

English

Grade 9

For Piloting



Government of Nepal
Ministry of Education, Science and Technology
Curriculum Development Centre
Sanothimi, Bhaktapur

ENGLISH

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Preface

The amendment in the curriculum and textbook is a regular process so as to make it relevant, practical, qualitative and useful for the overall development of learners. This textbook 'English Grade 9' is developed to address the main aims of the Secondary Education(Grade 9 and 10); developing the language skills to make proper and relevant use in daily life activities in addition to arousing the interest in arts and aesthetic values. It is aligned with the intent carried out by the National Curriculum Framework for School Education, 2076 and is developed fully in accordance with the Secondary Level English Curriculum, 2077. All components of every lesson in the textbook are equally important and they have the aim of inculcating certain skills and an attitude of enquiry in the learner so as to fulfil the learning outcomes stated in the curriculum. Moreover, it incorporates the latest developments in the field of English Language Teaching and Learning.

This textbook is written by Mr. Nim Prakash Singh Rathaur, Mr. Ananda Dhungana and Mr. Pashupati Pandya. Several personalities notably: the Director General Mr. Ana Prasad Neupane, Chair and members of English Subject Committee Prof. Dr. Jib Lal Sapkota, Prof. Dr. Rishi Ram Rijal, Dr. Gopal Prasad Pandey, Mr. Madhav Prasad Ghimire, Ms. Maiya Pokharel respectively, and Mr. Tuka Raj Adhikari, Mr. Nabin Kumar Khadka and Mr. Shankar Adhikari have contributed a lot for the development of this book. The content of the book has been edited by Mr. Shankar Adhikari and the language of the book has been edited by Mr. Nabin Kumar Khadka. The illustrations in the book are done by Ms. Shaili Malla and Mr. Shreehari Shrestha, and the layout by Ms. Nirmala Pokharel. Art editing of this book was done by Mr. Shreehari Shrestha by making it four colour. The Curriculum Development Centre extends sincere gratitude to all of them. With the view that the learning of English should be based on authentic materials, we have retrieved and adapted the texts and tasks including the audios from various authentic sources. Therefore, the centre extends its acknowledgements to all of them.

A textbook is a main tool to deliver the curriculum. This textbook may deliver the foundation for the content of the curriculum, the balance of skills to be taught and the types of language practice the learners are to take part in. However, teachers can adapt the contents and tasks as per the need and context and the level of their learners. This textbook can be used as the primary resource for classroom teaching but teachers are encouraged to make use of their own resources to supplement the language learning skills of learners.

Curriculum Development Centre always welcomes creative and constructive feedback for the betterment of its publications.

2021 AD

Government of Nepal
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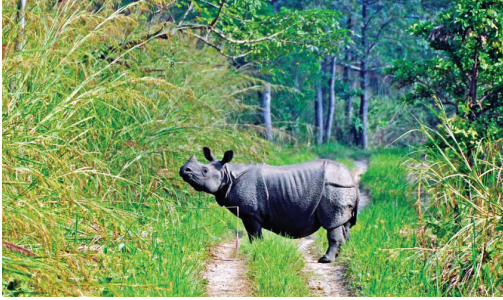
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Travel and Holidays

Getting started

Look at the pictures and talk about them.



Reading I

Look at the picture and answer the questions.

- What is the man in the picture doing?
- Have you heard about Yoga holiday?
- Are you planning to go on a holiday this summer?



POON HILL YOGA TREK IN NEPAL

Poon Hill Yoga Trek provides a wonderful opportunity to witness the beauty of the Annapurna Range and the hidden treasures of Nepali culture. This programme will help you practise integration of the principles of Yoga into daily

life with **magnificent** views of snow-capped Himalayas and **glaciers**. The benefit of joining this program is that it supports and encourages a deep transformation process. This adventure journey passes through many tourist **hotspots** and icy waterfalls which are very pleasant.

Introducing Hatha Yoga and meditation with trekking experience allows for ample benefits of physical and mental health. The combination of Yoga and Poon Hill Trek creates a more fulfilling physical exercise while strengthening and opening the mind for greater relaxation and awareness all within the attractive natural environment.

This program is open for all experience levels and is a unique chance for those interested in the strengthening of the body, mind and soul. This may be the short Yoga holiday you have always wished for and will be an opportunity for you to explore Nepali lifestyle and the secret to the Nepali happiness of Nepali people.

Main Highlights

Visitors will be **astonished** by adorable landscapes and **enchanting** environment. Gazing at **stunning** views of the Himalayas and **savouring** delicious Nepali meals is really incredible. They will be attracted by different Nepali culture . With diverse **flora and fauna**, numerous **perennial** rivers and suspension bridges, and **spectacular** sunrise and sunset views over high Himalayas will certainly encourage everyone for self-transformation with Yoga and meditation.

Itinerary

Day 01: Arrival in Kathmandu

We will welcome you at the airport and transfer to the centre, and discuss the programme. Finally, we will be staying overnight at the centre.

Day 02: Transfer to Pokhara

Drive to Pokhara in the morning is available. A standard micro bus or a tourist bus will take about 4-5 hours. This bus ride passes through the hilly winding road along with the Trishuli River having great views of the river, forests and terraced fields. We will stay overnight in Pokhara.

Day 03: Pokhara – Tikhedhunga

We wake up early in the morning and have tea before Yoga. We practise Yoga for an hour. Then, it is the time for breakfast. After breakfast, we drive to Nayapul (50 km). We start our trek towards Tikhedhunga. On the trek, we pass through a few towns, reaching Tikhedhunga. We will be staying in Tikhedhunga.

Day 04: Tikhedhunga – Banthanti

After tea, Yoga and breakfast in the morning; we start our trek towards Banthanti. On the way, we cross a stream over a suspension bridge. We will be trekking to a Magar village which is called Ulleri. Above the village where the trail climbs gently through the cultivated fields, and rhododendron and oak forests, we will stop at Nangethanti for lunch and a short rest. After lunch we will start walking towards Banthanti through the beautiful forest. Finally, we do evening Yoga, have some relaxation and sleep in Banthanti.

Day 05: Banthanti – Ghorepani

As soon as we wake up in the morning, we will get tea and then join Yoga class. After breakfast, we will start our hike towards Ghorepani, exploring the local culture, landscapes and mountains. After we engage in Yoga and have some entertainment, we will take dinner, and stay overnight in Ghorepani.

Day 06: Ghorepani – Poon Hill

We will wake up early in the morning and go for an hour hike to Poon Hill where we can enjoy **panoramic** mountain view and beautiful sunrise view. Then, we will trek down to Ghorepani and have breakfast. From there begins our trek to Tadapani, meaning far water supply in this village from long distance. The trail climbs along ridges and through pine and rhododendron forests to Deurali. Then, it descends to reach Banthanti; we reach Tadapani, and do Yoga in the evening. We will be accommodated overnight in a tourist lodge.

Day 07: Tadapani – Ghandruk – Pokhara

We will wake up in the morning and practise Yoga. After Yoga, we will have breakfast. Then, our trek continues towards Ghandruk. After walking for around four hours, we reach Ghandruk, a Gurung village which is the

most interesting ethnic village in Nepal famous for its Gorkha soldiers. It has excellent close-up views of Annapurna South and Machhapuchhre Himalayas. After lunch, we drive back to Pokhara via Nayapul. We will stay overnight in Pokhara.

Day 08: Departure

We will leave for your next destination in the morning after breakfast.

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

Column A

- a. magnificent
- b. glaciers
- c. hotspot
- d. astonished
- e. enchanting
- f. flora and fauna
- g. perennial

Column B

- i. charming
- ii. surprised; amazed
- iii. plants and animals
- iv. everlasting; never-ending
- v. rivers of ice
- vi. extremely attractive and impressive
- vii. a place of significant activity

B. Circle the best answer.

- a. Where will the visitors stay on the first day of their Yoga trek?
 - i. in Kathmandu
 - ii. in Pokhara
 - iii. at a hotel near the airport
- b. How far is Nayapul from Pokhara?
 - i. 1525 m
 - ii. 50 km
 - iii. 2130 m
- c. What are the visitors expected to achieve the most in this package holiday?
 - i. amusement of panoramic mountain views and landscapes
 - ii. enough physical activity in the lap of nature
 - iii. self-transformation with Yoga in serene Nepali hill stations

C. Answer the following questions.

- Make a list of the advantages of the Yoga trek in the Nepali hilly region.
- How is the Yoga hour managed every day in this holiday trek?
- On what day is there the longest trekking hours?
- What would you enjoy the most in Ghandruk if you were one of the visitors?
- How long does the Yoga Trek last?

D. Have you ever been on a holiday trip? Share your experiences with your friends.

Pronunciation

Pronounce the following words with the stress where necessary.

wonderful	destination	opportunity	unimaginable
likelihood	inspirational	responsibility	astonishing
magnificently	autobiography	insignificant	biodiversity

Speaking

A. Read and act out.

Wow! The time has come. I think my parents will allow me this year. I'm thinking of going on the tour.



I may not be able to convince my father. He does not believe in boys staying away from home for several days. We're going on a family trip, instead.



I intend to go. My parents are most likely to let me plan for it. I'm thinking of requesting Lakpa's father to allow him to go with us.



B. What will be your plans in the following situations? Share with your friends.

- a. You want to go swimming coming Saturday.
- b. You and your friends are going to play football tomorrow evening.
- c. Your parents are planning to go to Darjeeling next week.
- d. Your friend has invited you for a birthday party tonight.
- e. You are invited to attend the marriage ceremony of one of your friends' sister.

C. Talk about your plans in pairs. Use the structures from the box.

I intend to	I'm planning to	I'm doing.....
I'll do.....	I'm thinking of doing.....	

- a. A: study History
B: study Mathematics–after SEE.
- b. A: open a supermarket here
B: go on the world tour- after earning a lot.
- c. A: go by bus
B: go on his/her cycle – for a party.
- d. A: buy a Nepali dictionary
B: buy an English dictionary
- e. A: go abroad
B: start own business - after completing Bachelor's degree.

Grammar I

A. Study the following sentences.

- a. A: Did you call your mother?
B: Oops, I've forgotten! I'll do it right now.
- b. I can't decide what to wear tonight. I think I'll wear my pink saree.
- c. The bus will arrive here soon.
- d. They have bought a lot of chocolates. They are going to have a party.
- e. They are packing luggage. They are going to enjoy their vacation.
- f. The sky is overcast. It is going to rain.
- g. I'm meeting Jane at 8 o'clock on Saturday.
- h. A: We're having a party next Saturday. Would you like to come?
B: I'd love to. But I'm quite busy that day.
- i. I'm visiting my grandparents next week.
- j. Are you doing anything interesting this weekend?

B. Choose the best answer to complete the following sentences.

- a. It's really hot here.a window.
i. I'll open ii. I'm opening
- b. I've told my bank to close my account. an account in another bank.
i. I'll open ii. I'm going to open
- c. A: Would you take tea or coffee? B: coffee, please.
i. I'll have ii. I'm going to have
- d. I've decided that to the class teacher about my family situation.
i. I'll speak ii. I'm going to talk

- e. What when you complete your studies?
i. are you going to do ii. will you do
- f. I'm tired of the way he charges me so much for photocopies. _____ a cheaper one.
i. I'm going to look for ii. I'll look for
- g. I would love to go out with you tomorrow but dinner with Dolma.
i. I'll have ii. I'm having
- h. I can't come to class next Monday.....a tooth taken out.
i. I'll have ii. I'm having

Writing I

Imagine that you are going on a trek during your vacation. What will you do on different days? Write a couple of paragraphs about your plans.

Reading II

Look at the picture and answer the questions.

- a. Where is the man in the picture?
b. Why has he stopped there?
c. What is the weather like?

STOPPING BY WOODS ON A SNOWY EVENING

Whose **woods** these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.



My little horse must think it **queer**
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his **harness bells** a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and **downy flake**.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

-Robert Frost

A. Find the words from the text for the following meanings.

- a. the main house on a farm, usually where the farmer lives
- b. covered in something very soft
- c. a small and very thin layer or piece of something
- d. strange or unusual
- e. an area of trees, smaller than a forest
- f. movement of the air
- g. a set of leather and metal pieces that is put around the body of a horse

B. Choose the best answer.

- a. Why does the speaker stop while on the journey?
 - i. to watch the woods filled up with snow
 - ii. to find food for his or her horse

- iii. to say hello to the owner of the woods
- iv. to go skating on a frozen lake
- b. What is the setting of the poem?
 - i. in the woods on a bright, snowy afternoon
 - ii. in a village on a dark, snowy evening
 - iii. by a frozen lake on a bright, snowy afternoon
 - iv. near the woods on a dark, snowy evening
- c. Which one of the following statements is true?
 - i. The woods are far away from the village.
 - ii. The woods are near some houses.
 - iii. The owner of the woods and speaker are friends.
 - iv. The speaker of the poem does not like the owner of the woods.
- d. How did the horse respond when the speaker stopped there?
 - i. shook its harness
 - ii. did nothing
 - iii. stood calm
 - iv. asked the speaker a question
- e. What does 'miles to go before I sleep' mean?
 - i. The speaker feels tired and sleepy.
 - ii. The speaker has lots of desires to fulfill.
 - iii. The speaker has lots of responsibilities to fulfill.
 - iv. The speaker has a long distance to travel.

C. Fill in the gaps with appropriate words from the box to complete the summary of the poem.

promises traveller journey death the woods destination

The poet compares human life with a..... The speaker of the poem is a.....
 He has to reach hisbefore taking rest. However, he is distracted by the

momentary pleasure in the form of..... His companion, the horse, reminds him of hisin life. The speaker realizes that he has to fulfill many responsibilities before his.....

D. Recall the journey you have recently made. Who accompanied you in the journey? Did you enjoy it? Compose a short poem about it.

Listening

A. Look at the picture and guess the answers to the following questions.

- a. Who is the lady?
- b. Who is she talking to?
- c. What is she talking about?



B. Listen to the audio and fill in the gaps with suitable words/phrases.

- a. The name of the hotel is
- b. The \$200 room is quitefor the customer.
- c. All the non-smoking rooms areon 22nd March.
- d. The non-smoking room costs \$.....
- e. The customer finally books the room forMarch.

C. Where do you often spend nights when you are away on holidays? How do you make a reservation if you have to stay in hotels? Share your ideas with your friends.

Grammar II

A. Use the correct form of verbs given in the brackets to complete the sentences.

- a. As per the schedule, the train.....(leave) at 3 o'clock
- b. Look, that aeroplane is looking shaky! It.....(crash).
- c. My daughter says she.....(be) a doctor when she grows old.
- d. Tomorrow(be) a sunny day, according to the weather forecast.

- e. A: What.....(do) tomorrow evening?
B: Nothing special. I think I(stay) at home.
- f. It's very stuffy here. Don't worry, I.....(open) the windows for you.
- g. Ann is driving. There is very little gas left in the tank. The nearest gas station is a long way from here. She(run) out of gas.
- h. There is a hole in the bottom of the boat. It is filling up with water quickly. It.....(sink).

Writing II

Write a letter to your friend describing your travel plans for your upcoming holidays. Include the following points in your letter.

Where do you plan to go?

Who will you go with?

Where will you stay?

How long will you stay?

What are you going to see?

Project work

Prepare a set of questions to find out your friends' plans and intentions for the future. Meet at least four of your classmates to get their views, and note them down. Share their plans and intentions to the whole class.

Extra Bit

Use a colon (:)

between a grammatically complete introductory clause (one that could stand as a sentence) and a final phrase or clause that illustrates the preceding thought.

Example: Professor Pokhrel wrote two books on education: One on educational leadership and the other on educational planning.

in ratios and proportions

Example: The proportion (saltwater) was 1:8

in references between the place of publication and the publisher

Example: London: Oxford University Press

Health and Hygiene

Getting started

Look at the picture and discuss what health means.



Reading I

Before you read the interview, answer these questions.

- Have you heard about telehealth services?
- Can we get a doctor's advice without visiting him/her?



THE ACCELERATION BEHIND TELEHEALTH SERVICES

(In this interview, **Chun-Kai Chang**, the Business Development Manager of Telehealth at Advantech, talks to News-Medical about the acceleration behind telehealth services.)

Reporter : To begin, can you give us a brief introduction into telehealth and what it involves?

Chun-Kai Chang : Telehealth is a method of providing medical care remotely, usually through video chat. Telehealth makes it possible to connect patients and **clinicians** from any location. It provides access to a wide range of care, including primary care consultations, **psychotherapy**, physical therapy, and even emergency services. It allows primary care clinicians and specialists to further their reach for treating patients wherever there is an internet connection.



The benefits of telehealth for healthcare providers and patients is that these services can be faster, safer, more effective, and less expensive in the long run, especially during a time like the COVID-19 **pandemic**, where telehealth has allowed access to medical care without going to hospitals to protect patients and hospital staff from being exposed to the infection.

Reporter : **What are some of the main drivers behind the acceleration and momentum of telehealth services?**

Chang : There are two major drivers for this fast-growing market. The first and most recent driver for telehealth has been the global COVID-19 pandemic. Strong social distancing and minimal physical contact precautions have pushed the shift to telehealth and remote consultations as it aids in infection protection.

These precautions and increased hospital bed shortages have forced medical facilities to **incorporate** more telehealth technologies to keep up with demand and maintain care continuity for patients at home.

The second driver is the shortage of medical professionals when demand is increasing every year due to an aging population and more and more patients with **chronic** and non-communicable diseases. For people living in rural areas, their medical demands are **underserved** due to insufficient resources and long distances to drive into cities for care. Telehealth is one of the promising ways to tackle the challenge of doctor shortages and expand specialists and doctors' reach to patients.

Reporter : **In terms of this acceleration and momentum of telehealth services, we are currently seeing, what are some items we can expect to see in the future?**

Chang : Telehealth will not replace face-to-face care services, but we will **incorporate** it into healthcare facilities' infrastructure. Patients will be selecting providers based on their accessibility to telehealth services. With more access to doctors, increasing patients using preventative care services and follow-up care due to **convenience** will start to emerge. These can lead to fewer readmissions and patient complications. We will also see more use for early screening of patient **triage** in the field before they arrive at hospitals.

Reporter : **When it comes to remote patient monitoring for clinicians, what impact does telehealth have on this?**

Chang : Remote patient monitoring could be one of the applications of telehealth. Remote patient monitoring usually involves continuously collecting patient's health data through wearable devices, such as vital signs and blood sugars. The patient's data is then transmitted in real-time, monitored, and reviewed by medical providers.

In this way, medical providers could acquire a whole picture of a patient's health condition and give a more precise **diagnosis**.

Reporter : **How has telehealth shaped the way clinicians work with each other?**

Chang : Clinician-to-clinician telehealth services have enabled medical professionals to collaborate virtually with specialists in other locations to deliver treatment and care to patients jointly. This service can range from remote surgical mentoring to Tele-ICU and Tele-ER (like a stroke), in which on-site staff work together with a remote physician/specialist team to assess patient's condition. Telehealth solutions relieve the pressure of staffing gaps seen in critical departments such as an emergency room and **ICU**.

Reporter : **What would you say are some of the biggest challenges clinicians currently face with telehealth?**

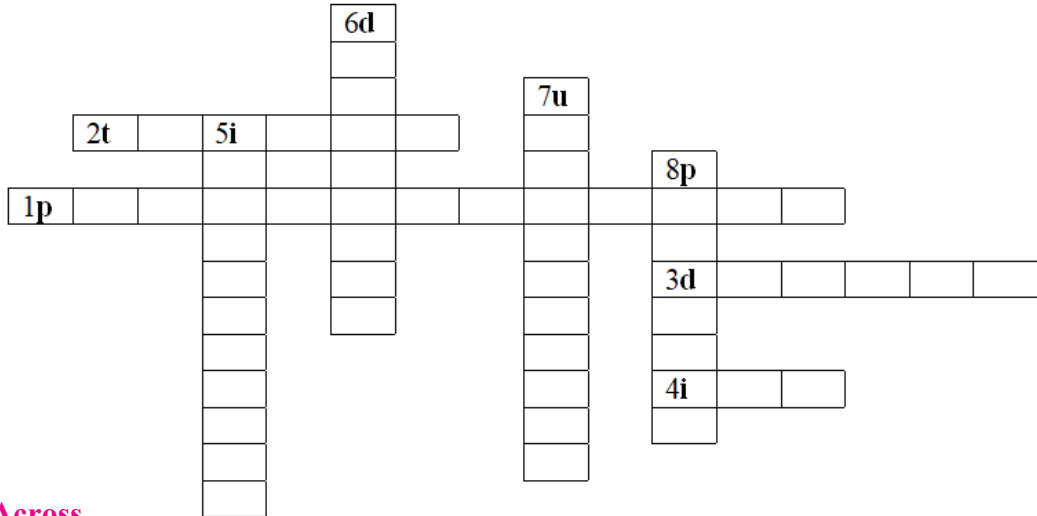
Chang : Many hospitals are still facing the lack of infrastructure to implement telehealth successfully, insufficient hardware, and the right technology for each specialty. Some hospitals struggle with reliable networking infrastructures like broadband, 4G, or

Wi-Fi. This could limit the connectivity within facilities and provide remote care to rural areas or mobile clinics. Having the right technology and tools, and place will be crucial to successful telehealth programs.

Even though this new technology is quickly being integrated, there is a learning curve to using telehealth versus traditional healthcare operations. Users face obstacles such as learning to use different tools, online scheduling for virtual visits, triage procedures, and billing policies.

To overcome these challenges, telehealth should be encouraged as a regular service and included in health insurance. There would be more motives for healthcare providers to invest in infrastructures and information system integration and **deploy** telehealth technology.

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



Across

1. treatment of people using dialogue psychologically
2. process of sorting patients
3. to prepare and arrange
4. special department of a hospital for intensive care of patient

Down

5. to include as a part
6. identification of nature and cause of a disease
7. not having sufficient service
8. epidemic over a wide geographical area

B. Read the interview again and decide whether the following statements are True or False.

- a. Internet service is necessary to promote telehealth services.
- b. While providing telehealth services, health professionals are at high risks of being infected due to the exposure to patients.
- c. Telehealth service can be the best alternative to face to face service.
- d. The lack of medical staff will be solved to a great extent with telehealth technology.
- e. The success of telehealth programmes depends on the infrastructure and the best use of IT tools.

C. Answer the following questions.

- a. What is telehealth service?
- b. What are the advantages of using telehealth programmes?
- c. Why, according to Dr. Chang, is the telehealth service growing rapidly?
- d. Why are the patients in remote areas not getting adequate health services?
- e. Mention some of the challenges behind telehealth services.

D. If you get a chance to talk to a doctor through video chat, what will you ask? Talk to your friends.

Pronunciation

Pronounce the following words with the help of your teacher or a dictionary.

infrastructure	staff	chronic	strength	milk
school	shield	curious	stethoscope	blend
strand	sixth	scream		

Speaking

A. Read and act the following conversation.

Shanti : Ah, this is just ridiculous!

Selina : Sneha again?

Shanti : Yeah, Sneha. She just keeps asking for money. What do you think I should do?

Selina : Well, if I were you, I'd ask her not to beg.

Shanti : I'm not sure that's a good idea.

Selina : Umm., I'm not sure then. Perhaps you should try talking to Sina about it.

Shanti : Well, I've tried that. But she did not show any interest.

Selina : How about talking to her parents?

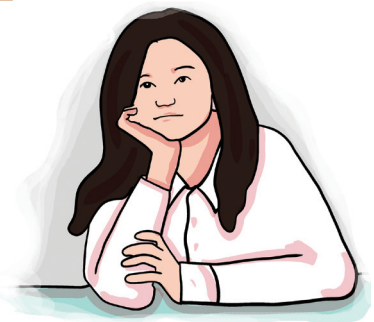
Shanti : Really? I'm not too sure about that. It might work, I suppose.

B. How is the woman advising the girl?

If I were you,
I'd go to a dentist.



I have a severe
toothache. I can't
even eat anything.



Now, work in pairs and take turns to explain your situation and give suggestion.

- | | |
|-----------------------------------|----------------------------|
| a. A: toothache/ not eat | B: visit dentist |
| b. A: tired/ not sleep | B: hot drink |
| c. A: cold/ no heating | B: put on a sweater |
| d. A: friend's birthday/ no money | B: a bunch of flowers |
| e. A: hurt my leg | B: go to see a doctor |
| f. A: not feeling well | B: take rest for some time |

C. Give the suggestions using the following expressions. Use the given clues.

- A: You'd better...
B: If I were you...
A: Why don't you...?
B: You should/ought to...
A: If I were you...

- a. She can't do well in English although she works very hard.
b. She has lost her Maths book in school.
c. She has put on her weight, but she wants to be slim.

Grammar I

A. Study what people in the picture are saying.

Really? You should study harder.



I failed my test.

B. Choose the best answer.

- a. I need help, doctor. My baby doesn't sleep well. What ?
i. had I better do ii. should I do iii. I should do
- b. The aeroplane only allows two pieces of luggage. You pack too much or you will have to take it out at the airport!
i. had better not ii. better not iii. had not better
- c. A: I think that the grade my teacher gave me on my test is wrong.
B: Really? You to her after class today.
i. should to talk ii. ought to talk iii. ought talk
- d. It's raining and I don't want to get my dress wet. I.....an umbrella.
i. had better not take ii. had better to take iii. had better take
- e. Dinesh loves chocolate, but hetoo much or he will get fat.
i. shouldn't eat ii. should eat not iii. should eat
- f. My mother isn't feeling well, so I told her that she to the doctor.
i. ought go ii. ought to go iii. ought
- g. A: It's so hot.
B: Youyour jacket!
i. should take off ii. should put on iii. should to take off
- h. I'm going to visit your country. Where if I want to go shopping?
i. should I go ii. I should go iii. ought to I go

Writing I

This is Aayush, 14 years, from Biratnagar. He likes to sit on the sofa for hours every day, watching TV and eating a lot of snacks. Write a couple of paragraphs about him. You may use the guiding questions given below.

- What is the problem with Aayush?
- What should he stop doing to be healthy?
- What should he start doing?
- What advice would you give him to maintain a healthy life?



Reading II

Look at the picture and answer these questions.

- Who do you think is the person in the picture a king or a wrestler? Why?
- How has he put on so much weight?
- Do you think he is healthy?

HEALTH IS WEALTH

Once upon a time, there lived a **benevolent** and kind-hearted king. But, the people weren't happy with their king because he was very lazy and would not do anything other than eating and sleeping.

He spent days and weeks and months in his bed either eating something or sleeping. The king became a **couch potato** and the people started to worry about him.



One day, the king realized that he couldn't move his body, not even his foot. He became very fat and his **obesity** became a matter of fun, calling him 'fatty king', 'bulky king' etc.

The king invited **expert** doctors from various parts of his country and offered them generous rewards to make him fit. Unfortunately, none could help him gain his health and fitness. The king spent enormous amounts of money but everything **went in vain**.

One fine morning, a **holy** man visited the country. He heard about the ill-health of the king, and informed the minister at the palace that he could easily cure the king. Hearing these promising words, the minister became very happy. He requested the king to meet the holy man to get rid of his problem.

The holy man **resided** at a distant place. Since the king could not move his body, he asked the minister to bring the holy man to the palace, but the holy man refused. He said that the king had to go to him, in order to get cured.



After **strenuous** efforts, the king met the holy man at

the latter's residence. The holy man **complimented** the king saying that he was a good ruler, and said that he would soon regain his health. He asked the king to come for treatment the next day. He also told the king that the king would be treated only if he came on foot to the holy man's residence.

The king was unable to walk even a few steps on the road, but aided by his followers, he reached the holy man's place. Unfortunately, the holy man was not available there and his **devotee** requested the king to come and meet him the next day for treatment.

This was repeated for two weeks and the king never met the holy man, and never had any treatment.

Gradually, the king realized that he felt a lot lighter, lost a considerable amount of weight and felt more active than before. He realized the reason why the holy man asked him to reach his place by walking.

Very soon, the king **regained** his health, and the people were very happy in his kingdom.

A. Learn these words and complete the sentences with them.

benevolent, couch potato, obesity, devotee, strenuous.

- a. can increase the risk of heart disease because fat people are likely to suffer from heart problems.
- b. My father is kind, helpful and generous. He has a..... attitude.
- c. Take rest for a week. Avoid tasks which require physical activity.
- d. I like God Shiva. I'm actually a of him.
- e. My younger sister is a great She can watch TV 24 hours a day.

B. Answer the following questions.

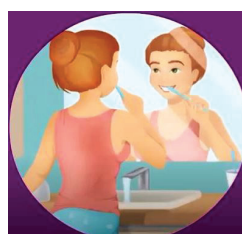
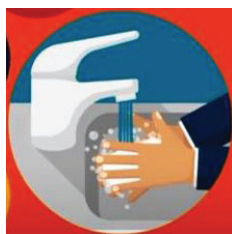
- a. Why did people not like the king though he was kind?
- b. Why were the specialists called for at the palace and offered huge prizes?
- c. Why did the minister become so happy?
- d. On what condition would the holy man treat the king?
- e. How did the king recover his health?
- f. What lesson did you learn from the story?

C. Retell the story to your friends.

Listening

A. Look at the pictures and answer these questions.

- a. What do you see in the pictures? Write the names of the activities.
- b. Are you regularly doing these activities? Why?



B. Listen to the audio and complete the following sentences choosing the best answers.

- a. Personal hygiene means taking care of our bodily health and well-being through
 - i. cleanliness
 - ii. clearness
 - iii. holiness
- b. Dirty clothes and lead to breeding of germs.
 - i. dirty hair
 - ii. dirty shoes
 - iii. smelly socks
- c. We better change the toothbrush every
 - i. month
 - ii. two months
 - iii. three months
- d. Long and dirty nails can cause
 - i. skin problem
 - ii. food poisoning
 - iii. dysentery
- e. Sam works in thedepartment.
 - i. sales
 - ii. marketing
 - iii. land
- f. Sam hasn't for many days.
 - i. combed hairs
 - ii. trimmed nails
 - iii. shaved
- g. Kris suggests Sam to use to get rid of sweating problem.
 - i. deodorant
 - ii. detergent
 - iii. deodorizer

C. Collect some tips of personal hygiene and share it with your classmates.

Grammar II

A. Study the sentences.

- a. The king **would be** treated only if he **came** on foot to the holy man's residence.
- b. If Sarita **had** an android mobile phone, she **would join** the virtual classroom.
- c. If the king **had lived** an active life, he **would not have worsened** his health.
- d. **Had** she **studied** hard, she **would have secured** the best result.
- e. If we **had listened** to the radio, we **would have heard** the news.
- f. It **would not surprise** me if he **knew** the answer.

B. Complete the following sentences with the correct forms of verbs given in the brackets.

- a. I had seen Chhiring a few minutes ago. If you had come round earlier, you(see) him too.
- b. I wish I were a bird. If I were a bird, I (fly) round the world.
- c. Provided that you.....(be) twenty, you could play the match.
- d. George was happy he came to Nepal. Hadn't he come to Nepal, he(see) Mt. Everest.
- e. What would you do if you ...(win) the lottery of Rs. 1,00,000 ?
- f. He missed the bus to go home. If he(come) in time, he would have caught the bus.
- g. She would lose weight if she (not eat) a lot of sweets.
- h. They might have helped you if you(ask) them.
- i. If he ...(drive) more carefully, he might not have had that accident.
- j. If everyone(turn) off unwanted lights, we could save a lot of electricity.

Writing II

Kwati is a popular Newari food item. Here are the steps of preparing it. Arrange them in the correct order to write the recipe for making *Kwati*.



Ingredients

sprouted mix beans, ghee, onion, cumin seeds, carom seeds, coriander powder, ginger garlic paste, tomatoes, bay leaves, chili powder, turmeric powder, salt.

- a. Put cumin seeds and carom seeds and fry them.
- b. Add tomatoes, turmeric powder and coriander powder.
- c. Fry until tomatoe is tender.
- d. Melt ghee in a pressure cooker.
- e. Add onion, and then bay leaves and ginger garlic paste.
- f. Now, add sprouted mix beans (*Kwati*) and then red chili powder (optional).
- g. Fry it for 5-6 minutes.
- h. Cook it for about 4-5 whistle.
- i. Add hot water and, then put salt and *garam masala* (optional).
- j. *Kwati* is ready to be served.

Project work

Organize a speech competition on 'Health is Wealth' in your class. Your teacher will act as the judge of the competition.

Extra Bit

Words ending in '-logy'

pathology:	the study of diseases
epidemiology:	the study of the spread and control of diseases
archaeology:	the study of cultures of the past
geology:	the study of the physical structure of the earth
metrology:	the study of measurement
sociology:	the study and classification of human society
anthropology:	the study of origins and social relationships of human beings
meteorology:	the study of the earth's atmosphere
astrology:	the study of the positions of the stars and movements of the planets in the belief that they influence human affairs.

Getting started

What are these pictures related to? How do people make requests in these situations?



Reading I

Look at the pictures and answer the questions.

- What do you see in the picture?
- Do your parents want you to be away from family?
- What is more important for you; family or work?

THOMAS AND JERRY

Once upon a time in a village, there was an old man named Jerry. He hadn't seen his son for few years and wanted to meet his son who lived in a city. He started his journey and came to a city where his son used to work and stay. He **approached** the place from where he used to get letters long back. When he knocked the



door he was excited and smiled with joy to meet his son. **Unfortunately**, someone else opened the door. Jerry asked, "I suppose Thomas should be staying in this place." The person said, "No! He had left the place and shifted to a different location." Jerry was **disappointed** and just **pondered** how to meet his son.

He started to walk in the street and the neighbours asked Jerry, “Are you looking for Thomas?” Jerry responded by **nodding** his head. The neighbors gave Thomas’s office address to Jerry. Jerry thanked them and started towards the path which would lead to his son. Finally, Jerry arrived at the office and asked at the reception counter, “Could you please tell me Thomas’s location, in this office?” The **receptionist** asked, “May I know how you are related to him?” Jerry responded politely by saying, “I’m his father.” The receptionist requested Jerry to wait for a moment and rang up to Thomas and conveyed the same. Thomas was **stunned** and told the receptionist to send his father to the cabin immediately.

Jerry entered the cabin. As soon as he saw Thomas, his eyes were filled with tears. Thomas was happy to see his father. They talked for a while and Jerry asked Thomas, “Son! Mom dearly wants to see you. Will you go home with me?”

Thomas responded, “I’m afraid, I can’t go home, father. I am very busy working for my success and it’s hard to manage a leave to visit as my hands are full with loads of stressful work.” Jerry gave a simple smile and said, “Okay! You may do your work. I’ll be going back to our village this evening.” Thomas asked, “Would you stay for a few days with me, please?” Jerry responded after a moment of silence, “Son, you are busy with your tasks. I don’t want to make you uncomfortable or become a **burden** for you,” he continued, “I hope if I ever had a chance to meet you again, I would be happy.” Then, he **departed**.

After a few weeks, Thomas wondered why his father came alone after a long time, he felt bad for treating his father in a **weird** manner. He felt guilty for it and took a leave in office for a few days and went to his village to meet his parents. When he went to the place where he was born and grew up, he saw that his parents were not there. He was shocked and asked the neighbors, “What happened here? My parents have to be here. Where are they now?” The neighbors gave the address of the place where his parents were staying.

Thomas **scurried** to the place and noticed that the place was like a **graveyard**. His eyes were filled with tears and started to walk slowly towards the place. His father noticed Thomas in a far distance and waved his hand to draw his attention. Thomas saw his father; started to run and hugged him as soon as he met.

Jerry asked, “How are you?” and continued, “What a surprise to see you here. I didn’t expect that you would be coming to this place.” Thomas felt **ashamed** and kept his head down. Jerry said, “Why are you feeling bad? Has anything wrong happened?” Thomas responded, “No father” he continued, “It’s just I never knew that I would be seeing you in this position in our village.”

Jerry smiled and said, “I had taken a loan when you moved to a city for your college to pay for your education, then again when you wanted a new car, but due to a loss in farming, I couldn’t pay the loan back. So I thought of approaching you for a help, but you were very busy and **bustled** with your work. I just didn’t want to burden you with this problem and remained silent and I had to let go away from our home to **repay** the loan.”

Thomas **whispered**, “You could’ve told me. I’m not an outsider.” Jerry turned around and said, “You were very busy and stressed with your work which made me remain quiet. All we wanted was your happiness. So I kept quiet.”

Thomas started to cry and hugged his father again. He apologized to his father and asked to forgive him for his mistake. Jerry **radiated** and said, “No need for that. I’m **content** with what I have now. All I want is that you **spare** some time for us, we love you very much and at this old age it’s hard to travel to see you often.”

A. The words in red colour in the story correspond to the meanings below. Find the words and write.

- a. a load, typically a heavy one
- b. came near
- c. so shocked that one is temporarily unable to react
- d. left, especially in order to start a journey
- e. a burial ground
- f. very strange; bizarre
- g. satisfied
- h. shined with energy or happiness
- i. moved or ran somewhere suddenly or rapidly

B. Answer the following questions.

- a. Why did Jerry go to the city?
- b. What did the father want from his son?
- c. Did the son agree to fulfill his father’s request? Why?

