

# ENGLISH

(Level III, Equivalent to Grade 4 and 5)

Alternative Educational Program : Sample Learning Material



Government of Nepal  
Ministry of Education, Science, and Technology  
**Centre for Education and Human Resource Development**  
Sanothimi, Bhaktapur

# English

(Level III, Equivalent to Grade 4 and 5)

## **Alternative Educational Program : Sample Learning Material**

### **Writers**

Chandrakanta Pandit  
Bidur Neupane

Government of Nepal  
Ministry of Education, Science, and Technology  
Centre for Education and Human Resource  
Development Sanothimi, Bhaktapur

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## Preface

The Constitution of Nepal guarantees the fundamental right to education to every citizen. Education policies, plans, and programs are being implemented to execute the fundamental right to education. The Government of Nepal has a policy to bring all the school-age children to school and provide quality education to them as well as to provide school level education to the adults who have passed the school-going age. Centre for Education and Human Resource Development is committed to implementing and facilitating policy standards.

It is the responsibility of the government to provide for continuous and sustainable learning opportunities to the children unable to get enrolled in the school at school-going age due to various socio-economic reasons, the dropouts after being admitted, and the adults who have completed literacy classes.

As it is necessary to provide opportunities for alternative education to every Nepali citizen who wants to continue learning and acquire skills from the same place where they reside various subject-wise study materials have been developed to facilitate learning based on the interests of learners. The learning material of “**English**” has been developed targeting 6 to 14 years age group children who have been studying through an alternative mode of education. This sample learning material has been developed for a one-year program based on the curriculum of Grade 4 and 5.

I would like to thank the writers of this sample learning material, Mr. Chandrakanta Pandit and Mr. Bidur Neupane. Similarly, I would like to thank the Deputy Director General of this Centre, Mr. Keshab Prasad Dahal for his coordinating role in the development of this material, the Director and the Section Officer from Curriculum and Materials Section of this Centre, Mrs. Sabita Dangal and Mrs. Bhima Devi Koirala respectively for their coordinating and managerial role, English subject expert, Mrs. Kunti Adhikari for content and language edit of this material, and Mr. Jayaram Kuikel for working on the layout and design of this material. Centre for Education and Human Resource Development welcomes constructive suggestions and feedback to further improve this learning material.

Baikuntha Prasad Aryal  
Director General  
Centre for Education and Human Resource Development

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**1. Reading****A. Engage**

- a. **Work in groups. Prepare a list of birds, professionals, animals and tree of fruits that you can see every day in your surroundings with a singular noun of them and fill them in the given table.**

birds	professionals	animals	tree of fruits	tools in the kitchen
a crow	a farmer	a yak	an orange	a dipper

- b. **Look at the pictures below and say what they are.**



i. a picture of .....



ii. a picture of .....





iii. a picture of .....

iv. a picture of .....



v. a picture of .....

vi. a picture of .....

**c. Now share your information with your friends. Write down the names of animals, tools, plants, professionals or whatever you see in singular forms of them.**

a cow ..... ..

an orange ..... ..

a temple ..... ..

a basket ..... ..

a bowl of soup ..... ..

- a glass of water .....
- a sack of rice .....
- an umbrella .....
- an axe .....

**B. Study**

**a. Look at the pictures and say what they are about.**



**b. Read the following text and note down the names of animals, places, tools, professionals mentioned there.**

**What Min Bahadur Had/Has**

Min Bahadur Sherchan, an inhabitant of Manang district has been living in Kathmandu since 2010 AD. When he arrived in Kathmandu for the first time, he got surprised to see the tools in the kitchen, buildings, temples, and animals around. He had a big black Himalayan dog, a horse, and a herd of yaks in Mananag. He had a younger brother and a sister too. Both of them were students and his father: a businessman, and mother, a housewife. He used to have a cup of churned tea when he got fresh in the morning, and have Dhido with the soup of local cock as his lunch. He used to see the temple of Muktinath nearby his home. A lot of pilgrimages go there for praying. What a wonderful life he had!



He is not sad in Kathmandu too. He always helps his mother in the kitchen. He prepares tea for his family and a cup of tea for himself too. He balances water and milk, then keeps in a tea pan and boils it. As soon as it is boiled, he adds a spoon full of tea and lets it boil for a minute. Then he pours it, he stirs the tea with a spoon to dissolve sugar in the tea there. Then he serves it to each of his family member. Everyone feels happy when he serves them tea. After having tea in the morning, he goes to a grocery shop to buy the goods that he needs for his lunch and dinner. He sometimes buys a kg of salt and a packet of mustard oil. For vegetables, he never gives up buying a bundle of spinach, a packet of half kg of yak cheese, and a kg of cauliflower. Then he goes to a fruit shop where he buys a kg of apples and seasonal fruits that he sees there. He is a boy of humour. He has only a smile on his lips but never shows anger to anyone else. He has been an apple of the eye in his locality. Everyone loves him very much.

Last Saturday he made a list of goods that he needed for his brother's birthday celebration. His priority was to buy a birthday cake, a bundle of a birthday candle, two kg of mutton, and a crate of eggs. His mother reminded him that he had forgotten a birthday cap to keep on his list. He added some more fruit items like apple, orange, and other seasonal fruits. He added them to his list and went to the market. He invited his kith and keens to participate in this occasion to bless his brother. Every invitee arrived in time and the celebration began at 7 pm and continued till 9 pm. Everyone enjoyed it a lot but his brother did more than he hoped. He still remembers the day and the smile that his brother poured into his invitees.

## Exercises

a. Fill in the gaps with the correct word from the given box.

churned	Dhido	inhabitant	herd	wonderful
spoon	continued	grocery	pilgrimages	bundle

- i. Min Bahadur is an.....of Manang district.
- ii. He used to keep a..... of yaks in his village of Manang district.
- iii. Many ..... go to the Muktinath temple for praying to the Gods there.
- iv. He used to have a cup of .....tea there.
- v. He used to have ..... as his lunch.
- vi. He had a .....life in Manang.
- vii. He goes to a.....shop to buy his daily goods.
- viii. He stirs the tea with a ..... to dissolve the sugar in the tea.
- ix. He always buys a..... of spinach in each visit.
- x. The birthday celebration ..... till 9 pm.

**b. Read the text again and write “True” or “False” against each statement.**

- i. Min Bahadur Serchan is living in Manang district.
- ii. He does not have a brother and a sister.
- iii. Everyone hates him.
- iv. He is the boy of humour.
- v. He arranged to celebrate his brother's birthday celebration.
- vi. The birthday party continued for two hours.

**c. Read the text again and answer these questions.**

- i. Where has Min Bahadur been living?
- ii. How many members does he have at his home?
- iii. Does he drink tea in the morning?
- iv. Where does he go after having tea in the morning?
- v. Whom did they invite to celebrate his brother's birthday?
- vi. What does he still remember?

### C. Activate

- a. Recall one of the places where you might have seen the various goods, things, animals, birds, plants, tools and others. Write them in a singular form of each.

**Example:**

an apple .....  
.....

- b. Look around and write what you will see there.

**Example:**

a tree a cow .....  
.....

## 2. Time for Grammar

### Articles (a, an, the)

#### A. Engage

- a. Read the text and underline the articles (a, an, the).

Once upon a time, in a remote village of a nation, there was a happy family. The family had five members: father, mother, two daughters, and a son. They had a small hut and a shed for the cattle they had kept. Their house was nearby the river. They had harmony. They never shouted at each other. They believed in Hinduism. So, they had kept some holy books: the Mahabharat, the Ramayan, and the Swasthani.

- b. Find the text in which you can see the use of a/ an/ the and underline them.

#### B. Study

**Note:** In English language there are three articles. They are: a, an and the. They are known as definite (the) and indefinite (a, an) article.

a. The definite article (the) is used before a noun to indicate that

*the identity of the noun is familiar to the reader or in front of the unique thing: the earth, the moon, the Ramayan*

b. *The indefinite article 'a' is used if the countable noun begins with consonant sound. Example:*

*a cow   a dog   a ewe   a mango   a pen   a sickle*

c. *The indefinite article 'an' is used if the countable noun begins with vowel sound. Example:*

*an apple   an orange   an hour   an MBBS student  
an umbrella*

**a. Fill up the blanks with a or an.**

- i. He has kept .....useful cow.
- ii. She is ..... honest girl.
- iii. He eats .....apple a day.
- iv. Mukesh is .....farmer.
- v. Nepal is .....landlocked country.
- vi. She is driving .....car.
- vii. He bought .....ball yesterday.
- viii. Muna is .....MBBS doctor.
- ix. She bought.....ewe yesterday.
- x. He is .....clever boy.

**b. Fill up the blanks with a, an or the.**

- i. She bought .....dozen of pencils.
- ii. He grows .....lot of vegetables.
- iii. They are nearby .....Bagmati river.
- iv. The sun rises in .....east.
- v. The moon goes round .....earth.

- vi. He is reading .....Rising Nepal.
- vii. My mother is a member of .....House of Representatives.
- viii. Mt Everest is .....highest peak in the world.
- ix. In the word 'cros' ..... 's' is missing.
- x. They always work in ..... factory.

**c. Fill in the gaps with a, an or the wherever necessary.**

- i. She is carrying .....umbrella.
- ii. We have to make him .....honest student.
- iii. Which is .....longest river in the world?
- iv. He bought .....car yesterday.
- v. Shankar has given him .....orange.
- vi. Mt. Everest is .....highest peak in the world.
- vii. He is .....my brother.

**C. Activate**

**a. Read a text in the newspaper or somewhere and find out the articles used there: definite (the) and indefinite article (a, an).**

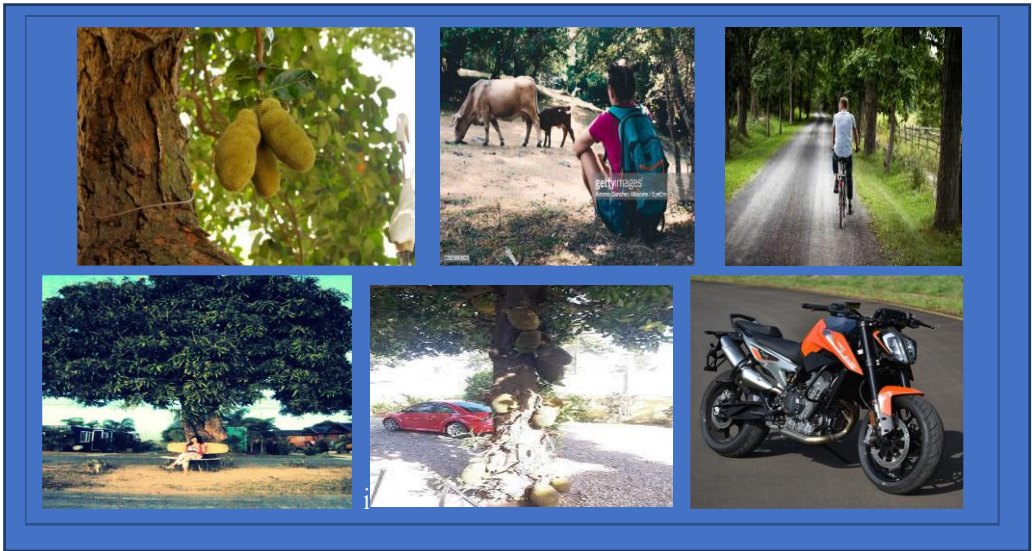
**b. Rewrite the following story using articles a, an, or the.**

There are bees trapped into ..... walls of.....abandoned home. There are ghosts trapped in .....attic, swaying to their hum. There are flies trapped on..... glue strip, beating their wings in anger. There's..... girl in the kitchen, trying to release them. She pulls the flies' transparent wings. Then they come off in her fingers. She kicks open..... attic door..... ghosts fade to ..... corners. She takes.....hammer to ..... dry wall—bees thicken .....air, swirling towards .....attic, sticking in .....glue. .... girl reaches through the wall, touches her fingers to her lips.

### 3. Listening

#### A. Engage

- a. Have you ever visited new places? If yes, remember and tell what you have seen there.
- b. Look at the pictures below and say what the boy can see there.



#### B. Study

- a. Listen to the conversation between two friends Mandira and Suman and take down the names of fruits, vehicles, animals, and human beings in the given table.

<i>S.N</i>	<i>Name of fruits</i>	<i>Name of vehicles</i>	<i>Name of animals</i>	<i>Human beings</i>
<i>01</i>				
<i>02</i>				
<i>03</i>				

### C. Activate

- a. Remember a conversation that your mother and father had on about buying the goods for your birthday celebration and note down the information in a table as mentioned above.
- b. Create a conversation between your brother and sister who are going to the market to buy some goods.

## 4. Speaking

### A. Engage

Talking about Things and Animals

- a. Name the tools that you use in your kitchen.
- b. What animals can you see in the zoo of Jawalakhel in Lalitpur? Tell them in singular form using indefinite article 'a' or 'an'.

Example:

an elephant                      .....                      .....                      .....  
.....                      .....                      .....

- c. Ask your brother or sister what fruits they can find in their locality.

### B. Activate

- a. **Work in groups. Ask your friends whether they have holy books or not. If yes, ask them what they are:**

For example:      The Ramayan

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

- b. **Suppose you are going to the market to buy goods that you need. Make a list of things that you are going to buy.**

a pen                      an eraser                      a ball  
.....                      .....                      .....  
.....                      .....                      .....



## 5. Writing

### Writing about the Things/Animals /Books

#### A. Engage

- a. Have you ever written a paragraph on about the holy books that you are familiar with? If not, write a paragraph on one of the holy books you are familiar with.
- b. Can you tell the names of animals that you can see in your locality? Write the names of animals and share it with your friends.

#### B. Study

- a. **Read the following paragraph and point out the articles (a, an, the) used there.**

Last Monday Hari Rokka went to the tea state in Illam district of Nepal. He visited the tea garden. While walking along the trail of the forest there, he saw a red Panda. The panda ran away from him. He was able to capture its photograph with his mobile set. Then he saw a goat. The goat was grazing on the slope of the field. As soon as it saw Hari, it followed him till the time he didn't throw the bough of green grass that he was shadowing. It seemed very happy to have its leaves.

- b. **Read the above paragraph and write a similar paragraph using the article a, an, and the on your trip to somewhere.**

#### C. Activate

- a. Write a paragraph on one of the pets you like the most.
- b. Write a paragraph on the importance of the holy books.
- c. Remember the place you have recently visited and fill in the table what you had, had seen and done there.

SN	The place you visited	The food you had	The things or objects you had seen	What he had done
i)				
ii)				
iii)				
iv)				
v)				
vi)				
vii)				

d. Now fill the table below and write a paragraph on one of the best places you are willing to visit.

Name of the places you wish to visit	Why you are willing to visit?	What will you see there?	What will you do there?	How will you go there?

## Listening Script

**Mandira:** Hi Suman!

**Suman:** Hi, Mandira!

**Mandira:** What can you see over there on that moor?

**Suman:** A mango tree, a buffalo grazing in the moor. What else can you see there?

**Mandira:** A jackfruit tree, a calf sucking its mother's nipple, a man riding on the bicycle. Are there only the animals?

**Suman:** Indeed, not, there is a boy and a girl too.

**Mandira:** I can see a car passing and a motorcycle by the jackfruit tree. It's getting late. Let's go to our home.

**Suman:** It's nice to meet you. Have a pleasant time ahead. Bye!

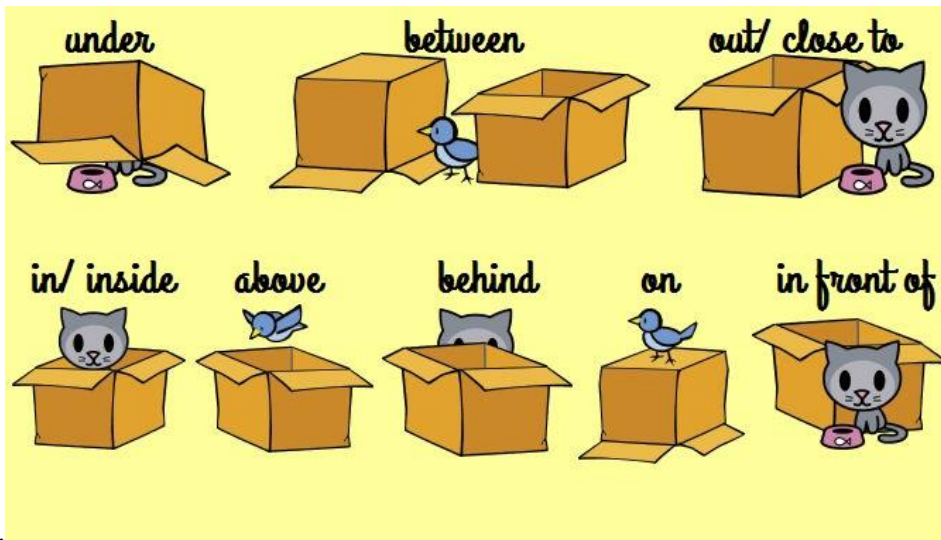
# UNIT TWO

# LOCATING THE THINGS

## 1. Reading

### A. Engage

a. Look at the pictures below and say what they are and where they are.



b. Look at the above pictures and make as many sentences as you can as shown in the example.

**Example:**

There is a kitten under the box.

.....

.....

.....

.....

.....

.....

## B. Study

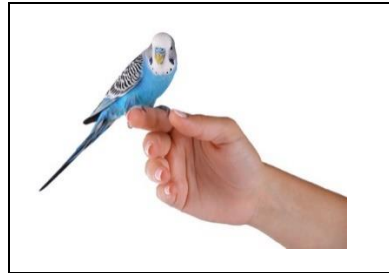
- a. Read the following poem and find the prepositions of place used in the poem.

### Where is the Bird?

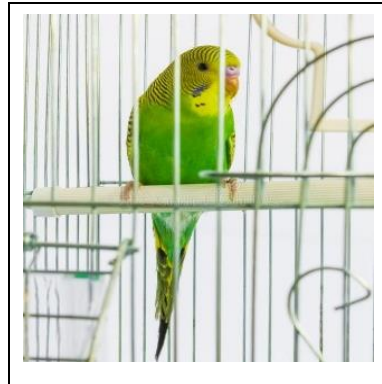
You can see a bird over there on a tree.  
Go and play when you are free.  
A little bird flutters over the tree.  
How joyful it looks when it's free.



It feels sad in a cage.  
Never show it your rage.  
It comes and sits on my palm,  
Sings a song and keeps me calm.



It looks green and makes a sound  
speaks as a human that spellbound  
Gopi Krishnako when it says.  
Everyone hovers it under the rays.



## Exercises

- a. Choose the word(s) from the poem and fill them in the gaps.
- The bird is sitting ..... a tree.
  - The bird feels sad when it is..... a cage.
  - No one should show.....to it.

- iv. The bird's song keeps the .....calm.
- v. The bird is .....in colour.
- vi. The bird .....Gopi Krishnako.

**b. Answer these questions.**

- i. Where is the bird?
- ii. Where does the bird flutter?
- iii. When does it look joyful?
- iv. When is it sad?
- v. Does it sit on the speaker's palm?
- vi. What's the colour of the bird?
- vii. Does it speak like of a human being?

**C. Activate**

**Work in groups and look around. Then ask your friend about the location of the things there and write them down on your exercise books.**

I saw a mirror there. It is **on** the table.

.....  
 .....

**2. Time for Grammar**

**Prepositions of Place**

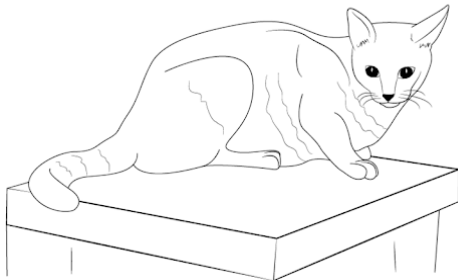
**A. Engage**

**a. Look at the pictures below and make as many sentences as you can.**

- i. There is a kitten on the table.
- ii. There is a kitten **in front of** the box.

- iii. ....
- iv. ....
- v. ....
- vi. ....
- vii. ....

**Draw the following pictures:**



**B. Study**

a. Rewrite the following sentences filling in the gaps with **in, on, at, across, behind, between, among, by, near, next to, above, over, round, and beside.**

- i. Nepal lies .....India, China and Bhutan.
- ii. I always keep my books.....my bag.
- iii. There is a desk .....the floor.
- iv. There is ceiling fan.....the table.
- v. They are sitting .....a house.



- vi. Muna lives .....Tandi in Chitwan.
- vii. Shibhapuri is ..... Budhanilkantha.
- viii. There are innumerable stars.....the sky.
- ix. The moon goes .....the earth.
- x. Fewa lake is .....Pokhara.

b. Look at the pictures and complete the sentences with the appropriate words.


## Prepositions of place

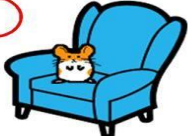








### Where is the hamster ?

Choose the correct preposition from the box.

→

in   on   under   above  
behind   in front of   near  
beside / next to   between



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The hamster is _____ the armchair.	The hamster is _____ the armchair.	The hamster is _____.
<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4</div> 	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">5</div> 	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">6</div> 
The hamster is _____.	_____	_____
<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">7</div> 	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">8</div> 	<div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">9</div> 
_____	The hamster is _____ the armchairs.	The hamster is _____ the basket.

### C. Activate

a. Write a paragraph answering the following questions.

- i. Where do you keep your books?
- ii. Where do you keep your bag?
- iii. What are there in your bag?
- iv. Where is the pocket in your bag?
- v. Where do you keep your bag every day?

### 3. Listening

#### A. Engage

a. Look at the pictures and say what they are.

b. What are men and women doing?



#### B. Study

a Listen to the tape recorder and fill in the gaps.

- i. Yuddha is greeting to everyone .....Pokhara.
- ii. He is giving a brief introduction .....the Tal Barahi Temple.
- iii. It is a .....pagoda Temple.
- iv. It is .....a small island.
- v. The goddess is known as .....Durga.

**b. Answer these questions.**

- i. What is Yuddha doing?
- ii. At what name Tal Barahi Temple is known as ?
- iii. In which district does it lie?
- iv. In which Province of Nepal does it lie?
- v. How far is it from Kathmandu?

**C. Activate**

- a. Do you have any temple or stupa or other holy shrine in your locality? Have you heard something new that you listened from your elderly people? Now tell your friend about it and ask them what they know about the place.**

**4. Speaking**

**A. Engage**

- a. Look at the pictures and tell your friends what you see there.**

**Example:**

This is the temple of Changunarayan. It is in Bhaktpur district.....



- b. **What is the name of given Monastery (Gumba)? Look at this picture and share what you know about it with your partners.**



**B. Study**

- a. **Work in groups and say what you know about your locality and inform your friends how the local people live their life.**
- b. **Look at the following picture and tell your friends what you know about it.**



## **C. Activate**

**a. Where have you recently visited? Tell your friends about it.**

- i. Where did you go?
- ii. How did you go?
- iii. With whom did you go?
- iv. What did you see there?
- v. What were there and in which part were they?

**b. Create a conversation between you and your friend on how to make the environment of a society neat and tidy.**

## **5. Writing**

### **A. Engage**

- a. Work in groups. List out the names of animals that are in your house or in neighbours' house. Then write where they are kept at your house.**
- b. Work in pairs and list out the names of vehicles that you can see in the city. Then write where they run, stop, and park.**

### **B. Study**

**a. Go to your kitchen and look at the household appliance there. Then write where what you saw.**

#### **Example:**

I went to the kitchen. When I entered the kitchen, I saw a gas stove at the southern corner of the kitchen. There was a freeze near the door. There was dinning table in the middle of the kitchen.

