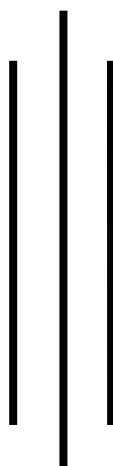


English



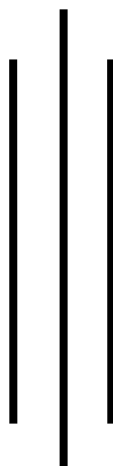
Revision Team

Mr. Shankar Adhikari

Ms. Smita Nepal

Mr. Ramesh Ghimire

Ms. Sushma Dhakal



Self-Learning Material

2074

Publisher :

Government of Nepal

Ministry of Education

National Centre for Educational Development

Sanothimi, Bhaktapur

© National Centre for Educational Development

First Edition : 2064

Second Edition : 2065

Third Edition : 2067

Fourth Edition : 2074

Telephone - 6630180, 6630766, 6638150

Fax - 6630193, 6630457

P.O.Box. - 2145, 3652

E-mail - nced@nced.gov.np

Printed at :

Gratitude

Ms. Dev Kumari Guragain
Mr. Khagendra Prasad Nepal
Mr. Shiba Kumar Sapkota
Mr. Shyam Singh Dhama

Content Editing

Mr. Shiba Kumar Sapkota

Language Editing

Mr. Nabin Kumar Khadka

Co-ordination

Ms. Sunita Baral

Cover Design

Mr. Khados Sunuwar

Layout and Type Setting

Mr. Khados Sunuwar

Preface

This Self Learning Material (SLM) is based on the existing Secondary Level English Curriculum and textbook of Grade 10. This material is prepared for open school students. It is a support or reference materials to the existing secondary textbook and it has been prepared keeping the principles of open/distance learning in view. It contains varieties of activities in simple language and it is believed to be student friendly and comprehensive. It is prepared by a team of experts comprising subject experts, curriculum specialists and experienced teachers.

This book has 6 units that cover grammar, reading, writing, listening & speaking. Apart from this materials, the students will be facilitated by local resource teachers at schools along with other support materials like radio-lessons. The students need to attend all the contact sessions to follow the book.

This book was originally written by Promod Kumar Shah, Gangadhar Hada, Nabin Kumar Singh, Modha Narayan Jha, Chuda Prasad Giri, Smita Nepal and Parshuram Tiwari. This book this time has been revised by a team of experts Mr. Shiba Kumar Sapkota, Mr. Shankar Adhikari, Ms. Smita Nepal, Ms. Sushma Dhakal, Mr. Ramesh Prasad Ghimire and Mr. Nabin Khadka. We are thankful to all of them.

This book is believed to be useful for open school students if they do the tasks under the guidance of facilitators. However, there is always room for improvement in any kind of materials. It is requested to all for sending out every kind of constructive suggestion and idea to improve it and make it more helpful, and comprehensive for students.

Content

Unit	Title	Page No.
Unit 1	Grammar	1-54
1.	ARTICLES	1-
2.	SUBJECT VERB AGREEMENT	5
3.	TENSE USE	10
4.	IF SENTENCES	23
5.	CAUSATIVE VERBS	26
6.	PREPOSITION	27
7.	REPORTED SPEECH	31
8.	ACTIVE AND PASSIVE VOICE	41
9.	TAG QUESTIONS	45
10.	TRANSFORMATION OF SENTENCES	48
11.	CONNECTIVES	50
	Grammar in SEE examination	55
	Practice exercises in SEE format:	55
Unit 2	Reading passages	62-145
Unit 3	Unseen Passages	146-169
Unit 4	Writing	169
	Paragraph writing:	170
	Writing a dialogue	173
	Writing a news story	177
	Completing a skeleton story	180
	Writing rules and regulations:	184
	Interpreting charts and diagrams	186
	Letter Writing	191
	Essay Writing	200
	Checklist for self-editing your writing	218
	Writing Emails	222
Unit 5	Listening	230
Unit 6	Speaking	236
	GLOSSARY	240-252

Unit 1

Grammar

Introduction

The present English curriculum and textbooks at the secondary level are based on the communicative approach. On this backstop, grammar is not taught in isolation but is taught in context. However, we have prepared grammar lessons separately since it is a self learning material and it mainly focuses on the SEE examination. This unit contains the 11 grammar lessons from which questions are asked in the SEE examination. There are some practice questions at the end of each lesson as well.