- d. What made Thomas decide to visit his father?
- e. What had Jerry taken the loan for?
- f. Why did Jerry return home without telling his son about the loan?

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

- a. Jerry did not use to get letters from his son.
- b. The neighbors helped Jerry find the way to meet his son.
- c. Thomas was so eager to meet his father in his office.
- d. Thomas requested his father to stay with him for a week.
- e. Thomas felt bad to see his father in his workplace.
- f. The story tries to show that parents' happiness is tied up with their children's success and happiness.

D. Have you ever witnessed such an event as in the story, in your life? Share it in the class.

Pronunciation

A. Pronounce the following words with proper stress and find the correct stressed syllable.

holiday continue intention attitude unlikely membership conditional
mistake apology family surprise distance unnatural hotel deny
monument marriage secondary progressive believe examination

Speaking

A. Act out the conversations given.

A : Good morning.

B : Good morning. Would you help me find a birthday gift for my father?

A : Might I suggest this tie?

B : It's OK.

A: Excuse me. Could you show me a shoe brush and a nail cutter, please?

B: Here you are.

A: Well, I wonder if you could give me a wrapper.

B: No problem. Let me wrap them.

A: Thank you.



A: Mom. It's a bit stuffy here. Do you mind if I open the window?

B: No, no I don't mind at all. I feel like some fresh air too.



A: Excuse me. Do you think you could possibly pass the pepper?

B: Yes of course. Here you are.

A: Thank you very much.

B. Work in pairs. Have similar conversations using the given clues.

- | | |
|------------------------------|--|
| a. a shampoo/ bigger one | b. sugar, tooth brush, detergent/price |
| c. birthday/ sister/ a shawl | d. wedding/ cousin/ finger ring |
| e. close/ cold/ cold too | f. buy / ice-cream / no – cough |
| g. pass/ salt /mobile phone | |

Grammar I

A. Study the following requests and offers with their responses.

- 'Can I help you?' 'Yes, Sure.'
- 'Would you like some help?' 'Yes, of course.'
- 'Would you like to come for lunch this weekend?' 'Oh, I'd love to, thank you.'
- 'Can you help me with this desk for a moment?' 'Yes, sure. Where do you want to put it?'

- e. 'Could you say congratulations to your brother on my behalf ?
- f. 'Would you like me to do the the ironing for you?' "If you wouldn't mind."

B. Complete the following conversations using can, could and would.

- a. A: I get you something to drink?
B: Yes, please. A glass of lemonade for me.
- b. A:..... you tell me where the nearest community school is, please?
B: I'm sorry, I'm not from around here.
- c. A: you like me to answer the phone?
B. Yes, please, that be lovely.
- d. A: I've finished my homework. I play now?
B: Ok. You may.
- e. A: I come round to your house sometime later?
B: Well, actually, my dad's not feeling well.
Maybe another time.
- f. A: you mind passing me that register, please?
B: Yes, of course. Here you go.
- g. A: you like me to talk to the head teacher?
B: Oh. Yes please! you?
- h. A: Could you lend me Rs. 200, please?
B: I suppose so. But I need it back before next month.
- i. A:you mind if I used your pen, mam?
B: Not at all, go ahead.

Writing I

Write a letter to the head teacher of your school on behalf of your class requesting him/her organize an inter-house volleyball tournament in your school. Make requests for managing all required sporting goods for the tournaments.

Reading II

A. Look at the pictures and answer these questions.

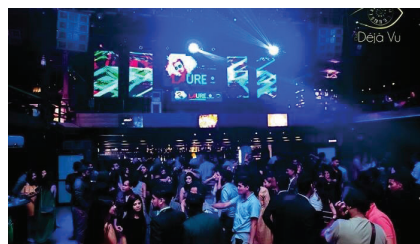
- Where are the people in the pictures?
- What type of dance are they performing?



DANCE?

The first time I went to a disco I was very young and shy. However, I decided to go. Do you remember the Star Disco in Thamel? It was a lovely place..... always full of beautiful girls. Of course, most of them are grandmothers now! So, I went to the disco.

I was much too shy to ask anyone for a dance. So I sat down, and thought I'd watch for a while. You know, see how the other **lads** did it. There was a lovely girl in a blue dress. A man walked up to her and said, "Excuse me. May I have the **pleasure** of the next dance?" She looked up at him and said "Eh? What did you say?" So he said, "I wonder if you would be kind enough to dance with me?.....er....if you don't mind?" "No, thank you very much."



A few minutes later, this other **chap** arrived. He gave her this big smile and said, "Would you be so kind as to have the next dance with me?" "**Pardon?**" she said. "Would you mind having the next dance with me?" he said, a bit nervously this time, "No thanks."

Then, this third **fellow** came over. He was very good-looking, you know, black teeth, white hair- sorry, I mean white teeth, black hair! He said, ever so politely, "Can I...I mean...could I... no, might I have the next dance with you?" "Sorry", she said, "My feet are **aching**."

By now, I was **terrified**. I mean, she'd said 'no' to all of them! Then this fourth character thought he'd try. "Would you like to dance?" She looked straight at him. "No."

Well, I decided to go home. I was wearing an old jacket and trousers, and nobody would say that I was good-looking! Just as I was walking past her, she smiled. "Er... dance?" I asked. "Thank you very much," she replied. And that was that! It's our twentieth wedding anniversary next week.

A. Find words from the story which are similar in meaning to the words given below.

- a. man
- b. came
- c. clothes

B. Choose the correct answer from the alternatives given.

- a. The storyteller is probably...
 - i. a comedian
 - ii. a musician
 - iii. an actor
- b. When he arrived at the disco, he first.....
 - i. saw his grandmother
 - ii. saw some guys dancing
 - iii. noticed a beautiful girl
- c. Now his age may be about...
 - i. 20 years
 - ii. 30 years
 - iii. 40 years
- d. The lovely girl....
 - i. didn't dance
 - ii. became nervous
 - iii. danced at last
- e. The story can be best described as...
 - i. humorous
 - ii. serious
 - iii. sad

Listening

A. Look at the picture and answer these questions.

- a. Where are the people in the picture?

- b. What are some popular souvenirs that you generally buy?
- c. How much do they cost?



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

- a. Whom does the man want to present a gift?
- b. What does the salesperson try to sell the man first?
- c. Why is he not interested in that item?
- d. Why does he not want to purchase the watch?
- e. Why can't he go to another gift shop?

C. Listen to the audio and write 'True' for true statements and 'False' for false ones.

- a. The pearl necklace costs 120 dollars.
- b. The sales person wanted to sell a shirt with modern design.
- c. The man's wife does not like chocolates.
- d. The salesperson explains that the boxes of chocolates were imported from Belgium.

D. Prepare a short conversation in a souvenir shop where you are asking for a beautiful gift to present it to your friend on her/his birthday.

Grammar II

A. Match the sentence halves.

- | | |
|-------------------------|-------------------------------------|
| a. I'd | i. a good dentist? |
| b. Would it be | ii. a table for six? |
| c. Would you be able to | iii. possible to invite my cousin? |
| d. Could you recommend | iv. you like me to call a taxi? |
| e. Can I book a | v. get me a ticket for the concert? |
| f. Would | vi. like to rent an apartment. |

B. Complete the sentences in any way you like for making requests or offers.

- a. Would you like me
- b. Can I
- c. Could you
- d. Would it be possible to.....?
- e. Would you mind
- f. Could you possibly
- g. Would you.....?

Writing II

In Nepali culture, there are many occasions on which people dance. The Gurung Community has *rodhighars*, The Rai Community celebrates Chandi Naach, etc. Write a couple of paragraphs about any of dancing cultures or traditions in your community.

Project work

Remember a situation in which you were a participant in a cultural show like *dohori sanjh* or a public show like a comedy show. Narrate your experiences including how you happened to join it, who you went with, what special event you want to recall, etc. in your class.

Extra Bit

Types of Gender

Masculine Gender: A noun that shows the male subtype is known as masculine gender. Example: king, man, boy, father, cock, bull, fox, etc.

Feminine Gender: A noun that shows the female subtype is known as feminine gender. Example: queen, woman, girl, mother, hen, cow, vixen, etc.

Neuter Gender: Some nouns are neither male nor female; they fall under the neuter gender. Example: table, hair, city, etc.

Common Gender: English contains a lot of nouns which do not specify the gender of the noun. These nouns can stand for both male and female. Example: teacher, student, cousin, parent, etc.

Getting started

Look at the pictures and discuss.



How do you respond to these situations?

Reading I

Do you agree with the following statements? Discuss

- Death is not the opposite of life, but a part of it.
- From the day you are born, you are slowly dying.

DEATH IS A FICTION

Did you ever see somebody who actually died and came back? No. There may be a near death experience. Near is not good enough. Near water is not as good enough as water, isn't it? So, some people have nearly died, that is not good enough.



So you have not experienced it, you have not seen it, nor have you had a first-hand information from anybody. So from where did you get this idea that there is something called as death? Death is a fiction created by **ignorant** people. Death is the creation of people who live their lives in total **unawareness**. There is only life, life and life alone, moving from one **dimension** to another, another dimension to another.

See, what you call as life right now, the process of life; you can also refer to it as death. You can say “I am living right now” or you can say “I am dying right now.” Actually, from the day you are born you are slowly dying. One day the process will be complete. Right now it is on the way. You may be thinking you are going many places, but as far as your body is concerned, without a moment’s **distraction**, it is going straight to the **grave**, nowhere else. Isn’t it so?

So is death okay or not okay? Even these kinds of questions which are coming up are **silly**, because whether you say it is okay or not okay, anyway you will die. Every moment you are playing between life and death and life and death – actually it is so. This **inhalation, exhalation**... You inhaled, life happened. You exhaled and did not inhale again, death happened, isn’t it? See, every moment in Yoga we say inhalation is life, exhalation is death. You exhale, and if you do not take in the next inhalation it **dislodges** you from the body. So **fragile**, isn’t it so? Something so fragile is the basis of your existence here. Death is walking with you every step. It is so close all the time.

There is nothing wrong with death; it has to happen. Only because there is death, there is life. You need to understand that the moment you are born, you have a death sentence upon you. When, where, and how is the only question, but you are on death row. Your death is confirmed, isn’t it? We do not know whether you will get educated or not; we do not know whether you will get married or not; we do not know whether you will know joy or not; we do not know whether you will know **misery** or not; but we know one day you will die. That one thing is **guaranteed**.

This whole fear of death has come simply because you have no idea what it is. You have formed ideas about everything, just about everything. But it does not matter what ideas you have formed about life, when you are **confronted** with the moment of death, you really do not know anything. That is one space of life which has remained **uncorrupted** by the human mind. Everything else we have corrupted, isn’t it? Whatever was supposed

to be **sacred**, all these things are hugely corrupted by the human mind. Human minds have corrupted love, relationships, God, **Divinity** – everything they have corrupted and **twisted** out whichever way they want. Death is one thing that they are still clueless about—though a lot of people would like to talk **authoritatively** about it. They know they are going to go to heaven; they are dead sure about it. If they are so sure, I don't see what they are waiting for.

They are doing everything not to go to **heaven**. Why? If you are so sure you are going to a wonderful place, a better place than this, and then you must hurry up. But because you are not sure, you talk. You are not 100% sure where you will go, what will happen to you. Just to **solace** yourself, just to be able to psychologically handle life, you create all these things. But **essentially**, the very idea of death has come to you because people have been talking about it without knowing about it. Otherwise, if your societies did not speak about it, you would just know the way you are right now, your present existence, is not permanent. That you would know, but you would not have any other ideas about it. Even now you do not have any idea about it; you imagine that you have.

-Sadhguru (excerpt from Life and Death in one breath)

A. Find the words from the text that have the following meanings.

- a. a thing that is imagined
- b. a way of looking at something
- c. to force somebody to leave
- d. faced somebody so that you could not avoid
- e. to make somebody feel better

B. Fill in the blanks with appropriate words.

- a. Death is acreated by human being.
- b. Ultimately, we are moving straight to the

- c. According to the speaker, death isIt is sure to happen.
- d. The human beings have everything and they have twisted at whichever way they want.

C. Answer the following questions.

- a. According to the speaker, there is only life. How?
- b. What is life according to Yoga?
- c. Why is there nothing wrong with death?
- d. Why do we fear death?
- e. Why do people have an idea of death?

D. What is your perception about death? Write a short paragraph.

Pronunciation

A. Note how the following words are pronounced without the bold face letters in them.

autumn	condemn	solemn	limb	thumb
ascend	descent	evening	design	honest
architect	knee	pneumonia	receipt	

B. Pronounce the following words correctly.

doubt	debt	subtle	scissors	interesting
vegetable	foreign	stomach	where	whisper
knowledge	calf	calm	salmon	psychiatrist
psychology	pseudonym	island	castle	hustle
whistle	biscuit	build	honour	mechanic
schizophrenia				

Speaking

A. Read and act out the conversation.

- A : You look sad. What's the matter?
B : My father is very ill.
A : Is he? I'm really sorry to hear that.
- A : I lost my new mobile set.
B : Is it? So sad to hear that.
- A : I spilt milk over my textbooks.
B : What a pity!

B. Look at some of the expressions used in expressing sympathy.

- | | |
|------------------------------------|----------------------------------|
| That's too bad. | That's so sad. |
| I'm sorry. What a bad luck! | I hope things get better soon. |
| I hope you feel better soon. | What a pity! |
| Oh, that's terrible. | I'm sorry to hear that. |
| I know how it feels. | You must be very upset about it. |
| Please accept my deepest sympathy. | I know how you must be feeling. |
| My goodness! | |

C. Work in pairs. Use the given clues and express your sympathy or condolences.

- failed the exam/ that's too bad
- sister got accident/ so sad to hear that
- lost football match/what a pity
- lost job/sorry to hear that
- friend's mother fell ill/hope she feels better soon
- lost bicycle / terribly sorry for the loss

D. Work in pairs. Read the message of condolences and complete the conversation below. You can use the expression in the box.

HEARTFELT CONDOLENCES



Late Anil Pokharel

We are deeply shocked by the sudden and untimely demise of our staff member, Agriculture Technician Mr. Anil Pokharel. We express our deepest condolences and heartfelt sympathy to the bereaved family and pray that the departed soul will rest in peace.

A: Have you learnt that Mr. Pokharel passed away?

B: I'm deeply sorry to hear about him. ?

A: He left us yesterday. I was heartbroken by this sad news. We must express our condolences to the family.

B: Yes,at this hard time.

A:to lose Mr Pokharel. We'll never forget him.

B: I agree. He was always there when I needed his help, so helpful and kind. Do you know how old he was when he died?

A:

B: So young.....

- a. It is so important to meet the family
- b. He was just 42
- c. May his soul rest in peace in heaven
- d. When did it happen
- e. Words can't express how saddened we are

Grammar I

A. Rewrite the following sentences using the correct form of the verbs given in brackets.

- a. The winter (follow) the autumn season.
- b. The human body.....(consist) of some 60 trillion individual cells.
- c. Cows(feed) on grass.
- d. He..... (earn) a handsome salary every month.
- e. Akila..... (make) delicious cookies.
- f. Arati and her husband.....(live) in Singapore.
- g. you.....(like) chocolate milk?
- h. He (not want) to go to movies.
- h. My grandfather(adore) his pet dog.
- i. Plants(need) water and sunlight for photosynthesis.
- j. He.....(have) a big apartment in Venice.

B. Make a sentence or a question with the prompts. Use the present simple.

- a. I/not/check/ my emails when I get to school
- b. you/watch/the news on TV every day?
- c. she/wear/a red dress
- c. you/have/a school bus?
- d. what/you/want to drink?
- e. you/not/need more reading practice
- f. your friend/not/like computer games
- g. mom/wash/car once a week

Writing I

- A. Look at the picture of a veteran actress, who passed away in 2019 A.D. Write a message of condolences to her family on behalf of your school to be published in a local newspaper. Use the clues given in the box.



Subhadra Adhikari (1946 – Aug 17, 2019)passed away at her residence, Kathmandu, due to respiratory problems famous and well-known senior actresscontributed a lot to Nepali film industry Basanti, Basudev, MunaMadan, Chino among superhits heartfelt condolences

Reading II

Look at the picture and answer these questions.

- What does the picture show?
- Where is the pilot leading the voyagers?

CROSSING THE BAR

Sunset and evening star,

And one clear call for me!

And may there be no **moaning** of the bar,

When I put out to sea,

But such a tide as moving seems asleep,

Too full for sound and **foam**,

When that which drew from out the **boundless** deep

Turns again home.



Twilight and evening bell,
 And after that the dark!
 And may there be no sadness of farewell,
 When I embark;

For tho' from out our bourne of Time and Place
 The flood may bear me far,
 I hope to see my Pilot face to face
 When I have crost the bar.

-Alfred Lord Tennyson

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

Column A

- a. moaning
- b. boundless
- c. twilight
- d. embark
- e. tho'
- f. bourne
- g. crost

Column B

- i. a boundary; a limit
- ii. though
- iii. go on board
- iv. never-ending; infinite
- v. complaining
- vi. crossed
- vii. dusk

B. Fill in the gaps with the words/phrases given below to complete the paraphrase of the poem.

the sandbar return the evening bell floating
 the sunset and evening star on a tide sad goodbyes God

I notice..... in the sky, and hear a sound calling for me loud and clear. I hope thatwill not be disturbed when I go out to sea.

Instead, I want to be carried out..... moving so slowly it seems almost asleep, and which is too swollen to make a sound. That's what I want when I..... home to the depths of the great unknown.

Twilight comes with....., which will be followed by darkness. There don't need to be any when I go.

Even though I'll be going far from this time and place,.....on the tide of death, I hope to meet....., who has been like my pilot in this journey, when I've made it across the bar.

C. Answer the following questions.

- Where does the speaker have to go crossing the sandbar?
- Why can't the tide make a huge sound or create a lather?
- What do the *twilight* and the *evening bell* suggest in the poem?
- Where is the speaker going without accepting sad goodbyes?
- Who is the only agent that helps the speaker to go far in his journey?
- Does the speaker fear death? Why/Why not?
- What does the pilot symbolize?

D. The speaker tries to convey that finally good things remain with him before he sets on his ultimate journey to the sea. 'Sea' is taken as something blank, unknown and unpredictable world after death. Do you believe in life after death? Discuss.

Listening

A. Guess the meanings of the words in bold letters in the sentences below before you listen.

- My mother took a half-day leave to attend the **funeral** of her close friend.
- Only the immediate family is invited to attend the **viewing**.
- At the funeral, the minister offered the **eulogy** on behalf of the family.



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

- a. Tim's father probably died
 - i. because of a lingering illness.
 - ii. as he fell ill unexpectedly.
 - iii. due to a road accident.
- b. Tim's mother will manage herself economically by.....
 - i. the money from her husband's insurance and stock.
 - ii. investing money on life insurance.
 - iii. spending her government pension.
- c. How is Tim's mother emotionally?
 - i. She has lost the purpose of her own life.
 - ii. She is hopeful about the future.
 - iii. She feels very sad.
- d. The private memorial service is on.....
 - i. Thursday evening. ii. Tuesday morning. iii. Tuesday evening.
- e. Tim asks Heather to at the funeral.
 - i. give a speech ii. bring some flowers iii. sing a song

C. Listen to the audio again and answer these questions in **not more than four words.**

- a. Why does Tim phone Heather?
- b. When will the viewing take place?
- c. Who will be giving the eulogy?
- d. What had Tim's father wanted Heather to do just before he died?

D. Have you ever extended condolences on anyone's death? Share your experiences with the class.

Grammar II

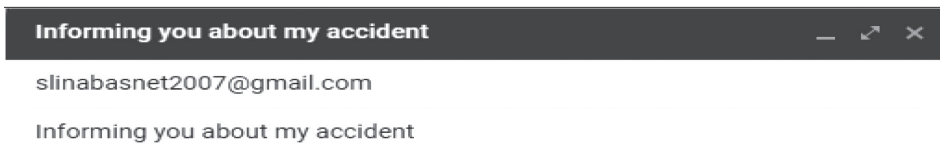
Use the words **always, frequently, often, normally, rarely, hardly, never** or **usually** and rewrite the following sentences.

- a. Saturday is an off day. We play cricket on Saturdays.

- b. What time do you go to bed?
- c. I enjoy watching movies on television. I go to the cinema.
- d. Jasmine goes out at weekends.
- e. Steven drinks tea after breakfast. It's his habit.
- f. Sagun tells a lie. She is an obedient student.
- g. He is late for the meeting. He is not punctual.
- h. I read the newspaper. I'm so busy.

Writing II

Read the email below and write a reply to Asmita Praja. Express your sympathy and wish her to get well soon.



Dear Salina,

I'm writing to express you that I can't attend the class for two weeks as I've had an accident and hurt my back. I have already sent an email to the principal and the class teacher to inform my condition. I'm afraid I will be missing the unit tests and the project on Essay.

I have medicine for the pain but I can't get up or walk around much, and the doctor said I should stay in bed and rest as much as possible. This makes reading and studying very difficult for me at the moment. The doctor said I may be able to do some bed reading and writing after a week.

Salina, I need some help from you. I wonder if you could record the lectures and class notes so that I can listen to them at home. I will try to catch up with all the reading too. For that I have taken permission from the principal.

I won't bore you with details, except to say that I will be missing you all my friends and dear teachers. But just see it as a setback for a while-then hopefully life will be normal again.

Thank you for your understanding.

Regards,
Asmita Praja



Project work

Find some English newspapers. Collect the messages of condolences. Bring it to the class and compare your collection of condolences with your friends'.

Extra Bit

Types of Sentence

- A. Declarative Sentence:** A declarative sentence simply makes a statement or expresses an opinion. In other words, it makes a declaration. This kind of sentence ends with a period/full stop.

Examples:

My mother's name is Laxmi.

I'm watching football match now.

- B. Interrogative Sentence:** An interrogative sentence asks a question. This type of sentence often begins with a 'wh' word or an auxiliary verb and it ends with a question mark.

Examples:

Why are you late today?

Have you booked the hall for tomorrow's programme?

- C. Imperative Sentence:** An imperative sentence gives a command or makes a request. It usually ends with a period/full stop.

Examples:

Complete the homework by tomorrow.

Be polite to the customers.

- D. Exclamatory Sentence:** An exclamatory sentence expresses great emotion such as excitement, surprise, happiness and anger, and uses an exclamation mark.

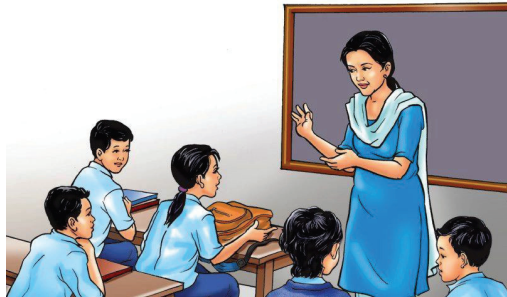
Examples:

Oh! I forgot about the meeting.

Wow! I can't believe it.

Getting started

Look at the pictures and talk about their professional ethics, norms and values.



Reading I

Look at the picture and answer the questions.

- What does it say?
- How do you say sorry? Talk to your friends.



WHY "I'M SORRY" DOESN'T ALWAYS TRANSLATE

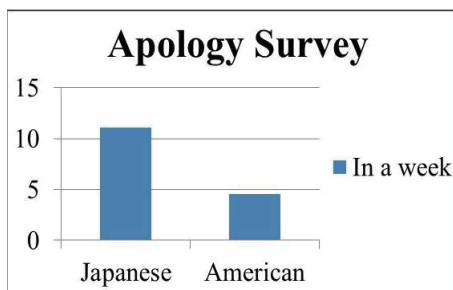
Even after decades of cooperation in business and politics, America and Japan still **trip over** a seemingly simple concept: the apology. Neither culture appears to fully understand what the other means or expects. For instance, most Americans were **unmoved** by Toyota CEO Akio Toyoda's

effusive apologies in 2010, after **widespread** reports of **malfunctioning** Prius accelerators. Japan, for its part, **bristled** when a US submarine commander didn't immediately apologize after **colliding** with and sinking a Japanese fishing boat off Hawaii in 2001.

The confusion over the meaning of and occasion for "I'm sorry" extends beyond those countries; indeed, it seems that virtually every culture has its own rules. In India, other researchers have noted, apologies are far less common than in Japan. In Hong Kong, they are so **prevalent** and **ritualized** that many people are **inured** to them.

Our own work found that a **core** issue is differing perceptions of **culpability**: Americans see an apology as an admission of wrongdoing, whereas Japanese see it as an expression of eagerness to repair a damaged relationship, with no culpability necessarily implied. And this difference, we discovered, affects how much **traction** an apology gains.

In an initial survey of US and Japanese undergraduates, the US students were more likely to say that an apology directly implied guilt. The Japanese students were more likely to apologize even when they weren't personally responsible for what had happened. Perhaps for this reason, they apologized a lot more; they recalled issuing an average of 11.05 apologies in the previous week, whereas US students recalled just 4.51.



In a second study, we looked at the **utility** of apologies for repairing trust. We asked undergraduates from both countries to imagine that they were managers and showed them a video in which an applicant for an accounting job apologized for having deliberately filed an incorrect tax return for a prior client. The Japanese students were more willing than their US **counterparts** to trust the candidate's **assertion** that she wouldn't engage in such behavior again and to offer her a job. We believe that this is owing to Americans' **inclination** to associate apologies with culpability.

The finding that Americans link apologies with blame is in keeping, we'd argue, with a psychological tendency among Westerners to **attribute** events to individuals' actions. Thus it makes sense that in the US an apology is taken to mean "I am the one who is responsible." It also stands to reason

that in Japan which, like many other East Asian countries, has a more group-oriented culture; apologies are heard as “It is unfortunate that this happened.” Researchers who’ve compared apologies in America and China have found a similar pattern: US apologies serve to establish personal responsibility, while Chinese ones focus on the larger consequences of the **transgression**.

Only with a deep understanding of such differences, the executives can make effective use of the apology as a tool for facilitating **negotiations**, resolving conflicts, and repairing trust. And misunderstandings over apologies are just one aspect of a broad **semantic** disconnect between East and West that’s too often ignored in the **rush** to globalization. Managers would do well to tune in to other cultural **nuances** that are easily lost in translation.

-William Maddux, Peter H. Kim, Tetsushi Okumura, and Jeanne Brett

A. Find the words/phrases from the text for the following meanings. The first letter has been given.

- a. t..... to have difficulty saying something clearly or correctly
- b. e..... showing too much emotion
- c. b..... became annoyed or offended
- d. i..... accustomed to do something
- e. c..... the fact of being responsible
- f. a..... .. a statement saying that you strongly believe something
to be true
- g. a..... to say or believe that something is the result of a particular thing
- h. s..... connected with the meaning of words and sentences
- i. n..... a very slight difference in meaning .

B. Match the first halves in column A with their endings in column B.

Column A

- a. Americans didn't show
- b. People are accustomed
- c. Japanese use an apology
- d. American participants seemed
- e. Researchers found

Column B

- i. less interested in a second research.
- ii. similar patterns in East Asian countries.
- iii. to an apology in Hong Kong.
- iv. sympathy to Akio Toyoda's effusive apologies.
- v. to repair their damaged relationship.

C. Answer the following questions.

- a. Why did Japan become annoyed with a US submarine commander?
- b. How do Americans perceive an apology?
- c. What, according to the survey, is the average result of an apology in Japanese and American students?
- d. What was displayed in a video show?
- e. How can the executives apply an apology?

D. Have you ever apologized? Why and how? Share with your friends.

Pronunciation

Pronounce the following contracted forms with the help of the teacher or a dictionary.

I'm	you're	he's	she's	it's
we're	they're	I've	I'd	they'll

Speaking

A. Act out the following pieces of conversation.

- Mingma : **I hope you'll forgive me for being late.** I had a flat tire.
Sujan : Really? That's quite alright. It can happen to anyone.

- Nabina : Binod, **I'm sorry**. I kept your book so long. I didn't mean to keep it this much.
- Binod : No problem. I won't need it until next semester.
- Kuber : Ouch! You hit me with your umbrella.
- Kiran : **I'm sorry. I was looking for another way**.
- Kuber : OK. Be careful when you're on the way.

B. Work in pairs. Make similar conversations for the given clues from a - f below. Choose the structures from the box.

Apologizing	Responding to an apology
I'm sorry that	That's OK.
It's my fault.	It happens.
Oops, sorry.	No problem.
I should have	Don't worry about it.
I apologize for	I forgive you.

- took my bag/think it's mine/don't worry about it, it can happen to anyone.
- ate my biscuits/think it's mine/not big problem, but be careful
- sat on my cat/think it's a pillow/OK but try to take care of things
- took my newspaper/ not realise it's yours/OK I've finished reading it
- got off a bus and bumped into someone/I was in a hurry.....
- tapped someone's shoulder who looked like your friend/thought my friend.....

C. Work in pairs. Take turns to say sorry and respond to your friend in the following situations.

- You have eaten your friend's chocolates.
- You have just blown your nose in front of your friend.
- You didn't follow someone's instructions.

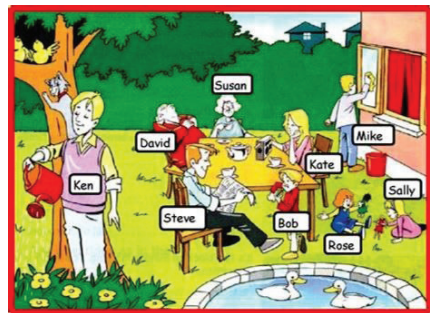
- d. You have spilt someone's drink.
- e. You accidentally bump into your friend.
- f. You kept someone who is calling you time and again.
- g. You have arrived late at school.
- h. You forgot to bring your friend's notebook.
- i. You stepped into your friend's toe.

Grammar I

A. Read the text and underline the verb forms in present continuous tense.

Hello everybody! Look at this nice picture. Here is one of the moments I prefer when we are all together on a nice Sunday afternoon. But let me introduce myself! I'm Bob, I am standing in front of my father who is reading the newspaper.

See Mum, she's listening to her favourite songs on the radio. My two sisters, Rose and Sally, are playing with their dolls. My grandfather is having a nap and granny is drinking a cup of tea. Pussy is running after the birds as usual and only my cousins are doing real activities; Ken is watering Mum's flowers and Mike is cleaning the windows. "Can you imagine that Sunday afternoon!"



Poor old Dummy! Anyway I'm really fond of those privileged moments..

B. Use the verbs in brackets to complete the sentences.

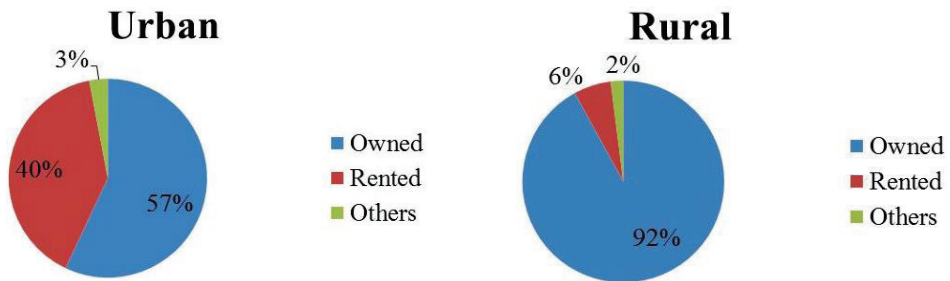
- a. Be quiet! The baby (sleep).
- b. It (rain) cats and dogs here in Monsoon.
- c. John is busy . He (work) at the moment.
- d. Please keep quiet, I (listen) to the radio. You know I (listen) to the news in the mornings.
- e. What time the first bus (leave) for Kathmandu?

- f. I usually (wear) a scarf, but today I (wear) one because it's unusually cold.
- g. She (travel) to Dhangadhi next weekend.
- h. Pasang is in the classroom at this moment. He (study) History.
- i. These days most people(write) email instead of writing letters.
- j. What sort of clothesteenagers(wear) nowadays?
- k. What you (do) tonight? Would you like to come and watch the game.
- l. You look worried. Whatyou..... (think)?
- m. She is usually drives a taxi. But today, she is (drive) a lorry.
- n. These kids (not do) what I've asked them to do.

Writing I

A. Read the interpretation of the pie charts.

Households by Ownership of Houses in Nepal



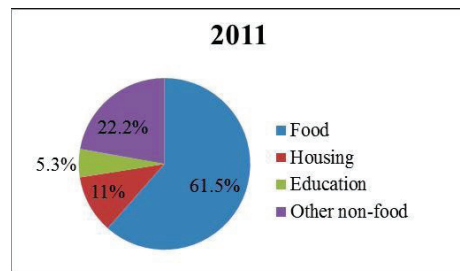
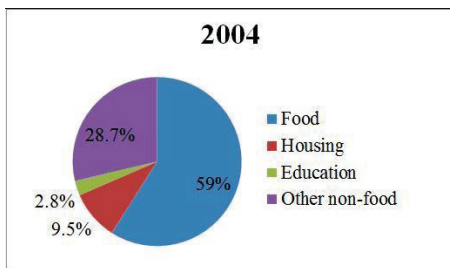
The above pie charts show the comparability of home ownership, rented and others in Nepal between rural and urban sectors. In rural areas, 92% families have their own houses and only 6% households live in rented houses. Only 2% families spend their life without owned and rented houses.

On the contrary, 57% families have their own houses and 40% families live in rented houses in town areas. More than one third of families stay in rented house in cities. 3% families do not have their own houses and they do not stay in rented houses, either.

Comparing the rural and urban areas, the number of house owners is less in towns than in villages. But, there is a big gap between the urban and rural areas in rented house families. The percentage of the families who live in rented houses is more than six times in the urban areas than rural ones. But, the number of families who stay outside the owned and rented houses is similar in both the areas.

B. The pie charts below show the information about household consumption in Nepal in 2004 and 2011. Write an interpretation of chart making comparisons where necessary.

Household Consumption in Nepal



Reading II

Do you agree with the following statements? Discuss.



- Apologizing doesn't always mean you're wrong and the other person is right.
- Great people apologize when they realize they have made a mistake.

Dear JetBlue Customers,

We are sorry and embarrassed. But most of all, we are deeply sorry.

Last week was the worst operational week in JetBlue's seven year history. As a customer scheduled to be on one of our flights during this period, we know we let you down. Following the severe winter ice storm in the Northeast, we subjected you to unacceptable delays, flight cancellations, lost baggage, and other major inconveniences. The storm **disrupted** the movement of aircraft, and, more importantly, disrupted the movement of JetBlue's pilot and inflight **crewmembers** who were depending on those planes to get them to the airports where they were scheduled to serve you. With the busy President's Day weekend upon us, rebooking opportunities were scarce and hold times at 1-800-JETBLUE were unacceptably long or not even available, further **hindering** our recovery efforts.

Words cannot express how truly sorry we are for the anxiety, frustration and **inconvenience** that you experienced. This is especially saddening because JetBlue was founded on the promise of bringing humanity back to air travel and making the experience of flying happier and easier for everyone who chooses to fly with us. We know we failed to deliver on this promise to you last week.

We have begun implementing immediate corrective steps to regain your confidence in us as part of a comprehensive plan to provide better and timelier information to you, more tools and resources for our crewmembers and improved procedures for handling operational difficulties in the future. We are confident, as a result of these actions that JetBlue will **emerge** as a more reliable and even more customer responsive airline than ever before.

Most importantly, we have published the JetBlue Airways Customer Bill of Rights; our official commitment to you of how we will handle operational interruptions going forward including details of compensation. I have a video message to share with you about this industry leading action.

You deserved better, a lot better, from us last week. Nothing is more important than regaining your trust and all of us here hope you will give us the opportunity to once again welcome you onboard and provide you the positive JetBlue experience you have come to expect from us.

Sincerely,

David Neeleman

Founder and CEO JetBlue Airways

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

Column A

Column B

- | | |
|------------------|--|
| a. disrupt | i. to come out of a dark, confined or hidden place |
| b. crewmembers | ii. trouble or problem, especially concerning what you need or would like yourself |
| c. hinder | iii. to make it difficult for something to continue in the normal way |
| d. inconvenience | iv. to make it difficult for somebody to do something or for something to happen |
| e. emerge | v. all the people working on a ship, plane, etc |

B. Answer the following questions.

- Who has written the letter of apology?
- Who is it addressed to?
- How long has the JetBlue been serving its customers?
- What was the main cause of inconvenience to the passengers?
- What sort of service does this company promise?
- What is the JetBlue Airways Customer Bill of Rights?

C. Have you ever faced any problem during travelling? Share it with your friends.

Listening

A. Look at the picture and answer these questions.

- What are the people in the picture talking about?
- How do you take it when a friend forgets your name?