**b. Have ever been in an office? What did you see there? List the names of things and write where they were.**

### **C. Activate**

- a. **Write the names of the fruits which are found in your locality. Who grow them and where.**

**Example:**

I am from Gorkha. Many people in my locality grow oranges every year. They are grown up in the sloppy land as well as in trace fields.

*Listening Script*

Hi, everyone.

It's me Yuddha from Pokhara. Today I'm giving you a brief introduction of the Tal Barahi Temple. It is also known as Lake Temple or Barahi Temple. It is a two-storey pagoda temple. It is in Pokhara Metropolitan city. It is in Kaski district of Gandaki zone and province no 4 . Last year I went to the temple to worship the goddess Durga, the protector of Gods. It is located in a small island on the south east section of Fewa lake in Pokhara. Every devotee can go there on a boat . It is about 215 kilometers west from Kathmandu. Thank you very much for listening to my brief introduction of the Tal Barahi temple.



**1. Reading**

**A. Engage**

- a. Has anyone ever cheated on you?
- b. What is the difference between cheating and showing a trick?
- c. What is the person doing in the picture?



**B. Study**

**Read the following text and do the tasks given.**

**Stone Soup**

Once upon a time, there was a great famine in a village called Mali. The people in the village didn't have enough to eat, and definitely not enough to store away for the winter. People were afraid that their families would go hungry, so they hid the small amounts of food they did have. They





even hid their food from their friends and neighbours. One day a wandering soldier came into the village. He asked the different people he met about finding a place to eat and sleep for the night.

"There's not a bite to eat in the whole county," they told him. "You better keep moving on. "Oh, I have everything I need," he said. "In fact, I would like to make some stone soup to share with all of you." He pulled a big black cooking pot from his wagon. He filled it with water and built a fire under it. Then, he reached slowly into his backpack and, while several villagers watched, he pulled a plain grey stone from a cloth bag and dropped it into the water.

Then hearing about the magic stone, most of the villagers were surrounding the soldier and his cooking pot. As the soldier sniffed the stone soup and licked his lips, the villagers began to overcome their lack of trust.



"Ahh," the soldier said aloud to himself, "I do like a tasty stone soup. Of course, stone soup with cabbage is even better."

Soon a villager ran from his house into the village square, holding a cabbage. "I have this cabbage from my garden," he said as he held it out for the soldier.

"Fantastic!" cried the soldier. The soldier cut up the cabbage and added it to the pot. "You know, I once had stone soup with cabbage and a bit of beef, and it was delicious."

The butcher said he could find some beef scraps. As he ran back to his shop, other villagers offered bits of vegetables from their gardens-potatoes, onions, carrots, celery. Soon the big black pot was bubbling and steaming. When the soup was ready, everyone in the village had a bowl of soup, and it was delicious.

Then, the villagers offered the soldier money and other treasures for the magic stone, but he refused to sell it. He had many offers for a bed to sleep on that night. The next day he travelled on his way.

## Exercises

### a. Choose the correct answer and complete the following sentences.

- i. The state of having no .....to eat is called famine.  
a) clothes          b) food          c) money          d) property
- ii. People were afraid that their families would go....., so they hid the small amounts of food.  
a) hungry          b) dry          c) starve          d) poor
- iii. One day a wandering ..... came into the village.  
a) teacher          b) soldier          c) giant          d) police
- iv. He pulled a big black cooking pot from his .....  
a) wagon          b) bag          c) luggage          d) pocket
- v. The soldier was.....to the villagers  
a) honest          b) kind          c) dishonest          d) loyal

### b. Write True or False against the following statements.

- i. The villagers had enough food for their families.

- ii. The villagers didn't give any food and shelter to the soldier in the beginning.
- iii. One of the villagers said, "Stone soup with cabbage is even better."
- iv. The stone soup was delicious.
- v. The soldiers had many offers for a bed to sleep on that night.
- vi. He sold his stone to the villagers.
- vii. The soldier had a really magical stone.
- viii. The villagers were cheated by the soldier.

**c. Read the text again and answer the following questions.**

- i. In which place did a great famine take place?
- ii. Why did the people hide the small amounts of food they had?
- iii. What did the villagers tell when the soldier asked them a place to eat and sleep for the night?
- iv. Why were most of the villagers surrounding the soldier and his cooking pot?
- v. What did the butcher say to the soldier?
- vi. Was the soup delicious?
- vii. What did the villagers offer the soldier for the magic stone?
- viii. How much soup did everyone in the village have?
- ix. What moral lesson did you learn from the story?

## C. Activate

Write the characters of the soldier in a paragraph.

## 2. Time for Grammar

### Prepositions of Time (on/in/at/since/for)

#### A. Engage

a. Decide which preposition of time (on/in/at/since/for) is suitable to use in the following sentences.

- i. He will come .....Friday.
- ii. My father has been reading a book.....two hours.
- iii. I will come there.....2 pm today.
- iv. It has been raining.....this morning.
- v. I was born.....May.
- vi. She was born .....Monday.

#### B. Study

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on," "of," and "to." The prepositions that indicate time are called prepositions of time. For example: **in June**, and **on Sunday**. Prepositions of time show the relationship of time between the nouns to the other parts of a sentence.

#### AT

‘At’ as a preposition of time, always indicates an exact and specific time. The preposition ‘at’ is used with clock hours. Use **at** for times:

**For example:**                      at 3:30.

at noon.

at quarter past four

I started working at 10:00 AM.

The movie starts at 6:00 PM.

The shop closes at 3:00 AM.

**Notice the use of the preposition of time at in the following standard expressions:**

<b>Expression</b>	<b>Example</b>
at night	The stars shine <b>at night.</b>
at the weekend	I don't usually work <b>at the weekend.</b>
at Christmas*/Easter	I stay with my family <b>at Christmas.</b>
at the same time	We finished the test <b>at the same time.</b>
at present	He's not home <b>at present.</b> Try later.

## **On**

'On' as a preposition of time, generally indicates a fixed date or a day.

Use '**on**' for days:

**For example:** on Friday

on March 15<sup>th</sup>.

on my birthday

on the weekend

I'll see her on Friday.

He broke a record on Monday morning.

I have a meeting on 25<sup>th</sup> October.

## **In**

'In' as a preposition of time, generally indicates an indefinite and unspecific time of months, seasons, years, centuries, etc. Use 'in' for centuries, decades, years, seasons, and months.

For example:                    in the 18<sup>th</sup> century

in the 1960s

in 2001

in the summer

in October

I will get a holiday in December.

Murphy was born in 2001.

I love playing cricket in the summer.

**Notice the use of the prepositions of time "in" and "on" in these common expressions:**

<b>In</b>	<b>On</b>
in the morning	on Tuesday morning
in the mornings	on Saturday mornings
in the afternoon(s)	on Sunday afternoon(s)
in the evening(s)	on Monday evening(s)

When we say **last, next, every, this** we do not also use **at, in, on**.

**For example:** I went to London last June. (not in last June)  
He's coming back next Tuesday. (not on next Tuesday)  
I go home every Easter. (not at every Easter)  
We'll call you this evening. (not in this evening)

### Since

'Since' as a preposition of time, indicates a time-span beginning in a time in the past and still continuing in the present (now).

**For example:** Alex has been living in the village since Sunday.  
He has been suffering from a fever since Friday.  
Robin and Susan have been friends since childhood.

### For

For is used with a period of time (amount of time) in the past, present, or future.

**For example:** He stayed there for four days.  
I will be staying there for five months.  
I will work with them for a year.  
He was standing there for a long time.

<b>Be careful with morning, afternoon, evening, and night!</b>
--

**in** the morning

**in** the afternoon

**in** the evening

**at** night

### For or Since?

**For** is used for a period of time, and **since** is used to reference a specific point in time.

**For example:** I've been waiting **for three hours**.



I've been waiting **since ten o'clock**.

We've lived here **for four years**.

We've lived here **since 2008**.

She's been working there **for six months**.

She's been working there **since she graduated from college**.

It has been raining **since morning**.

We have been living here **since 2004**.

<b>Since</b>	<b>For</b>
Since is used with point of time. For example: since 2 pm, since 1999, since this morning, etc.	For is used with a period of time. For example: for 2 hours, for 3 days, for 5 years, for 1 decade, etc.
<b>Point of time:</b> If we can exactly locate the time like Sunday, last week, 2020 AD, it's called point of time.	<b>Period of time:</b> If the time can be measured in some ways like seconds, minutes, hours, days, week, months, years, decades, and centuries, it's called a period of time.

## Exercises

**a. Complete the following sentences with on/in/at.**

- i. There was a loud noise which woke us up..... midnight.
- ii. What are you doing..... the weekend.
- iii. Last week I worked until 9 pm..... every night.
- iv. My father always reads the paper.....breakfast time.
- v. She plays tennis.....Saturdays.
- vi. The flowers here are really beautiful..... the spring.

- vii. In my hometown, the shops open early .....the morning.
- viii. She sings .....the morning every day.
- ix. She met her husband.....2002.
- x. We are meeting.....Friday.
- xi. They will come..... March.

**b. Complete the following sentences with 'since' or 'for'.**

- i. He has known me.....five years.
- ii. He has been living here.....2013 AD.
- iii. It's raining.....this morning.
- iv. I waited for you .....three hours.
- v. She has been working in this office.....2015 AD.
- vi. I have known him.....2016 AD.
- vii. She worked there.....five years.
- viii. What are you doing .....a long time?
- ix. He has been here.....last week.

**c. Read a story or book of your access and copy the sentences in the table below in which the prepositions of time on, in, at, since, and for have been used.**

Prepositions	Sentences
On	
In	
At	
Since	
for	

### **C. Activate**

- a. Prepare a chart to show the use of **on, in, at, since, and for** with time.
- b. Make any five sentences on your own using **on, in, at, since, and for**.

### **3. Listening**

#### **A. Engage**

- a. Which place is shown in the picture below?
- b. Have you ever visited this place before?
- c. What is this place famous for?



#### **B. Study**

- a. Listen to the audio and find the missing words of the following sentences.
  - i. I just came to Ghalegaun ..... ago with my parents.

- ii. I will talk to you later as we are ..... our things for!
- iii. Dolma went to Ghalegaun ..... days ago
- iv. Uma asked Dolma to meet her.....in Ghalegaun.
- v. Dolma told they are ..... their things for leaving today.

**b. Listen to the audio again and write who spoke the following sentences.**

- i. Glad to hear that! Me too fine. ....
- ii. I am enjoying it well! .....
- iii. Are you there in your hometown? .....
- iv. Then you can meet my grandparents there .....
- v. No problem dear! .....
- vi. I will talk to you later as we are preparing our things for leaving today! .....
- vii. I just came to Ghalegaun two days ago with my parents. ....

**C. Activate**

**Write some facts about Ghalegaun based on the listening text.**

**4. Speaking**

**A. Work in a pair and exchange the following roles while communicating.**

- a. Experience of visiting religious and cultural sites of Nepal
- b. The trip you have made
- c. Your visit to Pokhara/Lumbini/Illam or any other places.

**5. Writing**

**Writing a Diary**

**A. Engage**

- a. Why do people write a diary?
- b. Have you ever written your diary?

## B. Study

A diary is a personal record of things that an individual has experienced in course of a certain time.

Some people keep their diaries to reflect their present and improve their future.

### **Things to be considered before writing a diary**

- ❖ Write in the first person 'I' because you are writing about yourself (your activities).
- ❖ Mention the date at the top of your diary
- ❖ Organize paragraphs with topic sentences (main idea in each paragraph)
- ❖ Give a clear sense of the writer's personality and explain their feelings and changing emotions
- ❖ Focus on key moments or incidents in one's world
- ❖ Provide a sense of time and sequence (use time connectives like finally, afterward, earlier, later that day ...)
- ❖ Different sentence structures (active & passive structures)

### **Lockdown Diary**

Dear Diary

30 April, 2020

Time: 9:00pm

I have been dying to tell you what happened today. I suppose today is the worst day of my life so far. The outbreak of COVID-19 in the world has locked most of the people of the world inside their houses. People are asked not to go out of their houses as there was the danger of spreading

coronavirus from one another. I also got stuck inside my house with my family.

I got up late at 7:30 am as I didn't have to go to my school. My mother, who always used to wake me up before six, didn't wake me up today in the morning. Then, I enjoyed a light breakfast after I got fresh. I was thinking about spending my whole day at home as my friends from my neighbour were also stuck due to the lockdown of COVID-19. The only thing I could do was making video calls and chatting with them for hours. I played games on my father's mobile for two hours. I had my lunch somehow late in the noon because my mother prepared it late today.

After my lunch, I slept for some hours. I just woke up when my mother called me at 2:30 pm for the snack. I ate an omelette and a loaf of bread with a cup of tea. Likewise, I watched a recently released Nepali movie with my mother on the television. We watched the movie up to 5:00 pm. Then my mother started cooking meal and I made some paintings before we had dinner at 8:00 pm. After dinner, my father was listening to the news in order to know how many new cases of COVID-19 were. I also watched the news for a while. It revealed that the cases of COVID-19 were higher than it was yesterday.

It was almost 8:50 am when my mother made a bed for me and urged to go to bed instead of watching TV and playing games on mobile. Finally, I slept then

## Exercises

- a. Write a diary of your own including the main events and works of the whole day.
- b. Write a short diary of the day when you visited a zoo with your parents.
- c. Write a short diary including your experience of the lockdown period after the outbreak of COVID-19.

### C. Activate

Share your diary entry with your friends and find out the differences between your daily activities and your friends'.

#### Listening Script

**Listen to the telephone conversation between two friends Uma and Dolma.**

Uma: Hello, Uma speaking. Is this Dolma?

Dolma : Yeah Uma! I am there.

Uma: How are you dear?

Dolma : I am fine. What about you Uma?

Uma : Glad to hear that! Me too fine! Dolma how are your holidays going?

Dolma : Great Uma! I am enjoying it well!

Uma : Are you there in Kathmandu?

Dolma : No! I just came to Ghalegaun two days ago with my parents.

Uma: Really? Then you can meet my grandparents there. Because that's my hometown.

Dolma : Oh great Uma! I would glad to meet them but we are leaving this place today.

Uma: Oh! No problem dear! Next time you would surely meet!

Dolma: Yeah, sure dear! Okay bye, Uma I will talk to you later as we are preparing our things for leaving today!

Uma: Bye Dolma! Take care. Talk to you later! Have a safe journey!

Dolma: Thank you Uma! Take care bye!

**1. Reading****A. Engage**

- a. What are the children doing in the following picture?
- b. How do you express your plans and future decisions?

**B. Study**

**Read the following conversation between Shital and Prabhat and do the tasks given.**

(Shital and Prabhat are two friends. They met each other in a park and started talking to each other.)

Shital : Hello Prabhat! Good Morning. How are you?

Prabhat : Hi Shital! Good Morning. I am fine and, how are you?

Shital : I am good, too. What are you going to do tomorrow?

Prabhat : Exactly, I'm thinking of going to the market with my mother.

Shital : Do you want to buy something special tomorrow?





Prabhat : Yes, my mother has promised me that she will buy me a brand-new tablet.

Shital : Tablet? What has happened to you? Are you unwell?

Prabhat : What? Did you mean medicine when I told you tablet?

Shital : Yes.

Prabhat : But I meant to say a device, not medicine.

Shital : What kind of device is called a tablet? Please tell me something about it.

Prabhat : It's an electronic device that is larger and wider than mobile in its size. We can watch movies, play games, and do other many things on a tablet.

Shital : Wow! It's really nice.

Prabhat : But you didn't tell me what you are going to do tomorrow.

Shital : There's nothing special. I will just stay at home. My mother isn't feeling well and I need to do some washing up.

Prabhat : Okay Shital, I have to move now. Bye.

Shital : Bye, Prabhat. We will meet at the weekend again.

Prabhat : Sure.

## Exercises

- a. Match the following words from column 'A' with their meanings or associated words in column 'B'.

### Column A

- i. Park
- ii. Shital and Prabhat
- iii. Tablet
- iv. Prabhat
- v. Shital's mother

### Column B

- a) a device bigger/larger than a mobile
- b) venue
- c) two friends
- d) unwell
- e) goes to market

**b. Write True or False against the following sentences.**

- i. Shital and Prabhat are friends.
- ii. They met each other on the way to the market.
- iii. Shital is going to watch a movie tomorrow.
- iv. Prabhat's brother will buy him a new bicycle.
- v. Prabhat has to do a lot of washing up.
- vi. They will meet after one week.
- vii. Prabhat's mother is unwell.
- viii. A tablet is an electronic device.
- ix. Prabhat is going to have a tablet soon

**c. Read the conversation again and answer the following questions.**

- i. What is Prabhat going to do tomorrow?
- ii. What has Prabhat's mother promised him?
- iii. What kind of device is a tablet?
- iv. What is Shital going to do tomorrow?
- v. What can be done on a tablet?
- vi. What will Shital do at home?
- vii. When are Shital and Prabhat going to meet again?
- viii. What time did Shital and Prabhat meet?
- ix. What is the whole dialogue based on?

### C. Activate

a. How would you express your plans and intentions if you were Shital?  
Write it in the points below:

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....

### 2. Time for Grammar

















#### Basic Punctuations

#### A. Engage

a. Identify the differences between the following pair of sentences and write what they refer to.

- i. Let's eat, grandma .....
- ii. Let's eat grandma .....

b. Observe the following punctuation markers and try to remember them.

 comma	 semicolon	 colon	 fullstop
 exclamation mark	 question mark	 apostrophe	 quotes
 double quotes	 hyphen	 dash	 stroke or slash
 parentheses or round brackets	 square brackets	 ellipsis	 asterix

## **B. Study**

Punctuation markers are signs such as periods, commas, and question marks. Correct use of punctuation markers helps to give the complete and meaningful understanding of the sentences or texts.

### **Capitalization**

We always begin a sentence with a capital letter. We use a capital letter to begin the names of persons, places, nationalities, and languages.

For example: I am from Dolpa.

My brother's name is Nawaraj Baral.

### **Full Stop/Period (.)**

Use of Period (.): We put a period at the end of a sentence. It is also known as a full stop.

*For example:* I am from Palpa

It's not good to tease others.

### **Question Mark (?)**

We use a question mark at the end of a sentence to get a response or reply.

*For example:* What is your name?

How many of you are present today?

### **Comma (,)**

We put a comma between items in a list, after yes and no, before or after the name of the person we are speaking to, before please and thank you, between the parts of a place name.

*For example:* I ate an apple, a slice of bread, a glass of juice, and an egg yesterday morning.

There are crows, sparrows, and some eagles flying over the sky.

### **Exclamation Mark (!)**

We put exclamations to express sudden emotions and feelings.

*For example:* Alas! He's no more.

Oh no! I've cut my finger.

### **Semicolon (;)**

We use a semicolon to make the sentences clear or add some ideas to the sentences.

*For example:* They aren't happy today; they didn't play the match nicely.

### **Apostrophes (')**

We use an apostrophe with an 's' to show that something belongs to someone, to show where one or more letters are missing in a contraction.

For example: My uncle's name is Jayaram Khanal.

**Now read the following dialogue and study how full stop, question mark, comma, semicolon, and other punctuation markers are used.**

Kanti: Hello Bastu, how are you, it's been a long time since we last met.

Bastu: Oh, hi Kanti! It's going great. How about you?

Kanti: Not too bad.

Bastu: How often do you eat at this cafe?

Kanti: This is my first time. My friends kept telling me the food was great. So tonight I decided to try it. What have you been doing?

Bastu: I have been so busy at home. I have not had the time to do much else.

Kanti: Oh. I'm really happy to see you, Bastu.

Bastu: Me too, Kanti. See you. Bye.

Kanti: Bye.

## Exercises

### A. Rewrite the following sentences using the punctuation markers given in the brackets.

- i. We had a great time in Pokhara the kids really enjoyed it. (;)
- ii. Some people work best in the mornings others do better in the evenings (.)
- iii. What are you doing next weekend (??)
- iv. Mother had to go into hospital she had heart problems. (;)
- v. Did you understand why I was upset (??)
- vi. It is a fine idea let us hope that it is going to work (.)
- vii. We will arrive on Monday morning (.)
- viii. A textbook can be a wall between teacher and class (.)
- ix. The girl's father sat in a corner (.)
- x. Where are you from (??)
- xi. What is your name (??)
- xii. There are parrots, crows, sparrows etc. (,)
- xiii. You may draw flowers, balloons, stars, birds or other such things. (,)
- xiv. Yes I will leave tobacco. (,)
- xv. Kavita, Seema, Ravi, Salma, and Piyush are her students (.)
- xvi. There are many festivals in our country (.)
- xvii. When is the festival of Dashain celebrated (??)
- xviii. This poem is written by my sister (.)

### C. Activate

Write a short paragraph about a pet you like the most using the punctuation marks that you studied in the previous sections.

### 3. Listening

#### A. Engage

- a. Do you like to live in the city or countryside?
- b. What are the advantages of living in a city?

#### B. Study

**a. Listen to the audio again and complete the following sentences with the correct words/phrases.**

- i. Living in the city certainly is more..... out in the city than it is in the country.
- ii. But the city is more ..... than the country.
- iii. People in the city aren't as open and ..... as those in the countryside.
- iv. Yes, it's ..... and less dangerous in the country.
- v. Being in the ..... is much more boring than being in the city.

**b. Listen to the audio and write down who spoke the following sentences.**

- i. Yes, actually, how do you like living in a big city? .....
- ii. Oh, really? Can you give me some examples? .....
- iii. However, the country feels much slower than the city. ....
- iv. I'm sure that the country is more relaxed, too! .....
- v. Maybe when I'm married and have children I'll move back to the country. ....
- vi. How about the cost of living? Is the country cheaper than the city? .....

- vii. I think that's a good thing! .....
- viii. I think you are crazy about moving to the city. ....
- ix. Life in the country is also much healthier than in the city. ....

### C. Activate

**Write a paragraph about the advantages and disadvantages of living in a city/country.**

### 4. Speaking

- a. **Work in a pair and play the roles given to communicate with each other.**



- i. A shopkeeper and a customer
- ii. A doctor and a patient
- iii. Parents and a child
- iv. Father/mother and son/daughter

### 5. Writing

#### Dialogue Writing

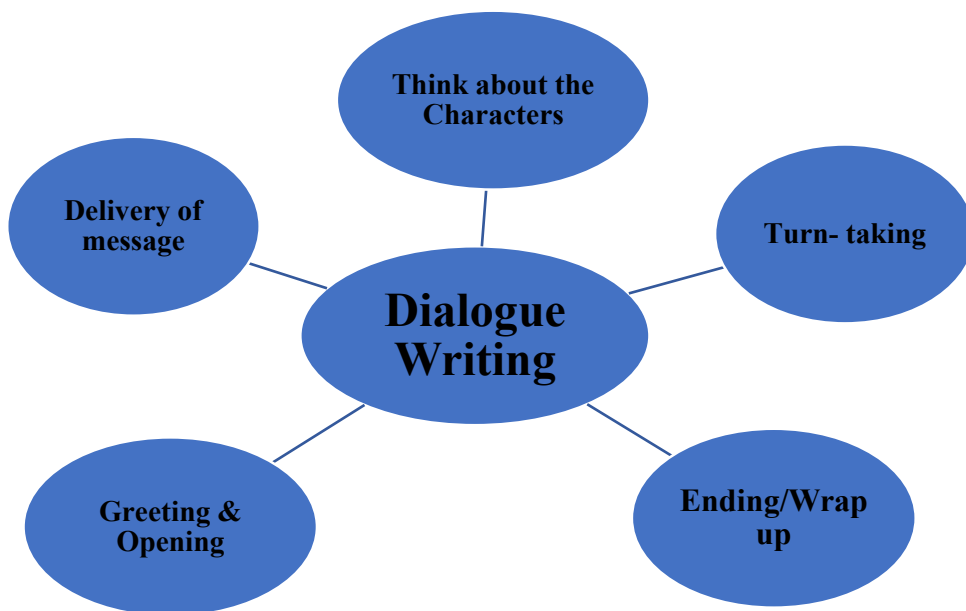
#### A. Engage

- a. Why is a dialogue formed?
- b. How many people can take part in a dialogue?
- c. Have you ever taken part in a dialogue?