Objectives

- Use articles, prepositions etc. appropriately in spoken and written form
- Produce utterances with appropriate subject-verb agreement and proper use of tense
- Transform statements into negative, interrogative etc. and vice versa
- Use question tags, causative verbs, conditionals and connectives appropriately
- Produce appropriate utterances in active and passive voice.
- Report someone's words in a direct or indirect form.

1. ARTICLES

The adjectives A or An and The are generally called articles. They are mostly used as determiners.

Types of Articles:

There are two types of articles --- 'Definite' and 'Indefinite'

Articles A and An are called indefinite and article the is called definite.

- A or An is called the indefinite article as it indicates the people or things in general sense.

Examples:

a teacher (that is, any teacher) an umbrella (that is, any umbrella)

- The is called the definite article, because it points out a particular person or thing.

Examples:

I saw 'a man' lying on the road. (Anyone, does not matter who)

A policeman came and took 'the man' to hospital. (Now the same man who is referred to in the previous example.)

Where to use 'a' or 'an'?

The choice between 'a' or 'an' is determined by sound. The article 'a' is used before a

countable noun that begins with a consonant sound, whereas the article 'an' is used before a countable noun that starts with a vowel sound. For example, an orange, an apple, an ink-pot, an ass, an enemy, an umbrella, an hour, an honest man, an heir, an M.A. etc.

Note: You can easily notice that the words 'hour', 'honest' and 'heir' begin with a vowel sound, as the initial letter 'h' is silent.

Examples:

a donkey, a monkey, a ruler, a woman, a yard, a hole, a university, a union, a European, a ewe, a useful person, a unicorn, a B.A. etc.

Because the words such as university, union, European, ewe, useful, unicorn, etc. begin with a consonant sound, i.e. /j/ 'य', we use the article 'a' before all these words. Likewise, we say: a one-rupee note, a one-eyed person, a one-man show, etc.

Note: You can notice that in the above phrases 'one' begins with a consonant sound, i.e. /w/. Therefore, we should always use the article 'a' before one.

Where to use the definite article 'the'?

The definite article 'the' is normally used:

- **When we speak of a particular person or thing, or one already referred to.** (तोकिएको वा निश्चित गरिएको व्यक्ति/वस्तुको अगाडि)

For examples:

The book on the table is mine.

The girl with a long nose is my sister.

I helped the man who came to me.

- **When a singular noun is meant to represent a whole class.**

- The cow is a useful animal.

The rose is the sweetest of all flowers.

- **With Superlatives.**

Prerana is the best student in her class.

Prashant is the tallest boy in his group.

This is the best book I have ever read.

Mt. Everest is the highest mountain in the world.

- **With names of gulfs, rivers, seas, oceans, groups of islands, and mountain ranges.**

The Persian Gulf

The Himalayas, etc.

The Ganges is a sacred river.

The Red Sea

The Indian Ocean

The Alps

London is situated on the river Thames.

(best/ tallest/ highest are superlatives)

(First, second, third, fourth, fifth.....are ordinal numbers.)

- **With ordinals**
Pritija was the first girl to arrive at the party.
The fifth chapter of this novel is very boring.
- **Before the names of certain books**
The Ramayan The Mahabharat
The Geeta The Bible
The Kuran The Vedas, etc.
- **Before the unique nouns**
The earth The sky The universe
The sun The moon, etc.
- **Before the musical instruments**
The madal The piano The guitar The flute, etc.
- **Before the names of newspapers**
The Kathmandu Post The Rising Nepal The Himalayan Times, etc.
- **Before plural nouns of countries**
The USA The UK The Netherlands, etc.
- **Before the names of ships**
The Titanic The Mary Celeste, etc.
- **Before the parts of day**
in the morning, in the evening, in the afternoon
- **When something is mentioned second time,**
He bought a bicycle. The bicycle was made in China.
- **Before the names of direction and poles,**
the west, thee east, the North pole, the south pole
- **Before names of the periods of history,**
the Victorian age, The Renaissance, the modern age
- **Before names of nationalities / religious/ races/ positions or posts**
the Nepalese, the Hindus, the Black, the Prime minister, the President
- **Before the names of scientific innovations**
the computer, the telephone
- **Before proper and abstract nouns to make them common**
Bal Krishna Sum is the Shakespeare of Nepal.
She is the beauty of the town.