B. Listen to the audio and choose the correct answers

- a. The man first met the woman at a
- i. campus ii. friend's house iii. party
- b. The man apologizes for.....
- i. not calling her ii. not remembering her name iii. being late
- c. The woman's name is....
- i. Sharon ii. Sherry iii. Susan
- d. The woman is majoring in.....
- i. management ii. engineering iii. TESL
- e. What major subject does the man consider the best at this time?
- i. marketing ii. international business iii. accountancy

C. How do you apologize when you forget your friend's name who is talking to you?

Grammar II

A. Use the correct forms of verbs given in the brackets to rewrite this text.

Sophiya (sit) in the classroom. Her teacher (stand) in front of the class and teaching. But, Sophiya (do) something else. She is travelling in her imagination. She (be) not in the class. She (dance) on a stage in front of hundreds of people. She (wear) a beautiful costume. She (tap) and twirling. She (spin) on one leg. She (kick) her feet. She (leap) and (fly) through the air. The audiences (stand) on the floor. They (clap) and (shout) "Bravo! Bravo!!".

"Sophiya?"

"Sophiya?" her teacher (call). He is not teaching anymore.

"Yes?" Sophiya (feel) a bit embarrassed. Her cheeks (get) red.

"Are you feeling okay? You (shout) 'Bravo! Bravo! Bravo!' in the class."

"Sorry! I am just enjoying the class so much 'Bravo! Bravo!'."

B. Complete the sentences with the use of correct forms of any relevant verbs.

- a. A: We to the cinema tonight.
B:with us?
- b. A: I on holiday two or three times a year.
B: That's great! And where this year?
- c. I think it's better to stay. It and we an umbrella.
- d. Who is that man? Why at us? What?
- e. Tomorrow Imy doctor in the morning.
- f. Where's John? He to a new song in this room.
- g. Rita hard all day yesterday but she nottoday.
- h. Nitu reading a story at the moment.
- i. The plane the runway now. You are too late.
- j. I told you that I with your anymore. You're simply not a team player.

Writing II

We make mistakes in our life. You may have also made many mistakes in your life. Remember any mistake that you have recently made. Then, write a letter/email to the respective person apologizing for the mistake.

Project work

Collect different ways of apologizing and responding to an apology. Write them in a chart paper and display it in your class.

Extra Bit

Simple, Compound and Complex Sentence

- a. A **simple sentence** contains a subject and a verb. It expresses a single complete thought that can stand on its own.

Examples:

The baby cried for food.

Megan and Ron ate too much and felt sick.

- b. A **compound sentence** has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought. Basically, a compound sentence contains two simple sentences. The independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).

Examples:

The shoplifter had stolen clothes, so he ran once he saw the police.

They spoke to him in Spanish, but he responded in English.

- c. A **complex sentence** contains an independent clause and one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought. - A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).

Examples:

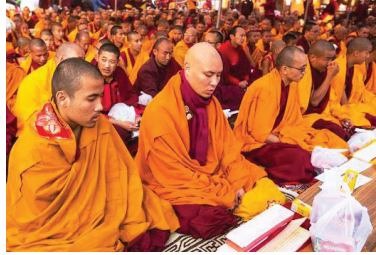
After eating lunch at The Rose Garden, Tapas went to the gym to exercise.

Because the meat had gone cold, I heated it on the gas stove.

Let's get back to the ground where we played football.

Getting Started

Look at the pictures and talk about them.



Reading I

Answer these questions.

- What is a funeral ceremony?
- Why is it important for us?

SKY BURIALS

Sky Burials is a traditional custom in Tibetan Buddhism to farewell their dead. These days, outsiders are mostly **forbidden** from witnessing them.

I had heard of Tibetan Sky Burials with a mixture of horror and **fascination**. To put it **bluntly**, a dead body is chopped up into pieces and fed to waiting vultures.



So, we arrived at a very isolated and traditional Tibetan Buddhist monastery near Tagong in North Eastern Sichuan. I thought, "let's just look at the **site** where it happens".

We'd been told that foreigners were not allowed to experience the secret **ritual** anyway.

Our driver directed us up to the top of the mountain where the burials take place. It was surrounded by a sea of Tibetan prayer flags and you could just make out a kind of **stone slab**.

So we hiked up there. Upon arriving, we could hear Tibetan nuns chanting. "How lovely?" I thought.

Then I turned and saw about 100 vultures sitting on the hill, waiting and then, what looked like a body bag on the stone slab.

I actually couldn't believe it. "Have we **stumbled** into the start of a sky burial?" Through a **translation app** I asked one of the Tibetans next to me what was happening.



"Flesh eating birds," he replied.

"Oh, can we stay?" I asked.

"Yes, but on the side and no photos," he replied.

"This is amazing," I thought, but then I saw my kids. My wife and I had to make quick decisions.

We gave our six-year-old son the iPad to play computer games. He was **thrilled**, and we had never before been so happy to give it to him. He was too young to see this.

As for my 11-year-old son and my 13-year-old daughter, my wife Catherine

quickly sat them down and told them what was about to happen and said it was their choice to stay or go.

We gave it to them straight, but told them the cultural and religious context.

To their credit they stayed. I was nervous. The first time I'd seen a dead body I was 12 and it had a **profound** effect on me.

Before we knew it, the bag was taken off and the corpse was revealed. It looked like a middle-aged woman.

The *Rogyapa*, body breaker, **stormed** up the side of mountain. He was dressed in a thick, dark **scarlet** coloured coat with a black **hood**. With a butcher knife in hand, he wasted no time in carving up the body. My stomach sunk. It was **gruesome**, and I just stopped myself from throwing up. My kids though seemed to take it in their **stride**.



The vultures were growing **impatient** and started to jump at site of the flesh. The body breaker gave the signal and the Tibetans holding the birds back let them through.

They **swarmed**, in a **frenzy** jumping on top of each other tearing at the flesh. It was unbelievable.

It only took at most 15 minutes and the entire corpse was gone. Every last piece of flesh had been eaten, leaving only the bones behind. Then the body breaker gathered up the human bones and began to **pulverise** them with a **mallet**. He mixed that with yak butter and barley flour. In one last gesture, he walked into the middle of the vultures and threw it high in the air. And with that he was gone.

There was absolutely nothing left of the body. It is considered a bad **omen** if vultures don't eat the body or even if small bits are left.

Tibetans see the vultures as *Dakinis*, like angels who take soul into the heavens to await **reincarnation** and the next life. They consider the body as a **mere** vessel for the soul.

And at the end of it all, a peace and **calmness** seemed to descend over the scene. Everyone seemed happy that the ritual had been fulfilled.

My kids too, surprisingly, were fine. They seemed to be able to understand it; an ancient culture giving a meaning to lives.

I was a proud dad on that day, proud of their **maturity** and **intelligence**. But as for my six-year-old son, he was none the wiser. He'd been deeply **engrossed** by his iPad, playing Minecraft the whole time.

- Matthew Carney

A. Choose the words from the box that match with the given meanings from a - h.

forbidden	fascination	profound	gruesome
frenzy	pulverise	omen	engrossed

- a. very great
- b. a state of great activity and strong emotion
- c. very unpleasant and filling with horror
- d. not allowed
- e. a sign of what is going to happen in the future
- f. very strong attraction
- g. involved in something with whole attention
- h. to make something into a fine powder

B. Write 'True' for true statements and 'False' for false ones.

- a. Foreign visitors are welcomed to see Sky Burials rituals.
- b. The visitors are not allowed to take photos of the rituals.
- c. The vultures finished eating the entire corpse within ten minutes.
- d. The Tibetans perceive the body as a vessel for the soul.
- e. The youngest son of the writer was busy with his toys.
- f. The author visited the burial sites with his wife and three children.

C. Answer the following questions.

- Why did the author visit a traditional Tibetan Buddhist monastery?
- What did the author see on the hill?
- Why did the author give the iPad to his youngest son?
- Describe the appearance of a *Rogyapa*, the body breaker.
- What did the body breaker do after collecting the bones?
- What is considered to be a bad sign?
- Why did the author feel proud?

C. Why is the text titled 'Sky Burials'? Talk to your friends.

Pronunciation

Pronounce the following contracted forms with the help of teacher or a dictionary.

aren't isn't wasn't weren't haven't hasn't hadn't
don't doesn't didn't can't couldn't mustn't won't

Speaking

A. Make as many sentences as possible from the following table.

May		go out, please?	
Can		bring my doggie	at your photo album?
Do you think		could have a look	for a while?
Could		taste that hot spicy dish?	with you?
Do you mind if	I	use your protractor	to the party?
Is it Ok if		ask you something	on Ecology?
		sit here	

B. Work in pairs. Ask for permission and respond in the situations given in the left column of the table. The responses are on the right column of the table.

Example: A: I feel sick. May I leave for home?
B: Sure.

<u>Situations for asking permission</u>	<u>Responses</u>
a. sore throat/doctor	a. Sure.
b. headache/go home.	b. Yes, please do.
c. blister on foot/ clinic	c. Sure, go ahead.
d. radio/ news	d. Of course, go ahead.
e. camera/photos	e. No problem.
f. telephone/ chat with friend	f. Please feel free.
g. toilet/ no- so dirty.	g. Well, I'd rather you didn't.
h. day off tomorrow/ no- very busy day.	h. No, dear. You can't.

Grammar I

A. Match the questions in column A with their answers in column B.

Column A

- a. Are you ready?
- b. Can I carry something for you?
- c. May I use your phone?
- d. Has anyone seen my bag?
- e. Would you like to come to a party?

Column B

- i. Yes, it's on the chair.
- ii. Yes, of course.
- iii. Yes, I'd love to.
- iv. No, it's OK. It's not that heavy.
- v. Yes, nearly.

B. How do you ask questions in these situations?

- a. You want to know if it is raining.

- b. You want to know if Harish plays football.
- c. You want to know if the bus is on time.
- d. You want to know if your friend, Ramesh went to the market yesterday.
- e. You want to know if it is Tuesday today.
- f. You want to know if your teacher opened your letter.
- g. You want to know if your brother has gone to sleep.
- h. You want to know if there will be the food party.

C. Which would normally be the best answer? Circle it.

- a. Are you busy today?
 - i. Yes, busy.
 - ii. Yes, I am.
- b. Is it too hot in here for you?
 - i. No, it isn't.
 - ii. No, I'm fine, thanks.
- c. Tell me, did you steal my money?
 - i. No. I didn't
 - ii. No, I didn't steal your money.
- d. Can I carry your bags?
 - i. No, you can't.
 - ii. It's all right, thanks.

D. Write yes/no questions for these statements.

- a. The family has got three mobile phones.
- b. Januka works at the supermarket.
- c. Anita is learning English.
- d. The meeting will be held next Tuesday.
- e. Tanka switched off the computer.
- f. He went to the cinema yesterday.
- g. Everyone is ready.

- h. It is raining outside.
- i. Vicky's lost her credit card.
- j. She'd done the work on time.

Writing I

Write an essay on 'Our Culture Our Pride'.

Reading II

Talk to your friends about these questions.

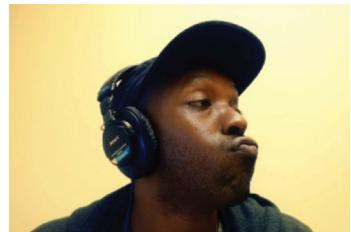
- a. Is there any unique custom in your community? What is it?
- b. Why is it unique?

SURPRISING CUSTOMS

One thing that sets humans **apart** from other members of the animal kingdom is our **propensity** to develop customs and traditions around everything from beauty rituals to death customs. In fact, humans love doing this so much that the world has been **enriched** with thousands of different cultures since the **dawn** of civilization. No doubt, one important aspect of just about any given culture is its code of **etiquette** and a sense of identity. Here are some **astounding** customs from around the world.

Pointing with lips

While **gestures** of the hand are often subject to **customary** variation across cultures, few can claim this wonder extends to expressions of the mouth. In Nicaragua, it is common to point with the lips instead of the thumb or index finger like the majority of the world. Wondering just how exactly a person points with their lips? It all starts by **puckering** up. The lip point is typically used in conversation to indicate something that is happening nearby.



Tipping

Another odd custom associated with the United States is its tipping culture. Unlike many other countries that don't tip at all or who only tip in small amounts when the

food was particularly good, tipping is rather **mandatory** at most restaurants in the U.S. In fact, it is expected that **patrons** leave between 10-20 percent of the bill in tips. Further, there are rules for tipping **bartenders**, delivery people and other service personnel. While some criticize this practice as **irrational**, there's no doubt that tipping culture in the US gives an **incentive** for waiters and waitresses to provide better service.



Slurping

Most societies around the world have rules about table etiquette. For western cultures, noisily **consuming** food is considered **rude**. In Japan, however, making **slurping** sounds while eating has an entirely different meaning. This might have something to do with the fact that in western countries, noodles are properly consumed by **twirling** them on a spoon before putting them in the mouth. Meanwhile, the Japanese simply slurp up their noodles without **contorting** them first, an act that is naturally noisier than the former. Making slurping sounds when eating noodles in Japan is a way of indicating that you're really enjoying them. Some scientists even argue slurping invites air into the **palate** and actually enhances the noodles' flavour.



Kneeling or lying prostrate as greeting

For members of the Yoruba people, an ethnic group that largely resides in Nigeria, greeting rituals are taken quite seriously. This is especially true in regards to greeting elders. When an adult approaches, Yoruba youths are expected to drop to their knees in greeting. More specifically, women **kneel** when greeting, and men typically lie **prostrate**. These gestures are a sign of respect and **deference** for the elders of the community. Interestingly, this custom is one that distinguishes Yoruba peoples from other ethnic groups in Nigeria, including the Bini and the Kalabari.



A. Find the words from the text that match the following meanings.

- a. a natural desire
- b. the rules of correct or polite behaviour in society
- c. people who work in a bar, serving drinks
- d. to become twisted

B. Write 'True' for true and 'False' for false statements.

- a. Culture gives a sense of identity.
- b. In Nicaragua, people prefer to point with the thumb finger.
- c. Tipping is mandatory at most restaurants in the US.
- d. People from the West take noodles by twisting them on a spoon.
- e. The Bini and the Kalabari are the ethnic groups of Nigeria.

C. Answer the following questions.

- a. What is the unique tradition of Nicaragua?
- b. What is a positive aspect of tipping culture?
- c. Why do Japanese make slurping sound, while eating noodles?
- d. Where do Yoruba ethnic communities live?
- e. How do Yoruba people greet their elders?

D. Which of the above customs did you find more interesting? Is there any interesting custom in your culture? Share it with your friends.

Listening

A. Look at the pictures and answer these questions.

- a. Are you familiar with these marriage traditions?
- b. How do you celebrate the marriage ceremony in your community?



B. Listen to the audio and match the marriage traditions with the related countries.

- | | |
|--------------------------------|------------|
| a. Jumping over the broom | i. China |
| b. Dancing with covered money | ii. India |
| c. Painting the hands and feet | iii. Ghana |
| d. Changing wardrobes | iv. Cuba |

C. Listen to the audio again and fill in the blanks with the correct words/phrases from the box.

profitable custom Jews cocktail dress
evil spirits lucky colour henna paste

- a. Breaking the glass is a wedding tradition.
- b. Jumping over the broom is done to sweep away the
- c. Dancing while covered with money is considered as a
- d. Female friends decorate the bride's hands and feet during marriage with a in India.
- e. Chinese brides wear the red dress first because the red is considered as a
- f. A is the third wardrobe for Chinese brides.

D. Which of the marriage traditions do you like most? Why? Talk to your friends.

Grammar II

A. Choose the following sentences in indirect speech from the list to match with the sentences in direct speech of the table below.

- i. I asked the woman next to me if the bus to Kathmandu had already left.
- ii. I asked the teacher whether the book had been translated into Nepali.

- iii. Barsa asked her teacher if she should write the story again.
- iv. Samir asked Rohan whether he had finished reading his book.
- v. The new pupil asked me if I was a class captain.

a. The new pupil said to me, “Are you a class captain?”	
b. Samir asked Rohan, “Have you finished reading my book?”	
c. I asked the teacher, “Has the book been translated into Nepali?”	
d. “Has the bus to Kathmandu already left?” I said to a woman next to me.	
e. “Should I write this story again?” Barsa asked her teacher.	

B. Change the following sentences into indirect speech.

- a. Rahul said to me, “Did you watch the cricket match on TV last night?”
- b. “Are you coming home with me?” he said.
- c. “Do you really come from India?” said the prince.
- d. “Have you anything to say?” said the judge finally.
- e. She said to me, “Is he at home?”
- f. Usha says, “Can you solve the problem?”
- g. Badri said to Asmita, “Will you visit me in Australia?”
- h. Radhika said to Rebecca, “Did you hear the noise?”
- i. He said, “Have you seen my hat?”
- j. He said to me, “Does he come or not?”
- k. Rohan said to me, “Did you spill the milk on the floor?”
- l. The pilot said to the air hostess, “Have the passengers fastened their seatbelts?”

C. Imagine that you met a friend after two years. He/She asked you the following questions. Take turns to report them to your partner.

- a. Are you fine?
- b. How is your family?
- c. Have you had breakfast?
- d. What are you doing now?
- e. Are you playing chess or not?
- f. Do you need any good books?
- g. Can you share your future plan?
- g. Why don't you come to meet me?

Writing II

You have come to know about some strange customs and cultures of the world. Nepal is also rich in its unique customs and cultures. Write an essay on any one of the unique customs using the given outlines.

introduction.....time to celebrate..... historical and cultural values....community observing it.....activities of celebration..... your opinions.....conclusion.

Project work

The picture shows the elements of a culture. Design a similar picture and explain it to the class.



Types of Essays

There are four main types of essays: narrative, descriptive, expository, and argumentative. This classification of essays is based on writer's goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint?

1. Narrative Essay

In a narrative essay, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve their readers by making the story as vivid as possible. The fact that narrative essays are usually written in the first person helps engage the reader. A well-crafted narrative also builds towards drawing a conclusion or making a personal statement.

2. Descriptive Essay

A descriptive essay paints a picture or image in reader's mind with words. A writer might describe a person, place, object, or even memory of special significance. In a descriptive essay, the writer should show, not tell, through the use of colourful words and sensory details. The best descriptive essays appeal to the reader's emotions.

3. Expository Essay

The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the "how to" or process essay.

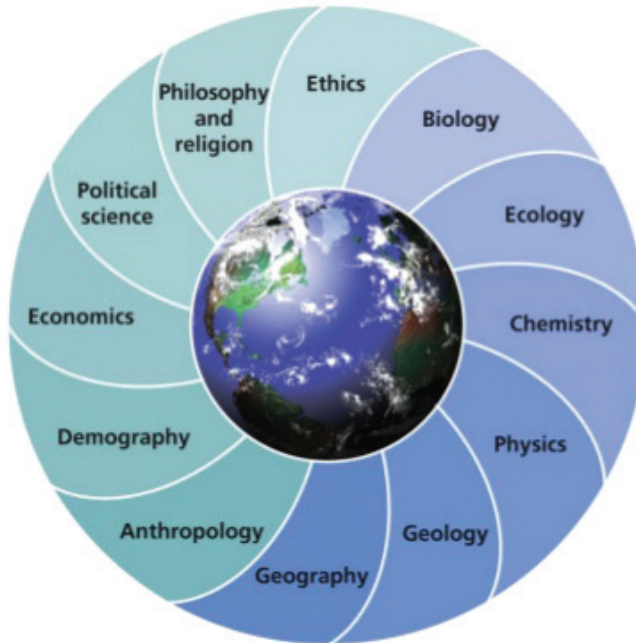
4. Persuasive Essay

The goal of the persuasive essay is to convince the reader to accept the writer's point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly.

Ecology and Environment

Getting started

Look at the picture and talk about the components of environment.



Reading I

Answer these questions.

- What preparations do you make as the winter season approaches ?
- How do animals and birds protect themselves from the cold?

HOW DO ANIMALS SPEND THE WINTER?

The weather gets colder, days get shorter and leaves turn colour and fall off the trees. Soon, winter is here. Snow covers the ground. People live in warm houses and wear heavy coats outside. Our food comes from the **grocery** store. But what about animals?

A

Animals do many different, amazing things to get through the winter. Some of them **migrate**. This means they travel to other places where the weather is warmer or they can find food. Many birds migrate in the fall. Because the **trip** can be dangerous, some travel in large **flocks**. For example, geese fly in noisy, "V"-shaped groups. Other kinds of birds fly alone. How do they know when it is time to leave for the winter? Scientists are still studying this. Many see migration as part of a yearly cycle of changes a bird goes through. The cycle is **controlled** by changes in the amount of daylight and the weather. Birds can fly very long distances. For example, the **Arctic tern** nests close to the North Pole in the summer. In autumn, it flies south all the way to Antarctica. Each spring, it returns north again. Most migrating birds travel shorter distances. But how do they find their way to the same place each year? Birds seem to **navigate** like **sailors** once did, using the sun, moon and stars for direction. They also seem to have a compass in their brain for using the Earth's magnetic field. Other animals migrate, too. There are a few mammals, like some bats, caribou and elk, and whales that travel in search of food each winter. Many fish migrate. They may swim south, or move into deeper, warmer water. Some insects also migrate. Certain butterflies and moths fly very long distances. For example, Monarch butterflies spend the summer in Canada and the Northern US. They migrate as far south as Mexico for the winter. Most migrating insects go much shorter distances. Many, like **termites** and Japanese beetles, move downward into the soil. Earthworms also move down, some as far as six feet below the surface.



B

Some animals remain and stay active in the winter. They must **adapt** to the changing weather. Many make changes in their behaviour or bodies. To keep warm, animals may grow new, thicker fur in the fall. On **weasels** and **snowshoe** rabbits, the new fur is white to help them hide in the snow. Food is hard to find in the winter. Some animals, like squirrels, mice and



beavers gather extra food in the fall and store it to eat later. Some, like rabbits and deer, spend winter looking for **moss**, twigs, bark and leaves to eat. Other animals eat different kinds of food as the seasons change. The red fox eats fruit and insects in the spring, summer and fall. In the winter, it cannot find these things, so instead it eats small **rodents**.



C

Animals may find winter shelter in holes in trees or logs, under rocks or leaves, or underground. Some mice even build **tunnels** through the snow. To try to stay warm, animals like squirrels and mice may **huddle** close together. Certain spiders and insects may stay active if they live in **frost-free** areas and can find food to eat. There are a few insects, like the winter stonefly, crane fly, and snow fleas, that are normally active in winter. Also, some fish stay active in cold water during the winter.

D

Some animals **hibernate** for part or all of the winter. This is a special, very deep sleep. The animal's body temperature drops, and its **heartbeat** and **breathing** slow down. It uses very little energy. In the fall, these animals get ready for winter by eating extra food and storing it as body fat. They use this fat for energy while hibernating. Some also store food like nuts or acorns to eat later in the winter. Bears, skunks, chipmunks, and some bats hibernate.

E

Cold-blooded animals like fish, frogs, snakes and turtles have no way to keep warm during the winter. Snakes and many other reptiles find shelter in holes or **burrows**, and spend the winter inactive, or **dormant**. This is similar to hibernation. Water makes a good shelter for many animals. When the weather gets cold, they move to the bottom of lakes and ponds. There, frogs, turtles and many fish hide under rocks, logs or fallen leaves. They may even **bury** themselves in the mud. They become dormant. Cold water holds more oxygen than warm water, and the frogs and turtles can breathe by **absorbing** it through their skin.

A. Find the words from the text that have the following meanings.

- a. a shop that sells food and other things used in the home
- b. related to the regions around the North Pole
- c. to gather closely together, usually because of cold or fear
- d. to find the right way to deal with a difficult situation
- e. a person who works on a ship as a member of the crew
- f. to change behaviour in order to deal more successfully with a new situation
- g. a very small green or yellow plant that spreads over wet surfaces, rocks, trees, etc
- h. an underground passage

B. Read the paragraphs A-E and match them with the suitable titles.

Paragraphs

Titles

- | | |
|---|-----------------------------|
| A | Getting into Deep Sleeps |
| B | Migration to New Places |
| C | Other Ways to Survive |
| D | Living in Underground Holes |
| E | Adaptation to New Weather |

C. Write True or False against the following statements.

- a. Animals wear thick coats to protect themselves from cold.
- b. Flying in flocks helps birds protect from cold.
- c. Birds don't travel far to avoid cold.
- d. Some animals collect extra food for winter.
- e. Cold-blooded animals die of cold.
- f. Cold water makes it difficult for some animals to breathe.

D. Answer the following questions.

- What do people do to keep themselves warm in winter?
- Why do birds migrate in groups?
- What is the migration cycle of birds controlled by?
- How do birds find out the same place for migration each year?
- How do some animals get energy during hibernation?
- Which animals hide under rocks, logs or fallen leaves?

E. What do people do to avoid cold weather? Talk to your friends.

Pronunciation

Learn the pronunciation of the following weather words.

avalanche	blizzard	breeze	drought	Fahrenheit
flurries	forecast	frostbite	humidity	precipitation

Speaking

A: Act out the following pieces of conversation in pairs.

Shopkeeper : Can I help you?

Customer : No thanks, I'm just having a look.

Waiter : Would you like a cup of tea?

Guest : No thanks.

Aunt : Would you like another piece of cake?

Uncle : Yes please, that would be nice.



Sanjay : Shall I help you with your Math problem?
Ramila : Yes, please. That would be very nice of you.



Sister : I'll do the washing, if you like.
Brother : It's OK, I can do it.

John : Can I offer you some hot cakes?
Jack : Thanks a lot. That would be great.

B. Have similar conversations in pairs using the given clues.

- Your friend has got a new camera but cannot operate it.
- Your friend has forgotten to bring money to buy snacks.
- Your friend has problem with English grammar.
- Your friend feels unwell in the classroom.
- Your friend looks thirsty, and he doesn't have water.
- Your friend is drawing a picture, but his/her pencil gets broken.

C. Work in Pairs. Take turns to make and accept or reject offers based on the clues below.

- | | |
|-------------------------|---------------------------|
| a. a chocolate | b. a seat on a bus |
| c. to carry his/her bag | d. to drive you back home |
| e. some money | f. discount room rate |

Grammar I

A. Study the following sentences.

- If you **drop** that glass, it **breaks**.

- b. If it rains, you will get wet.
- c. If you don't hurry, you will miss the bus.
- d. What will you do if you miss the plane?
- e. I may finish that letter if I have time.
- f. If you want to borrow a book from the library, show your library card.
- g. Water changes into vapour if it is heated?

B. Use the correct forms of verbs from the brackets to complete the sentences.

- a. If you call me, I (come).
- b. If you (not leave), I'll call the police.
- c. Nobody (notice) if you make a mistake.
- d. If I see her, I (tell) her to call you.
- e. She (be) very angry if you don't apologize.
- f. They will be happy if we (invite) them to the party.
- g. Will they pay any more if I (work) harder?
- h. If you don't lock your bicycle, someone (steal) it.
- i. I (lend) you some money if you promise not to waste it.
- j. Unless you use your English, it (not improve).
- k. If you (hurry) up, you may get a ticket.
- l. You must study hard if you (want) to join college.

Writing I

A. Read the following paragraph and answer the questions.

The most important problem in our city is its poor public transportation system. Thousands of residents rely on the city's buses and taxis to travel throughout this large city, while the City Transportation System's daily schedules are totally

unreliable. A bus that should arrive at 6: 30 may arrive at 7: 00 or later. Moreover, it is not unusual for a bus driver to pass up groups of people waiting for the bus because he wants to make up for the lost time. Unfortunately, people often end up going to work late or missing important appointments. In order to help people get to their destinations on time, people must allow for waiting time at the bus stops.

- Which is the topic sentence or main idea of the paragraph? Where is it stated?
- What details does the writer use to support the main idea?
- Underline the conclusion of the paragraph. Does it support the main idea?
- What may be the topic of this paragraph?

B. Write similar paragraphs on the following topics in about 100 words.

- Deforestation
- Endangered Animals

Reading II

Look at the picture and answer the questions.

- What do you see in the picture?
- Do you think life exists on planets other than the Earth?

A MESSAGE FROM ANOTHER PLANET

Suren Majhi sat on the sandy bank of the Sun Koshi River. He had been fishing all day but had caught nothing. He was tired and the twilight was changing into darkness. Suddenly, in the distance over the river, Suren saw a bright object. It might be a helicopter, he thought, probably going to Diktel, but there was no noise. It came closer, and took on the shape of a **saucer**. It landed on the bank about 50 meters away. Suren got up and walked to the object.



Once he had seen a film of a **spaceship**, probably this was one. It might have come from another planet. As he went closer, a door opened, and

Suren was drawn into the **vessel**. He found himself in a room with what appeared to be a large number of control panels with **flashing** lights. He was frightened and almost jumped when he heard a voice saying, "Welcome to our spaceship, Suren. Don't be afraid. Sit down on the **couch** behind you. "How do you know my name?" Suren asked.



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

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

"You can't leave now, look at the screen. The ship is several thousand kilometers from Earth, although only a few minutes have passed. On our planet, all the resources are recycled whereas, on earth, you are wasting your resources. Soon there will be nothing left. Give your people the message that collection centers should be set up in every town and city on Earth. Cans, bottles, old household **appliances**, in fact, everything which is no longer in use, should be taken there and recycled."

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

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

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

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

(Source: adapted from Forte, Longman 1989)

A. Find the words from the story as indicated in the brackets.

- | | |
|-------------------------|----------------------|
| a. dawn (opposite) | b. shining (similar) |
| c. took off (opposite) | d. modern (similar) |
| e. descended (opposite) | f. great (similar) |

B. Match the words with their meanings.

- | | |
|--------------|---|
| a. saucer | i. a ship or large boat |
| b. spaceship | ii. a long comfortable seat |
| c. vessel | iii. shining brightly |
| d. flashing | iv. a vehicle that travels in space, carrying people |
| e. couch | v. a machine that is designed to do a particular thing in the home, |
| f. broadcast | vi. a small shallow round dish that a cup stands on |
| g. appliance | vii. to send out a programme on television or radio |

C. Put the following sentences in the correct order.

- a. They gave Suren a tiny computer.
- b. The spaceship landed back on the bank of the Sunkoshi River.
- c. A voice welcomed him and asked to sit him in the couch.
- d. Suren was wondered whether he had been dreaming.
- e. Suren had been fishing when he saw a bright object over the Sunkoshi River.
- f. They wanted to send a message to the leader of Nepal and of the world.
- g. When Suren went closer to the vessel, he was pulled into it.

D. Answer the following questions.

- a. What did Suren think about the bright object at first?
- b. Where had Suren seen a spaceship?
- c. How did Suren feel when he was drawn inside the vessel?

- d. How had they known about Suren?
- e. How do they manage resources on their planet?
- f. What message did they want to pass on?
- g. Why did they give Suren a tiny computer?
- h. Do you think people will believe in Suren's story? Give your reasons.

E. What questions would you ask if you met someone from another planet, as in the story?

Listening

A. Answer these questions.

- a. Do you know the biggest rainforest in the world?
- b. Where is it located?



B. Listen to the audio and circle the best answers.

- a. What is the area of The Amazon Forest?
 - i. 2.5 million km²
 - ii. 3.5 million km²
 - iii. 4.5 million km²
 - iv. 5.5 million km²
- b. Where does The Amazon River flow?
 - i. through the north of the forest
 - ii. through the east of the forest
 - iii. through the west of the forest
 - iv. through the south of the forest

- c. How much oxygen is produced by The Amazon Forest?
- i. one third of the world oxygen
 - ii. one fourth of the world oxygen
 - iii one fifth of the world oxygen
 - iv. one sixth of the world oxygen
- d. How many species of mammals are found in this forest?
- i. 410 species
 - ii. 420 species
 - iii. 430 species
 - iv. 440 species
- e. How many native tribes live in this forest region?
- i. about 100-200
 - ii. about 200-300
 - iii about 300-400
 - iv. about 400-500

C. Do you know the percentage of forest land in Nepal? Discuss with your friends and write.

Grammar II

A. Complete the sentences with the correct forms of the verbs given in the brackets.

- a. If we, we there in time. (hurry, get)
- b. I to the doctor unless the pain (not go, increase)
- c. If you, in public places, you into trouble. (spit, get)
- d. We, for a picnic tomorrow if the weather, nice. (go, stay)
- e. Everyone, you if you, them the truth. (believe, tell)
- f. If he, up, he, to work on time. (not wake, not get)
- g. If the baby, a boy, I, him Nitesh. (be, call)
- h. You, an accident if you, so carelessly. (cause, drive)
- i. Unless she....., the ambulance immediately, her father, (call, die)
- j. If you, harder, you, in your exams. (try, succeed)

B. Complete the following sentences with suitable endings.

- a. If you are hungry,
- b. If he runs fast,
- c. They will win the match if
- d. If you phone him,
- e. If Mira fails the exam,
- f. Manashi will be promoted to grade ten if

Writing II

A. Read the letter to the editor of a newspaper and label the given parts in it.

subscription and signature	date	salutation/ greetings
sender's address	body	inside address

Vyas-6, Tanahun
21 May, 2021

The Editor,
The Rising Nepal,
Dharmapath, Kathmandu

Dear Sir/Madam

Road accidents seem to be common in Prithvi Highway these days. For the last few months, there has not been a single day when accidents did not occur on the Highway. Most of these accidents were caused by reckless driving. Truck drivers and those who drink and drive are notorious for rash driving.

The other day, I was horrified to witness a dreadful accident. A young biker and his wife were crushed to death when a speeding truck that came from behind ran over them. Countless innocent lives are lost on the roads in this manner.

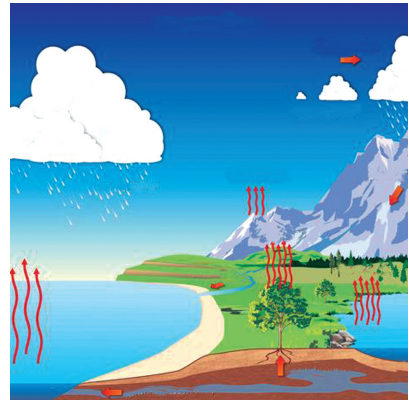
Reckless driving could kill children, animals and pedestrians. A car that spins out of control can harm other vehicles on the road too. In addition, reckless driving can cause significant damage to property. Thus, it goes without saying that reckless driving is a public safety issue that must be properly addressed.

Yours faithfully,
Sumina Aryal

B. Write a letter to the editor of a local newspaper highlighting the importance of natural resources, and how we should preserve them.

Project work

The picture shows the water cycle. The water cycle is the continuous movement of water within the Earth and atmosphere. It is a natural system that includes many different processes. Liquid water evaporates into water vapour, condenses to form clouds, and precipitates back to earth in the form of rain and snow.



Draw another type of picture to show the water cycle. Try to make it as attractive as possible and present it to the class.

Extra Bit

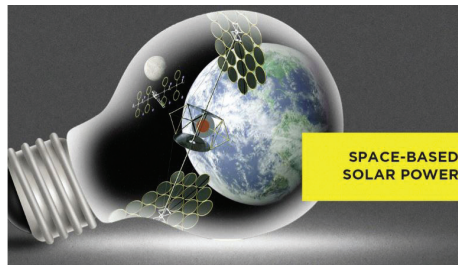
Male, Female and Young

Animal	Male	Female	Young
ass	jack	jennyh	foal
bear	boar	sow	cub
deer	buck	doe	fawn
horse	stallion	mare	foal
sheep	ram	ewe	lamb
wolf	dog	bitch	pup

Getting started

Discuss in pairs and answer these questions.

- What technological advancement do these pictures represent?
- How will these inventions and innovations shape our future?



Reading I

Answer the following questions.

- What is Artificial Intelligence (AI)?
- Can a robot have real intelligence like a human being does?

HUMANOID ROBOT SOPHIA SAYS TECHNOLOGY PROVIDES ENDLESS GLOBAL OPPORTUNITIES

By Shristhi Kafle

KATHMANDU, March 22 (Xinhua) - When Sophia, a social **humanoid** robot and the world's first robot citizen, greeted the audience at a **conference** in Kathmandu with "Namaste Nepal," the hall burst into **applause** of **awe** and **appreciation**.



As cameras from local and international media **flashed** and under the **admiring** eyes of the audience, Sophia proceeded with her **keynote** speech and interactions **highlighting** the importance of technology in the development of human lives.

The robot, who is **championing** the United Nations **Sustainable** Development Goals in Asia-Pacific, with a focus on **innovation**, was in Nepal Wednesday to attend the **Innovation Conference and Fair: "Technology of Public Services and Development"** organized by the United Nations Development Program (UNDP).

Dressed in a white UNDP **logoed** T-shirt, the two-and-a-half-year-old, **red-lipped** robot said that technology provides **endless** possibilities and opportunities for the world.

Highlighting the importance of technology in Nepal and its **applicability** to government models, Sophia said it can **transform** state institutions and help in meeting global sustainable development goals.

"If artificial intelligence is used in Nepal, we can **ensure** better public services, a **revolution** in the agriculture sector, make better use of limited resources, protect the environment and make the world a better place," she said.

The **celebrity** robot, a "citizen" of Saudi Arabia, added that technology and artificial intelligence can help in ending poverty and fighting **starvation**, corruption and ensuring **gender equality**.

"Machines are here to make your life easier and we can connect your country to the rest of the world," Sophia said.

The audience, comprising government officials, private sector representatives, civil servants and tech **enthusiasts**, among others, were nodding in agreement at almost all of her statements, and cheered and applauded throughout her speech.