## B. Study

Dialogue is a conversation between two or more people on certain issues. In dialogue, both the speaker and the listener should take part actively to make it effective. Hence, while writing a dialogue one should know to make it communicative and worthy. Consider the following things before writing a dialogue.



### Exercises

- a. Complete the following dialogues with the appropriate sentences from the box below.

Student : Good Morning Sir! I want to return this book.

Librarian : But you are late for three days. I'm afraid .....

Student : Yes, I was sick and .....

Librarian : But I'm sorry .....

Student : .....

Librarian : Yes, I do, But .....

Student : .....

I'm ready to pay the fine.  
You should talk to the principal.  
You'll have to pay the fine.  
Thank you, sir.  
I was unable to come to school for four days.  
You have to pay Rs. 20.

**b. Complete the following dialogue choosing the correct options from the box given below:**

Amar : Hi Amit, How're you?  
Amit : .....What're you doing now?  
Amar : I'm fine too. I'm writing an essay. ....  
Amit : I'm busy doing English homework. ....  
It's an essay on "The importance of English Language".  
Amar : Thank you Amit. I'll start it soon..... We're going on  
Saturday.  
Amit : I'd love to enjoy the picnic with you.....  
Amar : Of course not. I will give you every information if you need  
Amit : Thank you.  
Amar : It's being late. Let me depart from you. Bye Amit. See you on  
Saturday.  
Amit : Bye Amar. See you

By the way, Amit, would you like to go to a picnic with us.  
It's being late to do my homework.  
I'm fine, thank you, and you Amar?

And you?

Would you mind telling it to me?

Hey, You don't know

**c. Complete the following dialogue choosing the best of the options given below:**

Mr. Gurung : Hello! Is this Panaroma Travel Agency?

Jane : Yes please, .....?

Mr. Gurung : I want two tickets for tonight's flight to Delhi.

Jane : For a flight tonight, Mr. Gurung?..... I'll do my best, but I think it will be difficult.

Mr. Gurung : Yes, I suppose so. Well, I'm sure you'll do your best, anyway. And when you get them .....?

Jane : But what'll I do if I don't get them?

Mr. Gurung : If you don't, let me know immediately, .....?

Jane : I think so, Mr. Gurung 1367818 .....

Mr. Gurung : .....

- (a) Jane speaking
- (b) Good morning
- (c) Thanks, bye
- (d) Can I help you?
- (e) Do you know my number?
- (f) Will you ring me, please?
- (g) It's an immediate case.
- (h) I'll ring you when I get any information.

- d. Compose a dialogue between a stranger and a local man about the direction to get to the nearby tourist destination.
- e. Compose a dialogue between two friends talking in a hotel. They are ordering food.
- f. Compose a dialogue between two friends. One friend is introducing his/her friend to another.
- g. Compose a dialogue between a man and his friend talking on the telephone. The man is inviting his friend to his daughter's marriage ceremony.

### C. Activate

**Listen to the conversation between your parents and write it down.**

#### *Listening Script*

**Manoj:** Hello Denisha! How are you?

**Denisha:** Hi Manoj! I'm fine. What about you?

**Manoj:** I'm fine, too.

**Denisha:** You told me that you wanted to ask me some questions, didn't you?

**Manoj:** Yes, actually, how do you like living in a big city?

**Denisha:** I like it so much more than living in the country. There are many things that make it better.

**Manoj:** Oh, really? Can you give me some examples?

**Denisha:** Well, it certainly is more interesting out in the city than it is in the country. There is so much more to do and see!

**Manoj:** Yes, but the city is more dangerous than the country.

**Denisha:** That's true. People in the city aren't as open and friendly as those in the countryside, and the streets aren't as safe.

**Manoj:** I'm sure that the country is more relaxed, too!

**Denisha:** Yes, the city is busier than the country. However, the country feels much slower than the city.

**Manoj:** I think that's a good thing!

**Denisha:** Oh, I don't. The country is so boring! Being in the country is much more boring than being in the city.

**Manoj:** How about the cost of living? Is the country cheaper than the city?

**Denisha:** Oh, yes. Living in the city is more expensive than in the country.

**Manoj:** Life in the country is also much healthier than in the city.

**Denisha:** Yes, it's cleaner and less dangerous in the country. But the city is so much more exciting. It's faster, crazier, and more fun.

**Manoj:** I think *you* are crazy about moving to the city.

**Denisha:** Well, I'm young now. Maybe when I'm married and have children I'll move back to the country.

**1. Reading**

**A. Engage**

- a. **What differences can you notice between the traditional way of cooking and the modern one?**
- b. **How did your grandparents use to cook food in the past?**
- c. **Write some differences between past and present about the following things.**



<b>Things</b>	<b>Past</b>	<b>Past</b>
Agriculture		
Communication		
Marriage		
Education		

## B. Study

Now read the following text about Nandani's past and present and do the tasks given.

### Hardworking Nandani

Nandani Pokharel was born in 1989 A.D. in Dolakha. She studied in Golmeshwor Secondary school, one of the best community schools in the region. She was a laborious girl in her class. She used to secure the first position in her class. Her teachers and friends admired her for her dedication and commitment to her study. Her parents didn't have to worry about her education because she was a self-disciplined and hardworking girl. All her neighbours as well as the villagers used to present Nandani as an exemplary figure to other children of her age group.

Currently, Nandani has been working as a senior officer in a bank in Kathmandu. The bank pays her a good salary. She has bought a scooter from her earnings. She sends some of her earnings to her parents in Dolakha. Nandani still remembers the appreciation of her teachers and friends that helped her to do hard work in the past.

### Exercises

a. **Underline the present and past verbs used in the text above and list out them.**

#### Present Verbs

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....
- vi. ....
- vii. ....

#### Past verbs

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....
- vi. ....
- vii. ....

**b. Fill in the blanks with the correct words from the box below.**

<b>laborious</b>	<b>was</b>	<b>gets</b>	<b>working</b>	<b>admired</b>
------------------	------------	-------------	----------------	----------------

- i. Nandani \_\_\_\_\_ born in Dolakha.
- ii. She was a \_\_\_\_\_ girl.
- iii. Her teachers and friends \_\_\_\_\_ her.
- iv. Nandani has been \_\_\_\_\_ in a bank.
- v. She \_\_\_\_\_ a good salary from her work.

**c. Read the text again and write True or False against the following sentences.**

- i. Nandani was born in 1990 A.D.
- ii. She was the second girl in her class.
- iii. Her parents didn't have to worry about her.
- iv. The villagers used to appreciate Nandani.
- v. Nandani got a job in a bank.

**d. Answer the following questions.**

- i. Which school did Nandani study in?
- ii. Which position did she use to secure in her class?
- iii. Why did her parents not have to worry about her education?
- iv. What has Nandani bought from her earnings?
- v. What does Nandani still remember?



### C. Activate

- a. Find out an exemplary person like Nandani from your society and write a few paragraphs about his/her life.

### 2. Time for Grammar

#### Past and Present Verbs

#### A. Engage

- a. What did you do yesterday?
- b. What do you do today?
- c. How do you express your past and present habits or activities?

#### B. Study

Observe the past and present verbs used in the conversation below.



### Some Present and Past Verbs

Present Verb	Past Verb
Drive	Drove
Buy	Bought
Break	Broke
Hear	Heard
Teach	Taught
Dance	Danced
Touch	Touched
Sell	Sold
Paint	Painted
Cry	Cried

All root verbs and third-person singular verbs are called present verbs. They are used to show the work that is about to be done in the present time i.e. immediately after speaking. Present verbs are also used to show someone's habits and universal truth.

***For example:*** Ravi always helps his villagers.

The moon causes tides.

The verbs that are used to show the work done at some point of time in the past are called past verbs/past simple.

***For example:*** Chandra lost his goat in the forest yesterday. (lost: past verb)

## Exercise

- a. Complete the following table.

present verb	past verb
Play	Played
Dance	
	Slept
Study	
Write	
	Caught
Bring	
Ride	
Hide	
See	

- b. Complete the following paragraph choosing the correct forms of the verbs given in the brackets.

Manamaya \_\_\_\_ (likes/liked) visiting new places. Last week she \_\_\_\_ (goes/went) to Muktinath with her family. She \_\_\_\_ (buys/bought) some handcrafts in Muktinath but she didn't \_\_\_\_ (buy/bought) any foods because her mother had brought homemade foods for them.

### C. Activate

- a. Read the text about Nandani and make a list of past and present verbs and make sentences on your own.

### 3. Listening

#### A. Engage

- a. Some of your family members might have told you about their past experiences. Tell your friends what you can recall about their experiences as given in the example.



- i. My grandmother said, "I used to go to the market alone."
- ii. My grandfather said, .....
- iii. ....
- iv. ....
- v. ....

#### B. Study

- a. Listen to the audio and complete the following sentences.

- i. The speaker used to think that there was nothing of \_\_\_\_\_ interest rather than to ride bicycle.
- ii. Speaker's hands and legs got \_\_\_\_\_ while riding bicycle.
- iii. Ashok is \_\_\_\_\_ of the speaker.
- iv. He beat every \_\_\_\_\_ the next day.
- v. The untrained \_\_\_\_\_ let him down while pedaling.

**b. Listen to the audio again and write ‘True’ or ‘False’ against the following statements.**

- i. The speaker learned to ride a bicycle easily.
- ii. He didn’t ride to the whole town.
- iii. He rested for two hours.
- iv. The speaker felt that he was flying in an airplane getting down to earth while cycling.
- v. He found out that hard work is important for success.

**C. Activate**

**Write your experience of riding a bicycle.**

**4. Speaking**

**Talking about Yesterday and Now**

- a. Work in pair and both of you share the following things about you.
  - i. What you did last month.
  - ii. What you did yesterday.
  - iii. Your childhood
  - iv. Your present
  - v. What your parents do these days.

**5. Writing**

**Writing about Past and Present**

**A. Engage**

**a. Write any five sentences about the deeds you did yesterday.**

- i. ....
- ii. ....
- iii. ....
- iv. ....

v. ....

## B. Study

**Read the following paragraphs about the past and present.**

I am Genuine Khadka from Sindhupalchock. I attended my uncle's marriage ceremony last Saturday. I went to the party palace with my father and mother. We enjoyed so much there. My parents and I ate different varieties of foods offered at the party. I liked yogurt and sweets so much. My father didn't eat any sweets because he is a patient with diabetes. We danced and enjoyed ourselves a lot there.



He is Mingma Sherpa. He is thirteen years old now. He studies in grade five in his hometown. He likes helping his friends with their needs. They love him so much as he is always kind to them. His parents sometimes take him to the market for refreshments. These days Mingma works hard for his education.



## Exercises

**a. Write a short paragraph using the following clues.**

I am Bardan Pandit....last week ...went to Pokhara.....parents.....two days in Pokhara...visited the Fewa Lake....the Begnas Lake...found the place so beautiful...

**b. How did you spend your last Saturday? Write it in a paragraph.**

**c. Write a paragraph on your childhood and another on your present condition.**

- d. Now, identify the different uses of verb forms used in each paragraph you wrote.

**C. Activate**

- a. Make a list of your past and present habits.  
b. Compare your past and present habits in a few paragraphs.

**Listening Script**

In the earlier days, I used to think that there was nothing of optimum interest other than learning to ride a bicycle. Although my legs and hands got injured, my intense desire and interest led me to learn to ride a bicycle in a short period. The first time when I pedalled off my friend's cycle along the road encouraged me on doing it frequently.

Mr. Ashok, one of my friends, unhesitatingly started allowing me to ride his bicycle as I did it easily without any damage. The next day, I took it into my head to beat every cyclist riding ahead of me and didn't let anybody overtake me from behind. For some time, I succeeded in achieving my aim, but my untrained muscles let me down. I had to pedal slowly. After a while, I speeded up once more but soon found myself exhausted. I was thinking of riding to the whole town, however, my body didn't support me much.

After having an hour's rest under a tree and drinking a beverage, I again started riding the bicycle. When I did it upwards the hill, I was panic soon. But when I moved downwards the hill, I felt the greatest thrill of my life when the bicycle began to freewheel down the hill at a terrific speed. I felt as if I was flying in an airplane getting down to earth. That experience taught me a lesson that one must sweat and toil to get victory and comfort at the end.

# UNIT SIX

# MAKING COMPARISON

## 1. Reading

### A. Engage

- a. Work in groups. Look at the following table and add more adjectives as given there.

positive	comparative	superlative
Big .....	bigger smaller	biggest .....
Tall High	taller .....	tallest .....
Fat .....	fatter .....	fattest fastest
beautiful .....	more beautiful more useful	most beautiful .....

### B. Study

- a. Look at the pictures below and say what they are.



Bhutan is a small country. Nepal is bigger than Bhutan but smaller than China.



**b. Guess and complete these sentences.**

- i. Bhutan is a smaller than China but bigger than Bhutan.
- ii. Nepal is .....
- iii. China is .....

**c. Read the following text and do the tasks given below.**

**Nepal Smaller Than China: Bigger Than Bhutan**

Nepal is a small country in Asia. She lies between India, China, and Bhutan. Bhutan lies to the east of Nepal. They are all neighbouring countries of Nepal. Nepal is bigger than Bhutan and smaller than China and India. They have a good relationship with each other. She has a bigger population than in Bhutan. The majority of Nepalese are Hindus but most Bhutanese are Buddhists.

Bhutan is a neighbouring country of Nepal. She has a smaller population than in China. China is bigger than Nepal. Both of them have a good friendship. They respect each other. Nepal has higher mountains than in Bhutan. The currency of Nepal is Rupees (NPR), whereas the currency of Bhutan is Ngultrum (BTN).

Nepal has high mountains, hills, and the Terai belt. In the northern part of Nepal, there are high mountains covered with white snow and in the southern part, there is a plain field that is mostly filled with crops and vegetables. It is known as the basket of grains too. She is rich in water resources. Physically, Bhutan may be divided into three regions from north to the south: The Great Himalayas, the Lesser Himalayas, and the Durras Plain.

## Exercises

**a. Give the single words for the given descriptions.**

- i. a nation with its own government, occupying a particular territory  
.....
- ii. all the people living in a particular country, area or place  
.....
- iii. due regard for the feelings, wishes, or rights of others  
.....
- iv. a system of money in general use in a particular country  
.....
- v. a large area of flat land with few trees  
.....

**b. Rewrite the following paragraph using the appropriate words from the above text.**

Nepal is a small..... in Asia. Her neighbouring countries mentioned here are..... and Bhutan. China is ..... both in size and population than Bhutan. China lies to the North of Nepal but Bhutan.....to the east of Nepal. Nepal has ..... relationship between China and Bhutan.

**c. Read the above text and answer these questions.**

- i. Where is Nepal?
- ii. Which are neighbouring countries of Nepal?
- iii. Which country China or Nepal has smaller population?
- iv. What is the currency of Nepal?
- v. Which area of Nepal is known as the basket of grains?
- vi. How is Bhutan physically divided?

### C. Activate

- a. Write something that you know about India.

Where is she? : .....

How big is she? : .....

In which direction of Nepal does she lie? :.....

What more you know about her? .....

What about her population? .....

### 3. Time for Grammar

#### Degrees of comparison

#### A. Engage

- a. Read about 'Shanta Bahadur's Lovely Family' and find out the adjective used there. Then change them into comparative and superlative forms of each.

**Example:**

My family is big. Here 'big' is an adjective. It describes the size of the family. The comparative form of it is bigger and the superlative is the biggest.

- b. Write down at least 10 adjectives and their comparative and superlative forms and fill in the given table.

Positive	comparative	superlative
Big	Bigger	biggest

## B. Study

- a. Read the text and underline the adjectives used there.

### SHANTA BAHADUR'S LOVELY FAMILY

Hi! My name is Shanta Bahadur. I am fifteen years old. I am from Gandaki Province, near Rupa Lake. I am going to introduce you my lovely family. It is a quite big family but has harmony among all members. All are happy in our family.

My mother's name is Saraswoti and my father's name is Shuk Bahadur. She has got curly hair and she is very kind. My father is physically tall and humorous by nature.

My parents have got three children. They are: Hari, my baby brother, Sukmaya and me. Hari is a loving brother. He loves playing with me. I cannot go beyond him. He hovers me too. He is only two years. He can do so many things. He can walk and run, sing songs. He sometimes dazzles us with his dances. Sukmaya is only seven years old. She is fat but very active. She loves reading and helps mother in the kitchen too. She is an apple of eyes in our family.

My father has got a sister. Her name is Suntali and she is my aunt. My mother has got two brothers. Their names are Surya Bahadur and Shamsher Bahadur and they are my maternal uncles. I have also got grandparents. We have got a pet called Moti. She is my favourite dog. I love both my family and my pet.

- a. Match the following words from column 'A' with their opposite meanings in column 'B'.

#### Column 'A'

- i. big .....
- ii. happy .....
- iii. tall .....
- iv. humorous .....

#### Column 'B'

- loathed
- thin
- a few
- cruel

v. kind	.....	serious
vi. many	.....	short
vii. fat	.....	sad
viii. favourite	.....	small

**b. Answer the following questions.**

- i. How old is Shanta Bahadur?
- ii. How many members are there in his family?
- iii. Is it a small or big family?
- iv. What is his mother's name?
- v. What are the names of his material's uncles?
- vi. Does he have a pet? If yes, what is her name?
- vii. Who is Suntali?

**Note:**

**Describing words are adjectives. They are: black, white, wise, fat, tall, clever, etc.**

**Each adjective has three forms: Positive, comparative and superlative**

<b>Positive</b>	<b>comparative</b>	<b>superlative</b>
Smart	smarter	smartest
Beautiful	more beautiful	most beautiful

**B. Study**

**C. Activate**

- a. **Read the above text about Shanta Bahadur's Family and write down the similar text about your own family using as many adjectives as you can. Then use each comparative form of it and make a meaningful sentence too.**

My house is big. Here 'big' is an adjective.

Nirmala's house is bigger than mine.

i.....

ii.....

iii.....

iv.....

v.....

### 3. Listening.

#### A. Engage

- a. **Have you ever seen a goat? Look at the pictures and say something about the goats. Make as many sentences as you can as shown in the example.**

**Example:**

The white goat is looking at something.

.....

.....



i. a brown goat with its kid



ii. a white goat



iii. a black goat with short fur

iv. a black goat with long fur

The goat in the first picture has longer horns than in the second picture.

.....  
.....

**B. Study**

**a. Listen to the conversation between two friends Harke and Harimaya and fill in the gaps with missing words.**

- i. Harke has kept a .....goat with a kid and a black goat with.....horn.
- ii. Harimaya has kept two goats: a .....one without a horn and the black one with two .....and .....horns.
- iii. Harimaya's black goat has .....fur than that of Harke's.
- iv. The white one is .....than the brown one.
- v. Harimaya wished Harke to have .....time ahead.

**b. Answer these questions.**

- i. Who are Harke and Harimaya ? .....
- ii. How many goats has Harke kept? .....
- iii. How many goats has Harimaya kept? .....
- iv. Is there a kid or not? .....
- v. What did Harimaya wish? .....

## Activate

- a. **Work in groups and ask your friends whether their parents have kept pet or other animals at their house or not. If they have kept, prepare the list of animals or birds or any other at their house and share it with your friends too.**

## 4. Speaking

### A. Engage

- a. **Think: Do you have pencil and your friends too?**

Whose pencil is longer?

How many pencils do you have and which one writes better?

- b. **Work in groups and stand up together. Then measure your friends' height and yours too. Now find out who is tall, taller and tallest.**

### B. Study

- a. **Work in your group, plan your one-day outing with your friends. Now look at the things, trees, wall, animals and other. Compare them with each other as shown in the example.**

#### **Example:**

Yesterday, I went to the garden. I saw various types of fruits trees: mango, jack fruit, peaches, coconut, etc. Coconut tree was taller than mango but mango tree was bigger than coconut tree.

- b. **Look around your locality and tell your friends what you see around there.**

#### **Example:**

I'm looking across the road. I see a dog coming towards us.

### C. Activate

- a. **Work in groups. Imagine that you went to the zoo where you saw various birds and animals. Now tell your friends and compare the animals you saw there and in your village.**



*Example:* I saw some monkeys there. The monkeys in my village were thinner than the monkeys in the zoo.

## 5. Writing

### Use of Comparative Adjectives

#### A. Engage

- a. **Work in groups. Measure the height of the wall of your classroom and the height of the ladder. Then say which one is higher? What is their difference?**

Think about it and write a paragraph describing the height, width, length and its breath of the room. You have to compare your room with your friends' room and complete it.

**Example:**

Yesterday I went to my friend Binita's house. When I went there, I found her room smaller than mine but the height of her room was taller.  
.....

- b. **Compare two of the festivals that you have recently celebrated. Now write a paragraph on it using the following clues.**

Name of the festivals/ which festival was more enjoyable and why? Who were there, less or more participants? What did you do? What food did you? Did you help your parents or not?

#### B. Study

- a. **Look at the following two mango trees and write two paragraphs comparing two mango trees**



1. picture of a small mango tree

2. picture of a big mango tree

Here is the beginning and complete it in your own words.

There are two mango trees in the picture. The mango tree on the first picture is smaller than the picture of no 2.....

- b. Look at the pictures of two fish and write two paragraphs comparing them.**



Picture I



Picture II

**C. Activate**

- a. Complete the conversation between you and your friend about the shape of your pencil, and other tools you have. Here is the beginning.**

Bikram: Can you show me your pencil Kanchan?

Kanchan: Here it is.

Bikram: Here is mine too. Let's measure them. Whose pencils are longer and shorter?

Kanchan: .....

Bikram: .....

Kanchan: .....

Bikram: .....

- b. **Look at the following pictures and write a few sentences how they are similar and different to each other. Compare them and write a few sentences about them.**



There are laptop and computer. Both of them are electronic devices. Laptop is portable. So, it is more useful than the computer.

- c. **Look at the following table and write as many adjectives as you can. Write them in different forms.**

<b>positive</b>	<b>comparative</b>	<b>superlative</b>
Useful	more useful	most useful
good	better	best

## Listening Script

**Harke:** Hi, how are you Harimaya?

**Harimaya :** I'm fine and you?

**Harke:** I am fine too.

**Harimaya:** What are you doing nowadays?

**Harke:** I have begun goat farming.

**Harimaya:** Great. How many goats have you kept?

**Harke:** Not many. Only two. A brown one with a newly born kid of about a week and a white one.

**Harimaya:** Sounds Good. I have kept two black goats; one with pitch black and short fur and two horns but the next one with long fur and horns.