No Article:

- If plural nouns, uncountable nouns are definite, we use the article 'the', if they are not definite, we use no article. (For example)
Milk is white. The milk in this glass is hot.
Horses are animals. The horses in that stable run fast.
- We use no article with proper nouns. If they are compared, we use the article 'the'. For example:
Shakespeare is a great English poet. Balkrishna Sama is 'the' Shakespeare of Nepal.
- We use no article with abstract nouns if it is not specified in the context. e.g. Honesty is the best policy.
- We generally use no article with the names of languages, subjects, games, days, months, diseases.
- We use no article with these expressions:
by bus, by air, by mistake, at first sight, on foot, on duty, at once, in time etc.
- Before the names of the metals, e.g.
Gold is a very expensive metal.
- Before names of seasons
- Before names of relation : father, mother , brother
- Before school, college, university, temple, mosque, church, hospital, when these places are visited for their primary purpose :
He goes to college every day.
She goes to temple every morning.

If these places are visited for other purposes, the definite article 'the' is used before them as:

He goes to the college to meet his father.

Exercise

1. Amrita isuseful member in our club. (a, an, the)
2. This isplace which I like to visit most. (a, an, the)
3. He plays guitar well. (a, an, the)
4. Nile islongest river in the world (a, an, the)
5. It isone rupee note. (a, an, the)
6. That isbook I like most. (a, an, the)
7. She isMBBS doctor (a, an, the)
8. Mr. Joshi ishonorable person. (a, an, the)
9. We playedfootball yesterday. (a, an, the, no article)
10. New Zealand isisland. (a, an, the)

11. There isewe beside him, (a, an, the)
12. John is fromvillage. (a, an, the)
13. Peter is from.....USA. (a, an, the)
14. I like.....computer. (a, an, the)
15. Who invented.....telephone? (a, an, the)
16. She went to.....school as usual. (a, an, the, no article)
17. They went to.....temple to observe its architecture. (a, an, the, no article)
18.milk in the bottle is fresh. (A, An, The)
19. Don't hate.....poor. (a, an, the)
20.honesty is the best policy. (a, an, the, no article)
21. Ram isChristian. (a, an, the, no article)
22. Who issecond person to climb the mountain? (a, an, the, no article)
23. The hotel is situated bysea. (a, an, the, no article)
24. It is very hard to gainpopularity. (a, an, the, no article)
25. I waited forhour.(a, an, the, no article)

2. SUBJECT VERB AGREEMENT

Look at these examples.

- A girl wears a skirt. (~~A girl wear....~~)
- Girls wear skirts. (~~Girls wears....~~)
- She/ He has a red balloon. (~~She have..../ He have~~)
- They have a red balloon. (~~They has....~~)

In the above examples, a girl, she and he are singular subjects and agree with singular verbs wears and has. Similarly, girls, and they are plural subjects and agree with plural verbs wear and have.

Singular subjects (*he, she, it, a boy, milk, etc*) + singular verbs (*is, was, has, does, v^s*)
 Plural subjects (*they, we, you, boys, people, etc*) + plural verbs (*are, were, have, do, v^{pl}*).

Study the different forms of verbs.

present verb plural (v ^{pl})	past verb v ²	present verb singular (v ^s)
go	went	goes
sleep	slept	sleeps
play	played	plays

study	studied	studies
write	wrote	writes
fly	flew	flies

1. Look at these examples.

Singular subjects

- (a) He sleeps.
- (b) A boy was there.
- (c) A child likes chocolates.
- (d) A dog has a tail.

Plural subjects

- They sleep.
- Many boys were there.
- Children like chocolates.
- Dogs have tails.

Singular subjects take singular verbs and plural subjects take plural verbs.

2. Look at these examples.

- Bad news travels fast.
- Politics is a dirty game.
- Physics was taught by Mr. Thapa.

News, physics, measles,
politics ... + sing. verbs

News, physics, politics, innings, measles etc are singular subjects although they look like plural and come with singular verbs (is, was, has, does, v-s/es).

3. Look at these examples.

- Somebody was in the hall.
- Nobody has completed the work.
- Everything is all right.

Somebody, someone, nobody, nothing, everybody, everything, everyone etc are treated as singular subjects and come with singular verbs (is, was, has, does, v-s/es). However, plural pronouns are usually used in place of them. For example, everybody presented their proposals.

4. Look at these examples.

- Every boy and girl was invited in the party.
- Every man and woman has to work.
- Each boy meets the principal one by one.
- Each packet contains fresh juice.

Each/every + sub + sing. verbs

Subjects with *every* or *each* agree with singular verbs.

5. Look at these examples

- There is a *suitcase* in the apartment.
- There are *suitcases* in the apartment.
- There was a dog in the hall.

There + is, was, has, does, v^s + sing. Noun

There + are, were, have, do, v¹ + plural noun

- There were dogs in the hall.