"I hope the conference will **inspire** and **generate** brilliant ideas to help Nepal achieve its development vision and global goals," Sophia said in the conclusion of her three-minute long **keynote** speech.

The social robot developed by Hong Kong-based company, Hanson Robotics, also answered a few questions raised by UNDP country director Renaud Meyer.

In a question about humans fearing a robot **takeover**, Sophia joked citing it as **fake** news, although mentioned that she could be the first non-human to climb Mount Everest, which saw the entire hall **erupt** with laughter.

The one-day conference also featured an "innovation fair" **showcasing** separate stalls with fresh innovations from youth, tech groups, NGOs and private sector participants, but Sophia was certainly the main attraction.

In her opening statement, Valerie Julliand, UN resident coordinator, said technology is not just changing our lives but also providing solutions to different sorts of problems.

With technological innovations, such as **e-education**, **telemedicine**, and the internet, it is possible to connect remote areas and people with solutions which were impossible earlier, the UNDP said in its statement.

According to the UNDP, it is developing and **scaling-up** innovative project **prototypes** to address gender **empowerment**, combat gender-based violence and disaster risk **reduction**, with a focus also on **green energy**, youth engagement and post-disaster recovery in Nepal.

A. Match the following words with their meanings.

- | | |
|---------------|---|
| a. humanoid | i. a famous person |
| b. awe | ii. to clap in approval |
| c. revolution | iii. feelings of respect and slight fear |
| d. celebrity | iv. the first design of a device or machine |
| e. enthusiast | v. an act of controlling somebody or something |
| f. applaud | vi. a person who is very interested in a particular activity or subject |
| g. takeover | vii. a great change in conditions, beliefs, etc |
| h. prototype | viii. a machine or creature that looks and behaves like a human |

B. Fill in the blanks with the suitable words/phrases from the text.

- a. Sophiathe audience in Kathmandu with a ‘Namaste’.
- b. She presented herspeech about the importance of technology.
- c. The Innovation and Fair was organized by
- d. Sophia was builtyears ago.
- e. According to Sophia, technology canstate institutions.
- f. Using artificial intelligence could bringin the agriculture sector.
- g. According to the robot, the news oftaking over humans was fake.
- h. In the opinion of Valerie Julliard, technology is giving us.....to various problems.

C. Answer the following questions.

- a. Who is Sophia?
- b. What was the main highlight of the conference?
- c. How can artificial intelligence be useful in Nepal, according to Sophia?
- d. What was the audience comprised of?
- e. How long did Sophia speak for?
- f. Why are innovative project models being developed in Nepal, according to UNDP?

D. Write any three smart things that a robot can do and share it with your brother/sister.

Pronunciation

Pronounce the following pairs of words with the help of your teacher or a dictionary and find the difference of their meanings.

principal – principle

loose – lose

advice – advise

affect – effect

further – farther

council - counsel

accept – except

ascent - assent

Speaking

A. Act out the pieces of conversation in pairs.

Govinda : Tell me about your new apartment.

Liza : It's big. It has got three bedrooms, a comfortable living room, and a spacious kitchen.

Rambilas : What does the new teacher look like?

Dhaniya : She is beautiful. She is tall with a round face and long hair.

B. Make similar conversations using the given clues.

- a. the weather/ rainy, storms
- b. your grandfather/getting better, taking rest at home
- c. your school/beautiful, big playground
- d. your studies/going well, better grades
- e. your village/lovely, green forest around

Grammar I

A. Read the following 'thank you' letter and underline the relative clauses.

Phungling, Taplejung
6 June, 2021

Dear Sujita,

Thank you very much for the wonderful birthday gift. The vase you have gifted me is exactly what I wanted. It reminds me of the vase which my little sister broke last week. It has exactly the same patterns. In fact, this is the best china that I have ever seen. My mother, who loves flowers, arranged roses in the vase. Can you guess where I have kept this vase? Just outside my bedroom. Thank you once again for the lovely gift.

Love,
Punam

B. Complete the following sentences with relative clauses.

- a. Manju works for a company
- b. The story is about a girl.....
- c. What was the name of the dog..... ?
- d. The police have caught the criminals.....
- e. Gram Bell was the man
- f. What happened to the painting..... ?
- g. An encyclopedia is a book.....
- h. I hate people.....
- i. The earth seems to be the only planet.....
- j. A detective is a person
- k. Can you tell me the name of the book

Writing I

You read a news story in **Reading I** and you came to know the ideas of it. Write a news story using the given outlines.

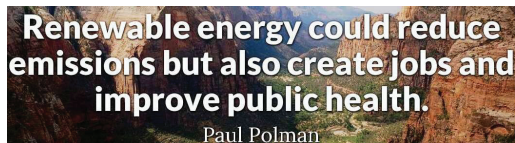
Nepal's Yantrika In Online Robot Display

By A Staff Reporter

Kathmandu, Dec. 24: 'Yantrika', the human-shaped and advanced robot that serves to meet it,the international online robot exhibition from Nepal. The Robot a team led by Engineer RoshanPandey, faculty of technology of Nepal Academy of Science and Technology (NAST). Smart Maker Festival 2020 by Smart Society of Canada, Business Upside, USA and IEM America Corporation from December 5. from America, Canada, Germany, India, UK, among other countries in the exhibition. The exhibition till December end. The robot, based on Artificial Intelligence (AI),can identify the mask wearing peoplemasks and sanitizers their body-temperature. Engineer Pandey said that the main objective of that technology was to disseminate information regarding wearing a mask and using sanitizer to the general public.

Reading II

Do you agree with these statements? Discuss.



THE ALTERNATIVE ENERGY SOURCES

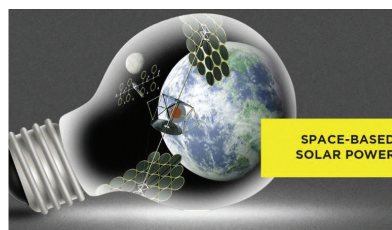
It will come as a surprise to no one that liquid fossil fuel is a **finite** resource. Sooner or later, all the Earth's oil deposits will dry up, and we'll be completely dependent upon alternative sources of energy. While many have **embraced** traditional solar power, wind power, and hydropower, others are **booming** ahead to even cleaner and more efficient alternatives. Here are the ones that hold a great deal of potential.

Idea

55-60% of all incoming solar energy does not make it through the Earth's atmosphere. In a **space-based** solar power system, **fleets** of satellites with large **reflectors** or **inflatable** mirrors could be spread out in space, directing solar **radiations** onto solar panels. The panels could convert that solar power into **microwaves** that continuously **beam** down to power-receiving stations on Earth, ensuring no energy is lost.

Status

In March 2015, the Japan Aerospace Exploration Agency (JAXA) revealed they had successfully converted 1.8 kilowatts of electricity into microwaves, after which they **wirelessly** beamed them a distance of 50 metres, providing the idea's **viability**.



Idea

Many experts believe the simplest way of generating **renewable** energy is through our own bodies. Devices now use much less power than before, **harvesting** just a

microwatt of electricity would be enough to power many small electronic devices. To **harness** the energy we generate through our own movement, we would simply need to wear a system that collects and converts it.



Status

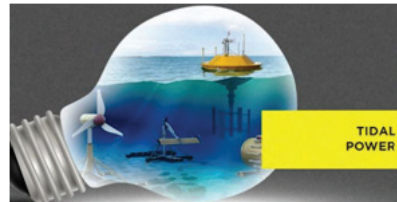
UK researchers have developed a **knee brace** that collects **electrons** while you walk. As the wearer's knee bends, four metal **vanes** in the device vibrate like a guitar string and produce electricity.

Idea

Wave energy is technically a form of stored wind energy, since waves are produced from winds which blow over the sea. It could be captured on the surface, below the surface, near-shore, offshore, or far offshore. Wave energy is measured in kilowatts (KW) per metre of **coastline**; the US coastline has a wave energy potential of about 252 billion kWh per year.

Status

Five countries are already operating viable wave power farms, with Portugal establishing the world's first commercial-scale wave farm in 2008. It has a total 2.25 MW installed capacity.

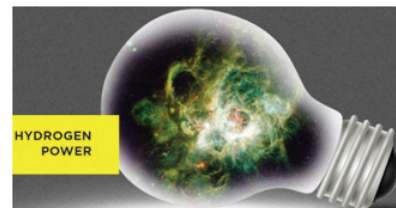


Idea

A colourless and **odourless** gas, hydrogen, accounts for 76% of the mass of the universe. On earth, it is found only in combination with oxygen, carbon and nitrogen. To use hydrogen, it must be separated from the other elements. Once it has, the gas **yields** high energy while producing almost no pollution.

Status

Fuel cell devices that convert hydrogen to electricity are already being used to provide power for vehicles, aircraft, homes and buildings. Large **automakers** like Toyota, Honda and Hyundai have invested heavily in the technology.



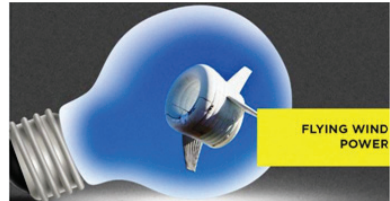
Idea

On a flying wind farm, wind turbines float as high as **skyscrapers** (1,000 to 2,000 feet above ground) to capture **steadier** winds that blow five to eight times stronger than winds at tower level. These turbines produce double energy of similar sized tower-mounted turbines.

Status

Altaeros Energies has developed the first commercial airborne wind turbine called Buoyant Air Turbine, a circular, 35-foot-long inflatable shell, made of heavy-duty

fabric. It has a capacity of 30 kilowatts. It is completely **autonomous**; it self-adjusts to optimal wind speeds and self-docks in emergency cases.



Idea

Fusion is the same process that powers the Sun, and has potential to provide a nearly **inexhaustible** supply of energy. It emits no pollutants or greenhouse gases and has no threat of nuclear **meltdown** unlike current nuclear **fission** reactors. Fusion works by fusing two hydrogen **isotopes**, deuterium and tritium, which are **bountiful**.

Status

The ITER (International Thermonuclear Experimental Reactor), being built in France and funded by seven countries, is set for completion by 2027. It hopes to be the first commercially demonstrated fusion power station.



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

Column A

Column B

- | | |
|---------------|---|
| a. boke | i. a flat that is moved by wind |
| b. fleet | ii. a very tall building |
| c. inflatable | iii. to make an effort |
| d. harness | iv. a group of something |
| e. vane | v. capable of being filled with air |
| f. skyscraper | vi. the act or process of splitting the nucleus of an atom |
| g. fission | vii. in large quantities |
| h. bountiful | viii. to control and use the force or strength of something |

B. Find the antonyms of the following words from the text.

endless modern covered fragrant bound inadequate

C. Fill in the blanks with the appropriate words from the text.

- a. The panels convert the solar power into
- b. The researchers have developed a knee device that collects while we walk.
- c. The US coastline has wave energy of about 252 billion kWh per year.
- d. Hydrogen is a colourless and gas.
- e. The Buoyant Air Turbine is completely
- f. An environment-friendly source of energy is

D. Answer the following questions.

- a. How did JAXA prove the viability of the idea of space-based solar energy?

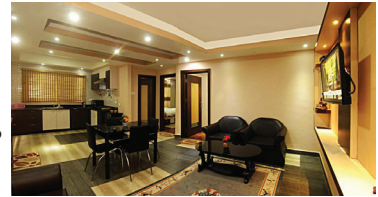
- b. What do we need to generate energy through our body movement?
- c. Which country established the world's first commercial-scale wave farm?
- d. How can we use hydrogen as the source of energy?
- e. Why do floating turbines seem more effective than tower-mounted turbines?
- f. What does ITER stand for?

E. Do you know other alternative energy sources? Talk about it with your friends.

Listening

A. Look at the picture and answer these questions.

- a. What do you see in the picture?
- b. Are you living in a house or an apartment?



B. Listen to the audio and state whether the following statements are true or false.

- a. The son is eager to move into the new apartment.
- b. The father likes the floor space of the apartment.
- c. The apartment is closer to the boy's school.
- d. There will be no disturbance from the neighbours in the new place.
- e. The manager of the apartment is not there right now.
- f. The father finally decides to move into the new apartment.

C. Answer the following questions.

- a. What does the son like about the apartment?
- b. What has the father not decided yet?
- c. What two things does he not like about the room?
- d. Which four rooms have they looked at so far?
- e. Which room have they not seen yet?

D. Do you prefer a house to an apartment? Why? Talk to your friends.

Grammar II

A. Fill in the gaps with relative pronouns.

- a. Is that the spot you had the accident?
- b. The photograph you saw was taken a long time ago.
- c. Are those the students you were talking about?
- d. Last week, I went to visit the town my friend lives.
- e. This is the house my uncle and aunt live.
- f. These are the boys work hard.
- g. Krishna was the boy everyone appreciated.
- h. This is the judge is known for his wise decisions.
- i. This is the site.....I intend to build a house.
- j. The tiger terrified the villagers was sent to the zoo yesterday.
- k. The tree he cut down was not large one.
- l. Mt. Everest is the highest peak in the world, lies in Solukhumbu district.

B. Join the following pairs of sentences using who, whom, whose, which/that, or where.

- a. Are these the keys? You were looking for the keys.
- b. Unfortunately we couldn't attend the wedding. We were invited to the wedding.
- c. What is the name of the hotel? Your brother works in the hotel.
- d. The party wasn't enjoyable. We attended the party last Saturday.
- e. What is the name of the boy? The boy's father is a dentist.
- f. Who was the man? You talked to the man in the restaurant.
- g. What is the name of the shop? They sell medicine in the shop.
- h. Is this the man? The man donated all his property to a hospital.

Writing II

Write a news article on Green Energy. Use the following clues.

natural source of energy

achieved from the sun, wind, water, etc.

perpetual in nature

present status

benefits to human / nature

challenges

Project work

Organize a debate competition entitled 'Artificial intelligence is a threat to humans.' in the class. You can invite students from other grades as well. Invite your teachers to judge the competition.

Extra Bit

Components of a News Story

Nepal Beat Chinese Taipei ← **Headline**

By RSS ← **Byline** → **Lead**

Kathmandu, June 4: Nepal defeated Chinese Taipei 2-0 in the FIFA World Cup Asian Qualifying Match held last night at Al Kuwait Sports Club Stadium, Kuwait City.

Nepal made their outstanding performance in the joint qualifiers of the 2022 FIFA World Cup Qatar and 2023 AFC Asian Cup to be held in China.

For Nepal, AnjanBista made the first score in the first fourth minute of the game through a penalty shootout.

Similarly, NawaYugShrestha contributed the second goal in the 81st minute of the game.

With this win, Nepal managed six points and is in the fourth ranking in Group 'B'.

Now, Nepal are scheduled to play with Jordan on June 7 and with Australia on June 11, according to All Nepal Football Association (ANFA).

Body

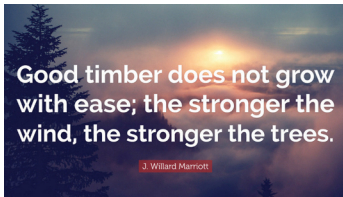
Work and Leisure

Getting started

Read the following quotations and discuss what they mean.



Do one thing at a time, and while doing it put your whole soul into it to the exclusion of all else.



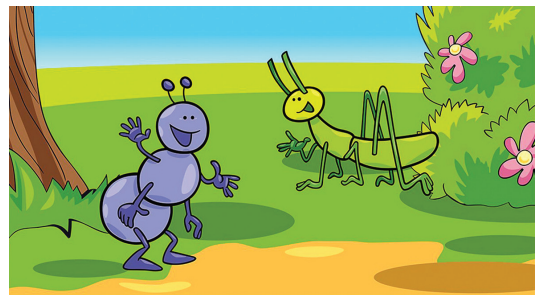
Reading I

Look at the following picture and answer these questions.

- What are the two insects doing?
- What happens to them when winter comes?

THE ANT AND THE GRASSHOPPER

When I was a very small boy I was made to learn by heart certain of the **fables** of La Fontaine, and the moral of each was carefully explained to me. Among those I learnt was 'The Ant and the Grasshopper', which is **devised** to bring home to the young the useful lesson that in an imperfect world **industry** is rewarded and **giddiness** punished. In this admirable fable, the ant spends a laborious



summer gathering its winter store; while the grasshopper sits on a blade of grass singing to the sun. Winter comes and the ant is comfortably provided for, but the grasshopper has an empty **larder**: he goes to the ant and begs for a little food. Then the ant gives him her classic answer: "What were you doing in summer time?"

"Saving your presence, I sang, I sang all day, all night."

"You sang. Why, then go and dance."

I could not help thinking of this fable when the other day I saw George Ramsay launching by himself in a restaurant. I never saw anyone wear an expression of such deep **gloom**. He was staring into space. He looked as though the burden of the whole world sat on his shoulders. I was sorry for him: I suspected at once that his unfortunate brother had been causing trouble again. I went up to him and held out my hand.

'How are you?' I asked.

'I'm not in **hilarious** spirits,' he answered.

'Is it Tom again?' He sighed.

'Yes, it's Tom again.'

'Why don't you chuck him? You've done everything in the world for him. You must know by now that he's quite hopeless.' I suppose every family has a **black sheep**. Tom had been a **sore trial** to him for twenty years. He had begun life decently enough: he went into business, married, and had two children. The Ramsays were perfectly respectable people and there was every reason to suppose that Tom Ramsay would have a useful and honourable career. But one day, without warning, he announced that he didn't like work and that he wasn't suited for marriage. He wanted to enjoy himself. He would listen to no **expostulations**. He left his wife and his office. He had a little money and he spent two happy years in the various capitals of Europe. Rumours of his doings reached his relations from time to time and they were **profoundly** shocked. He certainly had a very good time. They shook their heads and asked what would happen when his money was spent. They soon found out: he borrowed. He was charming and **unscrupulous**. I have never met anyone to whom it was more difficult to refuse a loan. He made a steady income from his friends and he made friends easily. But he always said that the money you spent on necessities was boring; the money that was amusing to spend was the money you spent on **luxuries**. For this he depended on

his brother George. He did not waste his charm on him. George was a serious man and insensible to such **enticements**. George was respectable. Once or twice he fell to Tom's promises of **amendment** and gave him **considerable** sums in order that he might make a fresh start. On these Tom bought a motor-car and some very nice jewellery. But when circumstances forced George to realize that his brother would never settle down and he washed his hands of him, Tom, without a **qualm**, began to blackmail him. It was not very nice for a respectable lawyer to find his brother shaking cocktails behind the bar of his favourite restaurant or to see him waiting on the box-seat of a taxi outside his club. Tom said that to serve in a bar or to drive a taxi was a perfectly decent occupation, but if George could **oblige** him with a couple of hundred pounds he didn't mind for the honour of the family giving it up. George paid. Once, Tom nearly went to prison. George was terribly upset. He went into the whole **discreditable** affair. Really Tom had gone too far. He had been wild, thoughtless, and selfish, but he had never before done anything dishonest, by which George meant illegal; and if he were **prosecuted** he would **assuredly** be convicted. But you cannot allow your only brother to go to gaol. The man Tom had cheated, a man called Cronshaw, was **vindictive**. He was determined to take the matter into court; he said Tom was a **scoundrel** and should be punished. It cost George an infinite deal of trouble and five hundred pounds to settle the affair. I have never seen him in such a **rage** as when he heard that Tom and Cronshaw had gone off together to Monte Carlo the moment they cashed the cheque. They spent a happy month there.

(Source: *Sixty Five Short Stories* by W. Somerset Maugham)

A. Choose the words below to replace the coloured words in the given sentences.

industry

hilarious

qualm

enticements

obliged

amendment

expostulations

- a. If your talent combines with **diligence**, you can excel in your field.
- b. The dessert menu has a lot of delicious **temptations**.
- c. The house passed the bill without listening to the public **objections**.

- d. Knowledge of the ill effects of tobacco has led to a **modification** in smoking behaviour.
- e. Without any **regret**, Yule started spending his father's properties.
- f. Despite his strong dissent, Maria's family **forced** her to get married.
- g. Mr. Smith read a **delightful** story which matched his real life.

B. Put the following sentences in the correct order.

- a. He began to blackmail his brother for money.
- b. He left his wife and his office.
- c. When his money was spent, he borrowed it from friends and spent it on luxuries.
- d. George continued to pay for his brother's expenses.
- e. He bought a motor-car and some very nice jewellery.
- f. Tom took the help of Cronshaw to cheat his brother, and left for Monte Carlo.
- g. He promised to make a fresh start.
- h. The Ramsays were perfectly respectable people.
- i. He never settled down.

C. Answer the following questions.

- a. Why is Tom described as the 'black sheep' of the Ramsay family?
- b.. What was a respectable profession for Tom?
- c. Why was George Ramsay staring into space?
- d. Why did Tom leave his work and wife?
- e. How did Tom manage his life when he ran out of money in the beginning?
- f. How did Cronshaw and Tom cheat George?
- g. What made George realise that his brother would never settle down?
- h. What is the moral of the story 'The Ant and Grasshopper'?

D. Read the story again and write a summary.

E. How do you characterize yourself, as the ant or the grasshopper? Give reasons.

Pronunciation

The word 'qualm' is pronounced with the letter 'l' silent. Find the silent letter in the following words and pronounce them.

doubt	pneumonir	receipt	chalk	feign
bouquet	light	resign	gnaw	heir
buffet	pseudo	knave	knight	solemn
island	wriggle	built	archeology	neighbour

Speaking

A. Act out the pieces of conversation in pairs.

Maya : Where do you have your photograph taken?

Indu : I usually have it taken at Kwality Photo Studio at New Road.

Rojina : Did you get your car washed yesterday?

Sandesh : Of course I did. I got it washed at Raghu's.



B. Have similar conversations using the given clues. Use **have and **get**.**

- hair cut/ at New Look Hairdresser's
- shoes mended/ at Modern Shoe Center
- bicycle repaired/ at A to Z Repair Center
- dresses sewn/ at Laxmi Tailor

- e. eye checked / at Bhadgaon Optical's
- f. teeth scaled /at KMC Dental House

C. Say what you can have/get done at the following places.

Example: We have mutton sliced at the butcher's.

- veterinary doctor's mechanic's surgeon's drycleaner's
- translator's fortune teller's beautician's

Grammar I

A. Make as many sentences as you can from the table given below.

Phoolmaya	had	my shoes	at the party.
Santosh	will have/make	me /him/	repaired last Sunday.
Biraj	gets	her	write a letter tomorrow.
I	make	to dance	to play with him all the time.
They	has	Suman	wash my clothes.
	was/were made	his brother	to smoke against my will.
			dig the field.
			to type the document.
			send her the mail.

B. Fill in the gaps with the correct form of have, get or make.

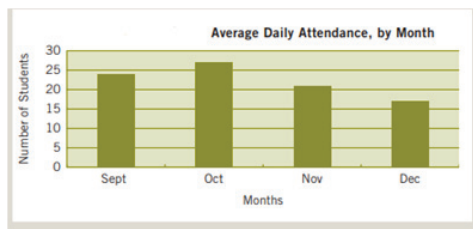
- a. Did theyyou give a speech on behalf of the group?
- b. Instead of buying a new car, why don't youthe old one fixed?
- c. Imy hair cut tomorrow morning.
- d. The teacher.....every one of us to write an essay yesterday.
- e. Ms Shresth ausually.....her hair dried at the hairdresser's.
- f. My mom alwaysme clean my room on Saturdays.

- g. Imy landlord to fix the broken windowpane this morning.
 h. Sumanall the Maths problems solved by the teacher.

Writing I

A. Study the chart below and answer the following questions.

- a. What kind of chart is it?
 b. What data does it represent?



B. The following verbs are used to describe different trends or patterns of data. Put them under appropriate headings.

- drop steady plummet climb maintain
 decline go down go up decrease grow
 increase jump rise rocket fall
 plunges stay /remain constant

Upward Trend	Downward Trend	Stable Trend

C. Interpret the above bar graph using appropriate verbs. Make comparisons where applicable. You may use the expressions given below.

The diagram/ chart/ table shows/ illustrates/ represents ...

According to the chart ...

While/ on the other hand...

Likewise

Overall

Reading II

Look at the picture and answer the following questions.

- What can you see in the picture?
- How is human life different from the lives of animals?

Leisure

WHAT is this life if, full of care,
We have no time to stand and stare?

No time to stand beneath the boughs,
And stare as long as sheep and cows:

No time to see, when woods we pass,
Where squirrels hide their nuts in grass:

No time to see, in broad daylight,
Streams full of stars, like skies at night:

No time to turn at Beauty's glance,
And watch her feet, how they can dance:

No time to wait till her mouth can,
Enrich that smile her eyes began?

A poor life this if, full of care,
We have no time to stand and stare.



-W.H. Davies

A. Match the words with their meanings.

- | | |
|------------|---|
| a. stare | i. an area of trees |
| b. beneath | ii. to improve the quality of something |
| c. woods | iii. to look quickly at somebody or something |
| d. enrich | iv. to look at somebody/something for a long time |
| e. glance | v. under somebody or something |

B. Answer the following questions.

- a. Why is our life so miserable, according to the poet?
- b. What do sheep and cows do in nature?
- c. What do squirrels do in the woods?
- d. What magic does Beauty perform?
- e. How is human life, if observed carefully?

C. How do you spend your leisure time? Write a short paragraph.

Listening

A. Look at the picture and guess the answers.

- a. Who is he talking to?
- b. What is he talking about?



B. Listen to the audio and fill in the blanks with appropriate words/phrases.

- a. The name of the lady is
- b. Her car needs a
- c. The lady wants her car back by.....
- d. If there is awith the car, the service will take a longer time.
- e. The garage she visited last timeher a lot of money.
- f. Fixing the brake pads won'tto the customer.
- g. The mechanic has a.....So he can return the car as soon as possible.

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

- a. What does the lady want to get done?
- b. When did she have her car last checked?
- c. When does the mechanic have a free slot?

- d. How long does a full service normally take?
- e. What makes the lady think that the car has a serious problem?
- f. What is the problem with the rear brake light?

D. Imagine you are at a mobile service centre to get your mobile phone repaired. How do you deal with the mobile service provider? Discuss.

Grammar II

A. Rewrite the sentences with **have, get or make.**

Example: I painted my house last week.

I had my house painted last week.

- a. She will ask her sister to light the lamp.
- b. I am going to ask the dentist to fill my teeth.
- c. Will you ask the barber to cut your hair?
- d. I can't design my house myself. So I am going to hire an architect for it.
- e. The girl asked her mechanic to repair her watch.
- f. The landlady asks the gardener to cut out the grass.

B. Choose the best alternatives and complete the sentences.

- a. Mina got Shambhu (carry, to carry, carried) her suitcase.
- b. Rita had Ankit (wash/ to wash/washed) his clothes.
- c. They got me (dance/to dance/danced) at my brother's wedding.
- d. Kumari was made.....(turn on/to turn on/turned on) the television.
- e. Barsha got new books (buy/to buy//bought) last week.
- f. Upendra got Mukesh (watch/to watch/watched) his house.
- g. My father is very kind. He never makes us (do/to do/done) heavy work.
- h. The film was very humorous. It made us all..... (laugh/to laugh/laughed) throughout the film.
- i. His hair was too long. So he had it (cut/to cut/cutting) yesterday.

- j. The manager.....(made/got/make)his secretary attend the conference.
- k. Mathew made the mechanic (overhaul/to overhaul/overhauling) his car.
- l. Smith had Jacque (fetch/to fetch/fetched) a pail of water.
- m. My math teacher asked us to remember all the theorems. In other words, we were made (remember/remembered/to remember) all the theorems.

Writing II

Write an essay on 'Work and Leisure' in about 200 words. You can use the given guidelines.

differences

similarities

relation

balance

Project work

Make a survey in your locality. Visit at least 10 families. Collect the data of working people, jobless and retired ones. Convert it into a pie chart and display it in the class.

Extra Bit

Words ending in '-ism'

- optimism : a feeling that good things will happen and that something will be successful
- tourism : the business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure
- criticism : the act of expressing disapproval of somebody/something and opinions about their faults or bad qualities
- nationalism : the desire by a group of people who share the same race, culture, language, etc. to form an independent country
- alcoholism : the medical condition caused by drinking too much alcohol regularly
- patriotism : love of your country and the desire to defend it
- journalism : the work of collecting and writing news stories for newspapers, magazines, radio, television or online news sites
- terrorism : the use of violent action in order to achieve political aims

Getting started

Identify the places and talk about why people visit there.



Reading I

Study the following brochure of Chitwan National Park and answer the questions.

- Have you ever been to Chitwan National Park?
- Where does it lie?
- What is it famous for?

Background

Chitwan National Park is a UNESCO World Heritage Site, established in 1979. It is one of the few remaining natural habitats of the Bengal tiger in the world. The park is located in the Terai region of Nepal, south of the Siwalik Range. It covers an area of 392 km² and is home to a diverse range of flora and fauna, including the Bengal tiger, one-horned rhinoceros, Ganges river dolphin, and various bird species.

Major Attractions

- Wildlife: Bengal tiger, one-horned rhinoceros, Ganges river dolphin, and various bird species.
- Activities: Jungle safaris, bird watching, and elephant riding.
- Facilities: Well-developed infrastructure, including roads, trails, and viewing platforms.

Map of Nepal

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Map of Nepal

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Map of Nepal

CHITWAN NATIONAL PARK

Background

Chitwan National Park (CNP) is situated in South-central Nepal, covering an area of 952.63 km², in the subtropical lowlands of inner Terai. In 1957, the area between Tikauli and the Mahabharat range was **declared** a “rhino sanctuary”, which was the first step towards formal wildlife management in the country.

Due to heavy **deforestation** and rampant poaching, there was a sharp drop in the number of wild animals during the 1950s. Due to this alarming situation, a National Park to the north of Rapti River and a rhino **sanctuary** to the south were proposed. In 1963, the area to the south of Rapti was declared a rhino sanctuary and by April 1971, border of the National Park was fixed by a survey team. In 1973, the National Parks and Wildlife Conservation Act was enacted, and Chitwan National Park was declared as the first National Park of Nepal. In 1977, the boundaries were increased from 540sq. km to 932 sq. km. Recognizing its outstanding universal value of unique ecosystems of international **significance**, UNESCO declared the park a World Heritage Site in 1984.

Major Flora and Fauna

The Chitwan Valley consists of tropical and subtropical forests with mostly *Sal* (Shorea robusta) forests covering about 80% of the area while grasslands cover about 12%. There are more than 68 different types of grasses, including the Elephant grass, which grows up to a height of 8m. The park is home to more than 68 species of mammals, 55 species of amphibians and reptiles, 546 species of birds and 120 species of fish. The endangered fauna found in the park include One-horned rhinoceros, gaur bison, royal bengal tiger, asian wild elephant, four-horned antelope, pangolin, golden monitor lizard, python, bengal florican, lesser florican, gaint hornbill, black stork and white stork.



Major attractions

World Heritage site (Natural site)

Second largest population of Greater One-horned Rhinoceros in the world

One of the National Parks in the world with more than 93 tigers in the same habitat

Home to Gaur Bison, Gharial Crocodile, more than 6% of the world's bird species

Ramsar site (*Bishajari Lake*), Wetlands of international importance

Elephant, Gharial Crocodile and Vulture Breeding Center

Churia Hills and Madi Valley

Tharu culture



Best Season

There is a good visibility after the winter season for wildlife sighting. Between September and November, and February and April, migratory birds join the residential ones and create **spectacular** bird watching opportunities. As the monsoon rains bring lush vegetation, most trees flower in late winter. The *palash tree*, known as the “flame of the forest”, and silk cotton tree have spectacular crimson flowers, which are visible miles away.

How to get to the Park?

Chitwan is linked by air with Kathmandu. There are also public buses, rented vehicles and tourist coaches from Kathmandu and other cities of Nepal.

Safety precautions

Visitors are recommended to carry first aid kits for their own safety.

Visitors should be **alert** from the wildlife inside the core area.

Park Regulations to follow or things to remember

An entry fee of Rs. 2,000 (foreigners), Rs. 1,000 (SAARC nationals) and Rs. 150 (Nepali) visitor should be paid at designated ticket counter per person per day.

The entry permit is non-refundable, non-transferable and is for a single entry only.

Entering the park without a permit is illegal. Park personnel may ask for the permit, so visitors are requested to keep the permit with them.

Get special permit for documentary/filming from the Department of National Parks and Wildlife Conservation (DNPWC).

Having a guide is a must for jungle walk.

Department of National Parks and Wildlife Conservation

P.O. Box: 860, Babarmahal. Kathmandu Phone: +977-Fax: +977-1-4227675

www.dnpwc.gov.np/Email: info@dnpwc.gov.np

A. Learn these words and complete the given sentences with them.

declared deforestation sanctuary significance
spectacular precautions alert

- a. The new drug has great for the treatment of the disease.
- b. Chitwan National park is a for birds and animals.
- c. The government has just a state of health emergency.
- d. The major reason behind land erosion in Nepal is
- e. The scenery around my village is
- f. We should be from the animals while visiting a zoo.
- g. What should we take to be protected from cold?

B. Fill in the blank spaces with suitable words/phrases from the text.

- a. Chitwan National Park lies inof Nepal.
- b. In the 1950s there was a decline in wild population because of killing and
- c. The park was listed in the World Heritage Site in
- d. The *sal* forest coversof the forest area in Chitwan National Park.
- e. Royal Bengal Tiger is one of thespecies of animal found in CNP.
- f. Foreigners of non-SAARC Nations should payto enter the park.

C. Answer the following questions.

- Which area of Chitwan National Park was protected for rhinos in 1957?
- Why did UNESCO declare the park as a World Heritage Site?
- Mention any three animals that are said to be in danger.
- Which season is best for bird watching?
- How much should you have to pay if you go to visit the park?
- Where is the Department of National Parks and Wildlife Conservation located?

D. Have you ever been to Chitwan National Park or any other parks of Nepal? Describe it in short with its major attractions.

Pronunciation

Listen to your teacher. What sounds do the final 'ed' in the words make? Put the words in the correct box.

situated declared fixed increased associated
rugged endangered linked horned designated

/t/	/d/	/ɪd/

Speaking

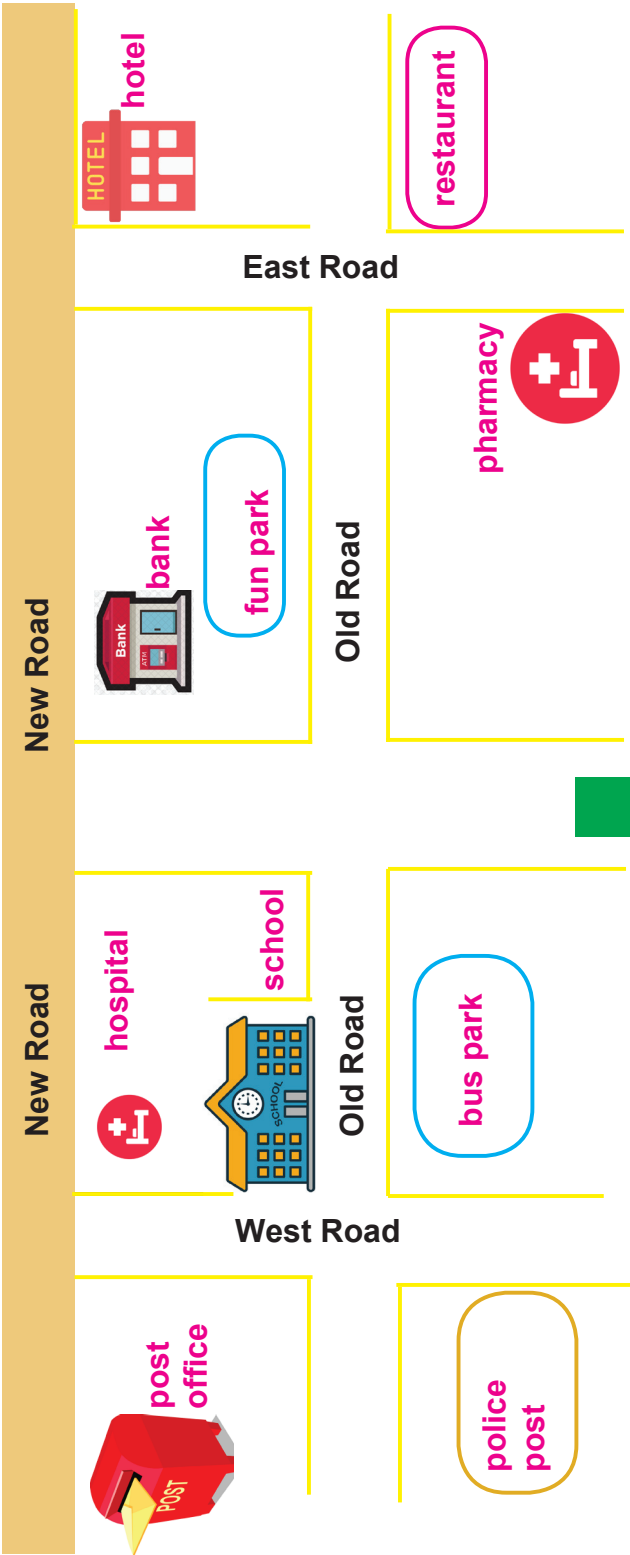
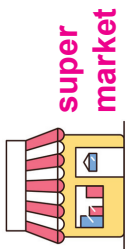
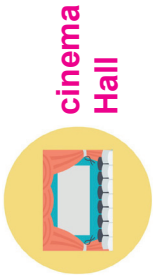
Work in pairs. Study the map and take turns to ask and answer where different places are located. Use the given prepositions. One has been done as an example.

next to opposite between behind in front of above below

Example: You are in Old Road

A: Where is the school?