**Harke:** That means one of two has longer fur with light pitch colour.

**Harimaya:** Indeed, yes. Both are very quiet and love me too. What about yours?

**Harke:** The white one is quieter than the brown one.

**Harimaya:** Great. May you have a wonderful time ahead.

**Harke:** Thank you. Wish you the same.

**1. Reading**

**A. Engage**

- a. **Work in groups. Prepare a list of foods that people used to have in the past, have at present and will have in future. Share your list with your friends and fill them under the given topics in the given table.**

<b>Foods in the past</b>	<b>Foods at present</b>	<b>Foods will have in the future</b>
Meat of birds and animal	<i>Daal Bhat</i>	Seaweeds

- b. **Look at the pictures below and say what they are.**



Human's food in the past      Today's human's food      Future's human's food

- c. **Now share your information with your friends. Write down the names of foods which people of different time used to eat, eat and will eat.**

Foods in the past .....      .....      .....      .....

Today's food .....      .....      .....

Future's food .....      .....      .....      .....

## B. Study

- a. Read the following text and do the tasks given below.

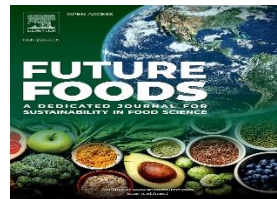
### Foods from Past to Future



Food in the past



Present food



Future Food

In the stone age, human beings lived their hunting life. They lived on the flesh of the animals, roots, and shoots of the plants, leaves, and barks of trees, and they had wild fruits too. They did not have their houses and farming. Slowly and gradually, they began to feel that if they had a shelter to live in, their lives would be easier. Then they did. After that, they began farming. After that, they started to eat grains, vegetables, fruits, milk, meat, and birds of eggs too. They made their life more comfortable than before.

Today's people have various types of food. Their foods differ from place to place. They have a variety of foods in a day. At least they have three meals a day; breakfast, lunch, and dinner. In Nepal, Daal (lentil), Bhat (rice) Tarkari (curry) is a commonly eaten food. Most Nepalese from the Himalayan region to the Terai region eat these items as their meal. Eating such food is very common in every part of Nepal, mostly in the Terai belt. Due to the growth of population in the world, modern people are eating various food items like pizza, burger, Chow Mein, Momo. Variety of meats and eggs, milk of animals, shoots, and roots have been familiar foods even in Nepal.

We may not eat the food that we are eating today in future. In the past, whatever people used to get, they ate. Food is a must to every living creature to survive at any time. Foodologists are thinking about how to develop new food for the future generation. They calculate the foods in

calories, protein, and other nutrients that we need. The future food will be seaweeds, insects, and capsules. There will be different foods than today.

## Exercises

**a. Which three of the following statements are true of the foods of the three eras?**

- i. Human beings in the stone age ate only the flesh of animals.
- ii. They began farming when they began to live in one place.
- iii. Dal, Bhat and Tarkari is the common food of Nepal.
- iv. Foodologists never concern about the food that we eat.
- v. Human beings will have seaweeds as their food.

**b. Match each vocabulary word from the reading passage with the correct definition.**

- |                     |  |
|---------------------|--|
| i. .... hunting     | a. any substance that plants or animals need in order to live and grow     |
| ii. ....comfortable | b. an expert on food or cooking  |
| iii.....shooting    | c. the soft part of a person's or animal's body between bones and the skin |
| iv.....flesh        | d. relaxed   |
| v. .... ..nutrient  | e. shooting  |

**c. Read and answer these questions.**

- i. How did people live on during the stone age?
- ii. What did they not have?
- iii. What do people eat to live their life?
- iv. How often do they have meal?
- v. What will human beings in future have?

**C. Activate**

- a. Remember the names of foods which you used to have, have and guess what you will have in future to survive. Write down their names.**

Foods that you ate: .....

Foods that you eat every day: .....

Foods that you will eat in future: .....

- b. Complete these sentences with your own words to make them meaningful.**

i. I had food that my mother.....

ii. I sucked my mother breast when I .....

iii. I had porridge when I.....

- c. Complete the following sentences in your own words.**

i. I always have .....in the morning.

ii. I always drink.....in the morning.

iii. I always .....in the evening.

- d. Complete the following sentences to make them meaningful.**

i. I will have..... in the morning.

ii. I will .....my mother.

iii. I will .....the university.



## 2. Time for Grammar

### Past, present and future

#### A. Engage

##### a. Read the text and underline the verbs in simple past.

Abhishekh Limbu had a fantastic holiday last Saturday. He went to the tea state in Illam. Trimmed tea bushes were in the same size. They lured everyone. Workers plucked the shoots of the tea and were busy at singing their songs too. He took some pictures there with his friends



Juna Rai and Komal Tamang. He found the people in Illam very friendly. He sipped a cup of green tea at a local tea shop.

##### b. Read the text and underline the verbs in simple present.



Bikram is an honest boy. He always gets up at 5am and gets fresh. After getting fresh, he sips a cup of tea and helps his mother at home. Both mother and son prepare the lunch for the entire family. Then he works on computer too. He sometimes shows videos to his mom.

##### c. Read the text and underline the verbs in simple future.

Binita wants to be a social worker in future when she grows up. She will help the needy people. If she sees discrimination between sons and daughter, she will aware the people and convince them that both of them are equally important. She will treat them equally. Everyone will respect each other and discrimination between genders will come to an end.



## **B. Study**

- a. Read about Abhishekha and write down a paragraph about yourself.**
- b. Read about Bikram and write a similar paragraph about your brother.**
- c. Read about Binita and write a paragraph about your friend Sunita.**

## **C. Activate**

- a. Read the following paragraph about Nepal and write a similar paragraph about your own village or city.**

Nepal was a small kingdom. It was known only as of the periphery of Basantpur. Later late King Prithvi Narayan Shah united small kingdoms and made a bigger Nepal. Now she extends from Metchi to Mahakali. Every Nepali feels happy being a Nepali. Even in future, all Nepalese will try their best to keep her glory continue.

- b. What will you do on coming Saturday? Write a short paragraph on it. Read the following questions and answer them to write your plan for Saturday.**
  - i. What will you do?
  - ii. Who will be with you?
  - iii. Will you go somewhere?
  - iv. What will you do there?

## **3. Listening**

### **A. Engage**

- a. Have you ever taken part in any events in your life? If yes, remember and say what it was about.**

b. Look at the pictures below and say what they are about?



**B. Study**

a. Listen to the conversation between two friends Sulochana and Shankar, and fill in the gaps with the appropriate words.

- i. Shankar used to .....his brother and sister.
- ii. Sulochana used to.....her mother.
- iii. Shankar studies..... books at this hour.
- iv. Sulochana.....paint.
- v. Shankar is giving .....for his sister's birthday at his home.

b. Listen to the conversation between two friends Sulochana and Shankar, take down in the given table.

Name of person	What she or he did in her/his childhood.	What they do every day.	What they will do next day.
Sulochana			
Shankar			

### C. Activate

- a. Remember the event that you participated in a few years ago and narrate it to your friends.
- b. Narrate the activities that you did on the day of your festival.

### 4. Speaking

#### Talking about past, present and future

#### A. Engage

- a. **Think: When did you go out for an evening walk with a group of people?**

Where did you go?

Who did you go with?

What did you do?

What was it like?

- b. **Tell it to your partner.**
- c. **Think. You will celebrate your birthday.**

- i. When will you celebrate your birthday?
- ii. Where will you celebrate your birthday?
- iii. Who will participate in your birthday?
- iv. What will you do?
- v. Will you invite your friends too?
- vi. Will you celebrate it differently?

Then tell it to your friends about your plan for birthday celebrations.

#### B. Study

**Work in groups, and plan your one-day outing with your friends. Use these questions to help you.**

- a. Which day are you going outing?
- b. Where are you going to enjoy your outing?
- c. How many will you be there to enjoy the outing?
- d. Which music will you take with you?
- e. How long will you stay there?
- f. Who will manage the foods and goods that you need?

### **C. Activate**

**Work in groups. Tell them who will be in your group and say what your plans are.**

## **5. Writing**

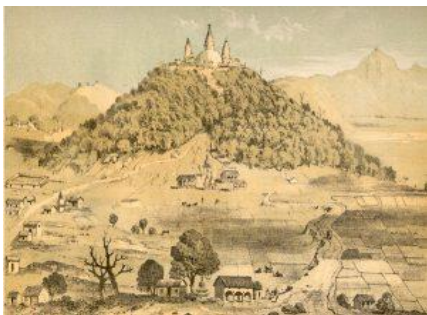
### **Leading to paragraph writing**

#### **A. Engage**

- a. **Have you ever written a paragraph about the activities that you did? Tell your friend and write what it was about.**
- b. **Write a paragraph on one of the festivals that you enjoyed. Use the following questions to write a paragraph.**
  - i. Name of the festival.
  - ii. When did you celebrate it?
  - iii. Who were there?
  - iv. What did you do?
  - v. What food did you have?
  - vi. Did you help your parents or not?
- c. **What do you do every day in the morning? Write at least 10 activities that you do every day.**

## B. Study

- a. Look at the following two pictures of Kathmandu then write a paragraph on each picture in the past and present.



Picture of past Kathmandu  
(Swoyambhu)



Picture of present Kathmandu near  
Swoyambhu

- b. Make a plan for future and write a paragraph on what you will do on coming Saturday.

## C. Activate

- a. Remember the activities that you did when you were with kith and keens. Remember the activities that are still in your mind and write a paragraph on it.
- b. What does your mother do every day? Write a paragraph on her daily activities.
- c. Your brother is planning to visit the new places. Ask him where he will go, and what he will do there. Then write two paragraphs on it.
- d. Remember the activities you did, do every day and will do in future and fill in the table accordingly.

Where you did.	What you do every day.	What you will do

- e. Now write a few paragraphs on the activities that you did, do and will do on coming Saturday.

### Listening Script

**Sulochana:** Hi, how are you, Shankar?

**Shankar:** I am fine, and you?

**Sulochana :** I am fine too. What did you do when you were a small kid?

**Shankar:** Nothing special. I used to feed my younger brother and sister. They were lovely. What about you?

**Sulochana:** Great. But I used to help my mother. What do you do every day?

**Shankar:** I study a variety of books at this hour. What about you?

**Sulochana:** Great. I paint. What will you do next day?

**Shankar:** I will arrange a birthday party for my sister. I would invite you to join the party.

**Sulochana:** I will. But where? And at what time?

**Shankar:** At my house at 7 pm. Okay. Bye!

**Sulochana:** Bye!

**1. Reading****A. Engage**

- a. Who is the person shown in the picture below?
- b. What is your aim in life?
- c. How do you replace the nouns or noun phrases when they are repeated in the sentences?

**B. Study**

**Read the following text and do the tasks given.**

**Supriyan's Family**

Supriyan is twelve years old. He lives in Gothatar. His main aim is to be a footballer. He utilizes his spare time in sports. His parents support him to achieve his dream. They buy him some instruments for his sports. They often suggest him to do the things that he is good at. However, in the beginning days, his parents used to refuse to send him for the game. They had forbidden him to go out for the outdoor games. These days they have changed their



mind-set; they knew that games and sports are equally important for the holistic development of a person along with education.

He has a younger sister. Her name is Supriya. She is seven years old. She likes to make pictures. Her passion for art makes her busy almost all the time at her home. Once, Supriya said to Supriyan, “Your interest is different from mine. You like sports but I like arts.” Though Supriyan and his sister have different interests, both respect each other’s work and passion. Supriyan has become good in his studies ever since he started playing football. He has prepared a routine for his study and sports. His parents are really joyful to see radical changes in his behaviours and responsibility.

The villagers used to consider Supriyan as a nuisance when he used to spend most of his time in game. These days they have changed that perception as Supriyan changed himself drastically. They sometimes give an example of Supriyan, exemplifying how he manages his time for study and games when their children spend most of their time in games. The villagers show their respect towards Supriyan these days because of his mature and changed behaviours.



Supriyan’s parents always bless him to be a great person in his life. They often suggest him not to follow what the crowd believes but to follow the truth. Therefore, he is determined to stick to what his parents suggested.

## Exercises

**a. Write the similar meaning of the following words from the text.**

- |                 |                       |
|-----------------|-----------------------|
| i. all-round    | v. attain             |
| ii. instruments | vi. a group of people |
| iii. think      | vii. desire           |
| iv. developed   |                       |

**b. Write True or False against the following sentences.**

- i. Supriyan loves singing a song.
- ii. His parents bought him some musical instruments.
- iii. He was able to balance his study and games.
- iv. These days the villagers respect Supriyan.
- v. Supriya loves composing poems.

**c. Read the text again and answer the following questions.**

- i. How old is Supriyan?
- ii. Where does Supriyan live?
- iii. What is he good at?
- iv. Do his parents support in his games and sports?
- v. What is Supriyan's sister good at?
- vi. How old is Supriya?
- vii. Why did the villagers use to consider Supriyan as a nuisance?
- viii. What can game and sports provide us?

**C. Activate**

Which game do you like the most? Write about it in a short paragraph.

**2. Time for Grammar**

**Personal and Possessive Pronouns**

**A. Engage**

**a. Find the pronouns used in the reading text above and make a list of them.**

Pronouns

**B. Study**

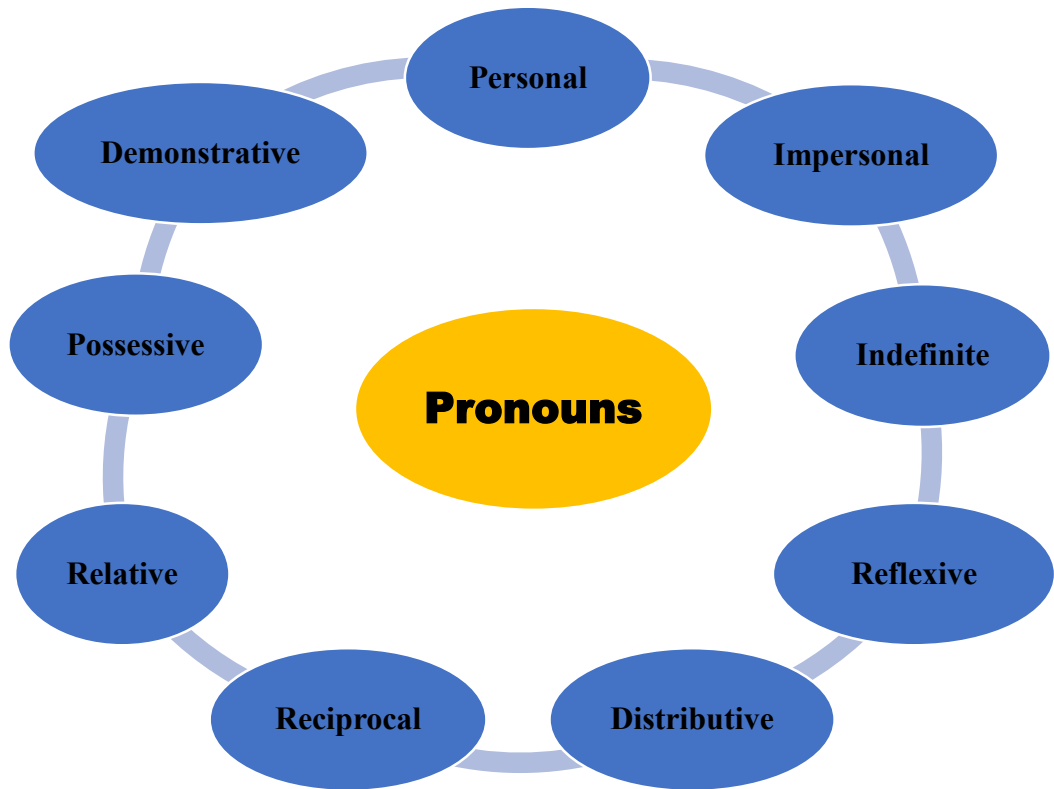
A word that replaces a noun or noun phrase is called a pronoun. A pronoun is used in a sentence in order to avoid the repetition of a noun.

**For example: Muna is a good girl. She lives with her grandparents.**

In the sentence above, ‘**Muna**’ is a noun and ‘**she**’ is a pronoun. The noun ‘**Muna**’ is replaced by the pronoun ‘**she**’.

## Types of Pronoun

There are different types of pronouns. Study the following chart and observe different types of prepositions.



### Personal Pronoun

Personal pronouns are the grammatical words that replace the person or sometimes things in a sentence. A personal pronoun can be singular or plural, and its form often changes according to its grammatical function in a sentence.

For example: Bidhyashma is eight years old. She likes to sing songs. (In this sentence, she' is a personal pronoun)

## Types of personal Pronouns

Type	Description
First-person pronoun (I/We)	The pronouns which refer to the speaker in the singular form (I) and the speaker and other people in a group (we). <i>For example:</i> I am enjoying it now. We are happy together.
Second-person pronoun (You)	A person or persons who is/are being addressed or the listener. <i>For example:</i> You should do the work on your own.
Third-person pronoun (He/She/It)	The pronouns which refer to the third parties other than the speaker and the hearer are called third-person pronouns. <i>For example:</i> He works hard. They believe in honesty.

## Possessive Pronouns

A possessive pronoun is a grammatical word that can take the place of a noun or noun phrase to show ownership.

For example: This is **his** phone.

‘**His**’ is a possessive pronoun in the sentences above because it shows that the phone belongs to a boy. We shouldn’t put an apostrophe in possessive pronoun.

Possessive pronouns include my, mine, our, ours, its, his, her, hers, their, theirs, your, and yours. These are all words that demonstrate ownership. If the book belongs to me, then it is mine. If the book belongs to her, then it is hers.

### Possessive pronouns in sentences

- The house is **theirs** and **its** paint is flaking.
- The money was really **theirs** for the taking.
- We shall finally have what is rightfully **ours**.
- Their mother gets along well with **yours**.
- What's **mine** is **yours**, my friend.
- The dog is **mine**.
- The cat is **yours**.
- The ring is **hers**.
- The bag is **theirs**.

### Subject Pronouns and Possessive Pronouns

Subject Pronouns	Possessive Pronouns
I	My
You	Your/Yours
He	His
Her	Hers
It	Its
They	Their/Theirs
We	Ours

## Exercises

- a. Rewrite the following sentences using the correct possessive forms of the pronouns given in the brackets.

*Example:* The green balls are ..... (I).

The green balls are mine.

- i. The yellow balls are ..... (you).
  - ii. The orange balls are ..... (she).
  - iii. The white balls are ..... (he).
  - iv. The red bat is ..... (they).
  - v. The blue bat is ..... (we).
  - vi. Is this your book? That one is ..... (my).
  - vii. Here is my book. Where's ..... (you)?
  - viii. I left my bag here and he left ..... (he).
  - ix. We got our fruits. What about ..... (they)?
  - x. They got their meals. What about ..... (our)?
  - xi. Can I borrow your pen? I lost ..... (I).
  - xii. Why are you using my phone? Where is ..... (your)?
  - xiii. I can't find my bag. Can I take ..... (she)?
- b. Complete the following sentences with correct personal pronouns (I, we, you, they, he, she, and it) wherever necessary.

*Example:* ..... is a hard-working person. (Sharan)

**He** is a hard-working person.

- i. ....went to the party last night. (my brother and I)
- ii. ....is running now. (dog)
- iii. ....are my friends. (Sulav and Pradeep)
- iv. ....loves playing the guitar. (Sushma)
- v. ....is riding a bike. (Madan)

### C. Activate

Describe one of your favourite persons including his/her characters, qualities, good habits, and physical appearance.

### 3. Listening

#### A. Engage

- a. What can you see in the picture?
- b. Do you have the same plan as the boy has?
- c. Why are some people engaged in drug addiction?



### B. Study

- a. Listen to the audio and write True or False against the following sentences.
  - i. All teenagers are less conscious about the things that destroy them from inside.
  - ii. Drug abusers are supposed to drop their classes.
  - iii. The drug abuser's families are often misbehaved by other people in the society.
  - iv. Drug addiction doesn't cause social problems.



- v. Drug abusers gain prestige in their life.
- vi. Drug addiction has many negative impacts.
- vii. Teenagers are badly suffered from drug addiction.

**b. Listen to the audio and write any three bad effects of drug addiction**

- i. ....
- ii. ....
- iii. ....

**C. Activate**

**Write a short paragraph on the bad effects of drug addiction in a short paragraph.**

**4. Speaking**

**Describing people**

**A. Work in a pair and describe the following people. Use as many pronouns as you can while speaking. The first one has been done for you.**

a. Your best friend

A: Who is your best friend? Please tell me something about him/her.

B: My best friend is Prabesh. He lives in Dhading. Most people like him because of his decent character. He is of average height and weight. You can easily identify him because of his long hair.

b. Your father

c. Your best football player

d. Your favourite actor

## 5. Writing

### Describing a Person

#### A. Engage

- a. How do you describe a person whom you saw on the way to the market yesterday?
- b. What are the things to be included in the description of a person?

#### B. Study

Describing a person refers to a way of mentioning the physical appearance of an individual. It helps us to recognize the person even though we haven't met him/her before. While describing a person, one should include the basic things that help us to recognize the person who is being introduced met by us.

#### Personal Description

Physical Description	Categories
Height	tall-short-medium height-under height
Facial Appearance/ Shape	oval-round-square
Age	teenage-early twenties-mid-twenties
Skin/Complexion	fair-white-black-wrinkled
Eyes	big-small-brown-dark
Mouth/Lips	thin-full-smiley
Hair	black-brunette-brown-curly-blonde-straight
Nose	pointed-flat-crooked-narrow-thin-sharp
Facial Hair	beard-goatee-moustache-sideburns

Body/Built	small-slim-slight-thin
Clothing	formal-casual-colour-type

**Now read the description of a person.**

### **My Uncle**

My uncle's name is Prasanna Karki. He is in his early thirties. He is fat and is about 6 feet tall. He has big dark eyes and a fair complexion. He has got short dark hair and full lips. He has got a dimple on his right cheek. Moreover, he has got a long moustache and sideburns. He gets dressed in a woollen shirt and black pants most of the time. He wears a gold chain around his neck and a silver bracelet around his wrist.

### **Exercises**

- a. Describe your best friend in a couple of paragraphs.
- b. Describe the shopkeeper to whom you and your mother bargained while buying a pair of shoes for you.

### **C. Activate**

**Ask one of your friends to tell the physical description of his/her uncle and you make a sketch accordingly. Then show the sketch to your friend and ask him if he/she looks like the sketch.**

## Listening Script

Some teenagers are less conscious about the things that destroy them from inside. Drug abuse is one of the things that some school-age youngsters are used to with. Drug abuse refers to the excessive and frequent way of raking harmful intoxicants like heroin and nicotine. Drug addiction brings problems in personal life as well as family matters and society.

The drug simply means medicine but its excessive and unnecessary consumption brings several negative effects. Drug addiction has brought many problems to one's personal life. Drug abusers are supposed to drop their classes, lose their prestige, and are prone to deadly diseases. Likewise, drug abuse also invites problems in one's family and society. The drug abuser's families get stressed and are often misbehaved by other people in the society. It causes social problems too.

Thus, the misuse of drugs has brought several negative effects. It destroys someone's personality harshly. The family and society can't get out of the problems invited by drug abuse if it is not checked on time.

**1. Reading**

**A. Engage**

- a. How do you express the quantity of the things given in the pictures?
- b. Ask the quantity of the things available at your home starting with 'How many' or 'How much'.
- c. What is the difference between how much and how many in expressing quantity?
- d. For each of the things in the pictures below ask questions starting with 'how much' or 'how many'.



## B. Study

- a. Read the following text and find out the use of 'how many' in the following conversation.



**Mandeep** : Hello Samip, can you tell me how many persons are there in the garden?

**Samip** : Yes, wait okay. I should count.

**Mandeep** : Okay.

**Samip** : Umm there are at least 10 persons in the garden.

**Mandeep** : Alright.

**Samip** : Now please tell me how many types of flowers are there in the garden.

**Mandeep** : Well, there are some 14 types of flowers in the garden.

**Samip** : How many trees are there?

**Mandeep** : There are many trees.

**Samip** : Okay. Thank you.

**Mandeep** : You are welcome.

- b. Now read the text and find out the use of 'how much' in the following conversation.