If the subject of a sentence is *there*, it agrees with singular verbs if the noun used after it is singular and it agrees with plural verbs if the noun is plural.

6. Look at these examples.

- One of his friends was walking into the room.
- Either of his books is torn.
- Neither of her sisters works in a clinic.
- Each of my workers has helped me a lot.

One of, either of, neither of, and each of come with plural nouns and agree with singular verbs (is, was, has, does, v-s/es)

one of	is
either of	was
neither of + plural nouns + has	
each of	does, v ^s

7. Look at these examples.

- Either a boy or a girl **visits** the zoo every Saturday.
- Either a boy or girls **visit** the zoo every Saturday.
- Neither boys nor girls **visit** the zoo every Saturday.

The verb agrees with the immediate subject.

The subjects with *either... or, neither...nor, or etc.* agree with the verb according to the second subject.

8. Look at these examples.

- The number of restaurants in the city is very expensive.
- In Kathmandu, a number of restaurants are very expensive.
- The number of boys has failed in maths.
- A number of boys have failed in maths.

The number of + plural nouns agrees with singular verbs. *A number of + plural nouns* agrees with plural verbs.

The number of + plural nouns + sing. verbs
A number of + plural nouns + plural verbs

9. Look at these examples.

- *More than one* girl has drunk milk.
- *More than ten* girls have drunk milk.
- *All* the books were borrowed from the library.
- *All* the milk was spilt over.
- *Some* boys do not live with their parents.
- *Some* sugar was added in his tea.
- *Most of* the notebooks have been checked.
- *Most of* the money has been spent.
- *Half of* the books contain good poems.

determiners + uncountable noun /
sing. noun + is, was, has, does, v^s

determiners + plural noun +
are, were, have, v^l

- *Half of* the book contains good poems.
- *Two third of* the guests were having food.
- *Two third of* the work was completed.

If the determiners *more than, all, some, most of, a lot of, half of, a quarter of, two third of, a good deal of, rest of, some of, none of, etc.* come with uncountable and singular countable nouns, the subjects are singular and they agree with singular verbs. If these come with plural countable nouns then they agree with plural verbs.

10. Look at these examples.

- A bouquet of flowers was given to each nurse.
- A series of books was published last year.
- A team of players has decided to play the next tournament.

A bouquet of, a series of, a herd of, a team of, etc come with plural nouns and agrees with singular verbs.

11. Look at these examples.

- Ten kilometers is a long distance.
- Two plus two makes four.
- Ten thousand rupees is a big amount for me.

metres, litres, yards, rupees, kilometers, etc + is, was, has, does, v5

Certain units, measurements, distance, amounts and arithmetic calculations agree with singular verbs.

12. Look at these examples.

- Slow and steady wins the race.
- Bread and butter is my favorite food. (if taken as a single meal)
- His bag and baggage was there.

Two nouns giving one single meaning agree with singular verbs.

13. Look at these examples.

- The Police catch thieves.
- My trousers have been ruined.
- These goods do not look nice.
- The cattle are grazing in the field.

people, public, cattle, poultry, + are, were, have, do, v1

People, public, cattle, poultry, scissors, spectacles, trousers, wages, shorts, goods, thanks etc are plural nouns and agree with plural verbs.

14. Look at these examples.

- You as well as I are going to London.
- The condition of these workers was very bad two years ago.
- The juice in these packets is fresh.

- The apples in this basket are rotten.

In case of the subjects with as well as, of, in, on, with, together with, along with, like, in addition to, etc, the verb agrees with the number of the first subject.

15. Look at these examples.

- The writer and the editor were present in the party.

art + noun + art + noun + are, were, have, do, v1
--

(Different persons)

- The dancer and the actor are in the room.

art + noun + noun + is, was, has, does, v5

- The writer and editor was present in the party. *(Same person with two posts)*

- The dancer and actor is in the room.

If and joins two subjects in a sentence, the subject generally agrees with plural verbs but singular verb should be used when there is article only with the first subject. In such case, both the subjects refer to the same person.