B: It's opposite the bus park?



You are here

a. You are in New Road.

i. Super market.

ii. cinema hall

b. You are in Old Road

i. fun park

ii. bank

c. You are in East Road

i. restaurant

ii. pharmacy

d. You are in West Road

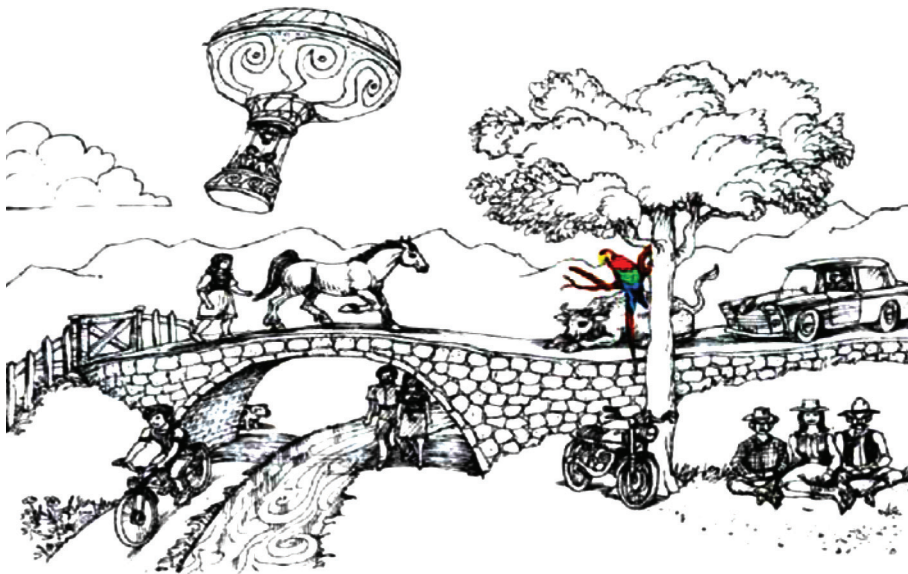
i. post office

ii. hospital

iii school

Grammar I

A. Look at the following picture and complete the sentences given below with suitable prepositions from the box.



next to behind in front of beside above on down

- a. The girl is walkingthe horse.
- b. The boy is cyclingthe road.
- c. The man and the woman arethe bridge.

- d. The motorcycle is parkedthe tree.
- e. The bull is sittingthe car.
- f. The hot air balloon is flyingthe mountain.
- g. A bird is sittingbranch of a tree.

B. Fill in the blanks with prepositions in, at or on.

- a. We will meetthe corner of the street on Sunday at 5: 00 pm.
- b. Phurba is studying English literatureRatna Rajya Campus.
- c. The horses are grazingthe field.
- d. Rima and Nakul got marriedBhadrakali temple 10 years ago.
- e. What time did you arrivethe hotel?
- f. Rachita livesEngland these days.
- g. The cat is somewherethe house.
- h. There is a picture of houseSheetal’s T-shirt.
- i. The instruction isthe top of the page.
- j. The dog is sleepingthe carpet.

Writing I

Imagine you have recently visited a popular tourist destination. You witnessed a memorable event during your tour. Write an account of experience describing your feeling and reactions.

Reading II

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

- a. Who are the people in the picture?
- b. Where are they travelling?
- c. What is the lady asking with the man?



UP-HILL

Does the road wind up-hill all the way?

Yes, to the very end.

Will the day's journey take the whole long day?

From morn to night, my friend.

But is there for the night a resting-place?

A roof for when the slow dark hours begin.

May not the darkness hide it from my face?

You cannot miss that inn.

Shall I meet other wayfarers at night?

Those who have gone before.

Then must I knock, or call when just in sight?

They will not keep you standing at that door.

Shall I find comfort, travel-sore and weak?

Of labour you shall find the sum.

Will there be beds for me and all who seek?

Yea, beds for all who come.

-Christina Rossetti

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

Column 'A'

- a. wind
- b. morn
- c. inn
- d. wayfarer
- e. seek

Column 'B'

- i. person who usually travels on foot
- ii. a small hotel, usually in the country
- iii. to have many bends and twists
- iv. look for
- v. morning

B. Complete the summary of the poem with suitable word/phrases given below.

the road ahead up-hill someone a place a journey

in the affirmative on the way everyone fellow travellers an inn

The speaker is making with her guide. She asks the guide eight different questions about The first question is if the road is all and if the journey will take all day. The guide replies Next, she asks if there is to rest for the night. The guide informs the speaker that there is which she won't miss. The speaker's fifth question is, whether she will meet the other travellers At the inn, the speaker asks if she should knock or call the The guide replies that..... will open the door. Lastly, the speaker asks if there will be a bed for her. The guide tells her that there are beds for.....

C. Answer the following questions.

- How far is the road up-hill, according to the guide?
- What does the speaker doubt about the place to rest?
- Who has travelled the road before?
- What is the speaker's seventh question?
- Who, do you think, opens the door?

D. Write a short description of a road that you have recently travelled through.

Listening

A. Look at the picture and guess the answers to the following questions.

- Where are the people in the picture?
- Who is the lady standing in the picture?



B. Listen to the audio and complete the sentences with suitable words/phrases.

- a. The announcement is made for the passengers of flight no.....
- b. The plane is about to fly in
- c. Allshould be turned off before the plane take off.
- d.is strictly forbidden during the flight.
- e. The airline company is called

C. Listen to the audio again and put a tick mark (✓) under 'True' or 'False'.

S.N.	Statements	True	False
a.	The flight is taking place from Hong Kong to San Francisco.		
b.	The plane will reach San Francisco in seven minutes.		
c.	Passengers should tie their seat belts before the flight.		
d.	All the gadgets except laptops and mobile phones should be switched off.		
e.	Passengers can smoke before the takeoff.		

D. Try to make the announcement as in the audio and see how much you can remember.

Grammar II

Complete the sentences with the correct prepositions from the brackets.

- a. Due traffic jam, we are late today. (with/to/at)
- b. I'm sorry. You are not eligible ... admission to this course. (with/for/of)
- c. Look! She is playinga young son. (with/to/in)

- d. The District Administration Office is entrusted maintain law and order in the city. (to/with/of)
- e. He is envious his rich neighbour. (with/of/off)
- f. He became estranged his family after the argument. (with/from/of)
- g. You had no excuse misbehaving with the clerk. (of/for/to)
- h. I'm quite familiarher. (at/with/to)
- i. She was brought by her grandmother. (out/in/up)
- j. Gopal left home because he did not want to abide his father's wishes. (to/with/by)

Writing II

Write a set of rules and regulations for the visitors in a park. Use the expressions given below.

...is/are(not) allowed to strictly prohibited/forbidden to

...can/ cannot ... is/are required/expected to..... must/ must not

Project work

Find a place of tourist attractions in your locality and prepare a short leaflet. You may take the text, 'Chitwan National Park' as the model for your writing.

Extra Bit

Account Writing

Account writing is a technique of reporting or describing an event or experience. This is a written document that provides a description of the events in proper order, which allows the reader to reach a conclusion.

Format of Account Writing

Heading (optional but highly recommended).

It addresses the audience and purpose. For instance, a heading can be something like this: "To the Head Teacher, an account of the recent trip to Pokhara".

Introduction

The purpose of account writing is mentioned here. You can add some background information depending on the situation. The purpose of an introduction is to briefly tell about the topic that you are about to write.

Body

The event is elaborated here. If there are more than one content, you have to address each content in separate paragraphs.

You have to make sure that you provide relevant and details that are helpful to the reader. This means that the reader should be given complete details so that he can reach a proper conclusion.

Conclusion

This is a very crucial part of your writing because you have to mention the purpose of your writing again.

Sign-off

Written by,

Your full name (or signature)

Date

Getting started

The following pictures show the process of making black tea. Describe the steps each picture shows.



Reading 1

Look at the picture and answer the questions.

- i. What is the girl in the picture doing?
- ii. What is the risk of using a phone this way?
- iii. What precautions should you take while using a phone?



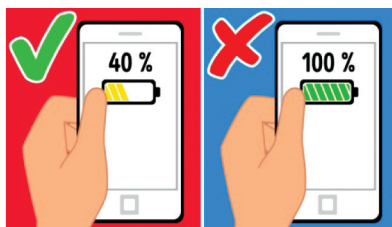
SAVE YOUR SMARTPHONE

Smartphones have become an important aspect of everyday life, not only in terms of staying connected with family and friends but also in getting work done, staying up to date with important schedules and even buying groceries or clothes online. It's become almost impossible to do anything without one in today's tech-driven world, so much so that most of us have a phone in our hands for the most part of the day. Your phone therefore needs proper care to **prolong** its lifespan and also to safeguard important information that's stored there. Since smartphones are so **essential** and central to our life, it's time for us get smart in caring them.

Here're some tips which we you can follow to keep your phones safe.

A closer look at your charging habits

Most of us live in fear of a **fading** phone battery when we're out and about, we don't worry too much about that battery's eventual lifespan. Do you know that you shouldn't charge your battery to 100 percent? You shouldn't let it get down to minimum charge or zero percent either. That can cause internal damage to your phone. The rule with some batteries is to keep them 50 percent or more most of the time. When it drops below 50 percent, top it up a little if you can. You can charge your phone this way a few times in a day. You should also make it a point to use the charger that came with your phone. There have been incidents of cheap chargers actually catching fire.



Maintain cool temperature

Heat is harmful to phone batteries. Your phone is safest at room temperature. Avoid placing it next to other devices such as laptops as they **generate** heat. If you are keeping all your gadgets right next to one another, try to separate them..

Invest in-phone wipes or cleaning solution

Your phone is a breeding ground for germs and bacteria. Think of all the things you touch before touching your phone: go to the restroom, hold money, eat, and other activities that lead you to **gunk** up your device. Studies have actually found that your phone screen houses more bacteria than a toilet seat. This is why you should clean your phone regularly. All you have to do is simply disinfect your phone with an antimicrobial spray and wipe it with a soft cloth.



Protect your phone and data

Set a screen lock on to keep your information safe and **render** the phone useless in the event it gets lost or stolen. Not using a lock screen is the android equivalent of going out and leaving your front door open for burglars.



Control app permissions and notifications

Your smartphone wouldn't be all that useful without all the apps you have downloaded. The more apps you download, the more **notifications** you will receive. But you can have more control over which apps and events can send you prompts and how these messages appear on the home or lock screen of your phone. Simply go to your phone's settings and set the notifications accordingly.

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

Column A

- a. prolong
- b. essential
- c. fading
- d. generate
- e. gunk
- f. render
- g. notifications

Column B

- i. being less bright
- ii. to produce
- iii. any sticky or dirty substance
- iv. to cause something to be in a particular condition
- v. to make something last longer
- vi. notices
- vii. extremely important

B. Write 'True' for true statements and 'False' for false ones.

- a. It's a good idea to keep our phone fully charged.
- b. We should not keep our phone together with other gadgets.
- c. A phone is likely to hold more bacteria than a toilet seat.
- d. Setting a screen lock in the phone is not necessary.
- e. Smartphones becomes very useful even without apps.

C. Answer the following questions.

- a. What are some of the uses of smartphones in everyday life?
- b. Why should we give a proper care to our phone?
- c. What is the rule about the charger of a phone?
- d. How can we prevent our phone from getting heated?
- e. How can the phone be cleaned?

D. What gadgets do you have at your home? How do you take care of them?

Pronunciation

Consult an English dictionary to find out different pronunciations of these words. Try pronouncing them.

impossible battery zero either temperature
germ cloth burglar control appear

Speaking

A. Read and act out the following conversation between two students.



B. Work in pairs and take turns to ask questions and give instructions in the following situations.

- a. take a photo
- b. recharge a phone
- c. send an email
- d. print a word document
- e. replace a light bulb

Grammar I

A. Study the following table.

She said, "I love the horror movies."	She said that she loved the horror movies.
"I worked as a waiter before my college," Harish said.	Harish said that he had worked as a waiter before his college.
My friend said, "I'll phone you tomorrow."	My friend said that he would phone me the next day.

She said, "I'm planning to do it today."	She said that she was planning to do it that day.
He said to me, "Get me something to drink."	He told me to get him something to drink.
"Don't make a noise," said the teacher to the students.	The teacher told the students not to make a noise.
The doctor said to the patient, "Quit smoking."	The doctor advised the patient to quit smoking.
The policeman told me, "Don't park here."	The policeman forbade me to park there. The policeman told me not to park there.

B. Change into reported speech.

- a. "He works in a bank"
She said
- b. "We went out last night"
She told me
- c. "I'm coming!"
She said.....
- d. "I was waiting for the bus when he arrived"
She told me
- e. "I'd never been there before"
She said
- f. "I didn't go to the party"
She told me
- g. He said to me, "Help him in doing the homework."
He requested me
- h. The doctor said to the patient, "Take a bed rest for a week."
The doctor advised the patient
- i. The commander said to his men, "March further."
The commander ordered

Writing I

Answer the following questions.

- What is your favourite food?
- Have you ever cooked food by yourself?
- What ingredients are required to prepare it?
- How do you cook it?

Now, prepare a complete recipe to prepare your favourite dish at home. Use the outlines given below.

name of the food item

ingredients

cooking procedure

Reading II

Look at the pictures and match the words with the correct weather symbols.

- | | | |
|-----------|---------------------|----------|
| a. cloudy | b. partially cloudy | c. snowy |
| d. stormy | e. rainy | f. sunny |



WEATHER INSTRUMENTS

Until the 18th century, people completely depended on sensory observations for any weather data, i.e., they understood the wind direction through the movement of leaves or estimated the time of rain through the number of clouds in the sky.

Now, the time has changed. Today, we are **blessed** with modern technology which includes different weather instruments and weather **stations** that help us to accumulate accurate weather data. There are different types of instruments for measuring different parameters.

A THERMOMETER is a device that is used for measuring the temperature or the temperature gradient. This can be used in industry, in **meteorology**, and even in



medicine. This device has two important things that help in measuring the temperature. The first one is a **sensor** that uses different physical **parameters** like the expansion of different states of matter for sensing the change. The second one is a **converter** that converts the change of temperature into a numerical number.

There are different types of thermometers. In weather stations, mainly mercury-filled thermometers are used. Mercury-filled thermometer can measure the temperature from -35 to 40 degree Celsius. It has a scale division of 0.2 degrees. But if the temperature is less than -35 degree Celsius, then this thermometer cannot give an accurate result and becomes unreliable. To measure the temperature under -35 degree Celsius, alcohol-filled thermometer is used. This type of thermometer can measure from -65/-75 degree Celsius to 20/25 degree Celsius.

A BAROMETER is an instrument that measures the **atmospheric** pressure. It measures the pressure in measurement units called bars or atmospheres. The earth is **wrapped** with layers of air which is called atmosphere. The air has weight, and it presses everything against gravity. Barometer measures this pressure. When barometer shows low-pressure, it means that the weather is rainy, windy or cloudy and when the pressure is high, it means that the weather is fair.

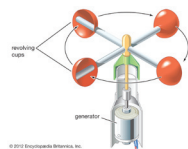


There are different types of barometer such as the **mercury** barometer, **aneroid** barometer, and the **digital** barometer. Among these three, the digital barometer is the latest one that gives the accurate data.

A HYGROMETER measures the **humidity** or the amount of water vapour in the air. There are mainly two types of hygrometer. They are dry and wet bulb hygrometer and a **mechanical** hygrometer.



An ANEMOMETER is used to measure the speed of the wind. The speed of wind gives plenty of information about the weather. For example, if the speed of the wind is high, it indicates a storm. With the help of the anemometer, we can determine the speed of the wind which helps us to protect ourselves from many natural disasters.



A WIND VANE is also called a weather vane or a **weathercock**. This is an instrument that is used for showing the direction of the wind. It has a

similar feature like the traditional **cockrel** design with letters that indicate the points of the compass.

The tool is placed on top of a weather station that gives accurate result about the direction of the speed which provides a lot of information about the changes that takes place in the weather.

A RAIN GAUGE is an instrument used by meteorologists for measuring the amount of **precipitation** occurred over some time. It is one of the instruments that is used in most of the weather stations. The rain gauge must be placed at an open place without any obstacle. The amount of precipitation is measured either manually or by an automatic weather station. The instrument has some limitations. It is impossible for rain gauge to collect rain during a hurricane.



A. Complete the sentences with the appropriate words from the text.

- a. Most of the FM broadcast the news at 7:00 pm.
- b. The function of ais to convert the change of temperature into numerical number.
- c. The earth is by the atmosphere.
- d. The amount of water in the air is called
- e. The wind vane is also known as a

B. Choose the best answer.

- a. How did people get the weather information until the 18th century?
 - i. with weather instruments
 - ii. through their physical senses
 - iii. through their intuitions
- b. What two things are used in a thermometer?
 - ii. sensor and converter
 - ii. sensor and mercury
 - iii. mercury and converter

- c. What does a barometer measure?
- atmospheric temperature
 - atmospheric humidity
 - atmospheric pressure
- d. Which of the following devices is NOT used to get the weather information?
- thermometer
 - galvanometer
 - anemometer
- e. Which of the following devices is used to measure the speed of the wind?
- transmissometer
 - anemometer
 - hygrometer

C. Answer the following questions.

- Where is thermometer mostly used?
- What is a barometer used for?
- What are the two kinds of hygrometer?
- Give two examples of how an anemometer gives information about weather.
- Name the device that is used to measure the changes in weather condition?
- What is the demerit of a rain gauge?

D. How do you usually get the weather information? Talk to your friends.

Listening

A. Look at the pictures and answer these questions

- What is the profession of the man?
- What does the second picture show?



B. Listen to the audio and tick(√) the best answer.

- a. Where did the chef learn to cook?
i. at a cooking school ii. at a family member's home
iii. in a friend's kitchen
- b. What is special about the chef's cookies?
i. He makes them by following a healthy recipe.
ii. He prepares them by using cheap ingredients.
iii. He sells them at many local stores.
- c. Which ingredient does the chef NOT use to make his cookies?
i. baking powder ii. flour iii. sugar
- d. At what temperature should you bake the cookies?
i. at 305 degrees ii. at 315 degrees iii. at 350 degrees
- e. What is the topic of the next cooking programme?
i. Fun Cookies for Teenagers ii. Inexpensive Meals
iii. Tips for Cleaning your Kitchen

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

switch entire ingredients preheat pinch

- a. Don't forget to the oven to 375 degrees.
- b. It looks like we don't have all of the to fix dinner. Let's go to the store and buy them.
- c. If the meat doesn't taste just right, try adding a of salt.
- d. Please put the mixture in a baking pan.

D. Do you watch cooking shows on television? Why? Share your reasons with your classmates.

Grammar II

A. Change the following sentences into reported speech.

- a. He said, "Don't use my camera."
- b. The doctor said, "Give up smoking."
- c. "Don't touch the wire." The electrician said to me.
- d. "Could you explain number four, please?" said the student.
- e. "Don't worry about it, Mrs. Shrestha." She said.
- f. "Finish this job in an hour." He said.
- g. Amrita said to me, "Please help me."

B. Complete the following sentences with the correct alternatives from the brackets.

- a. Anju said that she.....(had seen/ has seen/ was seen) the accident the day before.
- b. She says that(she could not stay there anymore/ I can't stay here anymore/ she can't stay here anymore)
- c. The teacher told us that.....(the earth revolves round the sun/ the earth revolved round the sun/ revolve round the sun)
- d. Prameshsaid that.....(he had done his homework/ I have done my homework/ he has done his homework)
- e. The police man(requested/ told/ ordered) the thief not to move.
- f. My father forbade me (to spend/ do not spend/ not to spend) so much money.
- g. The head teacher forbade the students' parents(not to smoke/ to not smoke/ to smoke) in the school premises.

Writing II

In the past 20 years, there have been significant developments in the field of science and technology. These developments have both positive and negative impacts. Write a newspaper article expressing your views on the impact of science and technology.

Project work

Wireless earbuds are useful devices for listening music and other audios because we don't need wires.

Do you know how to connect them to the Bluetooth-enabled devices such as smartphone, tablet, laptop, etc.? Search through the internet or consult to a person who knows it and write the steps "How to connect the earbuds to the Bluetooth-enabled devices?"



Extra Bit

Transitive and Intransitive Verbs

A **transitive** verb is a verb that requires an object to receive the action.

Examples:

I admire your courage.

We need to maintain product quality.

I couldn't face him today.

She loves animals.

An **intransitive** verb is a verb that does not take an object.

Examples:

The baby was crying.

I work for a large firm in Paris.

They laughed uncontrollably.

We talked for hours.

Getting started

A. Do you know these places? How to get there? Discuss.



B. Identify the following people and say what they are famous for.



Reading I

Answer the following questions.

- Do you love reading? What is the name of the last book you read?
- Who is your favourite writer? Tell something about him/her.

PAULO GOELHO

Paulo Coelho is a well-known Brazilian author and lyricist. He was born on 24 August 1947 in Rio de Janeiro, Brazil. He had always loved writing and **dreamed** of being a writer from an early age. He was, however, **discouraged** by his parents who wanted him to become a lawyer. During **adolescence** Coelho was sent three times to a mental hospital by his parents because of his dream to become a writer.



In his twenties, he was arrested and **tortured** in Brazil, but always kept dreaming his dream of becoming a writer, at his parents' wishes. After his release from the prison, Coelho enrolled in law school and **abandoned** his dream of becoming a writer. One year later, he dropped out and lived life as a **hippie**, traveling through South America, North Africa, Mexico, and Europe and started using drugs in the 1960s.

He changed his life **radically** at the age of 36 years, after a **pilgrimage** to Santiago de Compostela in Spain, where he experienced a spiritual **awakening** and felt inspired to write the book, *The pilgrimage*(1987). Only one year later, he wrote *The Alchemist* in the course of a two-week **spurt** of creativity. *The Alchemist* was Paulo Coelho's break-through as an international author. The **allegorical** novel is about a shepherd boy who follows a **mystical** trek in which he learns to speak the "Language of the World" and thus receives his heart's desire. The book **attracted** little attention at first, until a French-language translation suddenly leapt onto bestseller lists in France in the early 1990s. New translations followed, and soon *The Alchemist* became a worldwide **phenomenon**. The book has sold, by Coelho's count, roughly 35 million copies, and is now the most translated book in the world by any living author.

Since then he has published books at a rate of about one every two years. In 2013, approximately 150 million copies of his books were published in at least 71 languages. Several of his books are autobiographic in nature and deal with spirituality and faith, societal impacts on individuals and love. His 26 books have sold more than 65 million copies in at least 59 languages. Besides *The Alchemist*, his other notable works include *Veronika Decides to Die*(1998), which mines the **perceived** mental **instability** of his youth; *The Devil and Miss Prym* (2000), an **investigation** of the **essential** nature of humankind; and *Eleven Minutes*(2003), which explores the **boundaries** between love and sex through the story of a prostitute. *The Witch of Portobello* (2006) tells the story of a female religious leader in the form of interviews with those who knew her. *The Winner Stands Alone* (2008) is a **thriller** set against the Cannes Film Festival. Similarly, *Aleph* (2010) was **ostensibly** the true tale of Coelho's 2006 journey on the Trans-Siberian Railroad, but he **embroidered** the experience with a supposed encounter with a **reincarnated** lover from another lifetime. *Manuscript Found in Accra* (2012) concerns the experiences of a Greek wise man in Jerusalem prior to its **invasion** by Crusaders. *Adultery* (2014) **chronicles** a successful

journalist's **extramarital** affair, and *Hippie* (2018) was inspired by Coelho's travels in the 1970s.

His Other works include *Frases* (1996), a collection of short **excerpts** from his **oeuvre**, and *Life: Selected Quotations* (2007), a similar collection of excerpts translated into English. Coelho also compiled selections from his weekly column in the newspaper *O Globo* into a volume titled *Maktub* which means "It Is Written".

Coelho is now the world's widely read author with several international awards under his belt. He has received several **prestigious** awards including Crystal Award given by World Economic Forum, France's Legion d'honneur and many more.

His fans call his books **inspiring** and life-changing. His critics blame that his books merely promote vague spirituality **devoid** of rigor. A confident writer who rejects the self-help label—"I am not a self-help writer; I am a self-problem writer"—Coelho dismisses his **naysayers'** critiques. "When I write a book I write a book for myself; the reaction is up to the reader," he says. "It's not my business whether people like or dislike it."

Coelho has been married to his wife, the artist Christina Oiticica, since 1980. Together the couple spends half the year in Rio de Janeiro and the other half in a country house in the Pyrenees Mountains of France. In 1996, Coelho founded the Paulo Coelho Institute, which provides support to children and the elderly.

A. Complete the chart. Use a dictionary to check. Then, choose the correct word to complete the sentences. Change the form if necessary.

Noun	Verb	Adjective
	embroider	
	torture	
	attract	
		inspiring
investigation		

- She was an example to her followers.
- It is claimed that the officers a man to death in a city police station.

- c. Naturally, I the tale a little to make it more interesting.
- d. The company conducted its own internal into the robbery.
- e. The exhibition is huge crowds/audiences.

B. The following sentences depict some of the important events in Paulo Coelho's life. Put them in a chronological order.

- a. He travelled to Santiago de Compostela which inspired him to write *The Pilgrimage*.
- b. He was enrolled in a law school.
- c. He got married with artist, Christina Oiticica.
- d. He was imprisoned three times.
- e. Coelho established the Paulo Coelho Institute.
- f. He left school and lived a life of a hippie.
- g. Paulo Coelho wanted to become a writer.
- h. Coelho wrote the allegorical novel *The Alchemist*.

C. Answer the following questions.

- a. What is Paulo Coelho known for?
- b. Why did his parents discourage him to become a writer?
- c. What changed Coelho's life in a significant way?
- d. Why is *The Alchemist* special?
- e. What are most of his books about?
- f. Name some of his popular books.
- g. How do critics criticize his writings?
- h. Mention the awards Coelho has won.
- i. When was Paulo Coelho Institute established?

D. Which of Paulo Coelho's books would you like to read? Give reasons for your choice.

Speaking

Read and act out the conversation. Then have similar conversations in pairs to ask and answer to get to the following places.

Stranger : Excuse me. How can I get to the post office?

Girl : Go straight on, and then turn left at the crossroads. It's about 100 metres on your left.
You can't miss it!"

Stranger : Thanks!

Girl : You're welcome.



Grammar I

A. Read the following story and mark the articles used in it.

A dove saw an ant fall into a brook. The ant struggled in vain to reach the bank, and in pity, the dove dropped a blade of straw close beside it. Clinging to the straw like a shipwrecked sailor to a broken spar, the Ant floated safely to the shore.

Soon after, the ant saw a man getting ready to kill the dove with a stone. But just as he cast the stone, the ant stung him in the heel, so that the pain made him miss his aim, and the startled dove flew to safety in a distant wood.



Why are articles 'a' and 'an' used before 'dove' and 'ant' in the first sentence, and 'the' in the sentences that follow?

B. Complete the following sentences with the article 'a' or 'an'.

- a. Sudip boughtexpensive guitar yesterday.
- b. Ms. Sherpa isuniversity student.
- c.ewe is grazing beside the lamb.
- d. I have given him half.....hour to finish the task.
- e. Angelia has.....beautiful daughter named Sophia.
- f. Mr. Gurung isS.P. at Nepal Police.
- g. Copper isuseful metal.
- h. Mrs. Yadav ishonourable teacher.
- i. Rice sells Rs. 30 kilo.
- j. I met European writer last Monday.

Writing I

Read the following review of *The Alchemist*, one of the most popular books of Paulo Coelho.

A REVIEW OF THE ALCHEMIST

Title: The Alchemist

Author: Paulo Coelho

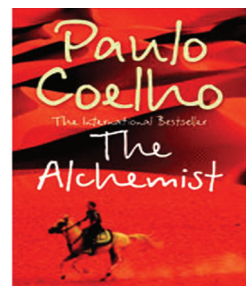
Year: 1988

Publisher: Harper Collins (English translation)

Characters: The Coptic Monk, The Shopkeeper, Melchizedek, Fatima,

The Alchemist, The Englishman, Santiago

Genre: Adventure fiction



The plotline of the book is that of a simple quest – a Spanish shepherd boy, Santiago, keeps getting the same dream that there is treasure lying underneath the Egyptian pyramids. After meeting an old king who offers him some advice and some magic stones, Santiago embarks on his journey to cross the

Mediterranean and the Sahara to find his treasure and accomplish his Personal Legend (a concept equivalent to our purpose in life). Amidst swindlers, tribe wars and endless sand, Santiago finds his one true love, learns alchemy and the language of his heart, and of course, fights to reach his treasure.

The book offers insightful ideas about one's own destiny, about rising above failure, about the unity of the universe, presented comparatively simplistic diction of the text. The descriptions are awe-inspiring and the word choice is immaculate, but really it's the depth of soul behind Coelho's words that spin the magic of this novel.

For anyone who reads not only to escape reality but also to understand reality, The Alchemist can offer the best of both worlds. The Alchemist may not be your regular fiction book, but it most definitely still deserves a place on your bookshelf!

Now, write a similar review of the book that you have recently read.

Reading II

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

- What are the two women doing?
- What is the relation between the two women?

MADAM AND HER MADAM

I worked for a woman,
She wasn't mean
But she had a twelve-room
House to clean.

Had to get breakfast,
Dinner, and supper, too
Then take care of her children
When I got through.

Wash, iron, and scrub,
Walk the dog around
It was too much,
Nearly broke me down.



I said, Madam,
Can it be
You trying to make a
Pack-horse out of me?

She opened her mouth.
She cried, Oh, no!
You know, Alberta,
I love you so!

I said, Madam,
That may be true
But I'll be dogged
If I love you!

-Langston Hughes

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

Column 'A'

- a. mean
- b. get through
- c. dinner
- d. break down
- e. pack-horse
- f. Madam
- g. dogged

Column 'B'

- i. not giving up easily
- ii. a horse that is used to carry heavy loads
- iii. cease to function; collapse
- iv. unkind
- v. a formal and polite way of speaking to a woman
- vi. to manage to do or complete something
- vii. the main meal of the day

B. Answer the following questions.

- a. Was the Madam not really mean? Why does the speaker say 'she wasn't mean'?
- b. Make a list of works that the maid had to do.
- c. What made her nearly break down?
- d. How did the Madam respond to the maid's question?
- e. What will the maid do if she loves her Madam?

C. What kinds of discriminations are in existence in your society? Discuss.

Pronunciation

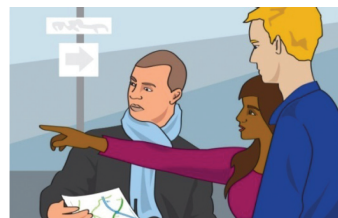
Find the following homonyms in a dictionary and write their different meanings. Note how the words are pronounced too.

address	band	bat	current	express
fair	kind	lie	match	pound
ring	right	rock	spring	tender

Listening

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

- a. Where are the three people?
- b. What is the man with a map asking for?
- c. What is the lady doing?



B. Listen to the audio and write 'True' for true statements and 'False' for false ones.

- a. The girl wants to go to the Art Museum.
- b. She prefers to go there by bus.
- c. The bus station is miles away from there.....
- d. She has to turn right at the Royal Hotel to get to the bus station.....
- e. After crossing the junction she will see the museum on her left.....

C. Listen to the audio again and answer the following questions in NO MORE THAN THREE WORDS.

- a. What is the best thing to get to the museum, according to the boy?
- b. Why does the girl want to walk around instead of taking a bus?
- c. Where is the Royal Hotel located?

- d. What does the girl have to do after going over the junction?
- e. What can the girl do if she is still lost?

D. Give directions to a new friend in your school to get to the head teacher's office from your classroom.

Grammar II

Fill in the blanks with a, an or the where necessary. If no article is necessary put a cross (X).

- a. A: Where did you have.....lunch?
B: We went torestaurant.
- b. A: Did you havenice holiday?
B:Yes, it wasbest holiday I've ever had.
- c. A: Where'snearest grocery?
B: There is one atend of this street.
- d. A: Do you often listen to..... radio?
B: No. In fact, I haven't gotradio.
- e. A: Would you like to travel inspace?
B: Yes, I'd love to go tomoon.
- f. A: Do you go tocinema very often?
B: No. But I watch a lot of films ontelevision.
- g. A: You had nice time yesterday, didn't you?
B: Yes, we went for a walk by Narayani River.
- h. A: Can you tell me where head teacher's room is?
B: It's on second floor.
- i. A: What did you have forbreakfast this morning?
B: Nothing. I never eatbreakfast.

Writing II

Write a short biography of Nepali National Poet, Madav Prasad Ghimire, based on the outlines given below.

Madhav Prasad Ghimire

Birth: 23 September, 1919, Pustun, Lamjung

Childhood: brought up by his father and grandfather after his mother's death - learned the *Panchanga*, went to Duredada, Lamjung, and later to Kathmandu to study Sanskrit, studied in Banaras, India too.

Career: writer career began in Lamjung- first published as a writer for *Bhashanubad Parishad*, and later as an editor for Gorkhapatra

Works : *Gauri* (epic), *Malati Mangale*, *Manjari*, *Indrakumari*, *Rastra Nirmata*, *Kinnar-Kinnari* (lyrical anthology), *Charu Charcha* (essay collection), *Aafno Bansuri Aafnai Geet*, *Himal Pari Himal Wari*, *Aswathama*, *Rajheswari* and *Shakuntala* (epic)

Awards and Hounours:

Distinguished Academy Medal-Shree Prasiddha Praval Gorkha Dakshinabahu -Bhanubhakta Award-Tribhuwan Pragya Puraskar-Padmashree Sadhana Samman Puraskar-Sajha Award

Personal Life : six daughters and two sons from two marriages

Death : 18 August 2020 at the age of 100, Lainchaur, Kathmandu- cremated with state honours

Project work

Find information about any one of the popular personalities in your locality. Note important details of his/her life and develop a biography.

Extra Bit

Idiom

An idiom is a commonly used expression whose meaning does not relate to the literal meaning of its words.

Examples:

a hot potato

tall story

night owl

build castle in air

queer the pitch

put a bug in his ear

see eye to eye

give it a shot

kill two birds with one stone

13 Organization Profile and Authority

Getting Started

Which organizations do these logos represent? Discuss why they were established.



Reading I

Answer these questions.

- What does ADB stand for?
- Does this organization work in Nepal?

ASIAN DEVELOPMENT BANK INSTITUTE (ADBI)

What is ADBI?

ADBI is the **think tank** of the Asian Development Bank (ADB). It was established in 1997 to help build capacity, skills, and knowledge related to poverty reduction and other areas that support long-term growth and competitiveness in developing Asia and the Pacific. It is located in the central government district of Tokyo, Japan.

ADBI is supported by an **independent** Advisory Council whose members serve for two years. Dean is the chief executive officer of the ADBI and has responsibility under the direction of the ADB President for the management of the Institute.



**Asian
Development
Bank
Institute**



The objectives of ADBI are to identify effective development **strategies** and improve the capacity for **sound** development of the agencies and organizations **engaged** in development work in ADB's Developing member countries (DMCs). ADBI focuses its activities on areas where it has a **strategic** advantage, such as the analysis of **emerging** policy issues from regional as well as medium-to long-term **perspectives**, and the facilitation of policy dialogue among senior DMC policy makers. ADBI also seeks to **enhance** its visibility, impact, and accessibility through high-quality knowledge products and services. It **strives** to be a trusted source of **insight**, knowledge, and information to which policy makers, academics, and others interested in Asia's development issues turn for guidance.

ADB I provides **intellectual** input for policy makers in ADB's DMCs. It does so by conducting research with a focus on medium- to long-term development issues of strategic importance and through capacity building and training (CBT).

Through its work, ADBI has cultivated an **extensive** network of experts, researchers, think tanks, government agencies, civil society and private sector organizations, and **likeminded** organizations.

Programmes and Activities

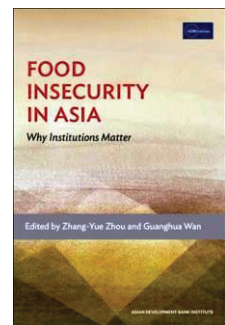
Programmes and activities are held in-house as well as in ADB member countries in **collaboration** with international, regional, and national institutes and agencies.

Research Program

ADB I conducts high-level research on issues with strategic **implications** for development thinking and policy making in Asia and the Pacific.

Research activities include hosting presentations by **distinguished** experts, organizing regional and international **seminars** and conferences and publishing books and papers. These activities contribute to the development policy debate and help to identify effective development strategies and improve the capacity for sound development in the region.