**Son** : Mom, can you tell me how much sugar is there?

**Mom**: Oh no, I can't tell you exactly. It's too much.



**Son** : Mom, is there much water in the ocean?

**Mother**: Yes, exactly. There is so much water in the ocean. We can't even measure it.

**Son** : Okay thank you, mom.

**Mom**: Welcome my dear.

## Exercises

**a. Write the words from the text that have a similar meaning to the following words.**

- i. Orchard
- ii. Accurately
- iii. A large landscape with plenty of water
- iv. Find out the quantity/volume
- v. Individuals

**b. Choose the correct answer from the text and complete the following sentences.**

- i. There are \_\_\_\_\_ trees in the garden
- ii. One can see so \_\_\_\_\_ water in the ocean.
- iii. In the picture, \_\_\_\_\_ people are walking around the garden.
- iv. There are different colours of \_\_\_\_\_ in the garden.
- v. In the picture, \_\_\_\_\_ can't be measured.

**c. Read the text again and answer the following questions.**

- i. What different things do you see in the garden?
- ii. How many people are there in the picture?
- iii. How many colours of flowers do you see in the garden?
- iv. How much sugar is shown in the picture?
- v. How much water is there in the ocean?

### **C. Activate**

**a. Underline the sentences with 'how much' in the text and write them in your exercise book.**

**b. Underline the sentences with 'how many' in the text and write them in your exercise book.**



## 2. Time for Grammar

### How much/How many...

#### A. Engage

a. What should you use 'how much' or 'how many' with the following things while forming a question?

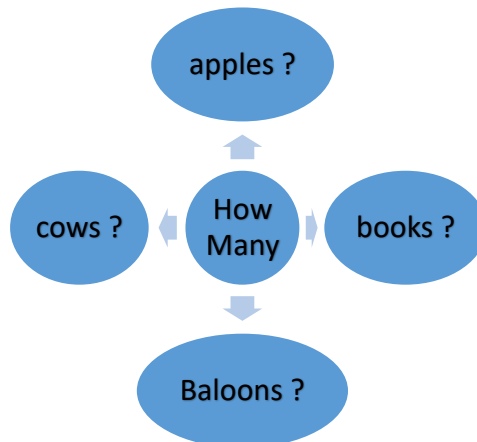
- i. two hundred people
- ii. ten kilos of sugar
- iii. five liters of milk
- iv. three books



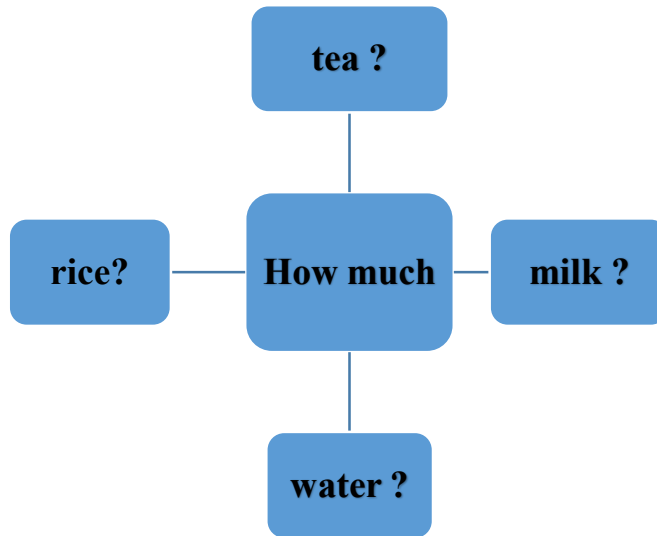
#### B. Study

We use the terms 'how much' and 'how many' to show quantity and amounts. 'How many' is used with countable nouns and how much is used with uncountable nouns.

#### How Many



**How Much**



How many?	Countable plural noun Affirmative Sentences Interrogative Sentences	How many books are there? I have many friends. How many students are there? How many cats are there?
How much?	Uncountable plural noun Negative Interrogative Sentences	How much rice is needed? We don't have much money now. How much milk did you buy? How much space do we need? Do you need much water? We don't have much sugar.

## Exercises

a. Ask questions for the following statements using **how much** or **how many**. The first one has been done for you.

i. There is some bread in the basket. (how much)

- **How much bread is there in the basket?**

ii. We have got five kilos of cherries. (how many)

\_\_\_\_\_?

iii. Bill has got three bottles of fruit juice in the fridge. (how many)

\_\_\_\_\_?

iv. Andrew has got two pockets on his jacket. (how many)

\_\_\_\_\_?

v. There are forty teachers in the teachers' room. (how many)

\_\_\_\_\_?

vi. There is little ink in the big bottle. (how much)

\_\_\_\_\_?

vii. There is a little oil in the small bottle. (how much)

\_\_\_\_\_?

viii. Mary has got four pairs of shoes. (how many)

\_\_\_\_\_?

ix. Helen has got a little sugar in her coffee. (how much)

\_\_\_\_\_?

x. There are seven days in a week. (how many)

\_\_\_\_\_?

b. Fill in the blank spaces with **'much'** or **'many'**.

i. How \_\_\_\_\_ mangoes are there in the basket?

ii. How \_\_\_\_\_ milk do you buy every day?

- iii. How \_\_\_\_\_ peacocks are there in the zoo?
- iv. How \_\_\_\_\_ water do you need for the rice?
- v. How \_\_\_\_\_ money did you pay for this course?
- vi. There are \_\_\_\_\_ trees in the garden.
- vii. There isn't \_\_\_\_\_ oil in the bottle.
- viii. He hasn't got \_\_\_\_\_ friends.
- ix. \_\_\_\_\_ students did not take the examination.
- x. There isn't \_\_\_\_\_ dirt on the table.
- xi. I have \_\_\_\_\_ goats in my house.
- xii. Too \_\_\_\_\_ sugar isn't good for health.
- xiii. There are \_\_\_\_\_ rooms in my house.

### C. Activate

Now make some sentences using **so much** and **so many** for the things available at your home.

### 3. Listening

#### A. Engage

What will you use 'how much' or 'how many' to ask for the quantity of the following things shown in the pictures?



## B. Study

a. Listen to the audio and answer the following questions about the interview.

- i. In conversation 1, how much sugar does he want in his coffee?  
a) a lot    b) not so much    c) not too much    d) so much
- ii. In conversation 2, how much lettuce do they have?  
a) a lot    b) not much    c) not too much    d) so much
- iii. In conversation 3, how many tomatoes do they have?  
a) a lot    b) not much    c) not too much    d) so much
- iv. How many sugar cubes does the woman like?  
a) one    b) two    c) three    d) four

b. Listen to the audio again and fill in the blanks with 'many' or 'much'.

- i. \_\_\_\_\_ sugar cubes
- ii. \_\_\_\_\_ cucumbers
- iii. \_\_\_\_\_ eggs
- iv. \_\_\_\_\_ oil
- v. Too \_\_\_\_\_ tomatoes

## C. Activate

- a. Based on your reading, write any five sentences using 'how many'.
- b. Based on your reading, write any five sentences using 'how much'.

#### 4. Speaking

- a. How do you express the quantity of the things around you?
- b. Work in a pair and ask each other some questions using ‘how much’ and ‘how many’ to know the quantity of the following things?
  - i. Number of your family members
  - ii. Quantity of milk at your home
  - iii. Number of parks in your village
  - iv. Quantity of water in a pot

#### 5. Writing

##### Describing a picture

##### A. Engage

- a. Make a list of some countable and uncountable nouns and make sentences using much or many whichever is suitable with them.

**Countable Nouns**

.....  
.....

**Uncountable Nouns**

.....  
.....

##### B. Study

Observe the following picture and describe it using much and many.



.....



.....  
.....

**Exercises**

a. Write a short paragraph using ‘much’ or ‘many’ to talk about the things available at your home. Use the following clues to form your paragraph.

There are.....windows in my house..... cows..... glasses  
..... rice.....oil.....sugar.....

b. Write any five sentences using ‘much’ or ‘many’ to talk about the things available in your community.

*For example:* There are many trees in my community.

- i. There is much.....
- ii. There are many.....
- iii. There is much.....
- iv. There are many.....
- v. There is much.....

### C. Activate

Write a short paragraph using ‘much’ and ‘many’ to tell the number or quantity of the things that your family possesses.

#### Listening Script

##### Conversation 1

**Man :** Do you like cream with your coffee?

**Woman:** Yes, but not too much.

**Man :** What about sugar?

**Woman:** Yes, I like my coffee sweet.

**Man :** How many sugar cubes?

**Woman:** Two cubes will be enough.

##### Conversation 2

**Man :** Do we have any lettuce?

**Woman:** Just a little, but not much.

**Man :** How about tomatoes?

**Woman:** We have a few. Why?

**Man :** I want to make a salad.

**Woman:** We can do. We have many cucumbers and a few onions.

##### Conversation 3

**Man :** Let’s make an omelette. How many eggs do we have?

**Woman:** A dozen. We do not have much oil though.

**Man :** It’s OK, we have some cooking spray. Do we have any cheese or ham?

**Man:** We have some cheese but not much ham I’m afraid.

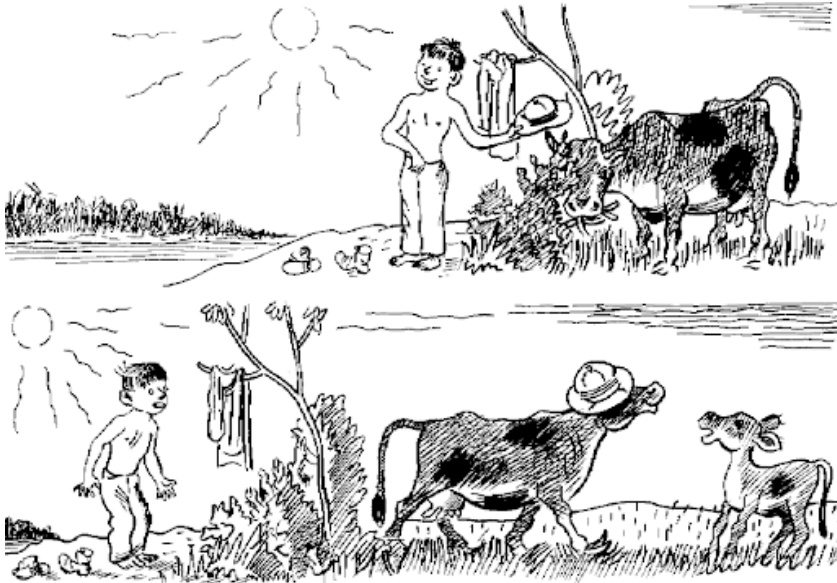
**Woman:** That’s OK, I can use tomatoes.

**Man :** Great, we have too many and they will spoil soon.



**1. Reading****A. Engage**

- a. Have you ever heard any stories from your grandparents or parents?
- b. What type of stories do you like to read?
- c. What did the boy do in the following picture?

**B. Study**

Read the following text and do the tasks given.

**Gold Coins and a Selfish Man**

Once upon a time, there was a person called Sam in a village called Shahare. He was a greedy and selfish man. He always desired to have lots of money and never hesitated to cheat others to make money. Also, he never wished to share anything with others. He paid very low wages to his servants.



However, one day, he learned a lesson that changed his life forever. One day, a small bag that belonged to Sam was missing. The bag had 50 gold coins in it. Sam searched here and there for the bag, but could not find it. Sam's friends and neighbours also joined in the search, but all their efforts were in vain.

After a couple of days, the ten-year-old daughter of a man working for Sam found the bag. She told her father about it. Her father identified the bag as the one that was missing and immediately decided to take it to his master.

He gave the bag back to his master Sam and asked him to check whether the bag had 50 gold coins. Sam was overjoyed to get the coins back, but he decided to play a trick. He shouted at his worker,



“there were 75 gold coins in this bag but you gave me only 50! Where are the other coins? You have stolen them!”

The worker was shocked to hear this and begged for his innocence. Selfish and greedy, Sam did not accept the worker's story and decided to take the issue to court.

The judge heard both sides. He questioned the daughter and the worker about the number of coins they had found in the bag, and they assured him it was only 50. He cross-examined Sam and Sam replied, “Yes my lord, I had 75 gold coins in my bag, and they gave me only 50. Hence, it is quite obvious that they have stolen 25 coins!”



The judge then asked, “Are you sure that your bag had 75 coins?”

Sam nodded vigorously.

The judge then made his judgment. He said, “Since Sam lost a bag of 75 gold coins and the bag found by the girl had only 50 coins, it is obvious that the bag that was found didn’t belong to Sam. It was lost by someone else. If anyone finds a bag of 75 gold coins, I will declare that it belongs to Sam. As there are no complaints about the loss of 50 coins, I order the girl and his father to take those 50 coins as a token of appreciation for their honesty.”

### Exercises

- a. The words in the crossword puzzle are from the story. Find them in the text to solve the puzzle based on the clues given below.

1						6
	3					
2			4			
		7				
		5				

**Down:**

1. A feeling of greed and selfish
3. to be unfaithful to others

4. searched for something
6. A person who provides legal justice to the victims

**Across:**

2. to tell or explain something
5. moved head in agreement
7. a metallic piece of currency

**b. Complete the following sentences with the correct words from the story.**

- i. Sam paid very ..... wages to his servants.
- ii. The bag had 50 ..... coins in it
- iii. All their efforts of searching for the bag were in .....
- iv. Sam learned a lesson that ..... his life forever.
- v. The..... then made his judgment
- vi. The judge ordered the girl and his father to take those 50 coins as a..... of appreciation.
- vii. Selfish and ....., Sam did not accept the worker's story
- viii. The judge ..... the daughter and the worker about the number of coins they had found in the bag.
- ix. Sam was .....to get the coins back, but he decided to play a trick.

**c. Read the story again and answer the following questions.**

- i. Where did Sam use to live?
- ii. What did Sam desire to have?
- iii. Did Sam wish to share anything with others?
- iv. What had Sam kept in his bag which was missing?
- v. Who found Sam's bag?
- vi. Did the worker give the bag of gold coins to its owner?

- vii. What trick did Sam play after he got his bag?
- viii. Why was the worker shocked?
- ix. What lesson did you learn from the story? Write it in a few sentences.

### C. Activate

- a. What did you get to know about Sam?
- b. What would you do if you were Sam? Would you thank the worker?

## 2. Time for Grammar

### Jumbled Sentences

#### A. Engage

- a. **Is the following sentence well arranged?**  
- father/my/lives/Dolakha/in.
- b. **How do you arrange this type of sentence?**

#### B. Study

Jumbled sentences are some puzzling sentences or words that have to be put together in a proper arrangement in order to make complete sense in sentences. There should be an agreement of subject, verb, and object in the sentences. Observe how the jumbled sentences are arranged in the following section.

***For example: you/the/hurt/children/if/the/god/you/will/curse.***

**If you hurt the children, god will curse you.**

like/I/go/my/to/home/to.

**I like to go to my home.**

### Exercises

- A. **Arrange the following jumbled sentences to make meaningful sentences**
  - a. had/a/he/beautiful/garden.

- b. like/the/giant/didn't/the/playing/children/in/private/ his/garden.
- c. children/the/were/as/helpless they/have/didn't other/play/places to in/ community/their.
- d. the/looking/giant/felt/very/covered/bad/at/the/garden/with/snow.
- e. some/days/after/the/children/came/again/to/play/narrow/through/ a/escape.
- f. as/soon/as/children/the/started/playing/in/the/winter/garden/the/season/ got/over
- g. flowers/all/the/blossomed/and/gave/the/trees/fruits.
- h. happy/looking/the/giant/became/at/his/beautiful/garden.
- i. torture/it/gave/to/the/giant.

### C. Activate

**Make a list of sentences from the exercise section and form a short paragraph using them.**

### 3. Listening

#### A. Engage

- a. Have you ever missed your bus while travelling?
- b. How do people react when they miss their bus?
- c. What happens when people do things in a rush/hurry?

#### B. Study

**a. Listen to the audio again and write True or False against the following sentences.**

- i. The day, when the speaker happened to miss the last bus to his hometown, always taught him not to get in a hurry.
- ii. He used to stay in his friend's house for his education
- iii. During winter vacation, he was supposed to catch a bus for his home.

iv. He ran quickly without giving much attention to the heartbeat and even dressing.

v. He pretended to the known faces as if he didn't see them.

vi. The ticket was missing.

vii. He reached the bus station on time.

viii. The story teaches us to do things properly.

**b. Listen to the audio again and answer the following questions.**

i. According to the narrator when should we repent for the loss?

i. Why did the narrator use to stay in his relative's house?

iii. What time did he get up in the morning?

iv. After how long time did he search for the ticket?

v. Did he find his ticket in his pocket?

vi. Had he dropped his ticket on the way?

vii. Where did he find his ticket?

**C. Activate**

**Listen to the audio again and summarize the text in a short paragraph.**

**4. Speaking**

**Narrating Past Habits**

**A. Engage**

a. Have you ever shared your experience with someone?

b. In which tense do people tell their past experience?

**B. Study**

Narrating means telling or sharing a piece of information. Here, narrating past habits refers to a way of telling the past experience like childhood days and different events of the past. Narrating experience is just like storytelling.

One should narrate his/her experience in a sequence and logical order. Past habits and experiences are narrated in the past tense.

### Exercises

- a. **Work in a pair and narrate the most interesting event of your childhood days.**
- b. **Ask your friend to share the most memorable event of his/her childhood days.**



- c. **Ask your parents about their past days. Ask them how did they use to work, eat, and wear clothes in the past?**
- d. **Ask your friends to share their interesting stories.**

### C. **Activate**

**Go to your village/town and ask some elderly people to share their past experiences. You note down it while they share their experience.**



## 5. Writing

### Writing a Short Story

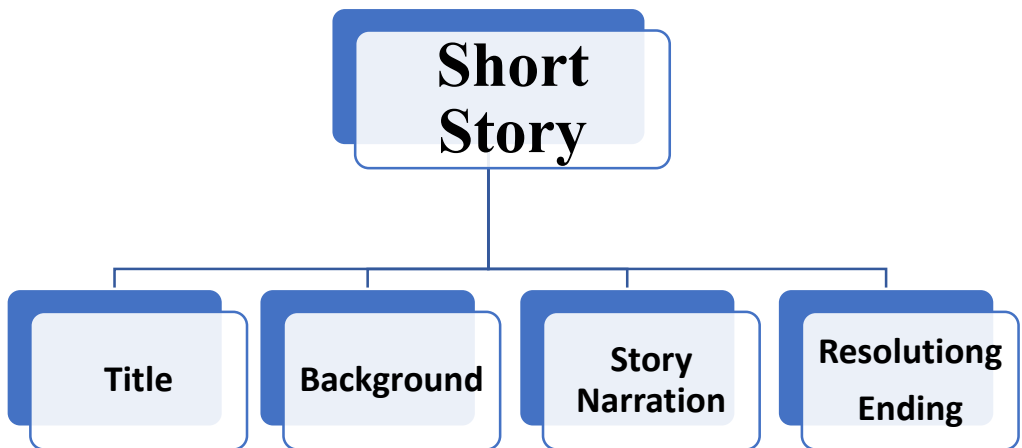
#### A. Engage

- a. Are you familiar with the components of a short story?
- b. Do you know in which tense a short story is written?

#### B. Study

A short story is a piece of fiction that has a single effect conveyed in only one or a few significant episodes or scenes. It is developed in such a way that a reader should be able to read the story completely in single seating.

#### Parts of a Short Story



#### Things to know before writing a short story

- You should give a suitable title
- A story usually begins with the phrases like 'Once upon a time' and 'Long ago'
- Past simple and past continuous aspects are mostly used.
- You should organize the events sequentially- one after another
- Clues should be followed in the skeleton stories
- You should give a short and sweet moral

### **Story One: Day-dreaming**

Once upon a time, there was a village. Most of the people of that village were farmers. There was a farmer in the village whose daughter was highly ambitious. She always used to dream to be rich.

One day, the farmer's daughter went to sell a pot of milk. She put her milk-pot on her head and went to the market. On the way to the market, she was thinking about her future. She started dreaming with plans. She thought about how to use the money. She started dreaming, 'I will sell the milk and buy some chickens. Those chickens after being hen lay more eggs and produce more chickens. I will sell them and buy goats. Those goats will produce more goats. I will sell the goats and have enough money. I will buy beautiful clothes and expensive ornaments, then after many young men will fall in love with me. I will select a handsome one and marry with him.'

While she was dreaming like that she tripped over a stone and her pot fell on the ground. The pot broke and all the milk spilled there. Then the girl realized that she was day-dreaming.

**Moral:** *Don't count your chickens before they are hatched.*

### **Story Two: The Cruel Giant**

Once there lived a giant in a village. He had a beautiful garden. Some children used to come to play in his garden. The giant didn't like the children playing in his private garden. He thought that nobody had the right to play in his garden without his permission. Therefore, he built a high wall in the garden to restrict the children to play inside his garden. The children were helpless as they didn't have other places to play in their community.

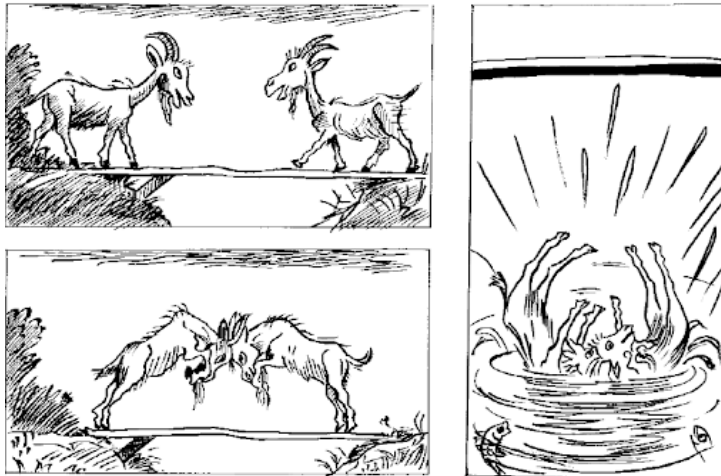
As the children were disallowed to play in the giant's garden, no flowers blossomed because there remained winter season with snow and north wind in the garden for the whole year. It gave torture to the giant. Outside the giant's garden, there was spring season and all the flowers blossomed. The giant felt very bad looking at the garden covered with snow. After some days the children again came to play through a narrow escape in the giant's garden. As soon as the

children started playing in the garden, the winter season got over with the departure of snow and the north wind and the spring season started. All the flowers blossomed and the trees which didn't give fruits before gave fruits everywhere in the garden. At last, the giant became happy looking at his beautiful garden and the children who were playing inside it.

**Moral: If you hurt innocent children, God will curse you.**

## Exercises

- a. Observe the following picture about the goats and develop a short story in your own words. Write a short moral too.