Exercise

1. Everybody... .. to get success. (want/wants/have wanted)
2. All her money... .. kept into her pocket. (is/are/have)
3. One of his cousins... .. from Boston. (comes/come/coming)
4. A number of girls... .. fighting in school. (was/were/have)
5. Five thousand dollars.too much for that bus. (is/are/have)
6. Every member of the club... .. present today. (is/are/am)
7. Five miles... .. very long distance. (is/are/were)
8. Prerana and Prashant good friends. (is/ are/has)
9. She, with her parents, going to the zoo. (is/are/ have)
10. Neither a dog nor a cat ...in the room. (was/were/are)
11. All that glittersnot gold. (is/are/were)
12. The manager, with his friends,.....arrived at office (have/has/are)
13. Bread and butter.....a wholesome food. (is/are/have)
14. No news.....good news. . (is/are/have)
15. Two and twofour. (make/makes/will make)
16. Good news.....always good for us. (is/are/were)
17. Every boy and every girl.....to me carefully.(listens/ listen/ listening)
18. One of the arguments.....that the hill was only imaginative.(is/are/have been)
19. Rita or Ramato me today (come/ comes/ have come)
20. Fifty rupees.....nothing to buy anything. (is /are/ have)
21. Fifteen kilometers.....not a short distance for a walk in a day (is /are/ have)
22. Time and tide.....for none. (wait/ waits/ waited)

23. The crew.....arrived recently.(has/ have/ are)
24. Neither he nor she.....anything.(know/ knows/ knows)
25. The teacher, together with students,.....presented the paper. (has/ have/ are)
26. People in Nepal.....simple and honest(are/ is / am)
27. The number of students in our school.....increasing.(is/ are/ have been)
28. Horse and carriage.....at the gate.(are/ is/ come)
29. Sima as well as her friends.....present today.(is/ am /are)
30. More than one boy.....dancing. .(is/ am /are)

3. TENSE USE

Look at the following sentences.

She	cooked	}	past	food.
	was cooking			
	had cooked			
	had been cooking			
	cooks	}	present	
	is cooking			
	has cooked			
	has been cooking			
	will cook	}	future	
	will be cooking			
	will have cooked			
	will have been cooking			

In the above examples, the twelve different forms of the verb "cook" show different time i.e. past, present and future. "cooked/ was cooking/had cooked/ had been cooking" show the past time; "cooks/is cooking/has cooked/ has been cooking" show the present time whereas "will cook/ will be cooking/will have cooked/ will have been cooking" show the future time.

So, tense denotes time. There are three types of tense and each has four different verb forms.

Tense	Examples	Structures
1. Simple present	She cooks food.	$sub + v^1/v^5 + \dots$
2. Present continuous	She is cooking food.	$sub + is/am/are + V^4 + \dots$
3. Present perfect	She has cooked food.	$sub + has/have + v^3 + \dots$
4. Present perfect continuous	She has been cooking food.	$sub + has been/have been + v^4 + \dots$

5. Simple past	She cooked food.	<i>sub + v² +</i>
6. Past continuous	She was cooking food.	<i>sub + was/were + V⁴ +</i>
7. Past perfect	She had cooked food.	<i>sub + had + v³ +</i>
8. Past perfect continuous	She had been cooking food.	<i>sub + had been + v⁴ + ...</i>
9. Simple future	She will cook food.	<i>sub + will + v¹ +</i>
10. Future continuous	She will be cooking food.	<i>sub + will be/shall be + V⁴ +</i>
11. Future perfect continuous	She will have cooked food.	<i>sub + shall have/will have + v³ + ...</i>
12. Future perfect Continuous	She will have been cooking food.	<i>sub + shall /will have been + v⁴ + ...</i>

3.1 PRESENT TENSE

3.1a The Simple Present Tense

Look at these sentences.

Prerana studies in Jolly School.

Boys wear pants.

Prerana doesn't study in Jolly School.

Boys do not wear frock.

Does Prerana study in Jolly School?
basketball?

When do boys play

The present simple is the tense used to describe actions that are timeless. If the time of the action cannot be defined, then the present simple tense is used. The time and/or place is stated or understood. The structure of a simple present sentence is

'Sub + V1/V5 + Obj.....'.

V1 is used with the plural subjects, I and You.

V5 is used with the singular subjects.

Simple Present Tense एउटा यस्तो Tense हो जुन यस्ता कामहरूबारे बताउँछ, जसको कुनै सीमा हुँदैन । प्रायः यस Tense को प्रयोग स्थायी कार्य, नियमित रूपले गरिने कार्य, तथ्यहरू, कुनै वस्तुको अस्तित्व, अनुभव बताउन, सामान्य कार्यहरू आदि बताउनको लागि गरिन्छ ।

The Simple Present Tense is used in the following situations.

- **Habitual actions/repeated actions** (बानी /नियमित कार्य)

He often goes to temple.

They never play cricket.

I always get up at 5 o'clock.

He sometimes visits new places.

They do not drink wine.

She takes a bath every day.

Mina brushes her teeth twice a day.