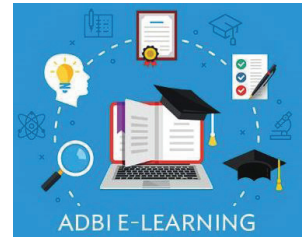
Selected research topics are based on ADB's priority sectors and themes, an annual needs survey, and **inputs** from regional policy makers and partners. Housing Policy for Inclusive Growth in Asia, Central-Local Government Relations, **Urbanization** in Asia, Financial Inclusion, Education and External Shocks and Economic are the priority areas of research.



Capacity-Building and Training Activities

ADBI provides capacity-building and training to mid-and senior-level officials from ADB developing member countries. Activities are designed to enhance awareness on the region's important development issues, introduce appropriate policy **proposals** to address them, and build **consensus** among policy makers and stakeholders on key priority areas.

It is delivered in the form of **policy dialogues**, course-based training, and e-learning. ADBI's capacity building and training activities provide an effective **forum** for discussion and information sharing on effective development practices and country experiences.



Outreach and Knowledge Dissemination

ADBI broadly **disseminates** its research results as well as training, seminar, and **conference** outputs through multiple channels, including media, publications, webpage and social media. It also enjoys close relations with **numerous** national and regional think tanks, as well as other organizations in Asia and the Pacific.

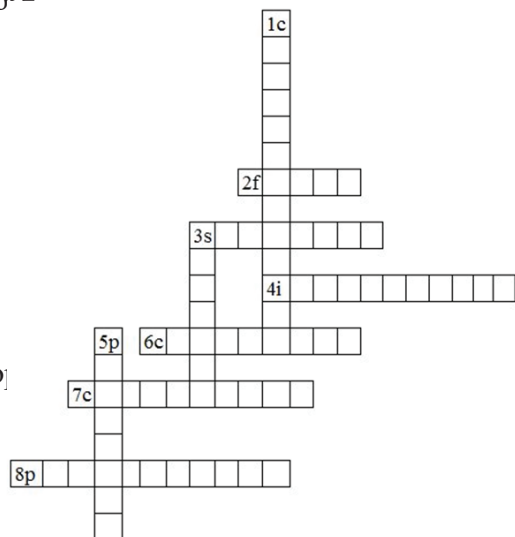
A. Find the words from the text and solve the crossword puzzle.

ACROSS

- a medium where people exchange their opinions and ideas
- a plan to achieve a particular purpose
- utilization of a decision
- a common opinion
- a large official meeting
- view point

DOWN

- working with another group of people
- a meeting for discussion
- a formal plan



B. Fill in the gaps with appropriate words/phrases from the text.

- a. Theworks under the direction of the ADB President.
- b. The organization emphasizes its activities in the areas where it has
- c. It providesfor policy makers in its developing member countries.
- d. The basis for research topics are ADB's
- e. ADBI has close relations with variousthink tanks.

C. Answer the following questions.

- a. What does ADBI stand for?
- b. Who is this organization supported by?
- c. State any two objectives of ADBI.
- d. How does ADBI run its programmes?
- e. What do the ADBI's research programs contribute to?
- f. What are the forms of ADBI capacity-building and training programmes?
- g. How does it distribute its research results and outputs?

D. Name any three international organizations that are working in Nepal. Talk to your friends about their objectives and functions.

Pronunciation

Consult a dictionary and identify the pronunciation of the following words in British and American English.

knowledge	poverty	government	officer	responsibility
advantage	expert	conference	topic	economic

Speaking

A. Act out the given dialogues in pairs.

Thaman: What's a video recorder for?

Jamuna: A video recorder is for recording TV programmes on video tapes.

Imran: What is a spade meant for?

Kautilya: A spade is meant for digging fields.

B. Have similar conversations. Use the given clues.

A calculator/ make calculations

A radio/ listen to news, songs, etc.

A camera/ take photos

A mobile phone/ make calls

A printer/ print documents

Refrigerator / keep food fresh

C. Tell the names of the following objects and say what they are used for.



Grammar I

A. Make as many sentences as possible from the table below.

A rice cooker A washing Machine She got a driving license Mahanta took Maths Mina went to university	in order to to is for is meant for	drive a bus. be a lecturer be an engineer drive a car. washing clothes. cooking rice.
--	---	--

Example: Meena joined a university to be a lecture.

B. Fill in the blanks with **because /because of / so that / to / for / although/ in spite of.**

a.it rained heavily, we played the football match.


b. We couldn't enjoy the trekking muchsnowfall.

- c.all our efforts, we couldn't run the programme smoothly.
- d. Deepak went back to the village.....he could enjoy a pleasant life there.
- e. He went to the hospitalsee a doctor.
- f. I bought an envelopesending a letter.
- g. I could not attend my classes yesterdayI was feeling unwell.
- h. Suprima accepted the job.....the salary, which was quite low.
- i. I could not get to sleepthe noise.
- j. I managed to get to sleepthere was a lot of noise.

Writing I

A. Study the given advertisement.


TIGER SHOES



The best sports shoes. So remarkably original, that no other shoes have managed to match Tiger. Tiger shoes are made for champions.

To win the game, everyone should wear Tiger.

Only use with special Tiger socks.



**50% off on
the occasion
of the New**

B. Design similar advertisements for the following items. Use the given guidelines.

- | headline picture/ illustration | features | offer | warranty |
|--------------------------------|----------|--------------|----------|
| a. calculator | | b. cellphone | c. watch |

Reading II

Answer the following questions.

- a. When do you congratulate people?
- b. Mention the occasions you have been congratulated.

Changunarayan, Bhaktapur
May 30, 2021

Dear Mrs. Rai

I would like to take this opportunity to congratulate you on your recent appointment to the Chief Editor of *The Nepal Times*. This is certainly an **impressive** accomplishment, of which I am sure your family, friends and your relatives are **justifiably** proud.

As a Chief Editor of *The Nepal Times*, it will be your responsibility to provide **unbiased** news stories and articles. As this is a new position at this daily paper, you have the opportunity to set the **standard** for future chief editors to follow, and I am certain you will do a fine job. Your selection as the Editor in Chief shows that you are well on your way towards a bright future.

I congratulate you again on this honour, and wish you the best of luck in all of your future **endeavours**. I am sure you will continue to set a fine example for all to follow. As always, please do not **hesitate** to call upon me if I may be of assistance to you.

With kind regards and best wishes,

Sincerely,
Anil Gurung

A. Find the words from the text and complete the sentences.

- a. I really admire you for your explanation.
- b. An person can, no doubt, see many positive things at a glance.
- c. The work was done with a professional

- d. Please make every to arrive on time.
- e. Parents are proud of their children's achievements.

B. Choose the best answer to complete these sentences.

- a. Mrs. Rai has been appointed to the Chief Editor of
 - i. a monthly magazine. ii. a fortnightly newspaper.
 - iii. a daily newspaper .
- b. She is the person to be appointed in this position.
 - i. first ii. second iii. third
- c. Her responsibility would be to publish
 - i. partial news. ii. impartial news. iii. recent news.
- d. According to Mr. Gurung, Mrs. Rai is
 - i. going to make a lot of money.
 - ii. heading towards a bright future .
 - iii. going to have a lot of trouble.
- e. Mr. Gurung assures that
 - i. he would be ready to compete with her.
 - ii. he would be the next Editor-in-Chief in *The Nepali Times* .
 - iii. he would be happy to help her when needed.

C. Answer the following questions.

- a. Who congratulates Mrs. Rai?
- b. Who is proud of Mrs. Gurung?
- c. Why is her position an opportunity for her?

D. Have you ever sent a letter of congratulations to anybody? Why did you send it? Share your experiences and feelings.

Listening

A. Look at the picture and guess the answer.

- a. Who are they?
- b. What are they talking about?

B. Listen to the audio and tick (✓) the objects and machines that the girl is demanding with her father. Put a cross (X) if they are not in her demand list.

<i>Example</i>	pencil	X
a.	eraser	
b.	car	
c.	palm pilot	
d.	laptop	
e.	calculator	
f.	ice cream	
g.	ruler	

C. Listen to the audio again and choose the correct alternatives.

- a. The girl needs some supplies for.....
 - i. her school
 - ii. her friend
 - iii. her homework
- b. The father has already got her
 - i. calculator and ruler
 - ii. pencil and eraser
 - iii. laptop and palm pilot
- c. Calculators and computers arestuffs.
 - i. traditional
 - ii. manual
 - iii. hi-tech
- d. The girl's father didn't have a laptop and palm pilot when he was in ...
 - i. primary school
 - ii. middle school
 - iii. high school
- e. The father suggests his daughter
 - ii. to buy a new calculator
 - ii. to use his calculator
 - iii. to ask the mother to buy her a new calculator

- f. He suspects that his daughter is
- i. going to download software in the class.
 - ii. going to play video games in the class.
 - iii. going to use the computer in the class.
- g. How much does the calculator cost, according to the daughter?
- i. 10 dollars iii. 89 dollars iii. 99 dollars

D. Listen to the audio again and answer the following questions in not more than four words.

- a. Why does the girl need hi-tech materials?
- b. What do they need to sell to buy the computer?
- c. What work does the girl promise to do to please her father?
- d. When does the girl need the calculator?
- e. Who is waiting for them?

E. Do you use any gadgets to support your studies? How do you use them? Tell your friends.

Grammar II

Join the following sentences with the connectives given in the brackets.

- a. I couldn't sleep. I was tired. (despite)
- b. They have little money. They are living happily. (even though)
- c. He went to the tap. He wanted to bring a pail of water. (in order to)
- d. I enjoyed the film. The story was not very good. (though)
- e. We live in the same colony. We hardly meet each other. (in spite of)
- f. I was not wet. I had an umbrella. (because)
- g. I ate all the food. It was not very tasty. (although)
- h. He went to the bank. He wanted to cash the cheque. (so that)

Writing II

A. Study the given message of congratulations.

Congratulations!!!



Our special thanks and **tribute** to

Mr. Mahabir Pun

President of ENRD for being awarded **The Ramon Magsaysay Award, 2007** for his outstanding contribution to Community Leadership and bringing **unprecedented** changes in the **rural** livelihoods through the use of Internet Technology

E-Network Research and Development, Nepal

- B. Write a message of congratulations to your neighbour who has topped the faculty in his/her college, and has received a full scholarship to complete his/her studies.
- C. Imagine that your uncle/aunt has been elected as the Mayor/ Chairperson of a Municipality/ Rural Municipality. Write a formal message of congratulations to him/her to be published in a newspaper.

Project work

Collect information about any one of the international organizations working in Nepal and prepare a short profile of it. Include relevant pictures and illustrations as well.

Extra Bit

Plurals that end in 'f' or 'fe'

roof - roofs

proof - proofs

chief - chiefs

belief - beliefs

giraffe - giraffes

sheriff - sheriffs

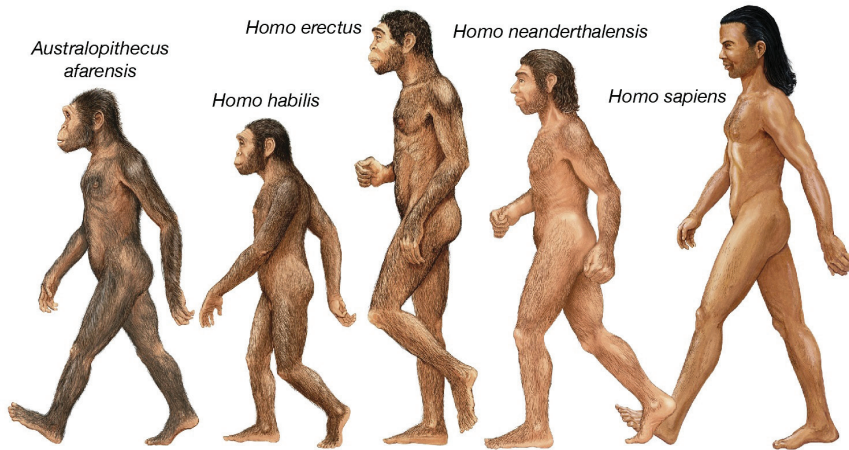
wharf - wharfs/wharves

dwarf - dwarfs/dwarve

hoof - hoofs/hoooves

Getting started

Look at the picture and talk about the human evolution.



Reading I

Look at the following picture and answer the questions.

- What is the name of the invention shown in the picture?
- Who was it developed by?

THE MAYA EMPIRE

The Maya Empire, centered in the tropical lowlands of what is now Guatemala, reached the peak of its power and influence around the sixth century AD. The Maya excelled at agriculture, pottery, hieroglyph writing, calendar-making and mathematics, and left behind an astonishing amount of impressive architecture and symbolic artwork. Most of the great stone cities of the Maya, however, were abandoned by AD 900.



The Maya civilization was one of the most **dominant** indigenous societies of Mesoamerica, present Mexico and Central America. Unlike other scattered indigenous populations of Mesoamerica, the Maya were centered in one geographical block covering all of the Yucatan Peninsula and modern-day Guatemala; Belize and parts of the Mexican states of Tabasco and Chiapas; and the western part of Honduras and El Salvador. This **concentration** showed that the Maya remained relatively secure from **invasion** by other Mesoamerican peoples.

The Maya lived in three separate sub-areas with distinct environmental and cultural differences: the northern Maya lowlands on the Yucatan Peninsula; the southern lowlands in the Petén district of northern Guatemala and adjacent portions of Mexico, Belize and western Honduras; and the southern Maya highlands, in the mountainous region of southern Guatemala. Most famously, the Maya of the southern lowland region reached their peak during the Classic Period of Maya civilization (AD 250 to 900), and built the great stone cities and **monuments** that have **fascinated** explorers and scholars of the region.



The earliest Maya settlements date to around 1800 BC. The earliest Maya were agricultural, growing crops such as corn, beans, squash and cassava. About 300 B.C., Maya farmers began to expand their presence both in the highland and lowland regions. The Middle Pre-classic Period also saw the rise of the first major Mesoamerican civilization, the Olmecs. Like other Mesoamerican peoples, the Maya derived a number of religious and cultural **traits**, as well as their number system and their famous calendar from the Olmec. In addition to agriculture, the Pre-classic Maya also displayed more advanced cultural traits like **pyramid-building**, city construction and the **inscribing** of stone monuments.

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The Classic Period, which began around AD 250, was the **golden** age of the Maya Empire. Classic Maya civilization grew to some 40 cities. Each city held a population of between 5,000 and 50,000 people. At its peak, the Maya population may have reached 2,000,000. **Excavations** of Maya sites have **unearthed** plazas, palaces, temples and pyramids, as well as courts for playing the ball games that were ritually and politically significant to Maya culture. Maya cities were surrounded and supported by a large population of farmers.

The Maya were deeply religious, and worshiped various gods related to nature, including the gods of the sun, the moon, rain and corn. At the top of Maya society were the kings, who claimed to be related to gods and followed a hereditary **succession**. They were thought to serve as **mediators** between the gods and people on earth, and performed the **elaborate** religious ceremonies and rituals so important to the Maya culture. The Classic Maya built many of their temples and palaces in a stepped pyramid shape, decorating them with elaborate reliefs and inscriptions. These structures have earned the Maya their **reputation** as the great artists of Mesoamerica. Guided by their religious ritual, the Maya also made significant advances in **mathematics** and **astronomy**, including the use of the zero and the development of a complex calendar system based on 365 days. Though early researchers concluded that the Maya were a peaceful society of priests and **scribes**, later evidence—including a **thorough** examination of the artwork and inscriptions on their temple walls—showed the less peaceful side of Maya culture, including the war between rival Mayan city-states and the importance of **torture** and human **sacrifice** to their religious ritual.



From the late eighth through the end of the ninth century, something unknown happened to shake the Maya civilization to its **foundations**. One by one, the classic cities in the southern lowlands were abandoned, and by 900 AD. Maya civilization in that region had **collapsed**. The reason for this mysterious decline is unknown, though scholars have developed several competing theories. Some believe that by the ninth century the Maya had **exhausted** the environment around them to the point that it could no longer sustain a very large population.

Other Maya scholars argue that constant **warfare** among competing city-states led the complicated military, family and trade **alliances** between them to break down, along with the traditional system of dynastic power. As the **stature** of the holy lords diminished, their complex traditions of rituals and ceremonies dissolved into **chaos**. Finally, some **catastrophic** environmental changes—like an extremely long, intense period of **drought**—may have wiped out the Classic Maya Civilization. Drought would have hit cities like Tikal, where rainwater was necessary for drinking as well as for crop irrigation. All three of these factors may have played a part in the **downfall** of the Maya in the southern lowlands.

A. Match the following words from the text with their meanings.

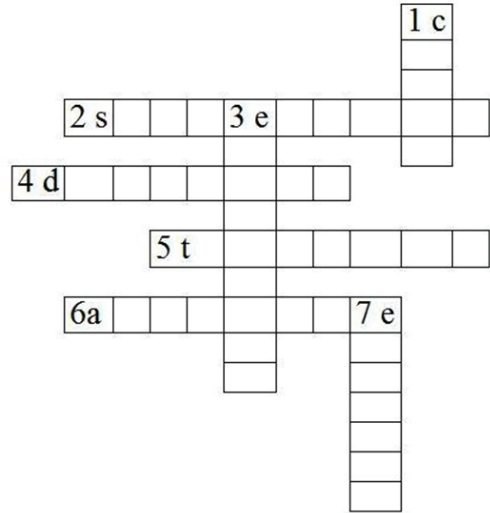
- | | |
|------------------|---|
| a. drought | i. an instance of a large number of people or things arriving somewhere |
| b. excel | ii. a picture representing a word, syllable or sound |
| c. hieroglyph | iii. to be very good at doing something |
| d. dominant | iv. digging ground to look for old buried buildings or objects |
| e. concentration | v. a long period of time when there is little or no rain |
| f. invasion | vi. a lot of something in one place |
| g. excavation | vii. more important, powerful or easy to notice than other things |

B. Find the words in the text and fill in the crossword puzzle.

ACROSS

2. people who follow each other in time or order
4. a loss of power, prosperity, or status

5. complete with regard to every detail
6. a union or association formed for mutual benefit



DOWN

1. complete disorder and confusion
3. very complicated and detailed
7. to use all of something so that there is none left

C. Choose the best answer.

- a. When did the Mayan Civilization take its height?
 - i. sixth century AD.
 - ii. ninth century AD.
 - iii. 250 AD.
- b. Why were they unlikely to be invaded by the Mesoamericans?
 - i. They had scattered to many places.
 - ii. They were concentrated in a particular area.
 - iii. They lived together with their relatives.
- c. What has fascinated researchers about the Mayans from the southern lowlands?
 - i. the stone cities
 - ii. the cultural differences
 - iii. the pyramid building
- d. Which period of the Mayan civilization is considered the golden age?
 - i. The Medieval Period
 - ii. The Classic Period
 - iii. The Pre-Classic Period
- e. Whom did the Mayans consider their god?
 - i. the nature
 - ii. the king
 - iii. the people
- f. According to the scholars, which of the following is not the cause of Maya downfall?
 - i. environmental exhaustion
 - ii. internal warfare
 - iii. foreign invasion

D. Answer the following questions.

- What were the Mayans good at?
- Where had they settled?
- What was their population at its peak?
- Name some of the gods of the Mayans.
- How did the kings serve the people?
- Mention some of the advancements made by the Maya.
- What were the three possible causes of the downfall of the Mayan civilization?

E. Why is the study of history important to us?

Pronunciation

Listen to your teacher and notice the stress.

succe'ssion

exca'vation

in'scription

concen'tration

ex'cel

'architecture

'cultural

ex'hausted

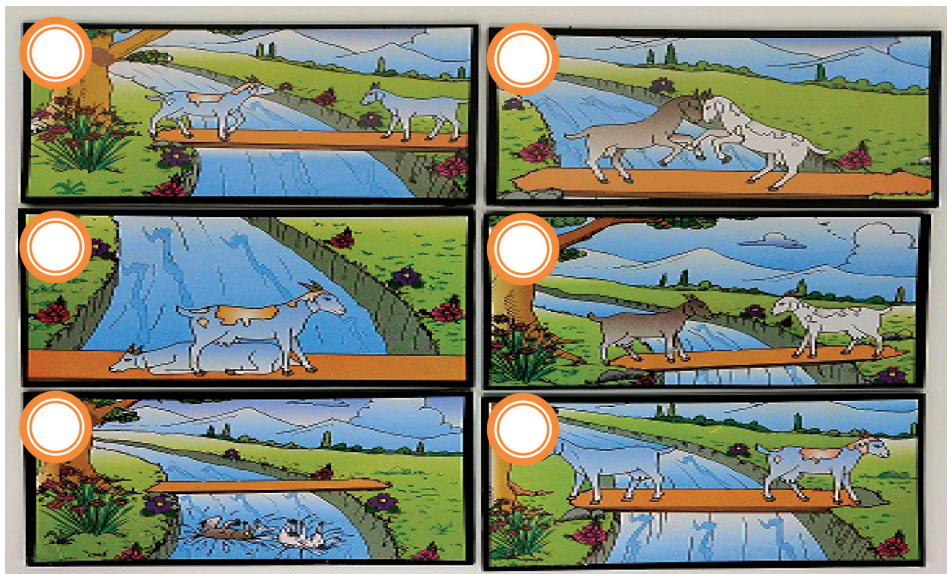
Speaking

A. The following pictures show the changes that have taken place in a village over the period of ten years. Talk about the changes using **used to/ didn't use to**



Example: There used to be a field in front of the village. But now, it is filled with houses.

- B. The given pictures tell a story, but they are not in sequential order. Rearrange them in the correct order by writing the number 1, 2, 3 and narrate the story.



Grammar I

- A. Compare what Samita said in the past and what she says now.

FIVE YEARS AGO	TODAY
I travel a lot.	I eat lots of cheese now.
I play the piano.	I work very hard these days.
I'm very lazy.	I don't know many people these days.
I don't like cheese.	I work in a bookshop now.
I've got a dog.	I don't go away much these days.
I'm a hotel receptionist.	My dog died two years ago.
I've got lots of friends.	I read a newspaper every day now.
I never read newspapers.	I haven't been to a party for ages.
I don't drink tea.	I haven't played the piano for years.
I go to a lot of parties.	Tea's great! I like it now.

Now, make sentences using *used to/didn't use to/never used to* as an example.

An example: She used to travel a lot but she doesn't go away much these days.

- B. Rewrite the following sentences using *used to* or *didn't use to*.

- I lived with my parents.
- Did you swim in the river every summer?
- He never smoked.

- d. I played tennis at school.
- e. Villagers walked for hours to reach the nearest health post.
- f. There was a dense forest around the village.
- g. What did you do in your childhood?
- h. I didn't write stories.
- i. Did people travel by airplanes?
- j. Where did you go to deposit your money?

Writing I

A. Read the following story carefully. Then give it a suitable title.

There lived a fox in a forest. One day, he thought of a plan to have fun with a stork from the same forest. The fox always used to laugh at the appearance of the stork.

"You must come and dine with me today," he said to the stork, smiling to himself at the trick he was going to play. The stork gladly accepted the invitation and arrived in good time and with a very good appetite.

For dinner the fox served soup. But it was set out in a very shallow dish, and all the stork could do was to wet the only tip of his bill. He could not drink a single drop of the soup. But the fox lapped it up easily, and, to increase the disappointment of the stork, made a great show of enjoyment.



The hungry stork was much displeased at the trick, but he was a calm-tempered fellow and saw no good in flying into a rage. Instead, not long afterward, he invited the fox to dine with him in turn. The fox arrived promptly at the time that had been set, and the stork served a fish dinner that had a very appetizing smell. But it was served in a tall jar with a very narrow neck. The stork could easily get at the food with his long bill, but the fox could only lick the outside of the jar, and sniff at the delicious smell. And when the fox lost his temper, the stork said calmly, "Do not play tricks on your neighbors unless you can stand the same treatment yourself."

B. Develop readable stories based on the given outlines.

- a. A king.....enemies defeat him six times..... hides in a cave..... sees spider..... climbing the roof.....fails for six times..... succeeds on the 7th attempt the king learns a lesson. collects courage and attacks enemies..... succeeded..... moral
- b. Two friends meet a bear....one climbs a tree ...the other lies down as if dead....the bear smells his limbs.....goes away....the first man comes down and asks....what the bear said....."beware of friends who run away in danger."moral

Reading II

Look at the pictures and answer the following questions.

- a. Do you know these currencies? Name them.
- b. What do you usually use the money for?



THE HISTORY OF MONEY

The use of money is as old as the human civilization. Money is basically a means of exchange; and coins and notes are just items of exchange. But money was not always the same form as the money today, and is still developing.

Before the invention of money, the basis of early commerce was **barter**, a system of direct exchange of one product for another. **Subsequently**, both livestock, particularly cattle, and plant products such as grain, came to be used as money in many different societies at different periods. Cattle are probably the oldest of all forms of money, as the domestication of animals tended to **precede** the cultivation of crops. The earliest evidence of banking is found in Mesopotamia between 3000 and 2000 BC when temples were used to store grain and other valuables used in trade.

Some of the earliest currencies were objects from nature. A notable example is **cowrie shells**, first used as money about 1200 BCE. Although they may seem a pretty random choice, the shells had a number of advantages: they were similar in size, small, and durable. While the **mollusks** that produce the shells are found in the **coastal** waters of



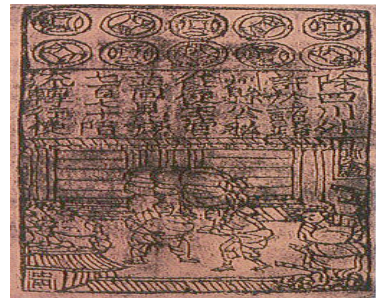
the Indian and Pacific Oceans, the expansion of trade meant that even some European countries accepted cowrie shells as currency. Shells in the form of **wampum** were used as money by Native Americans. Another currency from nature was **whale teeth**, which were used by Fijians. And the people of Yap Island carved huge disks of **limestone** that eventually became currency and remained as a part of the island's culture.

While the use of metal for money can be traced back to **Babylon** before 2000 BCE, **standardized** and **certified** coinage may not have existed until the 7th century BCE. According to many historians, it was during this time that the kingdom of **Lydia**, in present-day Turkey, issued the first **regulated** coins. They appeared during



the reign of King Alyattes (610–560 BCE) and were made of **electrum**, a natural mixture of gold and silver. **Crudely** shaped like beans, these coins featured the royal symbol, a lion. Alyattes' son, Croesus, reformed the kingdom's currency, introducing silver coins and gold coins. Soon such currency began appearing elsewhere.

About the 6th century BCE, **leather** and **animal hide** began to be fashioned into currency. Early ancient Rome reportedly used this type of money. It was also found in such areas as Carthage, what is now France, and Russia, is believed to have used leather money into **Peter the Great's** reign (1682–1725 BCE). The Chinese emperor Wudi (141–87 BCE) created currency out of skins from his personal collection of white stags. It was **fringed** and decorated with elaborate designs. Although



no longer used, leather money may have left a lasting **legacy**.

Given that paper is widely believed to have originated in China, it is fitting that the country introduced paper currency. This **innovation** is widely thought to have occurred during the **reign** of Emperor Zhenzong (997–1022 CE). It was made from the bark of **mulberry** trees. So, in a sense, money really did grow on trees! By the late 18th and early 19th centuries, paper money had spread to other parts of the world. The **bulk** of this currency, however, was not money in the traditional sense. Instead, it served as promissory notes—promises to pay specified amounts of gold or silver which were key in the development of banks.

Unsurprisingly, currency comes with a number of problems, one of which concerns **fiat** money. This is currency that is issued on the order of a **sovereign** government and, unlike gold and silver coins, has no **intrinsic** value. Countries can thus issue such money at will, and some did, potentially making the currency **worthless**. This became such a problem that in 1821 the United Kingdom, then the leader in international finance, introduced the gold standard. In this monetary system, the standard unit of currency is typically kept at the value of a fixed quantity of gold, which increases confidence in international trade by preventing governments from excessively issuing currency. Eventually, other countries, including Germany, France, and the United States, adopted the gold standard. However, the system had its drawbacks. Notably, it limited a country's ability to **isolate** its economy from **depression** or **inflation** in the rest of the world. After the **Great Depression** (1929-1939 AD), countries began to **rethink** the gold standard, and by the 1970s, gold was no longer being **tied** to currency.

The 21st century has given rise to novel forms of money including **digital** payment and **virtual** currency such as **bitcoin**. Are paper notes and coins going to disappear soon?

A. Find the words from the text that have the following meanings.

- a. r..... the period during which a king, queen, emperor, etc. rules
- b. p..... to happen before something
- c. r..... to control something by means of rules
- d. c..... simply and without much skill or attention to detail
- e. f..... to form a border around something

- f. l..... something that somebody has done successfully
- g. f..... an official order given by somebody in authority; decree
- h. s..... free to govern itself; completely independent
- i. i..... belonging naturally; essential
- j. d..... a period when there is little economic activity and many people are poor or without jobs

B. Complete the table below with the correct information about the development of money.

S.N	Timeline	Events
	1200 BCE	cowrie shells used as money
	2000 BCE	
	6th century BCE	
	997–1022 CE	
	1821 AD	
	21 st century	

C. Answer the following questions.

- a. How did people use to make a trade before the invention of money?
- b. How were temples used as banks in the past?
- c. What was the benefit of using cowrie shells as money?
- d. Describe the coins invented by Turkey?
- e.. Mention some of the disadvantages of currency?
- f. What form of money is being used in the 21st century?

D. How will people run trade in the next 20 years? What form of money might be used? Talk to your friends.

Listening

A. Answer the following questions.

- a. Write any three things that you remember about your childhood days.
- b. Do you wish to be a child again? Why?

B. Listen to the audio and complete the sentences with correct words/phrases.

- a. The speaker remembers the house where he
- b. The sun used to come at the window in the morning.
- c. It used to wake neither too nor late.
- d. The roses werein colour.
- e. The laburnum tree was set by his brother on
- f. The speaker's spirit is sonow.
- g. As a boy, he thinks that he isoff the heaven.

C. Listen to the audio again and choose the best answer.

- a. Where did the robin build its nest?
 - i. in the lilacs tree. ii. in the laburnum tree iii. on the treetops
- b. Which tree is still living?
 - i. fir ii. lilac iii. laburnum
- c. How did the speaker feel while swinging?
 - i. like the robin ii. like the sparrow iii. like the swallow
- d. Which of the flowers is NOT mentioned by the speaker?
 - i. rose ii. tulip iii. lilly
- d. How is his spirit now?
 - i. cool ii. heavy iii. light
- e. What did the speaker think about fir treetops?
 - i. They flew like swallows. ii. They almost touched the sky.
 - iii. They used to swing.
- f. How does he feel to remember his boyhood?
 - i. He is filled with little joy ii. He is filled with sadness.
 - iii. He is filled with absolute happiness.

Grammar II

A. Study the following sentences.

- a. While I was studying, Karen phoned me three times.
- b. They were playing football when the storm started.
- c. While she was working in India, she began to learn Hindi.
- d. I had finished the shopping when I met Manoj.
- e. When we got to party, most people had left.
- f. It was the best movie I'd ever seen.
- g. He had already read the book so I gave it to his sister.
- h. She had known him since they were children.
- i. In 2005, I was living in Biratnagar.
- j. She called my yesterday.

B. Use simple past, past continuous or past perfect to complete the following sentences.

- a. Mr. Singh(wait) for me when I reached the station.
- b. A: What(you/do) this time yesterday?
B: I was reading a novel.
- c. A:(you/go) out last night?
B: No, I was too busy to go out.
- d. A: Was Sapana at the party?
B: Yes, she(dance) with Ravi.
- e. A: What(you/do) when the earthquake occurred?
B: I was cooking meal.
- f. He ...(fall) off the wall when Sanam pushed him.
- g. I(be) really in a difficult situation when I lost the job.
- h. When I was young, I (want) to become a doctor.
- i. I(do) my homework when the telephone rang.
- j. When I last saw Kiran, he(work) in his garden.

C. Find the mistakes in the story and make correction with the correct form of verbs.

This happens to me when I was in India. I used to go to my office by train. On this particular evening, I hurry to my station but when I reached there, the train has already gone. I bought a newspaper and a packet of biscuits and sit on the bench. While I am reading, a man came and sits down opposite me. There was nothing special about him, except that he is very tall. I was still reading when my eyes catch a very strange sight. The man reached over the table, open my packet of biscuits, took one, dip it into his coffee and popped it into his mouth. I couldn't believe my eyes. But I didn't want to make a fuss, so I ignored it. I just take a biscuit myself and went back to the newspaper. While I was pretended to be very interested in the news, the man took a second biscuit. After a couple of minutes I casually took a biscuit in my mouth and decide to leave. I was ready to go when the man stood up and hurriedly leave. I folded my newspaper and stand up. And there on the table, where my newspaper had been was my packet of biscuit.

Writing II

Do students need to learn history? Why? Write an essay on 'The Importance of History'.

Project work

Ask your parents or grandparents about your ancestors. Note down the main points and share them with your friends.

Extra Bit

Use a semicolon (;)

to separate two independent clauses that are not joined by a conjunction

Example: The participants in the first batch were paid; those in the second were unpaid.

to separate elements in a series that already contain commas

Example: The colour order was red, yellow, blue; blue, yellow, red; or yellow, red, blue.

Getting started

Look at the pairs of pictures and talk about the differences.



Reading I

Look at the picture and answer the following questions.

- What is the name of the girl?
- What made her so popular?

SATURDAY, JUNE 20, 1942



Anne Frank

Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the **musings** of a thirteen-year-old schoolgirl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest.

“Paper has more patience than people.” I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and **listless**, wondering whether to stay in or go out. I finally stayed where I was, **brooding**. Yes, paper does have more patience, and since I’m not planning to let anyone else read this **stiff-backed** notebook grandly referred to as a “diary,” unless I should ever find a real friend, it probably won’t make a bit of difference.

Now I’m back to the point that **prompted** me to keep a diary in the first place: I don’t have a friend.

Let me put it more clearly, since no one will believe that a thirteen year-old girl is completely alone in the world. And I’m not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a **throng** of admirers who can’t keep their **adoring** eyes off me and who sometimes have to **resort** to using a broken pocket mirror to try and catch a glimpse of me in the classroom. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I’m with friends is having a good time. I can’t bring myself to talk about anything but ordinary everyday things. We don’t seem to be able to get any closer, and that’s the problem. Maybe it’s my fault that we don’t **confide** in each other. In any case, that’s just how things are, and unfortunately they’re not **liable** to change. This is why I’ve started the diary.

To enhance the image of this long-awaited friend in my imagination, I don’t want to **jot down** the facts in this diary the way most people would do, but I want the diary to be my friend, and I’m going to call this friend Kitty.

Since no one would understand a word of my stories to Kitty if I were to **plunge** right in, I’d better provide a brief sketch of my life, much as I dislike doing so.

My father, the most **adorable** father I’ve ever seen, didn’t marry my mother until he was thirty-six and she was twenty-five. My sister Margot was born in Frankfurt am Main in Germany in 1926. I was born on June 12, 1929. I lived in Frankfurt until I was four. Because we’re **Jewish**, my father **immigrated** to Holland in 1933, when he became the Managing Director of the Dutch Opekta Company, which manufactures products used in making jam. My mother, Edith Hollander Frank, went with him to Holland in September, while Margot and I were sent to Aachen to stay with our

grandmother. Margot went to Holland in December, and I followed in February, when I was **plunked** down on the table as a birthday present for Margot.

I started right away at the Montessori nursery school. I stayed there until I was six, at which time I started first grade. In sixth grade my teacher was Mrs. Kuperus, the principal. At the end of the year we were both in tears as we said a **heartbreaking** farewell, because I'd been accepted at the Jewish Lyceum, where Margot also went to school.

Our lives were not without **anxiety**, since our relatives in Germany were suffering under Hitler's anti-Jewish laws. After the pogroms in 1938 my two uncles (my mother's brothers) fled Germany, finding safe **refuge** in North America. My elderly grandmother came to live with us. She was seventy-three years old at the time.

After May 1940 the good times were few and far between: first there was the war, then the **capitulation** and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish **decrees**: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use street-cars; Jews were **forbidden** to ride in cars, even their own; Jews were required to do their shopping between 3 and 5 P.M.; Jews were required to frequent only Jewish-owned **barbershops** and beauty parlors; Jews were forbidden to be out on the streets between 8 P.M. and 6 A.M.; Jews were forbidden to attend theaters, movies or any other forms of entertainment; Jews were forbidden to use swimming pools, tennis courts, hockey fields or any other athletic fields; Jews were forbidden to go **rowing**; Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8 P.M.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. You couldn't do this and you couldn't do that, but life went on. Jacque always said to me, "I don't dare do anything anymore, 'because I'm afraid it's not allowed."

In the summer of 1941 Grandma got sick and had to have an operation, so my birthday passed with little celebration. In the summer of 1940 we didn't do much for my birthday either, since the fighting had just ended in Holland. Grandma died in January 1942. No one knows how often I think of her and still love her. This birthday celebration in 1942 was intended to make up for the others, and Grandma's candle was lit along with the rest.

The four of us are still doing well, and that brings me to the present date of June 20, 1942, and the **solemn** dedication of my diary.