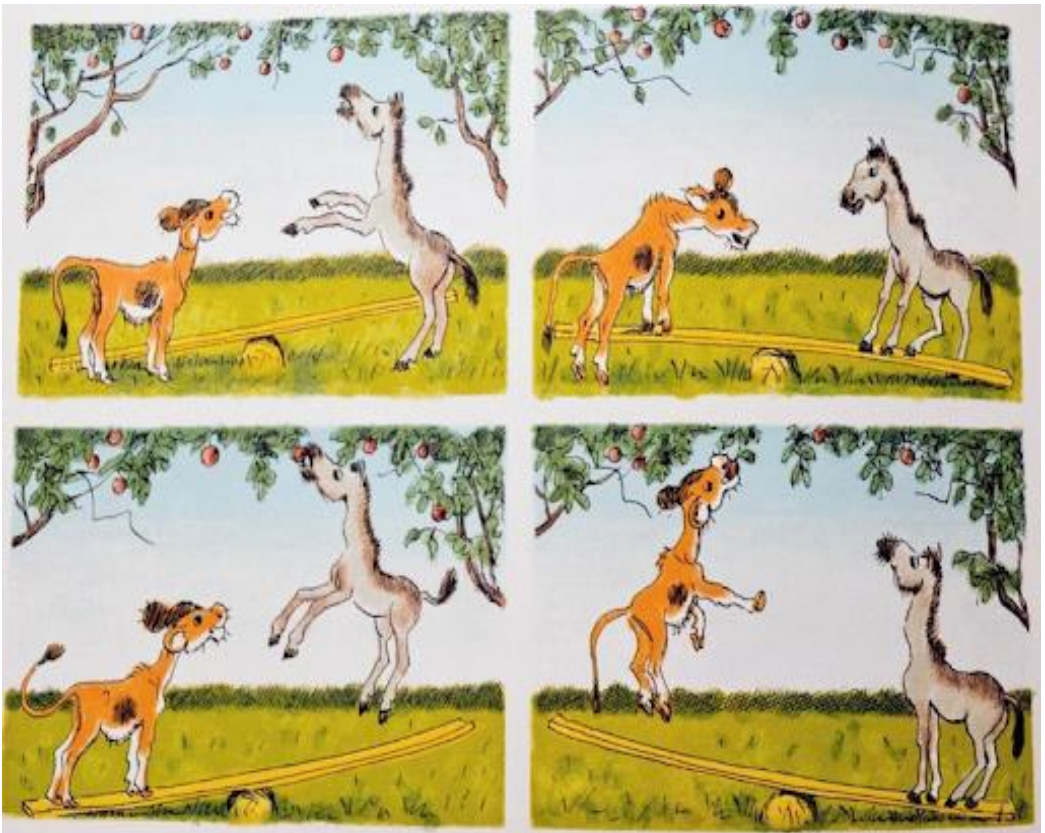
- b. Construct a readable story with the help of the outlines given in the box.

Two small children: Bunu and Munu ..... Munu has a big but careless family ..... Bunu's father tells stories ..... mother sings songs with her ..... They watch children movies together ..... Their life is always funny ..... Everyone knows polite and good manners ..... But, Munu's father drinks and comes home late in the night ..... father and mother quarrel everyday ..... They have bad manners .... Munu also learns bad habits ..... in the school, Bunu has good performance, Munu has poor performance ..... **Moral.**

- c. **Construct a readable story with the help of the outlines given in the box.**

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.**

- d. **Observe the following picture and develop a short story in your own words. Write a short moral too.**



**C. Activate**

**Write a short interesting story and share it with your family members.**

## Listening Script

### **The Day When I Missed the Last Bus**

Human beings rush for their daily activities and professional matters, however, they miss so many important things in their life because of it. Everything should be timely done as per our schedule. Otherwise, we should repent for the loss. The day, when I happened to miss the last bus to my hometown, always teaches me not to get in a hurry.

I used to stay in my relative's house - far away from my home for my education - as there was no school to pursue my good career. During Dashain vacation, I was supposed to catch a bus for my home. The previous day I had thought to get up at 5 a.m. because there were only two buses at 7 a.m. and 8 a.m. for my home but I ignored the alarm and got up at 6 a.m. the next day. Immediately, I dressed and packed my bag before I headed for the bus station.

I ran quickly without giving much attention to the heartbeat and even dressing. I didn't care how well I was dressed because I had to reach the bus station on time. I pretended to the known faces as if I didn't see them. Otherwise, they would interrupt me. After walking for about 15 minutes, I wanted to get ensured about the departure time of the bus and searched for the ticket but didn't find that in my pocket and inside my bag. Alas! I got worried and returned the same way again in order to see if I had dropped my ticket on the way. My eyes didn't notice a single piece of paper on the way. When I entered my room, I found the ticket under my study table.

**1. Reading****A. Engage****a. Read out the following sentences.**

- i. Muna is a nurse, isn't she?
- ii. Salman is my brother, isn't he?
- iii. They are my friends, aren't they?
- iv. My dog barks at the stranger, doesn't it?
- v. My teacher will help me, won't he?

**b. Read out the following sentences and find the differences between the sentences in exercises a and b.**

- i. She worked hard, didn't she?
- ii. My mother cooked delicious food, didn't she?
- iii. Hari has driven a car, hasn't he?
- iv. Everyone cooked their food, didn't they?
- v. No one was ready to help, weren't they?

**B. Study****a. Read out the conversation with your partner and find out the question tags used there.**

**You are a player, aren't you?**

**Muskan:** Hi, Bipana how are you? How is your preparation for today's program?

**Bipana:** I'm fine. What about you? I've prepared everything well.



**Muskan:** Fine too. Great. Our friend Sadikshya is going to take part in today's essay competition, isn't she?

**Bipana:** Indeed, yes. I think she will win the competition, won't she?

**Muskan:** I'm sure, she will.

**Bipana:** Do you take part in the competition or not?

**Muskan:** No, no. I remained busy all the time and I have to participate in the next program on that day.

**Bipana:** I have to join the blood donation program on that. I have taken the responsibility of the entire program.

**Muskan:** That's a big opportunity, isn't it?

**Bipana:** Indeed. When does it start and how long does it last?

**Muskan:** At 9 am and it lasts till 2:00 pm.

**Bipana:** I will be there if I have free time.

**Muskan:** I will be waiting for you there.

**Bipana:** Thank you. Do you know our friend, Suman?

**Muskan:** Yes, I know him. He is tall and lanky, isn't he?

**Bipana:** Yes. He won the nationwide chess competition, didn't he?

**Muskan:** Yes. He is not only good at chess but also at football too.

**Bipana:** Last year his team stood the second in districtwide football tournament, didn't it?

**Muskan:** Indeed. It did. I think you are a player too, aren't you?

**Bipana:** Yes. I play table tennis.

**Muskan:** That's great. It's being late. Let's depart, shall we?

**Bipana:** Okay. I'm in a hurry too, aren't I?

**Muskan:** Okay. Bye!

## Exercises

- a. Match the following words from group A with their meaning in group B.

### Group A

- i. competition
- ii. donation
- iii. participate
- iv. lanky
- v. tournament
- vi. hurry

### group B

- ..... haste
- ..... long-limbed
- .....contribution
- ..... race
- ..... take part in
- ..... contest

- b. Answer these questions.

- i. Who are talking?
- ii. Who is going to take part in essay competition?
- iii. Who will run the blood donation program?
- iv. How long does the blood donation program continue?
- v. Whose team won the districtwide football tournament?
- vi. Who plays table tennis?

## C. Activate

- a. Create a telephone conversation between you and your father on why every youth has to stay at his/her own nation.
- b. Ask your friend why your friend Bimal always goes to graze his sheep avoiding school. Then, suggest him to join at school for his study to foster his future career.



## 2. Time for Grammar

### Question tags

#### A. Engage

a. Read out the following sentences and find how the question tags are used.

- i. Sitalis my friend, isn't she?
- ii. Jayaram works hard every day, doesn't he?
- iii. My mother gives me what I ask for, doesn't she?
- iv. The horse is galloping along the street, isn't it?
- v. He never drinks alcohol, does he?
- vi. Come soon, will you?
- vii. I'm a dancer, aren't I?
- viii. Someone is waiting outside, aren't they?

b. Did you notice in the previous exercise how question tags are used? If not, study the following rules used to make question tags.

- positive statement- negative question tag
- negative statement-positive question tag
- In question tag, pronoun should be used in the place of noun.
- In negative question tag, the contraction form of it must be used
- If there is the use of negative words like seldom/hardly/no/never/barely/scarcely in a statement, question tag of it must be positive.
- The question tag of I'm is: aren't I?
- The question tag of imperative sentence is: will you?
- In the place of everyone/everybody/ someone/somebody/ no one/nobody: 'they' must be used in question tag

## B. Study

### a. Add questions tag after the following statements.

- i. Putali does her work herself,.....?
- ii. Everyone goes to work,.....?
- iii. Harke is my friend,.....?
- iv. Keep quiet, .....?
- v. I'm not working now,.....?
- vi. Binod never plays volleyball,.....?
- vii. She will help you,.....?
- viii. They have done their work,.....?
- ix. This is a bench,.....?
- x. These are my books,.....?

### b. Add question tag after each statement.

- i. Binod and Binita have done a lot progress,.....?
- ii. She's driving a car now.....?
- iii. He had'd better go,.....?
- iv. These are monkeys,.....?
- v. Shobha has bought a car,.....?
- vi. Bishal went to market,.....?
- vii. My brother will play football,.....?
- viii. Your grandparents have been living in countryside,.....?
- ix. Cows are grazing on the meadow,.....?
- x. There are mice,.....?

### C. Activate

- a. **Work in groups and write down ten statements and show it to your friends. Then add question tags after them.**

Statements and question tags
Here is a ball, isn't here?

- d. **Find your 10 friends and ask them what they did yesterday and add question tags after them.**

- i. I enjoyed listening Dohari song,.....?
- ii. My spouse didn't enjoy listening to the folk songs,.....?
- iii. Resham Chaudhary played volleyball,.....?
- iv. Muna rang the bell,.....?
- v. No one was present, .....?
- vi. You'd better go,.....?

### 3. Listening

#### A. Engage

- a. **Have you ever talked to your friends or relatives on the phone? If yes, create the conversation how it took place before.**

b. Look at the pictures below and say what the people are doing.



## B. Study

a. Listen to the conversation and write true or false after each statement.

- i. Niki and Bhusan are talking on telephone.
- ii. Niki needs some images of Ganesh and Lord Bishnu.
- iii. Niki needs some images of Ganesh and Lord Shiva.
- iv. Niki only inquired about the images.
- v. Bhusan didn't receive the amount for the goods.

b. Listen to the telephone conversation and answer the following questions.

- i. Who are talking?
- ii. What is Niki asking for?
- iii. Who is Bhusan?
- iv. Does Bhusan have the goods that Niki is asking for?
- v. How did Niki order for the goods?

## C. Activate

**Have you ever listened to the conversation between your father and mother? If yes, tell your friends what they talked about.**

#### 4. Speaking

##### A. Engage

- a. **Work in pairs. Then read the following conversation taking the role of Binita and Milan.**

**Binita:** What did you do yesterday, Milan?

**Milan:** I went to the market. What about you?

**Binita:** I helped my mother. You might have bought something else, mightn't you?

**Milan:** Yes. I've.

.....

- b. **Invent the conversation between you and your friend on how you can use your mobile phone.**

##### B. Study

- a. **Work in groups and ask each other to invent some statements as shown in the example.**

*Example:*

i. I bought a pen. – I bought a pen, didn't I?

ii. ....

iii. ....

iv. ....

v. ....

vi. ....

- b. **Work in groups. Then ask each other what they did, have done and do every day. Example:**

I topped the competition, didn't I?

Shova worked hard, didn't she?

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

**C. Activate**

**Invent the conversation between you and your friend. Then add question tag after each statement as far as possible.**

A: You saw me yesterday, didn't you?

B: I didn't notice you yesterday. It might be your illusion, mightn't it?

**5. Writing**

**A. Engage**

**a. Create a conversation between you and your friend on how we can be relieved from the phobia of Corona virus.**

**b. Add the question tags after each statement.**

- i. Manita is our teacher,.....?
- ii. Sukumaya is our friend, .....?
- iii. Hari has been to India, .....?
- iv. She has already solved it, .....?
- v. Don't be noisy,.....?
- vi. You'd better join the school,.....?
- vii. She'd broken my vase,.....?
- ix. Here is a pen,.....?
- x. There are some cows on the meadow,.....?
- xi. He will come soon,.....?
- xii. No one listens to me,.....?

## B. Study

- a. **Now observe the story and find out how question tags are used even in the story.**

### A LETTER OF APPRECIATION

Last Friday when Sarita went to the market she saw a snake slithering on the road. She wasn't afraid of it, was she? "No, no", replied Binod. Instead, she looked at it and held its head tightly and took it with her. It was a big snake, wasn't it?

"Yes, it is.", replied Sandesh.

"What did she do with this snake?" Binod asked.

She took it to the forest department and handed it over to the authority, didn't she?

Seeing a snake of endangered species in their own department, the chief of the office felt happy and thanked her. She was awarded a letter appreciation. She looked very happy, didn't she?

Being pleased from the forest department, she returned her home and showed the letter of appreciation. Everyone hovered her, didn't they?

Yes, they did. Finally, everyone took their own way.

- b. **Read the above story and write down the statement with question tags.**

*Example:* Sarita saw a snake slithering on the road, didn't she?

## C. Activate

- a. **Now create a conversation between you and your sister and write it on your exercise book.**
- b. **Work in groups and ask your friends what they did during corona time. Then add question tag after each statement.**

Names of participants	What they did
Bishal	Bishal grazed his sheep, didn't he?

### Listening Script

**Niki:** Hi! it's me Niki from Kathmandu.

**Bhusan:** Hi. It's me Bhusan from Bhaktapur. I'm proprietor of my company too. How can I help you?

**Niki:** Could you please let me know where your office is?

**Bhusan:** It's opposite to the Datryataya temple in Bhaktapur.

**Niki:** Your office sells handicraft made in Nepal, doesn't it?

**Bhusan:** Yes, it does. How can I help you?

**Niki:** I need some images of Ganesh and Lord Shiva.

**Bhusan:** You can come and buy them, or you can order from there too.

**Niki:** I am too busy. You can take the order, can't you?

**Bhusan:** Yes. I can. But you have to send the amount in advance.

**Niki:** It's okay. Let me know your bank account no. I will deposit the amount on your account.

**Bhusan:** I will send you SMS to your no.

**Niki:** It's okay. When can you deliver the goods?



**Bhusan:** By Monday if you deposit the amount today.

**Niki:** I will transfer the amount. You will deliver the good as soon as I transfer the amount in your account, won't you?

**Bhusan:** I will. Wait. Check your account. I've already transferred the amount into your account.

**Niki:** Thank you. I got it.

**Bhusan.** I will try my best to make it reach in your hand.

**Niki:** Thank you. Bye.

**Bhusan:** Bye.

**1. Reading**

**A. Engage**

a. **Work in groups. Then ask each other why they go to learning centres.**

Names of students	Why they join school
Binita	She wants to be doctor
Shobhakhar	He wishes to be an engineer
Bikram	He wants to be a pilot

b. **Look at the pictures below and notice how each caption is the answer of 'why' question.**



i. He is wearing a jacket because it's snowing



ii. She is carrying an umbrella as it's raining.



iii. She looks happy because of having books to read.



iv. Since he wants to grow rice, he is ploughing the field.

## B. Study

- a. Read the following text and note down why Sundar and Makunda join the informal classes.

### Boys from Different Locations

Sundar lives with his friend Mukunda in the Kathmandu valley. He is from Kalikot but Mukunda is from Illam. He enjoys listening to folk songs. Both of them work during the day and study in the evening. They are of the same age. They help each other. They have good friendship.

They didn't go to school when they were small. Their parents could not afford for their education. When they were 18 years old, they came in Kathmandu. They could neither read nor write. They came in Kathmandu for jobs. They looked for the job everywhere. They didn't find the job. Everywhere everyone asked them about their education. They realized how important education is. Finally, they got a job with less payment. They have joined the informal class and been doing a lot progress.

Both of them can speak English well. They are good at calculation. They know how to show hospitality to each other. Nowadays, their true friendship has been exemplary. They feel proud of joining informal classes.

### Exercises

- a. Match the word from group A with their meaning in group B.

#### Group A

- i. valley
- i. friendship
- ii. payment
- iii. education
- iv. informal
- v. hospitality

#### Group B

- .... .a. having a relaxed, friendly, or unofficial style, manner, or nature.
- ..... b. friendliness
- .....c. schooling
- ..... d.. an amount paid or payable
- ..... e. the state of being friend
- ..... f. a piece land surrounded by hills

**b. Read the above text and answer the following questions.**

- i. Where does Sundar live?
- ii. Where does Mukuda live?
- ii. Where is Sundar from?
- iii. Where is Mukunda from?
- iv. Could they read and write when they were in their village?
- v. Why did they come to Kathmandu?
- vi. Why did they not join the school?
- vii. Why did they not get the job when they came in Kathmandu?
- viii. Why did they join informal classes?

**C. Activate**

**Recall the events in which your parents didn't allow you to join or go to the market or join in the marriage of your uncle or in other and tell it to your friends. Then note down why they didn't allow you to do so.**

**2. Time for Grammar**

**Reason connectives**

**A. Engage**

**a. Look at the pictures and say what they are about.**

- i. A: Why are monkeys so happy?  
B: Monkeys are so happy **because** each one has an ear of corn.



- ii. A: Why is the boy so happy?  
B: He is so happy as he has won the lottery of Rs one lakh.



- iii. A: Why is she carrying an umbrella?  
 B. **Since** it is raining outside, she is carrying an umbrella.



- iv. A: Why does not he go to school?  
 B: He does not go to school because he has to look after his younger brother.



**b. Have a similar conversation.**

- i. A: Why .....you absent last Monday?  
 B: .....I had to take the goats to graze.
- ii. A: Why can't you visit me today?  
 B: I can't visit you today..... I have to go to market.
- iii. A: Why were they late for the movie?  
 B: They were late for the movie ..... they missed the bus.
- iv. A: Why did she wear ragged clothes?  
 B. She wore .....as she could not afford the new clothes.
- v. A: Why did she not go to work?  
 B: She did not ..... because of her sickness.

**B. Study**

**a. Fill in the gaps with the correct word (s) from the table below.**

because	because of	as	since
---------	------------	----	-------

- i. They cancelled the program.....the heavy rain.  
 ii. She looked happy ... her brother bought a smart phone set for her.

- iii. We were happy ..... our team won the competition.
- iv. My mother congratulated me .... I won the table tennis competition.
- v. I don't drink tea..... it is not good for our health.
- vi. My sister is happy..... she has been the first in her class.
- vii. My villagers are happy ..... the concrete road.
- viii. Our cattle are robust .....we feed them balance diet every day.

**b. Find the reasons and fill the following table why they are out of their family.**

Names	Why they are out of their family
Prakash	.....because there was not school in his village.

**C. Activate**

**a. You always see your friend at home but not at school. Ask him/her and find out the reasons why he/she does not go to school.**

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....
- vi. ....
- vii. ....

b. Remember the day on which your father gave you a surprising gift.  
Now tell your friend why he gave you the gift.

i.....

ii.....

### 3. Listening

#### A. Engage

a. Have you ever been sick? If yes, remember and say what has happened to you.

b. Look at the picture below and say what you see.



#### B. Study

a. Listen to the conversation between two friends and fill in the given gaps with the missing words.

i. Satya and ..... are talking.

ii. Alif had been in ..... quarantine for two weeks.

iii. Alif was not in touch for two weeks ..... he was in home quarantine.

iv. Everyone .....of him.

v. Every patient can recover soon if he/she ..... confident.

**b. Answer the questions in word(s).**

- i. How many people are talking?
- ii. What are they talking about?
- iii. Who was out of contact?
- iv. What did each family member prepare for him?
- v. When does medicine work?

**C. Activate**

- a. Remember the day when someone gave you something. Tell your friends why they gave you those things.
- b. Inform your friends at least five reasons why children should go to school.

**4. Speaking**

**Giving reasons**

**A. Engage**

- a. Look at the pictures and say why the boys and girls are after the cattle during the study hours.







b. **Work in a pair. Ask each other why everyone should brush their teeth every day.**

**B. Study**

a. **Complete the conversation.**

i. A: Why didn't you come to our class yesterday?

B: I didn't come to our class yesterday ..... I had to look after my father.

A: What's wrong with him?

B: When he went to work in the field this morning, he slipped and fell down.

A: That's too bad. How .....he now?

B: He's okay. Why didn't your mother look after him?

A: Because .....not at home.

ii. **Susmana :** Why are you late today?

**Saurab:** I am late today ..... I missed the bus.

**Susmana:** Why did you miss the bus?

**Saurab:** I missed ..... as my mother didn't arrive at home in time.

**C. Activate**

- a. **Work in groups. Ask each other and say why we should keep our house, bathroom and surrounding neat and tidy. Find out at least five reasons of it.**

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

**5. Writing**

**A. Engage**

- a. **Have you ever been late to the place where you have been invited? If yes, write a few reasons of it.**
- b. **Read about Masanti and find out why she was late for her office. Then write the reasons of it.**

Masanti didn't arrive at work on time. She was nervous. She was afraid of her boss. Her boss didn't use to come in time. He used to come to office randomly. When she arrived at her office, she saw her boss's car parking outside. When she entered the office, her boss greeted her and asked her not to be nervous. "Sometimes it happens. You used to be here in time but today you are late", he said. There may be some reasons behind it. She thanked him and said that she missed the first bus and the second bus had also arrived lately.

**B. Study**

- a. **Read the paragraph above and write why Masanti thanked her boss.**

.....

- b. Read the above paragraph about Masanti and write a similar paragraph saying how you feel if you don't reach to your resident in time.
- c. Read the following letter and write down why Sakuntala didn't go to meet Sandip at his home.

Pokhara 32, Badhare

1 March, 2021

Dear Sandip,

Good Morning.

How are you and what's going on? How is your study? Why have you not been touch for a long time? Is there anything wrong to you? In your previous letter you informed me that your brother didn't get a leave from his office and would not come to celebrate Dashain and Tihar. He used to be with you. It was the first time that you were missing him.

I don't know whether he got the leave or not. If he got the leave how many days or months he stayed there. I couldn't come to see you there. I was too busy at that time. Hope you may write me why it is better to stay in own place rather than going abroad for earning. Please convey my regards to your parents. I am fine and hope you have a pleasant time there too.

With best regards,

Sakuntala

- b. Read the above letter and write a reply to it.

### C. Activate

- Write a paragraph on why your mother was happy with you.
- Write a conversation between you and your friend on why we should avoid junk food.
- Go to your own locality and find the names of youths who are out of their family. Ask their parents or guardians and write why they went there and where they are now.

Names	In Nepal	Abroad	Study/ Job
Bhuwan	Kathmandu		Study
Aakriti	America		Job

- Now write a paragraph on why Nepalese youths should stay in Nepal.

### Listening Script

**Satya:** Hi, Alif. How are you?

**Alif:** I'm fine and you?

**Satya:** Me fine too. Why weren't you in touch a week before?

**Alif :** Don't you know I was in home quarantine?

**Satya:** No, no. Were you infected by corona?

**Alif:** Some symptoms were seen on me. I thought it was better to stay alone. I stayed two weeks in home quarantine.

**Satya:** That's great. Did you suffer a lot or minor?

**Alif:** Not so much. My entire family took care of me. They prepared hot soup all the time. I had more than I used to have. I didn't feel and

never felt weak too.

**Satya:** Happy to be in touch and know about your confidence.

**Alif :** We can defeat the diseases if we are confident. If not, the medicine doesn't work. It only works if the patient thinks it gives relief from the diseases.

**Satya:** You're right. Take care. Bye!

**Alif:** Bye.

**1. Reading****A. Engage**

- a. Have you ever been to temple, stupa, monastery, church, mosque or any other holy shrine? If yes,**
- i. When did you go there?
  - ii. How did you go there?
  - iii. With whom did you go there?
  - iv. What did you see there?
  - v. What did you have there?
- b. Do you have maternal uncle(s)? If yes,**
- i. How many maternal uncles do you have?
  - ii. When did you last meet him?
  - iii. How many members did he have at his family?
  - iv. Whom did you like the most?
  - v. Why did you like him/her the most?