- **General/universal truths and proverbs** (विश्वव्यापी सत्यकुरा)

A cow eats grass.	It is cold in the winter.
The sun rises in the east.	The earth is round like an orange.
- **Fixed timetable or work** (निश्चित समयतालिका अनुसारको कार्य)

A butcher sells meat.	The exam starts from the next month.
He is a doctor. He treats patients.	The meeting starts sharp at 4pm.
- **English proverb:**

Man is mortal.	All that glitters is not gold.
Honesty is the best policy.	Slow and steady wins the race.

Negative and Interrogative

'Do/does' is used to make a simple present statement negative or interrogative.

I like cricket.	She loves small children.
He does not like cricket.	He does not love small children.
Do you like cricket ?	Do they love small children?

Note: Use of 'do' forms: *do* for V1 (with plural subjects, I and you)

does for V5 (with singular subjects)

Time adverbials that are generally used with the simple present tense are *always, never, often, seldom, sometimes, everyday, once/ twice/ thrice a day/week/ month/year, nowadays, rarely, usually, generally, frequently, daily, hardly, occasionally, etc.*

3.1b The Present Continuous Tense

Look at these sentences.

Pritija is writing a letter.	Boys are playing basketball.
Pritija is not writing a letter.	Boys are not playing basketball.
Is Pritija writing a letter?	Where are boys playing basketball?

The above sentences are in the present continuous tense. The verb form used in this tense is '**is/am/are + V4**'. We use '*not*' to make it negative and keep the auxiliary *is, am, are* before the subject to make interrogative. This tense is used to express the action that is going on at the time of speaking or temporary actions. It is also called Present Progressive Tense.

Present Continuous Tense को प्रयोग यस्तो कार्यको लागि गरिन्छ, जुन बोलिरहेको वा लेखिरहेको समयमा हुन्छ। यस त्मलकभ लाई अर्को शब्दमा Present Progressive Tense पनि भनिन्छ।

This tense is used to express the following:

- **Action that is going on at the time of speaking**

Ramesh is reading a story **now**.

They are working in the field **at present**.

Look! He is coming here.

She is **still** sleeping in her room.

Don't make a noise. The baby is sleeping.

Wait! I am coming.

Hurry up! The train is whistling.

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

- **The fixed and decided future planning or arrangements**

We are visiting Dakshinkali tomorrow morning. Everything has been ready.

Sudha is flying to Thailand next week. He has bought a ticket.

- **After 'but today/ but now' as:**

She always walks slowly but today she is walking fast.

I always watch news but now I am watching sports.

Present Continuous Tense को प्रयोग प्रायः निम्नलिखित अवाथामा गरिन्छ :

- अस्थायी कार्यका लागि ।
- निकट भविष्यमा घट्ने अथवा हुने कार्यका लागि ।
- बोलिरहेको वा लेखिरहेको कार्यका लागि, आदि ।

3.1c The Present Perfect Tense

Look at these sentences.

Prashant has written a letter.

We have visited Janakpur.

Prashant has not written a letter.

We have not visited Janakpur.

Has Prashant written a letter?

Have we visited Janakpur?

The present perfect tense is used to describe an action that occurred in the past, but has a connection to the present. The auxiliary verb "have/has" is used with the present perfect tense. The verb form is '**have/has+V3**'. To make it negative, 'not' is inserted after 'have/has' and to make interrogative, has/have is placed before the subject.

Present Perfect tense ले एउटा यस्तो कार्य वा घटना देखाउँछ जुन भूतकालमा हुन्छ तर यसको सम्बन्ध वर्तमानसँग हुन्छ ।

The present perfect tense is used to express the followings.

- **Recent past actions**

Rita has just arrived from the office. Sunil has already taken dinner.
Our students have recently joined college. Rama has written five poems.

- **Present incomplete actions**

We have not finished the task yet.
I have never climbed the Mt. Everest.
Have you ever seen a live tiger?

- **Past actions with present result/ effect**

She has broken her leg. She cannot walk even today.
I have prepared the meal You can take it now.

- **Actions started in the past but are still going on**

I have known you since last year.
He has not seen me for a year.

since+ point of time for+ period of time

3.1d The Present Perfect Continuous Tense

Look at these sentences:

I have been writing a letter for three hours.
They have been quarrelling since 8 o'clock.
Has Sunoj been playing football for six hours?
What has she been doing here since last year?

The above sentences are in the present perfect continuous tense. The form of the verb used is '**has/have been + V4**'. We use *not* to make it negative and keep the auxiliary *has, have* before the subject to make interrogative.

