of a knife. He created the impression that his mind was full of ready-made views instilled into him by his father and mother, who had themselves got them from their ancestors. He never hesitated, but on every subject immediately made narrow-minded suggestions, without showing any embarrassment and without realizing that there might be other ways of looking at things. One felt that his head was closed up, that no ideas circulated in it, none of those ideas which renew a man's mind and make it sound, like a breath of fresh air passing through an open window into a house.

- A. Use the underlined words in your own sentences.**  $4 \times 1 = 4$
- B. Answer the following questions in brief.**  $4 \times 1 = 4$
- How does the speaker define true love?
  - What, according to the woman, was her husband's main defect?
  - What impression did the man create?
  - What did one feel about him?
- 3. Read the passage given below and do the activities that follow.**

Many poems use words that rhyme. Two words rhyme when they have the same ending sound. The words think and pink rhyme. They both end with the "ink" sound. Poems do not have to have words that rhyme at the end of their lines. Many of them do, though. Two lines of poetry that rhyme with each other at the end are called a rhyming couplet.

Writing rhyming poetry can be difficult. You need to choose words that rhyme. You also have to choose words that have meaning. Even though some poems are short, you have to think extra long about which words to choose. Here is an example of a short rhyming poem:

He was only a bug, but he was the king.  
She smiled at him when he gave her a ring.  
He forgot to be careful of one little thing.  
His queen was a bee, and she could sting!

- A. Write True or False against these statements.**  $4 \times 1 = 4$
- All poems are written in rhymes.
  - Words rhyme when they have similar sound.

- c. Writing rhyming poetry can be difficult.
  - d. 'King' rhymes with 'queen'.
- B. Answer the following questions in brief. 4X1=4
- 1) What does it mean when two words rhyme?
  - 3) Why is poetry sometimes hard to write?
  - 3) Do all poems have to rhyme?
- 4) **Add two more rhyming lines to the poem:**

**Part E**

**Writing**

- 1. Write a character sketch of your best friend. Include information on his name, body build, height, weight, age, face, eyes, and hair. 5
- 2. Television has become a part of life for the people in urban areas. Most people believe that life without television will be dull. Others argue that it has made people, particularly children, less creative. Write a few paragraphs elaborating the opinion that your support. 8
- 3. Suppose you are involved in the campaign for environmental awareness. You need to deliver a speech in front of a small gathering. Write a draft of the speech giving reasons for the need to keep our surroundings clean. 8

[Note: As it is only a model, teachers are free to set their own questions as per their assessment needs.]