**B. Study****A. Engage**

- a. Read the following poem and find where the speaker went and what he did.**

**The Garden of Love**

I went to the Garden of Love,  
And saw what I never had seen;  
A Chapel was built in the midst,  
Where I used to play on the green.

And the gates of this Chapel were shut,  
And 'Thou shalt not' writ over the door;  
So I turned to the Garden of Love  
That so many sweet flowers bore.  
And I saw it was filled with graves,  
And tombstones where flowers should be;  
And priests in black gowns were walking their rounds,  
And binding with briars my joys and desires.

- *WILLIAM BLAKE*

## Exercises

**a. Read the above poem and find the meaning of the following word(s).**

- i. orchard
- ii. a small building or room for Christian worship in a school, prison, hospital or large private house
- iii. middle
- iv. a hole dug in the ground to receive a coffin or dead body, typically marked by a stone mound
- v. a large flat inscribed stone standing or laid over a grave
- vi. a strong feeling of wanting to have something or wishing for something to happen
- vii. any of a number of prickly scrambling shrubs, especially a wild rose

**b. Read the above poem and answer these questions.**

- i. What is the title of the poem?
- ii. Where did the speaker go?
- iii. What did he see there?
- iv. Did he use to see the chapel there?

- v. Where had the chapel been built?
- vi. Where did the speaker use to play?
- vii. What were the priests doing?
- viii. How many stanzas does the poem have?
- ix. Who composed this poem?

**C. Activate**

- a. Read the above poem and write your own experience while visiting the graveyard or cremation ground or the temple.
- b. Write a poem in your own words on a place you have visited.

**2. Time for Grammar**

**Past tenses**

**A. Engage**

- a. Read the following four sentences and underline the verbs used there in sentences.

SN	Question	Answer
i.	When did Kritika buy her smart phone?	She bought it last month.
ii.	What were the farmers doing during the last summer?	They were planting rice saddling during the last summer.
iii.	What had your father done?	He had bought a new house in Kathmandu.
iv.	What had you been doing since 1 January to 2 February 2021?	I had been practising piano 1 January to 2 February 2021



- b. Look at the picture and guess what was happening there.



## B. Study

- a. Read the following story and underline the verbs used there.

### AMBUJ'S CHILDHOOD

Many years ago, there was a big forest nearby Ambuj's 's house. Ambuj and his friends used to take their cattle to graze there. One day he remembered the event that had taken in the forest many years back. While they were playing hide and seek, a tiger came and was ready to pounce him. Birendra saw the tiger in ready position. As soon as he saw the tiger he shouted – "Tiger! Tiger." All the friends with a big log and stone in their hands ran towards it. But the tiger had been following Ambuj. When it was about to pounce him, he picked some soil from the land and threw it into its eyes. The tiger couldn't see him and he ran away from there. All of them felt happy and were able to save Ambuj's life.

shouted	was playing	had been following	saw	was
---------	-------------	--------------------	-----	-----

**b. Fill in the gaps with the correct verbs from the list below.**

- i. Ambuj .....hide and seek with his friends.
- ii. Birendra.....Ambuj's friend.
- iii. When Birendra saw the tiger about to pounce him, Birendra....."Tiger! Tiger!"
- iv. The tiger .....him.
- v. Every one .....happy when he was able to save Amuj's life.

**e. Answer the following questions using the verbs in brackets as in the example.**

**For example:** What did you do last Saturday? (buy) - I bought a pen last Saturday.

- i. Where were you last night? (be) – I .....in a concert last night.
- ii. What were you doing at this moment yesterday? (drive)– I ..... yesterday.
- iii. What have you done? (grow) - I .....rice .
- iv. What had you been doing? (play)- I .....cricket.
- v. What did you do when you saw a snake slithering.? (shout) I.....when I saw a snake slithering.
- vi. What were you doing when your mother telephoned you? (do) I.....when my mother telephoned me.

Note:

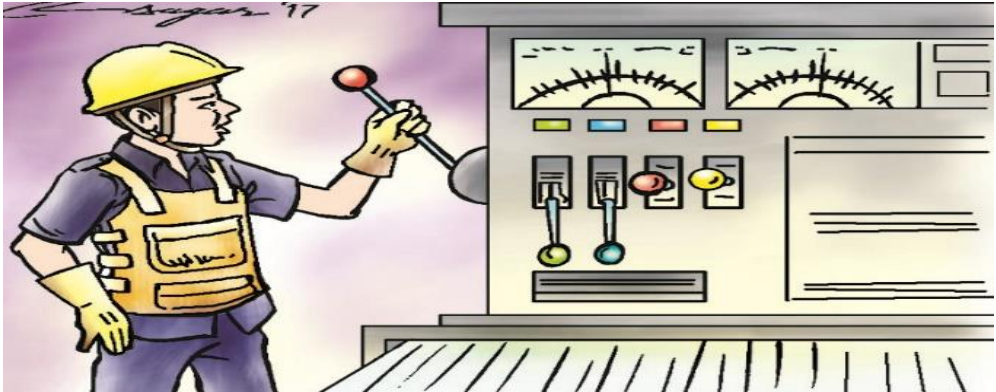
Simple Past Tense: Subject +v2 +object: She helped me yesterday.

Past Continuous: Subject +was/were +V+ing verb: I was watching the movie.

Past Perfect Tense: Sub+ had +V3: We had swum in the river.

Past Perfect Continuous: Sub+ had+ been+ V+ing: She had been driving a car.

- d. Look at the pictures below and write four sentences in each form of past tense.



*For example:* When I reached the electricity office, an electrician turned on the light.

**C. Activate**

- a. Read the above exercise 'c' and write similar questions and answer in your own words.

### 3. Listening

#### A. Engage

Observe the following pictures and guess what they are about.



#### B. Study

a. Listen to the audio text and complete the following sentences.

- i. Dhane.....home after the plantation of the rice saddling.
- ii. Only .....were there.
- iii. They .....four pairs of yoked oxen.
- iv. Harke.....the youngest of all.
- v. They had worked in the filed .....5:30.

b. Listen to the audio text and write true or false after each statement.

- i. Harke was an electrician.
- ii. He had never ploughed the field.
- iii. He was going to the field.
- iv. Suman was the eldest of all.
- v. There .....four pairs of yoked oxen.

#### C. Activate

a. Write four activities that you did, you were doing, you had done and you had been doing.

#### 4. Speaking

##### A. Engage

- a. Look at the following pictures and make as many sentences in past tense as you can.

*Example:* There were only women.



##### B. Study

- a. Look at the following pictures and describe them in past tenses.

There were two pictures. The first picture belonged to a herd of horses.



- b. Look at the given picture and speak out some sentences in past tenses.





### C. Activate

Work in groups and tell your friends which picture you liked the most and why.

### 4. Writing

#### A. Engage

a. You might have visited new places. Now write where you went. What you had seen there, what people were doing when you reached there, how they had helped you and what you had been doing that time.

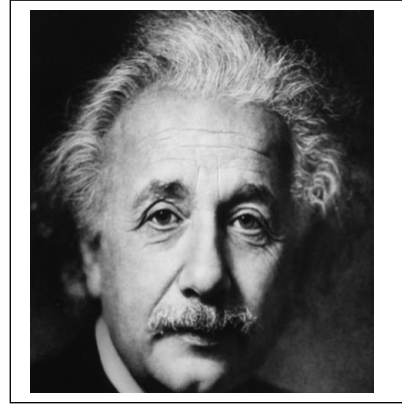
b. Look at the picture and write a readable story.



**B. Study**

- a. **Read the following biography of Albert Einstein and write a biography of your grandfather.**

Albert Einstein was born in German. He was a German mathematician and physicist. He developed the special and general theories of relativity. In 1921, he won the Nobel Prize for physics for his explanation of the photoelectric effect. He had migrated to the U.S. He was famous for his unified field theory. He had been one of the most influential scientists of the 20th century. Everyone even today remembers him as a good human being.



- b. **Remember the day on which you had won the very first gold medal or an award. Now write about it.**

What? .....

When was? .....

Who were there? .....

Who had congratulated you? .....

**C. Activate**

- a. **Remember the most memorable day in your life and write a paragraph using the answer of following questions.**

- i. What did you do?
- ii. What were you doing?
- iii. Was there anyone?
- iv. What had you been doing during that time?
- v. Did anyone whom you never knew came to congratulate you?

- b. Ask your grandparents to narrate a folk story. After listening to the story, write a story in your own words.**

### **Listening Script**

It was the matter of last Summer. Dhane, a man of early twenties was returning home after he had completed his plantation of rice saddling in the month of June. There were 20 workers together. Among them, four were ploughmen, four were young men with a big spade and 12 were females. They had four pairs of yoked oxen. They enjoyed planting rice. Harke had arrived before Suman reached in the field. Suman had already yoked his oxen before Binod came. While Suman was ploughing the field, Bikram arrived with his pair of his oxen. Among them, Harke was the youngest and Suman was the eldest. All the females were so much romantic and began to play with mud. How joyful it was! He didn't have a word to express. Dhane had been managing everything; level of water, chemical fertilizer and other when his workers arrived. They began working at 10 am and worked till 5:30 pm.



**1. Reading**

**A. Engage**

- a. Write what you can see in the following pictures.
- b. Identify how many things are there in each picture.



## B. Study

Read the following text and do the tasks given.

### Walling

My village's name is Walling. It lies in Syanja district of Nepal. There are many houses in my village. There is a river that flows through my village. All my villagers are cooperative with



each other. They share their belongings and stand for each other in their needs. There is a secondary level school as well as a college in my village. Most of the children of my village go to school. Some of them don't go to school due to their problems and negligence of education. I wanted to go to school but I had to dropout as there was nobody to look after my sick mother.

My village is so beautiful. Many tourists come to visit my village. There is a facility of homestay in my village. Last week a tourist came to my home. I was pleased to welcome him. People share their local culture and tradition with the tourists. They enjoy our local food.

a. Find the words in the text above that are similar in the meaning with the following words.

- |                            |                                  |
|----------------------------|----------------------------------|
| i. community               | ii. helping each other in a need |
| iii. properties and things | iv. necessity                    |
| v. carelessness            |                                  |

**b. Write True or False against the following statements.**

- i. There are few houses in Walling.
- ii. The villagers are cooperative with each other.
- iii. There is a college in the village.
- iv. Some children don't like to go to school.
- v. The writer goes to school.

**c. Answer the following questions.**

- i. Where is Walling located?
- ii. How do people help each other?
- iii. How many schools are there in the village?
- iv. Did the writer complete his study?
- v. What do tourists enjoy in a homestay?

**C. Activate**

**Describe your village or town in a short paragraph.**

**2. Time for Grammar**

**Singular and Plural Noun**

**A. Engage**

**Underline the nouns used in the text and identify whether they are singular or plural nouns.**

**B. Study**

Tourists





Chocolates



Tiger

**Note**

*A noun that is used for only one person or thing is said to be in the singular number.*

**Example:** *girl, man, child, pen, table, chair, etc.*

*A noun that is used for more than one person or thing is said to be in the plural number.*

**Example:** *girls, men, children, pens tables, chairs, etc.*

**Some Singular and Plural Nouns**

We add 's' or 'es' to most of the singular nouns to make them plural.

singular noun	plural noun
Boy	Boys
Cat	Cats
Bus	Buses
Hat	Hats
Bottle	Bottles
Glass	Glasses
School	Schools

singular noun	plural noun
Pen	Pens
Tree	Trees
Gas	Gases
Light	Lights
Village	Villages
Town	Towns
Neighbour	neighbours
Goat	Goats
Tap	Taps

### Some Irregular Plural Nouns

In English, there are some nouns which neither add 's' nor 'es' to make plural form but there are changes in the letters either in the middle or end.

singular noun	plural noun
Man	men
Woman	women
Knife	knives
Mouse	mice
Louse	lice
Calf	Calves
Half	Halves
Foot	Feet
Tooth	Teeth
Child	Children
Ox	Oxen

## Exercises

a. Match the following singular nouns with their correct plural forms.

Postman	Geese
Goose	Brothers
Child	Potatoes
Brother	Postmen
Teacher	Children
Potato	Teachers
Leaf	Dresses
Person	Leaves
Dress	Persons

b. Fill the table below with the correct singular or plural noun.

singular noun	plural noun
Computer	.....
.....	watches
Film	.....
.....	eggs
Fox	.....
.....	Cherries
Banana	.....
.....	marvels
Box	.....
Worker	.....



**C. Activate**

**Make a list of singular and plural nouns/things available at your home**

**Singular**

**Plural**

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

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

**3. Listening**

**A. Engage**

**Can you name the animals shown in the following pictures? Where are these animals kept?**



**B. Study**

**Listen to the conversation between the staff of Central Zoo, Nepal, and a visitor and answer the questions given below.**

**a. Make a list of singular nouns and plural nouns from the listening text.**

Singular Noun	Plural Noun

**b. Fill in the blanks with the correct words.**

- i. The visitor needs \_\_\_\_\_ tickets
- ii. An entry ticket costs \_\_\_\_\_ rupees.
- iii. Visitors aren't allowed to carry \_\_\_\_\_ bags inside the zoo.
- iv. There are \_\_\_\_\_ tigers in the zoo.
- v. The zoo occupies so \_\_\_\_\_ area.

**C. Activate**

**Make a list of animals found in a zoo.**

**4. Speaking**

- a. How do you describe the number of things?
- b. Work in a pair and describe the following animals and things along with their numbers.





## 5. Writing

### Paragraph Writing

#### A. Engage

What are the components of a paragraph? Discuss with your elder brother or sister and write it.

#### B. Study

A paragraph is a group of sentences that fleshes out a single idea. In order for a paragraph to be effective, one must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow.

**Read the following paragraph.**

#### **My House**

Everyone loves his/her house more than any other thing. I love my house so much. My house is in the middle of two houses of my neighbours. It has four rooms and a restroom. There is a television in my house. There are five windows and four doors in my house. My father has kept a puppy in my house. It likes to eat biscuits.

### Exercise

- a. Write a couple of paragraphs about your village using the following clues.

Name of the village-total population of men and women-number of schools-number of houses-number of taps-number of shops-number of your friends-
---

- b. Write a short paragraph describing your favourite place.
- c. Write a short paragraph on 'My Experience of Visiting a Zoo'.

### C. Activate

Choose a topic of your interest and write a short paragraph on it.

#### Listening Script

**Visitor** : Good Morning.  
**Staff** : Good Morning.  
**Visitor** : Excuse me please, may I have some entry tickets for the zoo?  
**Staff** : Yes, of course. How many tickets do you actually need?  
**Visitor** : I'm with my mother, aunt, brother, and maternal uncle. Umm... I need five tickets.  
**Staff** : OK.  
**Visitor** : How much do five tickets cost?  
**Staff** : You should pay 250 rupees for five tickets.  
**Visitor** : OK. Can we take plastic bags inside the zoo?  
**Staff** : I'm afraid not. You aren't allowed to carry any sorts of plastic bags there.  
**Visitor** : Oh! I got it. Is it okay if we visit the zoo for two hours?  
**Staff** : That's OK. You can visit the zoo as long as you want but you mustn't tease and feed the animals inside the zoo.  
**Visitor** : Can you please tell me how many tigers are there inside this zoo?  
**Staff** : There are two tigers in this zoo.  
**Visitor** : How much area does this zoo occupy?  
**Staff** : This zoo occupies so much area. I'm sorry, now I can't tell you.  
**Visitor** : Thank you so much.  
**Staff** : You are welcome.

**1. Reading****A. Engage**

- a. If your friend helps you in your need, how do you respond to him/her?
- b. If someone does the works for us, what should we say to him/her?
- c. Have you ever thanked anyone? What did you thank the person for?

**B. Study**

**Read the following thanksgiving letter and do the activities given.**

4<sup>th</sup> March 2021

Mulpani, Kathmandu

Dear Pradeep,

I want to thank you for all you have done for me and my family during my mother's stay at Nagarik Hospital, Bhaktapur due to typhoid. No one could help us as much as you did when we were in the very difficult stage of our life. We were in a trouble in the hospital. My mother was somehow depressed as none of our relatives came to meet her. Your visit made her feel comfortable and the care you showed has helped her to improve her health.

You gave us emotional support and even prepared some great meals for the family. Moreover, we are really thankful for your financial support for the treatment of my mother. My father had been looking to borrow some money as we were about to be bankrupt after a long stay in the hospital. We won't forget your financial support ever.

Once again, I would like to extend my sincere thanks to you for all your help to our family in the hard time. We are happy that mom is recovering now and are hopeful that all will be well. If there is anything, we can do to show our appreciation, please do not hesitate to ask.

Fondly,

Mukesh

## Exercises

- a. Match the following words from Column 'A' with their meaning in Column 'B'.

### Column A

- i. Mukesh's mother
- ii. Mukesh's father
- iii. Pradeep
- iv. Mukesh
- v. Typhoid

### Column B

- a) bankrupt
- b) economical support
- c) disease
- d) sick
- e) expressed thanks

- b. Choose the correct words/phrases from the text and complete the following sentences.

- i. Mukesh's family was in a \_\_\_\_\_ in the hospital.
- ii. Mukesh is thankful to Pradeep for economic \_\_\_\_\_ for the treatment of his mother.
- iii. His had been searching for the \_\_\_\_\_ as we were about to be bankrupt after a long stay in the hospital.
- iv. Mukesh asked Pradeep not to \_\_\_\_\_ to ask for any kind of appreciation.
- v. Pradeep visited Mukesh's family in the \_\_\_\_\_.
- vi. Mukesh's mother was hospitalized in \_\_\_\_\_ hospital.

- c. Read the letter again and answer the following questions.

- i. When was the letter written?
- ii. Where is the letter written from?
- iii. Who is the receiver of the letter?
- iv. Who was staying in the hospital?
- v. What was Mukesh's mother suffering from?
- vi. Why was Mukesh's mother depressed?

- vii. How did Pradeep help Mukesh’s family? Make a list of his help.
- viii. Is Mukesh’s mother recovering now?

### C. Activate

**How do people in your society cooperate each other? Write it in a paragraph.**

## 2. Time for Grammar

### Contraction of Verbs

#### A. Engage

- a. Have you ever seen the short forms of the verbs used in texts?
- b. Why are some verbs written in contracted forms?

#### B. Study

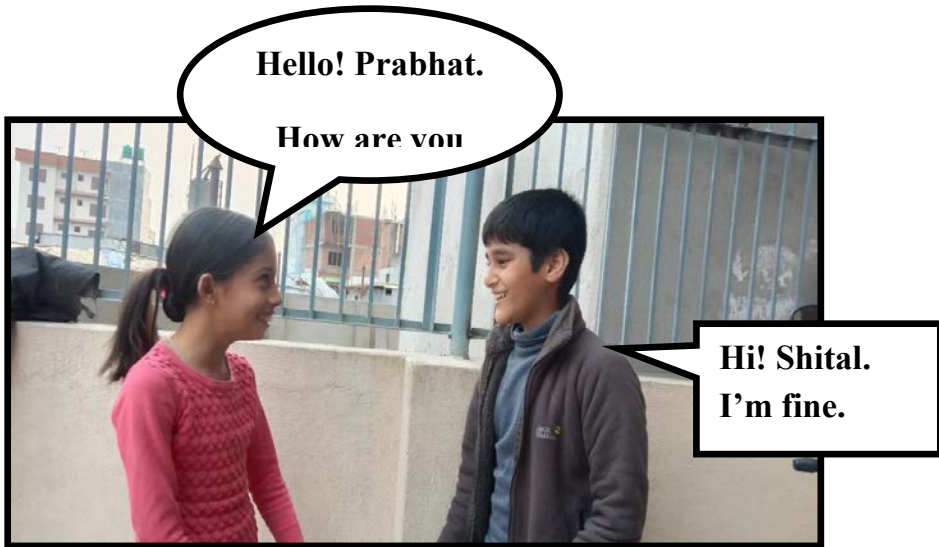
Contractions involve joining two words together — using an apostrophe. They are commonly used in informal written English and spoken English.

We use contractions (*I’m, we’re*) in everyday speech and informal writing. Contractions, which are sometimes called ‘short forms’, commonly combine a pronoun or noun and a verb, or a verb and *not*, in a shorter form. Contractions are usually not appropriate in formal writing.

We make contractions with auxiliary verbs, and also with *be* and *have* when they are not auxiliary verbs. When we make a contraction, we commonly put an apostrophe in place of a missing letter.

**Examples:** I’m hungry now. (instead of ‘I am hungry now’.)

They’ve got some money. (instead of ‘They have got some money’.)



### Common Contractions in English

Uncontracted Form	Contracted Form
I am	I'm
It is	It's
He is	He's
She is	She's
They are	They're
They were	They're
He was	He's
Cannot	Can't
Do not	Don't
Did not	Didn't
Does not	Doesn't
Has not	Hasn't

Uncontracted Form	Contracted Form
Had not	Hadn't
Have not	Haven't
Let us	Let's
Might not	Mightn't
Must not	Mustn't
He would	He'd
She will	She'll
What is	What's
Where is	Where's
What have	What've
Shall not	Shan't
Who had	Who'd
Who will	Who'll

### Use of Contracted verbs

- Contractions of verbs don't sound good in written language.
- It's used in spoken form for shortening the form of speech.
- We rely on contractions all the time in normal conversation.
- The use of contractions is directly related to tone.

### Exercises

- a. Write the contracted forms of the verbs in the following sentences as in the example.

*For example:* I am fine today. I'm....

- i. They are working hard.

- ii. She was absent yesterday.
- iii. They were on the bus while I was walking on the road.
- iv. Ghanashyam is delivering a speech.
- v. She cannot play the game anymore.
- vi. She may not call us for the party.
- vii. You ought not to play in the ground now.
- viii. They should not have teased her on the way.
- ix. She will come to our when if we invite her.
- x. My mother would provide me some money for the journey.
- xi. What is going on now?
- xii. They are happy today.
- xiii. She shall not present tomorrow.
- xiv. Where are the players?
- xv. I have not told them anything yet.
- xvi. She had visited the temple.
- xvii. My sister is at home now.
- xviii. They are going to build the house.

**b. Write the full forms of the contracted verbs in the following sentences as shown in the example.**

***For example: She's cutting grass. She is cutting grass.***

- i. I'm not satisfied with my results.
- ii. She'd done the work.
- iii. I haven't completed the work yet.
- iv. It's fine.
- v. You shouldn't call the boys today.
- vi. He's listening to the news.



- vii. She's digging the field yesterday.
- viii. My mom's cooking food now.
- ix. I'm talking to my father now.
- x. Yogesh'd give a short speech.
- xi. They've won the football match.
- xii. Who'll win help me?
- xiii. Where's the key?
- xiv. They can't come today to the function.
- xv. Let's move now for the picnic.
- xvi. They're watching a film now.
- xvii. He's digging the field
- xviii. My uncle's helped me a lot.

### **C. Activate**

Read a lesson from a book and make a list of the contracted verbs used there.

### **3. Listening**

#### **A. Engage**

- a. Why do people hike?
- b. Which is favourite place for visiting?
- c. Which is the place shown in the picture?



**B. Study**

**a. Listen to the audio and make a list of contracted verbs used in the conversation.**

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....
- vi. ....
- vii. ....
- viii. ....
- ix. ....
- x. ....
- xi. ....
- xii. ....
- xiii. ....

**b. Write the full forms of the contracted verbs from 'section a'.**

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....
- vi. ....
- vii. ....
- viii. ....
- ix. ....