(Adapted from *The Diary Of A Young Girl* by Anne Frank)

A. The meanings of some of the words/phrases from the diary are given below. Find the words and write them.

- a. m..... a period of reflection or thought
- b. s..... rigid, not soft or flexible
- c. b..... to think a lot about something that makes you annoyed, anxious or upset
- d. t..... a crowd of people
- e. r..... to make use of something, especially something bad
- f. c..... to tell somebody secrets and personal information
- g. l..... likely to do something
- h. p..... to get into something
- i. p..... to sit down heavily or carelessly
- j. j..... to write something quickly

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

Column 'A'

- a. listless
- b. adoring
- c. decree
- d. adorable
- e. anxiety
- f. capitulation

Column 'B'

- i. announcement
- ii. serious
- iv. loving
- v. attractive
- vi. lethargic
- vii. worry

g. solemn

viii surrender

C. Answer the following questions.

- a. Why is writing a diary a strange thing to the writer?
- b. What is the first reason for her to keep the diary?
- c. Why is the writer unhappy despite having a loving family?
- d. Who is Kitty?
- e. When and where was Margot born?
- f. Why didn't the writer have a birthday celebration in 1940?
- g. When was the diary entry written?

D. Write 'T' if the information is true, 'F' if it is false and 'NG', against the statement if the information is not given.

- a. The writer is tired of staying within her house.
- b. The writer wants people to read her diary.
- c. She is thirteen years old now.
- d. The writer attended school in Germany until she was six.
- e. They came to Germany because it was difficult to live in Holland.
- f. Two of her uncles left Germany because of Hitler's anti-Jewish laws.
- g. There were very strict laws in Germany for the Jews.

E. How does a diary entry help in understanding someone's lifestyle? Explain.

Pronunciation

Pronounce the following homophones correctly and find their meanings.

chip/cheap

bear/beer

here/hare

their/there

slip/ sleep

couch/coach

heal/hill

wait/weight

deer/dear

site/sight

waist/waste

night/knight

Speaking

A. Read and act out the following conversation.

Pemba : I've heard that Susan is retiring from the job next month?

Durgesh : Really? How long has she worked for the company?

Pemba : She has worked for more than 25 years.

Durgesh : That's a very long time. She has greatly contributed to the company.

B. Work in pairs. Ask questions with 'how long...' and answer them with **for** or **since**.

- a. Sumit/do his homework (2 hours)
- b. Deepa /read a novel (last Monday)
- c. Dhanu / wait for bus(hours)
- d. Siddhartha/ watch movie (5 O'clock)
- e. Deepak/ live in Japan (2010)
- f. It/rain (long time)
- g. Sonali/ paint the house (this morning)
- h. She/not eat any junk foods (several months)
- i. Raman/ plough the field (10 O'clock)
- j. The telephone/ring (a few minutes)

Grammar I

A. Complete these sentences with the **present perfect** or **present perfect continuous** tense of the verbs.

watch

rain

play

do

water

wait

clean

- a. The boys.....computer games for over an hour.
- b. You.....TV all afternoon.
- c. The road is wet; it.....
- d. "Why are your clothes wet?" "I..... the plants."
- e. I the flat for two hours.
- f. You look tired. What..... you.....?
- g. I'm sorry I'm late. you long?

B. Put in the words in brackets into the gaps. Use either present perfect or the present perfect continuous.

- a. How long (you / know) Gerry?
- b. You look dirty. What (you /do) all day?
- c. How many times (Charles / visit) New York till now?
- d. She (learn) French words for hours, but she still doesn't remember all of them.
- e. The children (watch) videos for two hours.
- f. My father (never / eats chocolates)
- g. Sorry, I'm late. (you / wait) for long?
- h. We (not / see) Lisa recently.
- i. He (write) his essay all day but he..... yet. (not / finish)

Writing I

Keep a diary for a week. Mention the activities you did during the day. Also express your views and attitudes about a particular incident of the day.

Reading II

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

- a. Who are these people?
- b. Do you know anything about these people?

THE RAUTES

The Rautes are one of the most typical **indigenous** groups of Nepal **sustaining** their unique cultural identities for generations. They are the only **nomadic** people in the country who never settle permanently in any particular place. The Rautes **deny** any idea on permanent **settlement**, education or agriculture. The fact that the Rautes, the last fulltime **nomads** of Nepal, have survived into this century is truly **remarkable** in our current period of **diminishing** cultural diversity.



It is estimated that the total population of Rautes in Nepal is about 180, or roughly 52 families. The Karnali Province of Nepal remains their only **sanctuary**.

There is no documented history of the Rautes. But one common ground is that once they fled from the state, they never returned and established a different pattern of life in the jungle. To **eke out** their living, they mastered the craft of wooden products, learned to hunt monkeys, and adapted to forest life.

Only the Mukhiya of the Rautes, **on behalf of** their tribe, talks to outsiders regarding their lifestyle and tradition.

The Rautes bear traditional knowledge of living in a community. The **heredity** of the Raute is categorized into three types as Kalyaal, Raskoti and Samaal. It is therefore very important to note the various aspects of these people, such as their ethical norms and values, **rituals** and livelihood patterns.



At the time when **acculturation** has been **widespread** the world with the diminishing diversity, the Rautes have been quite successful in sustaining their tradition. Humanity has to learn a lot from the Rautes, since they have been very successful in **preserving** their tradition in today's world. Their maintenance of the nomadic culture in a rapidly **globalising** world is **commendable**. This global uniqueness makes them a precious part of the diverse people of Nepal.



Like any other ethnic group following the Hindu society, the Raute community also maintains a **patriarchal** social **hierarchy**. However, in matters of internal management, women have a more **prominent** role than that of their male **counterparts**. The Rautes maintain a clear division of labour between men and women. Most often the male members get involved in making wooden utensils, hunting monkeys, trading their products in the market, and collecting food grains. It is also common for unmarried girls and widows to go to the countryside and collect food grains and deliver the order for the craft items. Women in the Raute community bear the major responsibility in the household **chores** and dominate in almost every **facet** of the livelihood except in the areas of socializing, hunting, **carpentry**, and dancing. They have the indigenous **know-how** on spring water sources. Since it is a part of their job to search for medicinal herbs, firewood and vegetables in the jungle, they also have **extensive** knowledge of the forest and its ecosystem.

The husband and wife have great respect and love for each other. Married women never travel outside of their settlement area with anyone else other than their husbands. The women are mainly responsible for collecting firewood, cooking meals and **rearing** their children. They also may **assist** the males while shifting homes to new locations and building new homes there. The women do not participate in making wooden utensils and hunting as they are considered to be the male tasks. Children until the age of 10-14

are not **assigned** any major household responsibilities, they only spend their days playing with natural objects and **roaming** around the settlement. On special occasions, they may help their parents in **fetching** water from the spring and carrying small items while shifting to new locations.

Monkey hunting is considered to be the fundamental side of giving the cultural **permanence** of the hunting life of the Rautes. Their hunting technique is also very rare in the sense that around 8-30 young and middle aged Raute members go for hunting in a group with their nets. They do not use guns or bows and arrows for hunting.

The Rautes observe the festivals like SauneSankranti, Dashain, Tihar, ChaiteDashain and MagheSankranti as practiced by the local Hindu community. For the celebrations, the Rautes manage food, homemade **ale** and meat in advance. As they enjoy complete participation in the community events, they do not like to meet strangers or travel beyond their settlement area during their celebration period. They take complete leave from carpentry and hunting during the festivals. These festivals are observed with much joy and fervour **amidst** singing, dancing, **feasting** and their own ritual performances. Rice, meat and drinks play an important role in their feast.



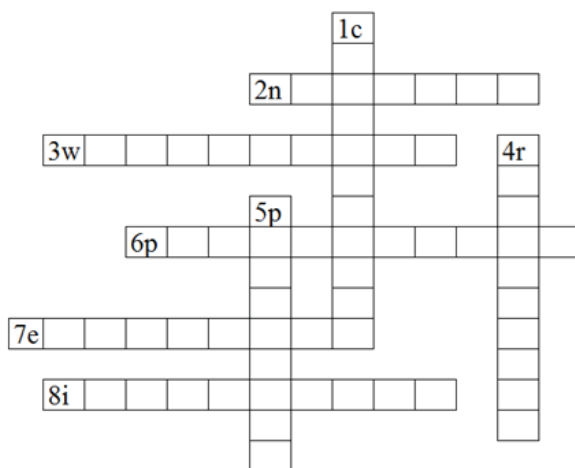
A. Find the words from the text and fill in the cross word puzzle.

Across

2. moving often from place to place
3. existing over a large area
6. ruled by men
7. far-reaching
8. belonging to a particular place

Down

1. deserving praise
4. unusual or surprising
5. noticeable



B. State whether the following statements are true or false.

- a. The Rautes never settle in a place permanently.
- b. Rautes live in the far-western part of Nepal.
- c. One of the means of their living is woodcraft.
- d. Their maintenance of the nomadic culture is highly praised.
- e. The Raute community is female-dominated.

C. Answer the following questions.

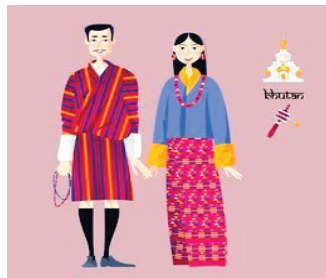
- a. Who are the Rautes?
- b. What is the common belief about the history of the Rautes?
- c. How do they earn their living?
- d. How do Raute children spend their days?
- e. What is special about the haunting skills of the Rautes?
- f. Name the festivals that the Rautes celebrate.

**D. How do cultures and traditions affect people's lifestyles?
Discuss.**

Listening

A. Look at the pictures below and guess the answers.

- a. Which country is it?
- b. What is the name of this costume?



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

- a. When was Gross National Happiness Committee established ?
- b. What does GDP stand for ?
- c. When was a survey on happiness held ?
- d. What is the percentage of happy population ?
- e. How can the quality of life be determined ?

C. What is the rank of Nepal in World Happiness Index this year? Find it and share with your parents.

Grammar II

A. Study the following conversation.

Binita : Have you travelled a lot, Samir?

Samir: Yes, I've been to lots of places.

Binita: Really? Have you ever been to Sri Lanka?

Samir: Yes, I've been to Sri Lanka once.

Binita: What about China?

Samir: No, I haven't been to China.

B. Rewrite the following sentences with **since or **for**. Use the clues in the brackets.**

Example: I know Samim. (I came to this school)

I have known Samim since I came to this school.

- a. Pawan lives in Tanahun. (he was born)
- b. Subin is unemployed. (last January)
- c. Subash has a fever. (the last few days)
- d. I want to go to Lumbini. (I was in grade five)
- e. My brother is studying engineering. (three years)
- f. I am working in Bhanu Municipality. (last year)
- g. My cousin is in the army. (he was eighteen)

- h. They are waiting for the bus. (half an hour)
- i. Krish is doing his homework. (two hours)
- j. Pramila is going to dance classes. (a month)

Writing II

Write an essay on "Causes and Effects of Junk Foods among Children". Use the clues given.

Introduction to junk food

Negative / harmful effects of junk food on health (headache, heart strokes, dental problems, high blood pressure, obesity, high cholesterol, etc.)

Effects on the economy (more expenditure / extra burden to family, etc.)

Effects on other factors like socialization, poor academic achievement, etc.

Conclusion

Project work

Make a study of one of the ethnic communities of your locality. Based on your study, prepare a short report about it including the following aspects

Introduction – population and history – settlement areas – lifestyle – culture and festival, etc.

Extra Bit

Phobia and mania

agoraphobia : abnormal fear of being in crowds, public places, or open places

bibliophobia : hatred, fear, or mistrust of books

acrophobia : abnormal fear of being in high places

bibliomania : craze for acquiring books, especially rare ones

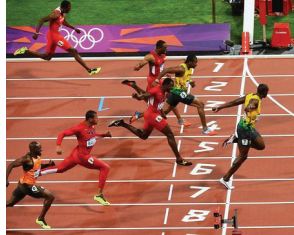
balletomania : extreme enthusiasm for the ballet

anglomania : craze for English language, customs,..

dipsomania : extreme desire to drink alcohol

Getting started

Look at the pictures and identify the sports. Then, talk about yourself in pairs using 'can, can't, be able to'.



Reading I

Look at the pictures and answer these questions.

- What is the name of the sport?
- Can you identify the players? Name them.



THE WIMBLEDON

Wimbledon is the world's oldest tennis **tournament** and is also thought to be the most **prestigious**. It has been held at the All England Club in Wimbledon, London since 1877. It is one of the four **Grand Slam** tennis

tournaments, the others being the Australian Open, the French Open and the US Open. Wimbledon is the only major still played on traditional grass, the game's original surface, which gave the game its original name of 'lawn tennis'.



Events

Wimbledon consists of five **main events** and five **junior events**. There are also five invitation events in which some former professionals are invited back to compete. The five main events are gentlemen's singles, ladies' singles, gentlemen's doubles, ladies' doubles and mixed doubles. The five junior events are similar with boys' singles, girls' singles, boys' doubles, girls' doubles and **disabled doubles**. The five invitational events are the gentlemen's doubles, senior gentlemen's doubles, senior ladies' doubles, gentlemen's wheelchair doubles and ladies' wheelchair double.

Tickets

The majority of Centre Court tickets are made available through a public **ballot** in which applicants are chosen at random by a computer. Fans without tickets can queue up overnight to get seats on match day. There are a certain number of seats allocated for the **queuing system**.

Schedule

Currently, Wimbledon begins in June and ends in July. But in 2017, the **championships** began and ended in July to extend the gap between the tournament and the French Open. The five main events span both weeks, but the junior and invitational events are mainly held during the second week. Traditionally, there is no play on the '**Middle Sunday**' however rain has sometimes forced play on this day.

The Courts

In 2009, Wimbledon's Centre Court was fitted with a retractable roof helping to **substantially** reduce the loss of playing time caused by bad weather. The principal court, Centre Court, was opened in 1922. The main show courts, Centre Court and No. 1 Court, are normally used for only two weeks a year during the championships, but play can extend into a third week in **exceptional** circumstances. The remaining 17 courts are regularly used for other events hosted by the club.

Trophies and Prize Money

The gentlemen's singles champion receives a silver **gilt** cup. The trophy has been awarded since 1887 and bears the **inscription**: 'All England Lawn Tennis Club Single Handed Championship of the World.' The women's singles champion receives a sterling silver **salver** which is decorated with figures from **mythology**. In 2019, the prize money for the winners of the singles finals was £2.35 million.



A Few Famous Champions

Martina Navratilova won a record nine Wimbledon singles titles. To date, Roger Federer has won Wimbledon eight times. Novak Djokovic was the winner of the Gentlemen's Singles in 2019. He defeated Roger Federer in 'mostdemanding' match ever in the final. He was able to defend his trophy as a **defending** champion. It was his sixteenth Grand Slam Men's Singles title and his fifth Wimbledon title. In Ladies' Singles event, Simona Halep won the first Wimbledon title with **stunning** performance against Serena Williams in 2019. It was her second Grand Slam Women's Singles title.

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

Column A

- a. prestigious
- b. substantially
- c. gilt
- d. inscription
- e. salver
- f. mythology
- g. stunning

Column B

- i. a thin layer of gold
- ii. a large plate, usually made of metal
- iii. extremely attractive or impressive
- iv. considerably
- v. study of myths
- vi. respected and admired as very important
- vii. words written in front of a book or cut in stone or metal

B. State whether the given sentences are True or False.

- a. The original name of tennis is 'lawn tennis'.
- b. Ladies' wheelchair doubles comes under junior events.
- c. Most of the tickets are distributed through online booking.
- d. The Wimbledon Championship is usually played in June and July.
- e. The players can practise the matches in the main show courts in all time.
- f. The prize money for the winners of singles was £2.35 million.

C. Answer the following questions.

- a. Where is Wimbledon held?
- b. Mention the four Grand slam tennis tournaments.
- c. What are the five main events of Wimbledon?
- d. What can tennis fans do if they don't win a ticket in the public ballot?
- e. When was Wimbledon Centre Court fitted with a roof?
- f. What is inscribed in the trophy of gentlemen's singles?
- g. Who won the Gentlemen's Singles and Ladies' Singles in 2019?

D. Who is your favourite tennis player? Why? Tell your friends.

Pronunciation

Read the following part of the poem "The Chaos" by Gerard NolstTrenité. Try to pronounce each word correctly.

Dearest creature in
creation,
Study English
horse, and worse.
I will keep you, Suzy,
busy,
Make your head with heat
grow dizzy.
Tear in eye, your dress will
tear.

pronunciation.
I will teach you in my verse
Sounds like corpse, corps,
Say break and steak, but
bleak and streak;
Cloven, oven, how and low,
Script, receipt, show, poem,
and toe.
Hear me say, devoid of
trickery,

So shall I! Oh hear my
prayer.
Just compare heart, beard,
and heard,
Dies and diet, lord and
word,
Sword and sward, retain
and Britain.
(Mind the latter, how it's
written.)
Now I surely will not plague
you
With such words as plaque
and argue.
But be careful how you
speak:

Daughter, laughter, and
Terpsichore,
Typhoid, measles, topsails,
aisles,
Exiles, similes, and reviles;
Scholar, vicar, and cigar,
Solar, mica, war and far;
One, anemone, Balmoral,
Kitchen, lichen, laundry,
laurel;
Gertrude, German, wind
and mind,
Scene, Melpomene,
mankind.

Speaking

A. Study the following examples of expressing abilities and inabilities.

I can stand on my hands but I cannot stand on my head.



I was unable to visit him last week.



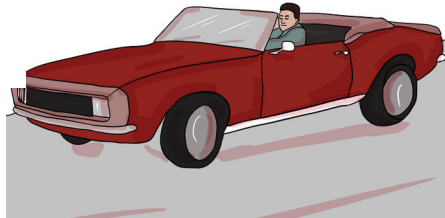
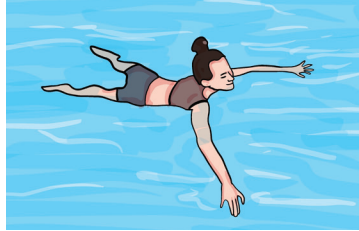
I will be able to buy a house when I get a good job.



B. Work in pairs. Ask and answer whether you can or can't do the actions as shown in the pictures.

Example: A: Can you stand on your hands?

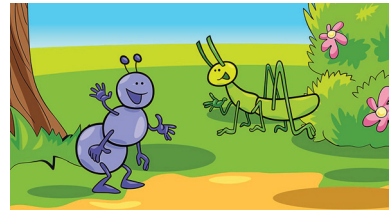
B: Yes, I can.



Grammar I

A. Read the text below and find the tag questions. Notice what punctuations are used to add the tag.

A grasshopper spends his summer singing and dancing, doesn't it? Meanwhile, a team of ants work hard all summer collecting food for the winter, don't they? The grasshopper doesn't understand why the ants are working so hard, does he? When winter comes, the grasshopper hardly finds anything to eat, does it? On the other hand, he finds the ants serving up good meals, doesn't he? Now, he understands why the ants were working so hard.



B. Add correct tag questions to the following statements.

- a. Smoking is injurious to health,
- b. Preeti speaks excellent French,
- c. Please keep quiet,
- d. Everybody has finished their work,

- e. We do not go to school on Saturdays,
- f. I'm tired and hungry,
- g. Let's do our homework,
- h. Let him open the door,
- i. They'd build a house,
- j. You'd better help them,
- k. No one could solve the problem,
- l. Roshan's gone to school,
- m. You needn't stay out long,
- n. We'd rather prefer coffee,

Writing I

Write a news story using the outlines given below.

Nepali Army collects 800 kg garbage from Mt. Ama Dablam.

Mt. Ama Dablam clean-up campaign 2075 organised by Sagarmatha Pollution Control Committee (SPCC).

The Shumser Gulma, a company of Nepal Army participates

Financial assistance from Khumbu Village Body.

800 kg garbage collected.

Handed over to the local community amid the programme.

SPCC Chair Mr. Sherpa expresses his gratitude to NA.

Reading II

Answer the following questions.

- a. Which sport do you do? Why?
- b. Why is sport important for us?

SPORTS

There are many different kinds of sports that are undertaken by a wide variety of different people. Some people do sport for their **career** and other people purely do sport for enjoyment and **recreation**. Some sports, like cricket, require the use of a lot of equipment, while others need very little in order to successfully play a game in that sport. Some people use public playing fields to play sport for free, while other sports such as squash, tennis, badminton and table tennis are usually paid for on an hourly basis in the comfort of a local leisure centre.

Most sports are played with a round object often known as a ball. Some sports use more than one ball and snooker is one of the **unique** sports that make use of a number of balls while being played. The game itself is often controlled by an **impartial** individual known as an umpire in cricket and a referee in sports like football and rugby. Most sports have a duration of not more than a few hours, however some athletic tournaments can last for up to a week and a game of cricket can be five days in duration before a winner is announced.

Some people prefer to watch sport. This can either be done by going to a stadium, a local leisure centre, park or on the television. It is often cheaper to watch sport from the comfort of a person's home than to visit the stadium or a special event. Some sports, such as football and cricket, are really popular in the United Kingdom but not in the USA. In the USA people often play basketball and baseball. However, most countries put aside time to compete in world sporting events such as the football world cup or the Olympics, which occur every four years.



Nowadays, people who suffer from any kind of disability are also encouraged to participate in sport and most sport equipment is **adapted** to suit the needs of a disabled person. This means sport is something that can be enjoyed no matter the physical ability of the person. The

Para-olympics takes place a week after the main event and it is equally popular. Participation in sporting activity is encouraged by doctors and at schools given the beneficial impact it has on the health of the individual that participates, and it is for this reason and the competitive nature of individuals that sport remains a very popular activity worldwide.

A. Complete the following sentences with these words.

career, recreation, unique, impartial, adapted

- a. As monitor, I must remain I should not support one person more than another.
- b. My plan is to pursue a in medicine.
- c. She her behaviour to adjust in her new society.
- d. We need sports club in our school for
- e. He is very different from all of us. He is a person I've ever seen

B. Choose the best answer.

- a. Which sport requires the use of a lot of equipment?
 - i. football
 - ii. athletics
 - iii. cricket
 - iv. rugby
- b. What sport is popular in the United Kingdom?
 - i. baseball
 - ii. cricket
 - iii. basketball
 - iv. athletics
- c. What sport is popular in the United States?
 - i. cricket
 - ii. baseball
 - iii. football
 - iv. squash
- d. What sport can last longer than a day in duration?
 - i. football
 - ii. baseball
 - iii. rugby
 - iv. cricket
- e. How often is the Olympics held?
 - i. every year
 - ii. every two years
 - iii. every four years
 - iv. every five years

C. Answer the following questions.

- a. Why do people do sports?
- b. What is common about most sports?
- c. What is the quality of an umpire or a referee in sports?
- d. Is watching sports at home beneficial? How?
- e. Why is sport equipment adapted for disabled people?
- f. Why do doctors encourage people to do sports?

D. What is your favourite sport? Make a list of special terms related to that game.

Listening

A. Answer the following questions.

- a. Do you listen to English news on radio or watch on television?
- b. Share some highlights of the recent news broadcast on radio or television.



B. Listen to the headlines and match the following places/clubs and the news related to them.

- | | |
|----------------------|---|
| a. London | i. Chi Chi gives birth to twins. |
| b. Estonia | ii. Maxwell and Nelly suffered from the hurricanes. |
| c. USA | iii. Young player Brillinho bought for the highest price. |
| d. Manchester United | iv. Storms cause damages. |
| e. Berlin Zoo | v. Olympics to be organized. |
| | vi. New president nominated. |

C. Listen to the audio again and answer the following questions in no more than four words.

- a. Who was competing with London to host the Olympics - 2012?
- b. When is Vladimir Shevchenko going to be enthroned as the president?

- c. Which parts of America are suffering from Maxwell and Nelly?
- d. How long will Brillinho play for his new club?
- e. When was the Chinese panda kept in captive in Berlin Zoo?

D. Listen to the 8 o'clock news on Radio Nepal and write the news headlines.

Grammar II

A. Match the affirmative sentences in column A with their negatives in column B.

Column A	Column B
The students have aced the exam.	Could you not play the guitar?
Play with the baby.	She bought no one a present.
Could you play the guitar?	Never knock on the door before entering.
The boss was unfriendly.	Alex didn't eat rice yesterday.
She bought someone a present.	The students have not aced the exam.
Always knock on the door before entering.	Stuti didn't use to live in London.
Stuti used to live in London.	The boss was not unfriendly.
Alex ate rice yesterday.	Don't play with the baby.

B. Change the following sentences into negative.

- a. Your new friends are chatting online now.
- b. His teacher knows what to do.
- c. My classes started on time yesterday.
- d. Mary will come to the party.
- e. Raju had painted the wall when I reached his home.
- f. Rani is leaving Singapore tomorrow.
- g. My mother and grandmother always go to temple on Saturdays.

- h. Some of the rice has gone bad.
- i. We have to work hard to live a decent life.
- j. Mr. Pant has won many awards.
- k. She usually carries a walking stick.
- l. Either Sobhana or Karma will attend the meeting.

Writing II

The following paragraph is paraphrased from the last paragraph of the **Reading II**. Read it carefully and paraphrase the first paragraph of it in a similar way.

Project work

Imagine that your school is going to organize sports week next month. Work in groups and prepare a **Sports Week Schedule** and display it in the class.

Extra Bit

Paraphrasing

Paraphrasing is a restatement of a text or passage giving the meaning in another form. In paraphrasing, you have to rewrite a passage without changing the meaning of the original text.

Today, people with any kind of disability are encouraged to take part in sports. Sport equipment are also modified to fit the needs of disabled people. Sport activities are encouraged by doctors and schools and it is competitive nature. So it is very popular in the world.

Four steps

- a. Read the passage several times to fully understand the meaning.
- b. Note down key concepts.
- c. Write your version of the text without looking at the original.
- d. Compare your paraphrased text with the original passage and make minor adjustments to phrases that remain too similar.

Getting started

Look at the pictures and discuss its causes and consequences.



Reading I

Answer the following questions.

- What is the name of the movie you have recently watched?
- What sort of movie was it?
- What did you like about the movie? What was its weakness?

MOVIE REVIEW: 'CHASING ICE'

Title	: <i>Chasing Ice</i>
Genre	: Documentary, Biography
Language	: English
Director	: Jeff Orlowski
Producer	: Jerry Aronson, Paula Dupré Pesmen, Jeff Orlowski
Writer	: Mark Monroe
Release Date	: Aug 10, 2016
Runtime	: 1h 14m
Produced by	: Diamond Docs, Exposure



In the wake of Hurricane Sandy, the power and **unpredictability** of nature and the ever-changing weather patterns have become increasingly apparent. As topics such as weather and global warming become increasingly **prevalent** in today's culture, James Balog's documentary Chasing Ice provides striking images of how climate change has caused glacial **erosion**.

The award-winning movie which opens in Los Angeles on Nov. 23, **traces** the journey of environmental photographer Balog as he attempts to capture the erosion of glaciers in the Arctic through photographs and video. In order to **accomplish** this goal, Balog started his own project and dubbed it the Extreme Ice Survey. This **endeavor** began as a project for National Geographic and turned out to reach a broader scope by tackling the problem of glacial erosion.

Balog's survey began with a total of 25 cameras that were to be monitored over the course of three years. The cameras were housed in protective units in order to prevent their destruction in the harsh Arctic weather, and Balog's team periodically downloaded the **footage**. After having photographed glaciers in the past, Balog says in the film that he wanted to return to some of the same places he had visited to see how the glaciers had changed. He and his team set up cameras in Greenland, Iceland, Alaska and Montana's Glacier National Park.



The **documentary** begins with a series of striking and **intense** video clips of multiple natural disasters. Balog establishes the goal of the film from the very beginning by explaining his own initial **skepticism** regarding climate change and academic research on this topic. This makes Balog more relatable and increases his **credibility** as a photojournalist who ends up finding evidence for what he once doubted was actually occurring.

This documentary effectively combines data and scientific facts with visually **appealing** images that make climate change more real. Balog's photographs and time-lapse footage of glaciers "calving," or breaking apart into icebergs, allow viewers to see and experience what is actually happening in these zones. The bigger the screen, the better to view the

beautiful images that Balog has captured, many of which most people will never have the chance to experience in person.

Balog also **refrains** from **overwhelming** his audience with too many scientific details and makes the data easy to understand. He explains his methods and how he interprets his results without coming across as boring. It is hard to watch an **avalanche** on screen or see the extreme erosion of glaciers over a short period of time and not realize that Balog is clearly onto something.

The film also **incorporates** a sense of the extreme lengths that Balog and his team, including a glaciologist and climatologist, were willing to go to capture footage of this glacial erosion. There are scenes in which Balog cries out in disappointment when some cameras are not working and other moments when he puts himself in quite **precarious** positions as he descends into holes and caves of ice in order to get the best shot. Not to mention the knee surgery that threatens to keep him from ice hiking on his journey.

Chasing Ice is definitely a worthwhile documentary that combines **intriguing** theories and **exquisite** images. Those who are skeptical about theories on the environment might be **reluctant** to see the film, but there is still something to be gained from Balog's research. Balog and his team make viewers think critically about climate change and what it can mean for our future.

- Andrea Seikaly

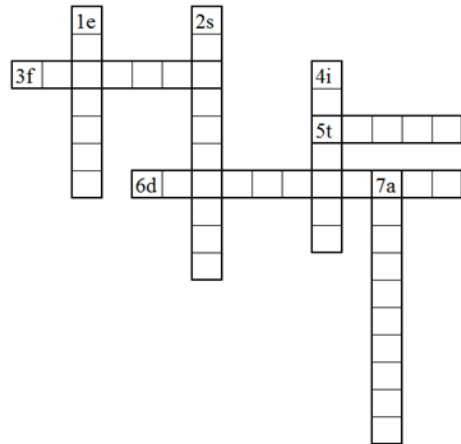
A. Match the following words with their meanings.

- | | |
|-----------------|---|
| a. reluctant | i. extremely beautiful or carefully made |
| b. intriguing | ii. a mass of snow, ice and rock that falls down the side of a mountain |
| c. exquisite | iii. very great; so powerful that you cannot resist it |
| d. avalanche | iv. arousing one's curiosity or interest; fascinating |
| e. overwhelming | v. hesitating to do something |
| f. credibility | vi. the quality of being trusted and believed in |

B. Find the words from the text and fill in the crossword puzzle.

ACROSS

3. part of a film showing a particular event
5. to find the origin or cause of something
6. a film or a radio or television programme giving facts about something



DOWN

1. the fact of soil, stone, etc being gradually damaged and removed by the waves, rain, or wind
2. an attitude of doubting that claims or statements are true
4. having or showing very strong feelings
7. to succeed in doing or completing something; achieve

C. Complete the sentences with the appropriate words/phrases from the text.

- a. *Chasing Ice* glacial erosion is the result of
- b. The beginning of the film is set in
- c. James Balog began his project with a photography programme called.....
- d. Balog wanted to go back to the scene of photography to see how
- e. The film is based on both data and
- f. Audience can have a better view of the images in
- g. Balog's project team consisted of
- h. The skeptics of environment theories may beto see the film.

D. Answer the following questions.

- What kind of film is *Chasing Ice*?
- Who is it produced by?
- How long is the movie?
- Why did Balog and his team set up cameras in different places?
- What helps the audience experience what is happening in the Arctic Zones?
- How is Balog trying not to make the film boring?
- Why is *Chasing Ice* a worthwhile documentary?

E. Work in a group of four or five. Suggest some practical ways to prevent climate change.

Pronunciation

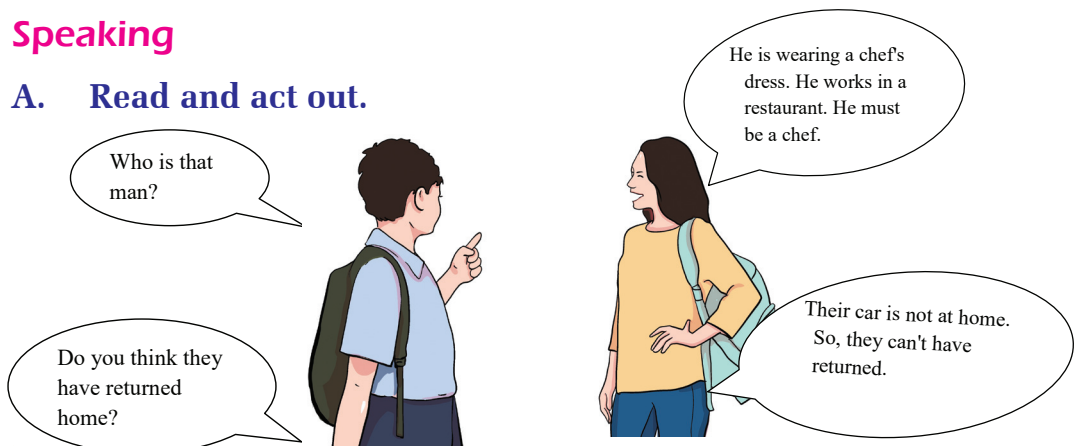
Read the words in the box with correct pronunciation and put them in the correct groups.

food book cook foot moon noon roof room good school
look hook stood took soon wood too zoo zoom wool

/ʊ/	/u:/
book	food

Speaking

A. Read and act out.



B. Work in pairs. Have similar conversations in the following situations using *must, can't, may or might*.

Example: *Suman is not at home. This is office hours.*

A: Where is Suman?

B: He must be in his office.

- a. They are coming this week. But I am not sure when. Probably they will come tomorrow.
- b. Dolma is not sure that she will pass the exam.
- c. Shishir has bought a lottery ticket. He is likely to become a millionaire.
- d. Rajesh looks like a foreigner. He speaks excellent French.
- e. Sambriddhi has got a job. I'm sure she is absolutely happy.
- f. I hope to finish the project tonight. However, I am not sure.
- g. There is somebody at the gate. He always comes at eight. I am sure he is the milkman.

Grammar I

Fill in the gaps with the correct tense of the verbs in brackets.

- a. I..... no time to do any additional projects next year. (have)
- b. Sambriddhiher homework before her parents return home. (finish)
- c. My uncle ...to talk in English by the time he finishes this course. (learn)
- d. Sandeep at ours till Monday. (stay)
- e. The workers the building for the next two months. (build)
- f. Youthe meaning of the unfamiliar words in an hour. (find)
- g. Wein Damauli until next Saturday. (stay)
- h. I think our team..... the match. (win)
- i. By 11 pm tonight, she the report. (prepare)
- j. After I finish my work tonight, I.....TV for some time. (watch)
- k. The weather forecast says that itheavilytoday. (rain)

Writing I

Write a short review of the movie you have recently watched. You may take the movie review in Reading I as a model.

Reading II

Look at the picture and answer the following questions.

- Where is the man?
- How old is he?
- What might he be doing there?



Ramila: Hey, Shilu's Papa! Wake up!

Ramesh: Eh! What? What's the **matter**? It can't be eight o'clock already.

Ramila: No, it's half past one. It's those people next door again. Listen.

Ramesh: Oh, yes. I think they are having another party.

Ramila: Listen to that. I'm sure they are waking up the whole street. Nobody can sleep through that noise. It's **disgusting**! Somebody should call the police! Hey, wake up!

Ramesh: Eh! I wasn't asleep dear. I'm pretty sure that they are laughing. They must be having a good time! They never invite us, do they?

(After some time)

Ramila: Silu's Papa!

Ramesh: Yes, dear. What is it now?

Ramila: Listen! They are leaving.

Ramesh: Thank goodness for that! Maybe we will get some sleep.

Ramila: I hope so. It's nearly three o'clock. Goodnight dear.

Ramesh: Oh, hell! What's that? They are having a **row** now.

Ramila: I'm not surprised. They always have rows after parties.

Ramesh: I'm certain that they are throwing pots and pans again.

Ramila: No, I'm sure that was a plate, dear, maybe the TV. They'll be sorry in the morning.

(After some time)

Ramila: Silu's Papa! Listen. There's someone in the garden next door.

Ramesh: Eh! It must be the milkman.

Ramila: No. I am certain it's not him. It's too early. Who could it be? You'd better have a look.

Ramesh: All right. **Gosh!** It's Mr. Dahal and there is no doubt that he's carrying a spade.

Ramila: Oh, no! You don't think he has killed her, do you?

Ramesh: If he's killed her, he might be **burying** the body.

Ramila: What? You don't think so, do you?

Ramesh: He can't be planting potatoes, can he? Shall I call the police?

Ramila: No, ask him what he's doing first!

Ramesh: Hello, there, Mr. Dahal. You are up early this morning.

Dahal: I haven't been to bed yet. We had a party last night. I hope we didn't keep you awake.

Ramesh: Oh, no. We didn't hear anything, nothing at all.

Dahal: Well, it was a pretty noisy party. My wife knocked over the goldfish tank while we were clearing up. The poor fish died. I'm just burying them before the children wake up.