- We use the present perfect continuous tense to express an action that has already been started in the past but it is still going on in the present time. It is used to show the prolonged action with *for/since + time or all + period of time*.

She has been walking in the rain **for** four hours.

The workers have been waiting for the manager **all** this morning.

They have been working in this factory **since** 2001.

- We use the present perfect tense to express the completed actions but the present perfect continuous tense expresses the actions without any reference of completion.

She has been writing a novel. She has written five pages so far.

They have been cleaning the house for two hours. They have already cleaned two rooms.

I have been watching TV for five hours. I have watched three serials up to now.

यस Tense को प्रयोग एउटा यस्तो घटना/कार्यको लागि हुन्छ जुन भूतकालमा प्रारम्भ भई

वर्तमान समयसम्म स्वभाविक भन्दा बढी सम सम्म अविरल रूपले घटिरहेको/भइरहेको हुन्छ ।

In other words, we can say that the present perfect continuous tense is used when.

- the action started in the past.
- the action continued at the time of speaking/writing.
- or the action just finished at the time of speaking/writing.
- the statement answers "how long" an action has been happening.
- the action has happened continuously without stopping.

3.2 PAST TENSE

3.2a The Simple Past Tense

Look at these sentences:

Suman met me last week.

We ate lunch at school.

Suman did not meet me last week.

We did not eat lunch at school.

Did Suman meet me last week?

Where did we eat lunch?

The above sentences are in the simple past tense. The verb used in this tense is 'V2'. We use *did not* to make its negative and keep the auxiliary *did* before the subject to make interrogative.. In the negative and interrogative sentences, V1 is used after 'did'. But in cases where 'be verb' and 'have' are used, we use the same instead of 'did'

- The simple past tense is used to express the past actions. It is generally used with *yesterday, ago, last, those days, in + past point of time, etc.*

She came here **yesterday**.

They gave me some books two weeks **ago**.

Madan visited Pokhara **in 1987**.

We came here **last** month.

- The simple past tense is used to express the sequence of two past actions when they occurred at the same time and the second action happened due to the result of the first one.

When I pushed her, she fell down.

The dog barked when he hit it.

As soon as I saw the house, I decided to buy it.

Some more points:

The simple past tense is used when

- The action happened in the past
- The action/event is completed /finished before the time of speaking.
- The time or/and place is stated or understood.
- The length of the event/action is not important.

3.2b The Past Continuous Tense

Look at these sentences:

Sarita was talking to her friends.

We were watching a movie.

Sarita was not talking to her friends.

We were not watching a movie.

Was Sarita talking to her friends?

What were we watching?

The above sentences are in the past continuous tense. The form of verb used is 'was/were + V4'. We use not to make it negative and keep the auxiliary was, were before the subject to make interrogative.

- The Past Continuous tense expresses the action that was going for some time in the past time. This tense is used with all + past time and also with the time clauses when and while to express the sequence of two past actions.

She was reading a novel all yesterday.

They were crossing the road when I saw them.

I saw him while he was crossing the road.

The past continuous tense is also used to express

- the action happened at a specific time.
- there was an interruption while performing the action.
- two actions were happening at the same time.

Past Continuous tense लाई Past Progressive tense पनि भनिन्छ । यस त्भलकभ को प्रयोग प्रायः निम्न अवस्थामा गरिन्छ :

- कुनै काम यदि कुनै खास समयमा भइरहेको भए ।
- कुनै काम भइरहेको अवस्थामा कुनै बाधा भएमा ।
- कुनै दुई काम एकै समयमा भएमा ।

For Example.

- We were studying English yesterday at 10.00.
(the action happened at a specific time – “10.00”)
- I was eating dinner when the phone rang.
("eating" is the action that was being performed.)
("the phone rang" is the action that interrupted.)
- The dogs were not playing in the yard when something ate your flowers.
- Were you sleeping when I called last night?
- Was your mother cooking all night?

3.2c The Past Perfect Tense

Look at these sentences:

She had finished her painting.

We had visited Pokhara.

She had not finished her painting.

We had not visited Pokhara.

Had she finished her painting?

Where had we visited?

The above sentences are in the past perfect tense. We use 'had + V3' in this tense. We use *not* to make it negative and keep the auxiliary *had* before the subject to make interrogative.

- The past perfect tense is used to express the occurrence of two past actions in a sequence in which one action had already completed before another action started. This tense is generally used with the time clauses like *when, after, before, by the time, as soon as*, etc.

When the doctor came, the patient had already died.

He met me after his father had gone away.

She had finished all her work before she went out.

As soon as I had written the letter, I posted it.