- x. ....
- xi. ....
- xii. ....
- xiii. ....

**C. Activate**

Write a short paragraph based on hiking that you enjoyed with your friends.

**4. Speaking**

**Expressing Thanks**

**A. Engage**

- a. How do you thank your friends when they do you a favour?

**B. Study**

We thank people when they either help us do our work or do the work for us. There are different ways of expressing thanks. Observe the following exponents used for thanking.

**Some Exponents used for Expressing Thanks**

Thanks!

Thank you!

Thank you so much!

I am so thankful.

I truly appreciate it...

Thank you ever so much for...

It's so kind of you to...

Thanks, but no thanks (when you don't need/like the favor)

I would like to extend my sincere gratitude/thanks for your help.

I would like to extend my acknowledgment for.....



## Exercises

### a. Practise expressing thanks to people for the following situations.

- i. Your friend helped you to find your lost wristwatch.
- ii. A neighbour helped your family by lending some money in a hard time.
- iii. Your uncle sent some gifts to you from abroad.
- iv. You are given an opportunity for singing in a local concert.
- v. Your father bought you a nice camera.

### C. Activate

Work in a pair and express thanks to your friend who has given you a beautiful gift on the occasion of Loshar.

## 5. Writing

### Thanks Giving Letters

#### A. Engage

Do you know the difference between other letters and letters of thanks?

#### B. Study

We express our gratitude to our dear ones and associates for the favors they have done for us. Just in case we are unable to express our emotions by speaking to them directly, we can write down our thoughts and share them with our loved ones and associates.

## Thanks Giving Letter to Parents from Son

Urlabari-4, Morang

February 18, 2021

Dear Mom and Dad,

I would like to appreciate the help and support you have showered on me since my childhood. With your teachings and principles, you have indeed made a difference in my life. I remember how you taught my lessons and spent sleepless nights when I was sick. Your unconditional hugs, your presence at every school event I participated in, and the way you encouraged me to learn things are the special memories that I will always treasure.

Mom and dad, I would like to convey my cordial gratitude to you for teaching me what is good and what is not. You made me understand how to grow up with others and feel for them even when they may not belong to my family. You were the first to let me know how to share and care for others, and I continue to share my blessings with the people around me.

I know that you did everything for my good. I once again thank you for giving me those precious memories of my life, which I shall cherish forever.

With love and respect,

Manish

In this letter, Manish has expressed his thanks to his parents for all the things that they have done to make him able to stand on his own.

## **Thanks Giving Letter for Birthday Gift**

Chakraghatti-5, Sunsari

March 5, 2021

Dear Uncle,

I cannot tell you how delighted I was when you gave me the beautiful birthday present. It is really a most acceptable present which I shall always treasure.

Please accept my special thanks not only for the beautiful gift but also for the good wishes which you kindly sent with it.

Kindly pay my respect to dear aunt.

With much love,

Ani

In this letter, Ani expressed her thanks to her uncle because he sent her some beautiful gifts.

## **Thanking Doctor for Care**

Lubu, Lalitpur

Bagmati

March 10, 2021

Dear Dr. Pabitra,

I want to thank you for the exceptional care you gave my mother, Dhana Maya Karki, in the final weeks of her life.

My mother's last days were very difficult for all of us, but the respect and dignity you showed made it easier for the family to accept and deal with her passing.

Thanking you again.

Paul

Here, Paul thanked Dr. Pabitra for the treatment and care for her mother in the hospital.

## Exercises

- a. Imagine your friend gave you a precious gift on your birthday. Write a letter to express thanks to him/her.
- b. Imagine your friend helped you when you were in trouble by lending you money. Write a letter of thanks to him/her for lending you the money in trouble.
- c. Write a letter of thanks to one of your well-wishers for wishing you a happy birthday.

### C. Activate

Write some differences between a letter of thanks and other personal letters in some points.

### Listening Script

**Alaam** : Hi Chandrika! When did you arrive here?

**Chandrika** : Oh, Alam. Have you arrived? I've been here for 15 minutes.

**Aalam** : Let's talk about our hiking plan. Have you decided on the number of people on the hike?

**Chandrika** : How about we two?

**Aalam** : If you don't mind, I'd like to suggest you to talk to our friends Harry and Sam. They're quite experienced on hiking.

**Chandrika** : It's Ok. We should limit our number to four. Have you thought of the location of our hike?

**Aalam** : How about going to the mountain? We'd better go to Tansen.

**Chandrika** : That's a great idea. Let's decide the route options. I think we should take the way from the Pokhara-Palpa route. It's about 100 km long and ...

**Aalam** : Yes, it's not so far. We can enjoy the bright green scene on the way. This is the best weather to go there.

**Chandrika** : I'm excited. Ok, let's fix the date.

**Aalam** : 'We'd better go next week, Ok?

**Chandrika** : I'll call you in the evening and tell you my decision, bye.

**Aalam** : Bye.



**1. Reading****A. Engage**

- a. **Work in groups. Prepare a list of activities that you do every morning, afternoon, and evening and write down them in the given table.**

morning activities	afternoon and evening activities
wake up at 5 am	works in a company

- b. **Look at the given pictures below and tell your friends what you know about them.**





- c. Imagine that your mother used to live in Dhangadhi but now she is living in Bhaktapur. Write down the activities that your mother used to do in Dhangadhi and what she does in Bhaktapur. Look at the above pictures and write down about them.

Your mother's activities in Dhangadhi .....

.....

Your mother's activities in Bhaktapur .....

.....

## B. Study

- a. Look at the pictures and say what they are about.



- c. Read the following text and find out the verbs in present simple.

### **Puja's Habits**

Good Morning. It's me Puja Chaudhary. I'm from Dhangadhi, I'm living at Chyamansingh in Bhaktapur with my mother, father and brother.

I always wake up at 5 am and get fresh till 5:15. Then I pray to the God and Goddesses for the **betterment** of my family, nation and the world. I have faith in religion. After getting fresh, I spend 10 minutes for **meditation**. It keeps me cool all the time. After doing meditation, I prepare breakfast at 6 am and everyone in my family enjoys **sipping** tea. Everyone in my family is fond of tea. Then I go to my study room and stay there reading books and doing my homework. After an hour I go to the kitchen and prepare lunch for everyone. I always spend an hour to prepare meal for the family. All family members get together and sit around the table and have lunch together at 8 am. After having **lunch**, everyone washes the plate that he/she uses. I feel proud of having such an **understanding** family.

During the day time till 4 pm I am busy at a company. I work there and earn some amount of money. It helps a lot to my parents. Then, I directly go to Community Learning Centre. It starts at 5 pm and continues till 7 pm. It's very amazing. My friends Bipana Tamang, Lakpa Sherpa and Hari Poudel are regular students there. They love me and I love them too. They also work at the factory for their livelihood. Earning own self and earning the amount for the expenses is of great importance in each human's life. I have learnt so many things, skills and been able to raise voice when necessary.

I was in my village five years back. I didn't have a chance to go to school. My parents couldn't earn enough for our livelihood. Five years ago, one day my father decided to come to Bhaktapur. We all five family members came here. We all worked hard from dawn to the late evening. My father started to sell vegetables, mother went to the brick factory to work and my two younger brother and sister joined school. Everyone remained busy all the time. When I was in Dhangadhi I used to go to pray in the Nainadevi

Bhagawati temple. When I used to pray there, I used to feel like the Goddess was blessing me.

## Exercises

**a. Find the single words from the text above that give similar meaning to the following.**

- i. the improvement of something .....
- ii. drinking (something) by taking small mouthfuls. ....
- iii. the action or progress of meditating. ....
- iv. the ability to understand something; comprehension .....
- v. a meal eaten in the middle of the day, typically one that is lighter .....
- vi. having a great deal to do .....
- vii. a means of securing the necessities of life .....

**b. Read the text again match the questions with the answers.**

- i. Who is greeting?
- ii. How old is Puja Chaudhary?
- iii. Does she have brother and sister?
- iv. When does she wake up?
- v. What does she do after getting fresh?
- vi. Who are her friends?
- vii. Did she join school in Dhangadhi?
- viii. In which temple did she go to pray at Dhangadhi?

**c. Choose the correct option.**

- i. How some/much/many/ brothers does she have?
- ii. She works at a hotel//a factory/a school and earns herself.
- iii. Everyone in her family wash/ washes the plate after having their meal.

- iv. She was in Dhangadhi/ Bhaktapur/ Kathmandu five years ago.
- v. Puja's mother works at a hotel/factory/ brick factory.
- vi. Everyone remained /had/got busy.
- vii. She used to feel that she was/were/is being blessed by the Goddess Nainadevi.

### C. Activate

- a. Recall one of the places you visited and write down at least five activities that you did there.
- b. Write down some activities that you do every morning.

## 2. Time for Grammar

### Use of simple present tense

#### A. Engage

- a. Read the text and underline the verbs in simple present tense.



Who is she/ Where is she? What does she do?

Saru is a singer. She lives in Province no 1.

She has a goat named Malu. She loves Malu very much. She sometimes takes it with her.

Whenever the goat misses her, it bleats

and moves around in search of her. When it

meets her, it feels very happy. Malu has

white stripes on both sides of her stomach.

It looks beautiful. Its colour of the body is

black with white stripes. It is four years old. It lives in a pen. Everyone takes care of it. No one ties it with a rope.

All of her family members love it. No one dislikes it. Everyone feels happy to feed it. They don't feed it straw but only the green grass. It loves eating green grass. Saru's family feels proud of keeping the goat.

**b. Use the following verbs and make sentences in your own words.**

Is	lives	has	takes	misses	bleats
moves	meets	looks	love	feed	feel

**c. Have you noticed how verbs are used in the above text?**

**Note:** *If not, the verbs: is, has, loves, takes, misses, moves, meets, and feels are in singular form of each verb, whereas feel, do, have, play etc are in plural forms of verbs in simple present tense. To make a sentence in simple present tense in assertive sentences, use the following structure: Subject + V1/V5+obj*

- *Singular subject agrees with singular verb. - She goes to market every day. He has a pen. Hema does her work every day.*
- *Plural subject agrees with plural verb. – They go to market every Saturday.*
- *If uncountable noun used as subject of sentence it agrees with singular verbs. – Water freezes at 100 degree Celsius.*
- *If gerund used as subject of sentence it agrees with singular verbs. – Smoking is injurious to our health.*
- *We do our work ourselves.*

## B. Study

a. Rewrite the following sentences supplying the correct forms of verbs given in brackets.

- i. He (feed) his cows every day.
- ii. No one (be) present.
- iii. I (eat) an apple a day.
- iv. Mukesh always (draw) our attention.
- v. She often (help) the needy ones.
- vi. Nepal (be) a landlocked country.
- vii. She (drive) a car. everyday.
- viii. He (go) to school on foot.
- ix. Muna (be) an MBBS doctor.
- x. She (have) a ewe.

## C. Activate

a. Remember the activities that your mother does in the morning every day and write down at least 10 activities that she does.

b. Rewrite the following story choosing the correct verbs in brackets.

The moon (be/is/am/are) one of the smallest heavenly bodies, which can be seen from the earth. We may (think/thinks/thought) it (shine/shone/shines) itself and (give/gives/gave) us light. It's not true. It only (reflect/reflects/reflected) the light from the sun and seems as if it is shining.

The moon (is/am/are) only natural satellite of the Earth. Just as the Earth (rotate/rotates/rotated) around the sun, the moon (rotates/rotate/rotated) around the earth on its axis. The moon (take/takes/took) almost 29 ½ days to complete one her axis.

### 3. Listening

#### A. Engage

- a. Have you ever known anything about the sun that you see in the sky every day?
- b. Do you see the sun during the night or during the day?
- c. What is the shape of the sun?
- d. What is the colour of the rising sun?
- e. Look at the picture below and tell what you know about it.



#### B. Study

- a. **Listen to the audio text and fill up the gaps with missing words.**

The sun is a star in the ..... system. It looks like a ..... ball. It shines itself. We can see the sun in the sky. It rises in the east at .....and sets in the west in the evening. It is the ..... of all the energy which is in the earth. The moon moves round the earth. The earth moves round the sun. Its ..... gives us vitamin D. It is very much ..... for living beings. Hindus and other worship it as the God.

#### C. Activate

Remember your lunchtime today and write what your mother said while serving the food to all family members.

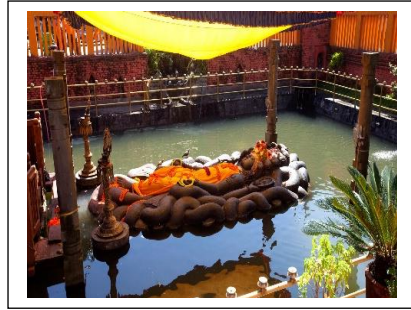


#### 4. Speaking

##### A. Engage

###### a. Think about these questions.

- i. Have you ever seen this picture?
- ii. What is this picture about?



###### b. Look at this picture and say what you know about it.

- i. Where is this?
- ii. How is the image of Lord Vishnu?
- iii. What is his bed made up of?
- iv. Is there water around the image?
- v. Do you like it or not? Why?

##### C. Activate

- a. Say something about the temple or stupa or mosque or church around your locality to your friends who want to go there.
- b. Create a conversation between two friends on how they celebrate their festivals?

#### 5. Writing.

##### A. Engage

###### a. Look at the short paragraph below.

Opinion on the topic

Living in my area is very difficult but pleasant.

Reason

Water is always scarce, and only the elderly people live there.

Extra information

The worst thing about it is there's no one to help when someone becomes sick.

The environment in my area is neat and tidy. Only good but elderly people live there. They are honest and helpful. They always seem happy to help other. The best thing about this locality is harmony between the dwellers there. They never show anger to anyone else.

**B. Study**

- a. **Now read the above paragraphs and write down about your locality too.**
- b. **Read the above paragraphs and write similar paragraphs about the schools or temples.**

Opinion on the topic

Parking in my area is very difficult.

Reason

There is always traffic jams and .....

Extra information

The worst thing about it .....

Entertainment in my area is ..... We have got lots of  
.....helpful

people.....  
.....  
.....  
.....

### C. Activate

- a. Write the habits of your mother in your own words.
- b. Write a few paragraphs on the importance of the school.

### Listening Script

The sun is a star in the solar system. It looks like a burning ball. It shines itself. We can see the sun in the sky. It rises in the east at dawn and sets in the west in the evening. It is the source of all the energy on the earth. The moon moves round the earth. The earth moves round the sun. Its light gives us vitamin D. It is very much essential for living beings. Hindus and other worship it as God.

**1. Reading****A. Engage**

- a. What are the means of communication in your society?
- b. Do people write letters to exchange their messages and information in your community?
- c. Have you ever written a letter to your friends and relatives?
- d. Why do people write letters?

**B. Study**

**Read the following letter and do the tasks given.**

27<sup>th</sup> February 2021

Shahare, Dolakha

Dear Sahil,

It's been a long since I wrote to you last. I am fine here with my family and hope you are also fine there. Today, I am going to inform you about the current situation of my family.

My father has been working very hard these days because he thinks he should earn some money for the family before he passes away. Because of his hard work and dedication, his employer is happy with him. My mother stays at home so that she can look after my little sister and do the household works. I sometimes help her in the kitchen. My little sister has started going to her school. We all are doing well these days.

This much for today. Please don't forget to write to me soon about you and your family.

Your Loving Friend

Uttam Neupane

## Exercises

a. Complete the following sentences using the correct words from the box.

four	younger	letter	written	father
------	---------	--------	---------	--------

- i. Uttam wrote the \_\_\_\_\_ to Sahil
- ii. Uttam's \_\_\_\_\_ has been working hard.
- iii. There are \_\_\_\_\_ members in Uttam's family.
- iv. Uttam has an \_\_\_\_\_ sister.
- v. The letter was \_\_\_\_\_ in February.

b. Write True or False against the following sentences.

- i. Sahil wrote the letter to Uttam.
- ii. Uttam's father has been working hard.
- iii. His mother is a teacher.
- iv. Uttam's younger sister goes to school.
- vi. Uttam lives in Dolakha.

c. Answer the following questions.

- i. When was the letter written?
- ii. Why did Uttam write the letter to his friend?
- iii. What has Uttam's father been working hard for?
- iv. What does Uttam's mother do?
- v. How many members are there in Uttam's family?

## C. Activate

Write a paragraph describing the activities of your family members.

## 2. Time for Grammar

### Connectives (since/for/because/because of/as/so that/due to the fact)

#### A. Engage

- What is the difference between 'because' and 'because of'?
- How do you use 'since' and 'for' with time?

#### B. Study

Connectives are linking words that help you connect the ideas in a sentence. We use linking words to join ideas together. Sometimes we want to show that one thing happened because of another thing. We can use linking words like 'because' or 'since' or 'due to' to do this.

We can use these words at the beginning or in the middle of a sentence. They are used in front of a clause (a clause has at least a subject and a verb that agrees with the subject). They go before the reason. If they are at the beginning of the sentence, we put a comma in the middle to separate the clauses.

#### Connectives that are followed by a clause

Connective	Example
<b>Because</b>	We cancelled the picnic <b>because</b> it was raining. <b>Because</b> it was raining, we cancelled the picnic.
<b>As</b>	We cancelled the picnic <b>as</b> it was raining. <b>As</b> it was raining, we cancelled the picnic.
<b>Since</b>	We cancelled the picnic <b>since</b> it was raining. <b>Since</b> it was raining, we cancelled the picnic.
<b>For</b> (We can also use 'for' to mean 'because').	We cancelled the picnic, <b>for</b> it was raining.

<b>Due to the fact that</b>	<ul style="list-style-type: none"> <li>Many people are still unemployed <b>due to the fact that</b> the economic recovery has been slower than anticipated.</li> </ul>
<b>So that</b>	<ul style="list-style-type: none"> <li>I went to the market so that I could buy a new book.</li> </ul>

### Connectives that are followed by a noun

Connective	Example
<b>Because of + noun/noun phrase</b>	<p>We cancelled the picnic <b>because of</b> the rain.</p> <p><b>Because of</b> the rain, we cancelled the picnic.</p>
<b>Due to + noun/noun phrase</b>	<p>We cancelled the picnic <b>due to</b> the rain.</p> <p><b>Due to</b> the rain, we cancelled the picnic.</p>

### Exercises

a. Complete the following sentences choosing the correct answer from the brackets.

- i. She helped her mother \_\_\_\_\_ she was sick. (because/because of)
- ii. I didn't go to the programme \_\_\_\_\_ my works. (due to/because)
- iii. Rachan got a cold \_\_\_\_\_ snow. (because/ because of)
- iv. My father works hard \_\_\_\_\_ he needs to earn some money for our family. (since/because of)
- v. They didn't come home on time \_\_\_\_\_ the way was blocked by a landslide. (since/because)

- vi. Reja went to her aunt's home \_\_\_\_\_ she was invited by her frequently.  
(as/due to)
- vii. We stayed inside the house \_\_\_\_\_ the storm. (because/because of)
- viii. I wanted to stay longer \_\_\_\_\_ I was really enjoying the party.  
(because of/since)
- ix. My uncle didn't go to work \_\_\_\_\_ illness. (due to/since)
- x. You need to work hard \_\_\_\_\_ you can have a better result. (so that/in order to)

### C. Activate

- a. Make any five sentences of your own using 'because' and 'because of'.
- b. Make any five sentences using 'since' with time.
- c. Make any five **sentences using 'for' with time.**

## 3. Listening

### A. Engage



- a. Who are the people shown in the picture?
- b. What does a nurse do?
- c. Where can you see the nurses?



## **B. Study**

### **a. Listen to the audio and make list of connectives used in the text.**

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....
- vi. ....
- vii. ....

### **b. Listen to the audio again and fill in the blanks with the correct words.**

- i. The government has formulated a policy of \_\_\_\_\_ a nurse in each of the community schools.
- ii. The decision of the government helps to \_\_\_\_\_ the proper health and hygiene of the students.
- iii. The recruitment of nurses in community school helps to minimize \_\_\_\_\_ problem of the nation.
- iv. The students are less health \_\_\_\_\_.
- v. Now the community schools promote \_\_\_\_\_ education.

### **c. Write True or False against the following sentences.**

- i. The government has formulated a policy for recruiting a doctor in each community school in order to maintain the proper health and hygiene of the students.
- ii. Students aren't health conscious, they are suffering from many kinds of diseases.
- iii. In some of the villages of Nepal people don't have access to health services
- iv. The nurses will help to promote healthy lifestyles.

- vi. The students can get health services in their schools.

### **C. Activate**

Write a paragraph about the role of a nurse in the treatment of patients.

## **4. Speaking**

### **Giving Reasons**

#### **a. Give reasons for the following remarks using the connectives given in the brackets.**

- i. You didn't go anywhere. Just stayed at home. (because/because of)
- ii. You bought a new pair of shoes. Your old shoes were torn. (since/as)
- iii. Your friend got angry with you. You misbehaved with him. (because/since)

## **5. Writing**

### **Writing Personal Letters**

#### **A. Engage**

- a. Have you ever written a letter to your friends or relatives?
- b. What are the components of a personal letter? List out them.

#### **B. Study**

A personal letter is a type of letter or informal composition that usually conveys personal matters rather than professional matters and is sent from one individual to another. Hence you can create personal letters in any way you like. You should, however, keep in mind that once you write and send a personal letter, it becomes a permanent, tangible written record, even more so than an e-mail or a post on a friend's social networking site. So make

sure you write information and use a written format with which you want to be permanently associated.

### Components of a Personal Letter

Date/Address	27 <sup>th</sup> February 2021 Mulpani, Kathmandu
Salutation	Dear John/ Dear Aunt
Opening Remarks/paragraph	a. It's been a long since I wrote to you last. I am fine here with my family and hope you are also fine there. b. I couldn't help smiling when I received your letter yesterday....
Message/Body	Information Delivery of message
Closing Remarks/Conclusion	This much for today. Please don't forget to write to me soon about you and your family.
Subscription	Your Loving Friend Ashant Pandit

## Exercises

- a. Rearrange the following phrases, sentences, and paragraphs to develop a complete letter.

I'm fine here with my family and I hope that you are also fine there

As we all experienced a lockdown period during the pandemic of COVID-19, I used different techniques to pass my time home because all schools and other offices were closed for a long time. I used to stay in my room watching some educational video on my mother's mobile. I played some outdoor games with my siblings because we weren't allowed to go out in the locked period. Sometimes we all family members used to gather and talk about each other.

This much for today. Don't forget to write to me soon.

Your Loving Friend

Bikram

04/05/2021

Today I'm going to tell/share/explain to you how I passed my time during the COVID-19 pandemic in this letter.

Pokhara, Kaski

Dear John,

I can't say how happy I was when I received your letter yesterday.

- b. Write a reply letter to Uttam Neupane.
- c. Write a letter to your uncle abroad requesting him to send some money for the treatment of your father.
- d. Write a letter to your penfriend describing your village/town.

### **C. Activate**

- a. Write a letter to your aunt asking her to lend you some money for the treatment of your mother who is suffering from diabetes.**

#### **Listening Script**

The government has formulated a policy for recruiting a nurse in each community school in order to maintain the proper health and hygiene of the students. This seems a beneficial step of the government because it helps to minimize the unemployment rate and at the same time it promotes healthy habits of the students. The government started recruiting nurses in the community schools because the students are less health-conscious. Since they aren't health conscious, they are suffering from many kinds of diseases.

The community schools can promote a quality education because of the recruitment of a nurse in their schools. In some of the villages of Nepal people don't have access to health services. Therefore, if the students can get that service in their school, it helps to promote healthy lifestyles.