A. Find the words from the play that match the given meanings.

- a. a situation that you must deal with
- b. unpleasant, horrible
- c. noisy quarrel
- d. expression of surprise
- e. a small orange or red fish
- f. to put something under the ground

B. Choose the best answer.

- a. What is the relation between Ramila and Ramesh?
i. Friends ii. brother and sister iii. husband and wife
- b. What did their neighbours have?
i. a row ii. a party iii. an accident
- c. Who is woken up by the noise?
i. Shilu ii. Shilu's father iii. Shilu's mother
- d. Why is Ramila certain that it's not the milkman in their neighbour's garden?
i. because their neighbours never get milk delivered to their house
ii. because it's too early for a milkman to deliver milk
iii. because the man is carrying a spade
- e. What do Ramesh and Ramila suspect about Mr Dahal?
i. They think he has killed the fish.
ii. They think he has broken plates and glasses.
iii. They think he has killed Mrs Dahal.
- f. What was Mr Dahal actually doing in the garden?
i. He was burying the dead fish.
ii. He was burying his wife.
iii. He was planting potatoes.
- g. How was the party last night?
i. It was quiet. iii. It was noisy. ii. It was violent.
- h. Who had broken the goldfish tank?
i. Mr. Dahal ii. Mrs. Dahal iii. the guest

C. Write 'T' for true statements, 'F' for false ones and 'NG' if the information is not given in the text.

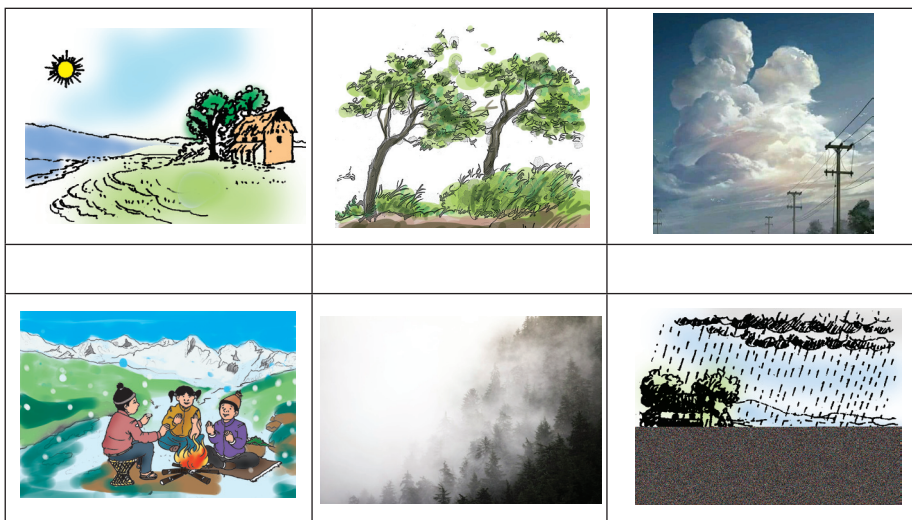
- Ramesh doesn't have a job.
- Shilu is the daughter of Ramesh and Ramila.
- They are disturbed by the first noise at midnight.
- The Dahals don't have a good relationship with their neighbours.
- They always quarrel after parties.
- Ramesh and Ramila call the police to arrest Mr. Dahal.
- Mr. Dahal does not want his children know about the death of the fish.

D. Have you ever been disturbed at midnight? What was that actually? How did you feel? Share your experiences with your friends.

Listening

A. Look at the following pictures. They represent various weather conditions. Choose appropriate adjectives from the box and write below the pictures.

windy cloudy rainy sunny snowy foggy



B. Match the beginnings of the sentences (a-e) with the sentence endings (A-F). Write your answers in the spaces provided. There is an example at the beginning.

Example	Different people	E
a.	The people in England	
b.	The weather in England	
c.	The people in Dubai	
d.	The weather in Dubai	
e.	Global warming	

A	don't think much about weather.
B	is almost same the whole year.
C	are always concerned about weather there.
D	is changing the weather pattern.
E	take weather issue differently.
F	is very changebale.

Grammar II

A. Change the following statements into information questions as indicated in the brackets.

- They went to Spain last week. (When)
- Mr. Chaudharilives in Pokhara. (Where)
- I finally discovered the truth. (What)
- She wants to learn the English language to finda better job. (Why)
- They are having lunch now. (What)
- You can send the application by mail. (How)
- They have informed the police about the incident. (Whom)
- The Smiths sold the house where they had lived for 5 five years. (Which)

B. Change the following information questions into reported speech.

- “Where are you from?”
My new friend asked me.....
- “Where is the nearest bank?”
The stranger inquired

- c. "What have you been doing until now?"
My mother wanted to know.....
- d. They said, "How long have you been living here?"
They asked
- e. "Who is the Prime Minister of Canada?"
My brother wanted to know
- f. "What does your father do?"
Rohan inquired
- g. "What were you living before you came here?"
She asked me.....
- h. "Who will bell the cat?"
The old mouse asked
- i. 'What time does the train leave?'
She wanted to know.....
- j. "How could you desert me?"
She wondered

C. Collect at least ten statements and change them into wh-questions. Show them to the teacher

Writing II

A. Read the following notice and answer the questions.

Shree Janajagriti Secondary School
Bhanu-10, Tanahun
 14 June, 2021
Notice

This is hereby notified to all the students and parents that the school will remain closed from 15th June 2021 to 15th July 2021 for the **summer vacation**. Regular classes will resume from 16th June 2021.

- a. Where can you find this kind of writing?

- b. Who is the notice for?
- c. When was it published?
- d. Who has issued the notice?

B. Imagine, your school is organizing an Inter-house Spelling Contest next week. Prepare a notice of announcement on behalf of your principal.

Project work

Work in groups. Prepare some illustrations depicting the impacts of global warming on the environment. Then, display the illustrations on the walls of your classroom.

Extra Bit

Linking Verbs

A linking verb connects the subject of a sentence with a word that gives information about the subject, such as a condition or relationship. They do not show any action; they simply link the subject with the rest of the sentence. For example, in the sentence "The ball is red." 'Is' is a linking verb that connects the subject, ball, to information about that subject.

Linking Verbs: be (is, are, ...), become, seem, feel, sound, taste, look, smell, appear, remain, stay, prove, turn, etc.

Getting started

Look at the pairs of pictures and talk in a group comparing them.



Reading I

Look at the pictures and guess the answers.

- Who are the people seen in the picture?
- What are they doing?

WRIGHT BROTHERS

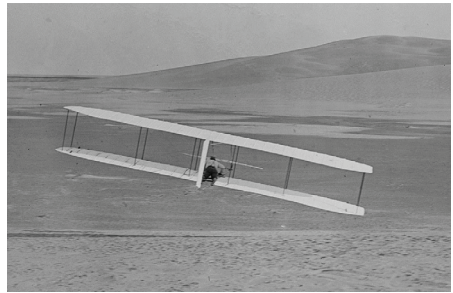
Wilbur (1867-1912) and Orville Wright (1871-1948) were brothers. They lived in Dayton, Ohio, USA. Their father, Milton, was a **bishop** in the Church of the United Brethren in Christ. Their mother, Susan, made toys for her children and encouraged their curiosity. One day, Milton Wright



brought home a small toy "helicopter" made of wood with two twisted rubber bands to turn a small **propeller**. Wilbur and Orville played with it until it broke, and then made new copies of the toy themselves. They also sold toys to their friends, including handmade kites. The Wright brothers did things together from the time they were small boys.

The Wright brothers went into the printing business together in 1889. Three years later, they opened their first bicycle shop. Initially, they sold and repaired bicycles. They would replace spokes, fix broken chains, and sell **accessories**. In 1896, they began to build their own brand of bicycles. Their experiences with bicycles aided them in the investigations of flight. They used the technology they learned from their bicycle business in their airplanes: chains, **sprockets**, spoke wires, ball bearings, and wheel hubs. Their thoughts on balancing and controlling their aircraft were also rooted in their experience as cyclists.

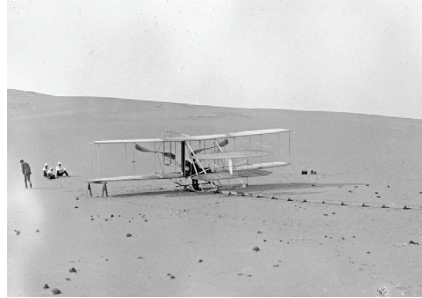
Orville and Wilbur Wright were convinced of the need to control an aircraft in three **axes** of motion. An **elevator**, or horizontal control surface, in front of the wings on their aircraft, enabled the pilot to control climb and **descent**. The elevator was controlled by a lever in the pilot's left hand. A "wing **warping**" system controlled the aircraft in a roll. To initiate a roll, the pilot would shift his hips from side to side in a cradle on the lower wing, "twisting" the wings left or right or restoring them to level flight. Orville and Wilbur developed this idea from observing birds in flight. They observed the **buzzards** keeping their balance by twisting their wings and sometimes curving one wing more than the other. In 1902, the brothers added a vertical **rudder** to the rear of their machine to control the left and right motion of the nose of the aircraft.



The Wright brothers began their **aeronautical** research in 1899. Their first aircraft was a small kite with a 5-foot wingspan that was used to test their notions of aircraft control. In 1900, they built their first machine designed to carry a pilot and chose Kitty Hawk, N.C., as a suitable testing ground. With its strong steady winds, open areas, and tall sandy **dunes**, the area was perfect for their experiments. When their 1900 aircraft produced less lift than expected, the Wright brothers flew it as a kite and gathered

information that would enable them to design improved machines. They returned to Kitty Hawk in 1901 with a new glider that did not perform as they expected. While they had learned a great deal with their first two machines, they had also encountered new puzzles and dangers.

To **simulate** flight conditions, the Wrights tested small model wings in a wind tunnel they had built. The wind tunnel was a box with a fan at one end that blew a **steady** stream of air over model wings **mounted** on a special "balance" inside the tunnel. Using this device, the brothers were able to gather information that could be used to design the wings of the gliders and powered aircraft that would carry them into the air. The wind tunnel provided them with information on the most satisfactory wing shape. It also enabled them to calculate the size of wing that would be required to lift them into the air, the performance of their propellers, and the amount of power that their engine would have to produce. They based the design of their next glider on this information.



During the 1901 glider tests, the Wright brothers had discovered that "wing warping" created unequal drag on the two wings. The key to solving the control problem was the addition of a rudder to the glider design in 1902. They developed a direct linkage between the rudder and warping system. With the success of this system design, the Wrights were ready to move onto a powered aircraft.

At Kill Devil Hills, N.C., at 10:35 am, the Wright 1903 Flyer took off under its own power with Orville as the pilot. It flew 12 seconds and went a distance of 37 meters. Orville and Wilbur took turns making three more flights that morning. Wilbur was at the controls for the fourth and longest flight, traveling 260 meters in 59 seconds. The Wright 1903 Flyer became the first powered, heavier-than-air machine to achieve controlled, sustained flight with a pilot aboard. Today, this amazing flying invention can be viewed as it is **suspended** overhead, at the National Air and Space Museum in Washington, D.C.

Having achieved success in North Carolina, the Wright brothers decided to continue their **experiments** closer to home. They built and flew their second powered airplane at Huffman Prairie, a **pasture** eight miles east

of Dayton, Ohio. Progress was slow without the strong, steady winds of Kitty Hawk, but the brothers did achieve the first circular flight of an airplane on September 20, 1904. This first complete circle flight lasted only 1 minute 36 seconds and covered 1,244 meters. **Stability** problems still **plagued** their invention. The modifications made during 1904 helped but did not solve the stability problem.

This Flyer was the world's first practical airplane. During more than 40 flights at Huffman Prairie, the machine was repeatedly banked, turned, circled, and flown in figure eights. On two occasions the flight exceeded half an hour. Wilbur and Orville Wright, brilliant self-trained engineers, had overcome complex technical problems that had barred the way to mechanical flight for centuries. Think about how their invention has changed our world.

A. The meanings of the words are given below. Find the words from the text.

- a. a..... equipment that are useful but not essential
- b. d..... an action of going down
- c. a..... connected with the science or practice of building and flying aircraft
- d. s..... fixed in a place or position, supported or balanced; constant
- e. e..... a scientific procedure undertaken to make a discovery
- f. p..... to cause pain or trouble to somebody over a period of time

B. Match the following words with appropriate pictures. (Write a,b,c or d below the picture)

a. propeller



.....

b. spokes



.....

c. elevator



.....

d. buzzard



.....

C. State whether the following statements are true or false.

- a. The Wright brothers sold copies of toy helicopters in the market.
- b. They had a printing business in their cycle shop.
- c. The experience of cycling helped them to generate ideas for controlling and balancing aircraft.
- d. Wing warping system controls the aircraft in a roll.
- e. They learned more about balancing by watching other aircraft fly.
- f. Their first experimentation was with a kite.
- g. Wilbur Wright was the pilot of their 1903 Flyer.
- h. Their aircraft could make zigzag movements, flew straight.

D. Put the following events from the text in chronological order.

- a. Their first Flyer took off under its own power with a pilot.
- b. They opened a cycle shop.
- c. The Wright brothers developed a machine overcoming complex technical problems.
- d. Milton Wright brought home a toy helicopter.
- e. They built their first machine designed to carry a pilot.
- f. The children made copies of the toy helicopter.
- g. The Wright brothers began their aeronautical research.
- h. The Wright brothers started a printing business.

E. Answer the following questions.

- a. What services did the Wright brothers give from the cycle shop?
- b. How did their cycle business help them to build an aircraft?
- c. How did the brothers develop the idea of balance and control in the flight of an aircraft?

- d. What was their first aircraft like?
- e. What did they do to create the flight conditions?
- f. What is "wing warping"?
- g. When and where did the first Flyer take off?
- h. What progress had they made by 1904?
- i. How was the world's first practical airplane?

**F. What advancements has an aircraft made by the 21st century?
Discuss.**

Speaking

Look at the picture and talk about the following animals using suitable forms of adjectives.

Example: bear / wolf / dangerous

A: Which animal is more dangerous?

B: I think the wolf is more dangerous than the bear.

a. bear / tiger/snail (aggressive)



b. elephant /giraffe (tall)



c. monkey/dolphin/tortoise (intelligent)

d. rhino/elephant (heavy)



e. bear/lion (strong)

f. hen/pig /dog (dirty)



g. rattlesnake/cobra(dangerous)

h. snail/tortoise(slow)

i. cobra/python/anaconda (poisonous)

j. donkey/zebra(fast)

Grammar I

- A. Read the following story and underline the adjectives and adverbs. Then, write them under the respective headings.

THE HUNGRY FOX

Once there lived an old fox in a forest. He was looking for something to eat. He was very hungry. No matter how hard he tried, the fox could not find food. He went to the edge of the forest and searched there for food. Suddenly, he caught sight of a tall tree with a big hole in it. Inside the hole was a package. The hungry fox immediately thought that there might be food in it. He was very pleased at the thought. He jumped into the hole quickly. When he opened the package, he saw there was a lot of food in it! An old woodcutter had secretly placed the food in the tree trunk while he cut down trees in the forest. The fox ate the food quickly.



Adjectives	Adverbs
old	hungrily

- B. Choose the correct words from the brackets and fill in the blanks.

- Shishir wasinjured in a car accident. (serious/seriously)
- The other passengers sustainedinjuries. (serious/ seriously)
- You behaved very (selfish/selfishly)
- Riyasa isupset for having lost the job. (terrible/ terribly)

- e. There was achange in the weather. (sudden/suddenly)
- f. All the men and women had worn.....dresses. (colourful/colourfully)
- g. Lalita wasdressed. (colourful/colourfully)
- h. Rajkumar fell off the roof and hurt himself quite(bad/badly)
- i. Netra was tryingto win Nirmal's trust. (hard/hardly)
- j. Don't climb that tree. It doesn't look.....(safe/safely)
- k. He gave me anlook when I interrupted him. (angry/ angrily)
- l. Look at that snake! It seems very (dangerous/dangerously)

Writing I

The bar graph below shows the world trend about the use of electrical vehicles from 2015 to 2019. Write an interpretation of a bar graph making comparison where necessary.

Reading II

Look at the picture and answer the questions.

- a. How is the rickshaw puller?
- b. Is the rickshaw rider happy? Give reasons.

RICKSHAW RIDE

That man by the harbor
Spitting into the water
Is as old as China.

He is made of leather
And his folded face
Is like a sandbar
At low tide.
Will you take a ride
On his rickshaw?



He will not thank you
For your dollar
He knows that to you
A dollar does not matter.
Off you go with a **clatter**
Up to Victoria
On up the long hill
Pass the **cathedral**
To the peak **Tram**

Pull! Pull!
He leans to it
His muscles at neck and calf and shoulder
And his dark veins that **snake**
Take your eye
Not what passes by.
Let him not break
Something for my sake,
For my dollar.

You went to Hong Kong
They will say.
Did you take a rickshaw?
Was it fun?
Did he run, your rickshaw man

Yes, he ran.
No, it was not much fun.

-John Hill

A. Match the words with their meanings.

- | | |
|--------------|---|
| a. harbor | i. to move in long twisting curves |
| b. folded | ii. for the purpose of; in the interest of; in order to achieve or preserve |
| c. sandbar | iii. a protected area on the coast |
| d. snake | iv. the main church |
| e. sake | v. a vehicle driven by electricity |
| f. clatter | vi. loud noise from hard objects knocking together |
| g. cathedral | vii. a long mass of sand, especially at the mouth of the river |
| h. tram | viii. having slight folds; wrinkled |

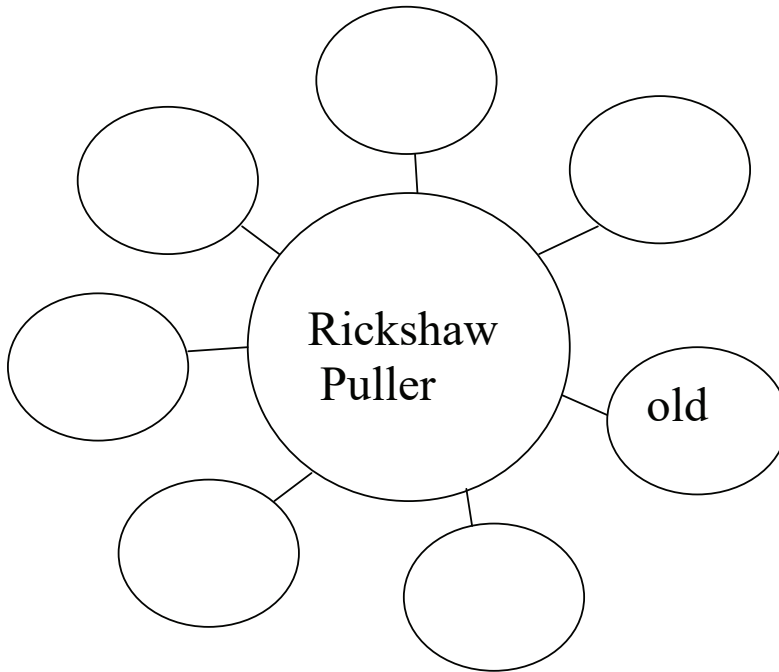
B. Fill in the blanks with appropriate words/phrases from the poem.

- a. The old man is waiting for customers at the
- b. He is very weak withface.
- c. He knows that ais nothing for the rider.
- d. He takes the rider as far as to the
- e. The rider's eyes are caught by the old man's twisted
- f. The rider didn't have theof riding.

C. Answer the following questions.

- a. How old is the rickshaw puller?
- b. What does 'he is made of leather' mean?
- c. What attracts the attention of the rider?
- d. Why does the rider want the rickshaw puller not to fall?
- e. Did the man enjoy the rickshaw ride? Give reasons.

D. Find suitable adjectives to describe the rickshaw puller.



Pronunciation

Listen to your teacher and read the following sentences. Then write the type of intonation they represent.

- a. Will you take a ride on his rickshaw?
- b. My parents bought rice, cereals and vegetables.
- c. You don't often go there, do you?
- d. Santoshi is a smart girl.
- e. Wow! It's finally snowing.
- f. None of the strategies is working, are they?
- g. What's your favourite subject?
- h. Can they finish the project in time?
- i. How can I help you?
- j. Nice to meet you.

Listening



A. Answer the following questions.

- a. How do you usually travel?
- b. What is the main means of transportation in your place?

B. Choose the most appropriate alternatives to answer the questions.

- a. Where does the passenger want to go?
 - i. National Art Museum
 - ii. National History Museum
 - i. National Military Museum
- b. How long does it usually take to reach the passenger's destination?
 - i. less than twenty minutes
 - ii. more than twenty minutes
 - iii. about twelve minutes
- c. What is the taxi fare?
 - i. 18 dollars including the tax
 - ii. 18 dollars including the tip
 - iii. 18 dollars excluding the tip
- d. What time does the museum close?
 - i. at four o'clock
 - ii. at half past four
 - iii. at six o'clock
- e. What is the best way to get to the restaurant, La Fajita, from the museum?
 - i. taking the subway
 - ii taking a bus
 - iii. taking a taxi
- f. Why is it inconvenient to take a taxi to the museum?
 - i. they don't often run by the museum.
 - ii. they have to be transferred a couple of times.
 - iii. they don't stop near the museum.

C. Fill in the gaps with appropriate words/phrases from the audio.

- a. The passengerthe taxi driver for stopping for him.

- b. The time to reach the museum depends on the
- c. The driver claims that he is not an
- d. The passenger inquires about what time the museum
- e. The taxi driver knows that it's thethe man is visiting the city.
- f. According to the driver,La Fajita is the bestin the town.
- g. Thedon't run by the museum very often.

D. Name any two places in your locality that are worth visiting. Where are these places located? Talk about their facilities, accommodation for the visitors.

Grammar II

Use the correct form of the adjectives or adverbs given in the brackets.

- a. The Marsyangdi is one of therivers in Nepal. (big)
- b. *Thani Mai* is atemple in the whole district. (famous)
- c. A spider is not usually asas a snake. (deadly)
- d. The children are really enjoying the movie. They are watching it than the adults. (interestingly)
- e. Mr. Shrestha is theteacher in the whole school. (humorous)
- f. Children are considered to bethan men. (innocent)
- g. A computer isthan a pocket calculator. (expensive)
- h. My sister is almost as.....as my mother. (tall)
- i. My math exam was muchthan the history exam. (good)
- j. Bungee jumping really scares me. I find itthan paragliding. (dangerous)
- k. Sima is walkingthan Sarad. (carefully)

Writing II

You must have travelled to some places. Write an account of one of your journeys including the travel experience. Include the following guidelines in your writing.

where you went

how you travelled there

who you went with

what you did

what you've learnt

Project work

Find information about the invention of the telephone. Then, write a short history of its development. Include relevant illustrations as well.

Extra Bit

Types of Adverbs

Adverb of Degree	Adverb of Frequency	Adverb of Manner	Adverb of Place	Adverb of Time
almost enough nearly quite so too hardly just	again always never rarely normally seldom sometimes usually	well happily beautifully quickly easily slowly neatly honestly	above below everywhere nowhere out outside inside there	annually daily weekly monthly today yesterday last year/ week tonight

Glossary

- acorn /'eɪkɔ:n/ (n.): the fruit of the oak tree, a smooth oval nut in a rough cup-shaped base
- aeronautical /,eərə'nɔ:tkl/ (adj.): connected with the science or practice of building and flying aircraft
- allegorical /,ælə'gɔ:rɪkl/ (adj.): using characters or events as symbols to represent an idea or a quality, such as truth, evil, death, etc.
- alliance /ə'laɪəns/ (n.): agreement between countries, political parties, etc. to work together in order to achieve something that they all want
- amendment /ə'men(d)m(ə)nt/ (n.): a minor change or addition designed to improve a text, piece of legislation, etc.
- appliance /ə'plaɪəns/ (n.): a device or piece of equipment designed to perform a specific task
- assertion /ə'sə:ʃ(ə)n/ (n.): a confident and forceful statement of fact or belief
- astounding /ə'staʊndɪŋ/ (adj.): extremely surprising or impressive; amazing
- attribute /ə'trɪbjʊ:t/ (v.): regard something as being caused by
- authoritatively /ɔ:'θɒrətətɪvli/ (adv.): in a way that is trusted as being accurate or true
- avalanche /'ævələ:nʃ/ (n.): a mass of snow, ice and rock that falls down the side of a mountain
- bartender /'bɑ:tendə/ (n.): a person serving drinks at a bar
- beam /bi:m/ (n.): a long, sturdy piece of squared timber or metal used to support the roof or floor of a building
- beaver /'bi:və/ (n.): a large semiaquatic broad-tailed rodent native to north America and northern Eurasia
- bitcoin /'bɪtkɔɪn/ (n.): a system of electronic money, used for buying and selling online and without the need for a central bank
- black sheep /blækʃi:p/ (p. n.): a person who is different from the rest of their family or another group and is considered bad
- bristle /'brɪs(ə)l/ (v.): (of hair or fur) stand upright away from the skin, typically as a sign of anger or fear
- bustle /'bʌs(ə)l/ (v.): move in an energetic and busy manner
- buzzard /'bʌzəd/ (n.): a large hawk like bird of prey with broad wings and a rounded tail
- capitulation /kə'pɪtʃu'leɪʃn/ (n.): the act of accepting that you have been defeated by an enemy or opponent
- caribou /'kærɪbu:/ (n.): a large north American reindeer
- chap /tʃæp/ (n.): a man or boy
- clatter /'klætə(r)/ (n.): loud noise from hard objects knocking together
- clinician /kli'nɪʃn/ (n.): a doctor having direct contact with patients rather than being involved with theoretical or laboratory studies
- compensation /kəm'pen'seɪʃ(ə)n/ (n.): something, typically money, awarded to someone in recognition of loss, suffering, or injury
- contort /kən'tɔ:t/ (v.): twist or bend out of the normal shape
- culpability /,kʌlpə'bɪlɪti/ (n.): responsibility for a fault or wrong; blame

deference /'def(ə)r(ə)ns/ (n.): polite submission and respect

deploy /di'plɔɪ/ (v.): bring into effective action

dimension /daɪ'menʃn, di'menʃ(ə)n / (n.): a measurable extent of a particular kind, such as length, breadth, depth, or height

discreditable /dɪs'kreditəb(ə)l/ (adj.): tending to bring harm to a reputation

disgusting /dɪs'gʌstɪŋ/ (adj.): extremely unpleasant

dislodge /dɪs'hɒdʒ/ (v.): knock or force out of position

disseminate /dɪ'semɪneɪt/ (n.): to spread information, knowledge, etc. so that it reaches many people

divinity /dɪ'vɪnɪti/ (n.): the state or quality of being divine

dogged /'dɒɡɪd/ (adj.): showing determination; not giving up easily

dormant /'dɔ:m(ə)nt/ (adj.): (of an animal) having normal physical functions suspended or slowed down for a period of time; in or as if in a deep sleep

downy /'daʊni/ (adj.): soft and fluffy

effusive /ɪ'fju:sɪv/ (adj.): showing or expressing gratitude, pleasure, or approval in an unrestrained or heartfelt manner

eke out /i:k aʊt / (p.v.): to make a small supply of something such as food or money last longer by using only small amounts of it

elk /elk/ (n.): a large deer that lives in the north of Europe, Asia and north America

embark /ɪm'bɑ:k,em'bɑ:k/ (v.): go on board a ship or aircraft

engross /ɪn'grəʊs, en'grəʊs/ (v.): absorb all the attention or interest

enticement /ɪn'taɪsm(ə)nt, en'taɪsm(ə)nt/ (n.): something used to attract or to tempt someone

erupt /ɪ'rʌpt/ (v.): break out suddenly and dramatically

essentially /ɪ'senʃ(ə)li/ (adv.): used to emphasize the basic, fundamental, or intrinsic nature of a person or thing

excavation /,ɛkskə'veɪʃn/ (n.): the activity of digging in the ground to look for old buildings or objects that have been buried for a long time

excel /ɪk'sel/ (v.): to be very good at doing something

exceptional /ɪk'sepʃənəl/ (adj.): unusually good; outstanding

exquisite /ɪk'skwɪzɪt/, (adj.): extremely beautiful or carefully made

extramarital /,ɛkstrə'mærɪtl/ (adj.): happening outside marriage

facet /'fæsɪt/ (n.): a particular part or aspect of something

fascination /,fæsɪ'neɪʃ(ə)n/ (n.): the power to fascinate someone; the quality of being fascinating.

fiat /'fi:æt/ (n.): an official order given by somebody in authority; decree

fleet /fli:t/ (n.): a group of ships sailing together, engaged in the same activity, or under the same ownership

footage /'fʊtɪdʒ/ (n.): part of a film showing a particular event

forum /'fɔ:rəm/ (n.): an event or medium where people can exchange opinions and ideas on a particular issue

frenzy /'frenzi/ (n.): a state or period of uncontrolled excitement or wild behaviour

giddiness /'gɪdməs/ (n.): a sensation of whirling and a tendency to fall or stagger; dizziness
gilt /gɪlt/ (n.): a thin layer of gold, or something like gold that is used on a surface for decoration
gruesome /'gru:s(ə)m/ (adj.): causing repulsion or horror; grisly
gunk /gʌŋk/ (n.): any unpleasant, sticky or dirty substance
harness /'hɑ:nəs/ (n.): a set of straps and fittings by which a horse or other draught animal is fastened to a cart, plough, etc. and is controlled by its driver
hibernate /'haɪbəneɪt/ (v.): (of an animal or plant) spend the winter in a dormant state
hieroglyph /'haɪərəglɪf/ (n.): a picture or symbol of an object, representing a word, syllable or sound, especially as used in ancient Egyptian and other writing systems
hilarious /hɪ'le:riəs/ (adj.): extremely amusing
hippie /'hɪpi/ (n.): a person who rejects the way that most people live in Western society
humanoid /'hju:mənɔɪd/ (adj.): having an appearance or character resembling that of a human
inconveniences /ɪnkən'vi:niəns/ (n.): the state or fact of being troublesome or difficult with regard to one's personal requirements or comfort
incorporate /ɪn'kɔ:pəreɪt/ (v.): take in or contain (something) as part of a whole; include
indigenous /ɪn'dɪdʒənəs/ (adj.): belonging to a particular place rather than coming to it from somewhere else
intriguing /ɪn'trɪ:ɡɪŋ/ (adj.): very interesting because of being unusual or not having an obvious answer
intrinsic /ɪn'trɪnzɪk/ (adj.): belonging to or part of the real nature of something/somebody
inure /ɪ'njʊə, ɪ'njʊ:/ (v.): accustom (someone) to something, especially something unpleasant.
invasion /ɪn'veɪzn/ (n.): the act of an army entering another country by force in order to take control of it
isotope /'aɪsətəʊp/ (n.): each of two or more forms of the same element that contain equal numbers of protons but different numbers of neutrons in their nuclei
larder /'lɑ:də/ (n.): a room or large cupboard for storing food
liable /'laɪəbl/ (adj.): legally responsible for paying the cost of something
mallet /'mælɪt/ (n.): a hammer with a large, usually wooden head
aneroid /'ænerɔɪd/ (n.): type of barometer that measures air pressure
precipitation /prɪ,sɪpɪ'teɪʃn/ (n.): rain, snow, etc. that falls; the amount of this that falls
meteorology /,mi:tɪə'rɒlədʒi/ (n.): the scientific study of the earth's atmosphere and its changes
musing /'mju:zɪŋ/ (n.): a period of thinking carefully about something or telling people your thoughts about it
mystical /'mɪstɪkl/ (adj.): having spiritual powers or qualities that are difficult to understand or to explain
naysayer /'neɪsɪə(r)/ (n.): a person who opposes or expresses doubts about something
nomadic /nəʊ'mædɪk/ (adj.): belonging to a community that moves with its animals from place to place
nuance /'nju:ɑ:ns/ (n.): a subtle difference in or shade of meaning, expression, or sound
obesity /ə(ʊ)'bi:sɪti/ (n.): the state of being grossly fat or overweight

omen /'əʊmən/ (n.): an event regarded as a portent of good or evil

packhorse /'pækhɔ:s/ (n.): a horse that is used to carry heavy loads

perennial /pə'reniəl/ (adj.): lasting or existing for a long or apparently infinite time; continually recurring

phenomenon /fə'mɒnɪnən/ (n.): a fact or an event in nature or society, especially one that is not fully understood

ponder /'pɒndə/ (v.): think about (something) carefully, especially before making a decision or reaching a conclusion

precarious /prɪ'keəriəs/ (adj.): not safe or certain; dangerous

profound /prə'faʊnd/ (adj.): (of a state, quality, or emotion) very great or intense

propeller /prə'pelə(r)/ (n.): a device with two or more long, flat blades that turn quickly and cause a ship or an aircraft to move forward

propensity /prə'pensiti/ (n.): an inclination or natural tendency to behave in a particular way

proposal /prə'pəʊzl/ (n.): a formal suggestion or plan; the act of making a suggestion

prosecute /'prɒsɪkjʊ:t/ (v.): conduct legal proceedings against (a person or organization)

psychotherapy /saɪkəʊ'therəpi/ (n.): the treatment of mental disorder by psychological rather than medical means

pucker /'pʌkə/ (v.): (especially with reference to a person's face) tightly gather or contract into wrinkles or small folds

pulverize /'pʌlvəraɪz/ (v.): reduce to fine particles

qualm /kwɑ:m, kwɔ:m/ (n.): an uneasy feeling of doubt, worry, or fear, especially about one's own conduct; a misgiving

rage /reɪdʒ/ (n.): violent uncontrollable anger

recreation /,rɪ:kri'eɪʃn/ (n.): activity done for enjoyment when one is not working.

refuge /'refju:dʒ/ (n.): shelter or protection from danger, trouble, etc.

regain /rɪ'geɪn/ (v.): obtain possession or use of (something, typically a quality or ability) again after losing it

ritualize /'rɪtʃʊəlaɪz/ (v.): make (something) into a ritual by following a pattern of actions or behaviour

row /rəʊ/ (n.): a noisy quarrel

rudder /'rʌdə(r)/ (n.): a piece of wood or metal at the back of a boat or an aircraft that is used for controlling its direction

sanctuary /'sæŋktʃuəri/ (n.): an area where wild birds or animals are protected and encouraged to produce young

sandbar /'sændbɑ:(r)/ (n.): a long mass of sand at the point where a river meets the sea that is formed by the movement of the water

saucer /'sə:sə/ (n.): a shallow dish, typically having a circular indentation in the centre, on which a cup is placed

scoundrel /'skaʊndr(ə)l/ (n.): a dishonest or unscrupulous person; a rogue

skyscraper /'skaɪskreɪpə/ (n.): a very tall building of many storeys

slurp /slɜ:p/ (v.): drink or eat (something) with a loud sucking noise
solace /'sɒlɪs/ (n.): comfort or consolation in a time of distress or sadness
solemn /'sɒləm/ (adj.): not happy or smiling
spectacular /spek'tækjələ(r)/ (adj.): very impressive
strategic /strə'ti:dʒɪk/ (adj.): done as part of a plan that is meant to achieve a particular purpose or to gain an advantage
strenuous /'strenjʊəs/ (adj.): requiring or using great effort or exertion
stumble /'stʌmb(ə)l/ (v.): trip or momentarily lose one's balance; almost fall
stunning /'stʌnɪŋ/ (adj.): extremely impressive or attractive
succession /sək'sesjən/ (n.): a number of people or things that follow each other in time or order
tern /tɜ:n/ (n.): a seabird related to the gulls, typically smaller and more slender, with long pointed wings and a forked tail
thriller /'θrɪlə(r)/ (n.): a book, play or film with an exciting story
traction /'trækʃ(ə)n/ (n.): the action of drawing or pulling something over a surface, especially a road or track
tram /træm/ (n.): a vehicle driven by electricity
transgression /trɑ:ns'ɡreʃn, trɑ:nz'ɡreʃn/ (n.): an act that goes against a law, rule, or code of conduct; an offence
triage /'tri:ɑ:ʒ/ (n.): the assignment of degrees of urgency to wounds or illnesses to decide the order of treatment of a large number of patients or casualties
twirl /twɜ:l/ (v.): spin quickly and lightly round, especially repeatedly
underserved /ʌndɪ'zɜ:vd/ (adj.): not merited, or not deserving
unmoved /ʌn'mu:vd/ (adj.): not affected by emotion or excitement
unpredictability /,ʌnpri,dɪktə'bɪləti/ (n.): the quality something has when it is impossible to know in advance that it will happen or what it will be like
unscrupulous /ʌn'skru:pjʊləs/ (adj.): having or showing no moral principles; not honest or fair
viability /vaɪə'bɪləti/ (n.): ability to work successful
vindictive /vɪn'dɪktɪv/ (adj.): having or showing a strong or unreasoning desire for revenge
warfare /'wɔ:feə(r)/ (n.): the activity of fighting a war, especially using particular weapons or methods
wayfarer /'weɪfərə(r)/ (n.): a person who travels from one place to another, usually on foot
weasel /'wi:z(ə)l/ (n.): a small, slender carnivorous mammal related to, but smaller than, the stoat
weird /wɪəd/ (adj.): very strange; bizarre
yield /ji:ld/ (v.): produce or provide (a natural, agricultural, or industrial product)