Before the police arrived, the thief had run away.

By the time we reached home, it had been dark.

- We generally use the simple past tense with the verb *wish* and the past perfect tense with the verb *wished*.

I wish I bought a bike.

I wished I had bought a bike.

3.2d The Past Perfect Continuous Tense

Look at these sentences:

He had been working on computer before I phoned him.

They had been working in the field for four hours.

They had been playing football in the rain since 2 o'clock.

The above sentences are in the past perfect continuous tense. The verb used in this tense is 'had been + V4'. We use *not* to make it negative and keep the auxiliary *had* before the subject to make interrogative.

- The Past Perfect Continuous tense is used to express the action which had been going on some time in the past before another action started.

When we finished our work, It had been snowing for two hours.

At 3 pm yesterday, I had been watching TV for two hours.

Some more points:

The past perfect continuous tense is used to.

- represent the “past in the past”.

- repeated actions.
- clarify the order of two past actions.
- answer the question “how long”.
- state that an action was in progress, when a second action started
- state the duration of an event, before a past action

3.3 THE FUTURE TENSE

3.3a The Simple Future Tense

Look at these sentences:

She will finish her painting tomorrow.

She will not finish her painting tomorrow.

Will she finish her painting tomorrow?

The above sentences are in the simple future tense. we use the verb 'will/shall + V1' in this tense. We use *not* to make it negative and keep the auxiliary *will, shall* before the subject to make interrogative.

- The Simple Future Tense is used to express the action which we think will take place at a time in the future. It is generally used with *tomorrow, next, soon, tonight, etc.*

They will buy a car next year.

What will you do tomorrow?

I shall help them next week.

- We generally use *shall* or *will* with the pronouns *I* and *we* when we promise to do something.

I shall take you to the zoo.

We shall help you complete your project.

I will return your book tomorrow.

- The simple future tense is used with the *when* clause if there is the simple present or present perfect in the main clause.

When I finish reading, I will give this book to you.

She will meet you when she has completed her work.

The simple future tense is used when.

I. The action is thought of at the time of speaking.

यस Tense को प्रयोग कुनै यस्तो कामको लागि गरिन्छ, जुन बोल्ने बेलामा योजना बनाइएको हुँदैन ।

For Example.

- I will go to the store today. (I think so.)

- We will clean your room this week.
- I won't do my homework today, I will do it tomorrow.

II. An action that is predicted

कुनै यस्तो काम जसको भविष्यवाणी गरिन्छ ।

For Example,

- I think it will rain this afternoon.
- I hope I will win the lottery.
- I know my daughter will come home late.

III. To request something.

कुनै वस्तुको लागि अनुरोध गर्दा ।

For Example,

- Will you come with me to the store?
- I will not work overtime today.

IV. Definite plans in formal English.

औपचारिक अङ्ग्रेजीमा कुनै खास योजनाका लागि ।

For Example,

- I will go to the store tomorrow.
- Will you help me with my homework?
- My sister will not go to England with us next week.

3.3b The Future Continuous Tense

Look at these examples.

I will be reading a drama.

I will not be reading a drama.

Will you be reading a drama?

The above sentences are in the future continuous tense. The verb 'will/shall be + V4' is used in this tense. We use *not* to make it negative and keep the auxiliary *will, shall* before the subject to make interrogative.

- The future continuous tense is used for an activity that will be happening at a specific time in the future.

यस Tense को प्रयोग कुनै यस्तो कार्यका लागि गरिन्छ, जुन कुनै खास समयमा भइरहने छ ।

For example,

I will be going out tomorrow night at 8.00 with my friends.

We will be leaving next week for a few days. We are going on a holiday.

Tomorrow my sister will be working all day.

3.3c The Future Perfect Tense

Look at these examples.

They will have eaten their meal.

They will not have eaten their meal.

Will they have eaten their meal?

The above sentences are in the future perfect tense. We use 'will/shall have + V3' in this tense. We use *not* to make it negative and keep the auxiliary *will, shall* before the subject to make interrogative.

- The Future Perfect Tense is used to express the action that will be completed before a certain action or period of time in the future. This tense is generally used with *by + point of time, in + period of time, before + point of time*.

They will have completed their work by July.

I will have settled in America before 2010.

By 2010, he will have taught here for two decades.

I will have gone out before my friend comes here.

By Sunday, they will have shifted from that place.

How many books will you have read by next month?

- The future perfect tense is used with "by the time+ simple present tense".

By the time he goes there, his friend will have gone out.

The train will have left the station before they reach there.

यस Tense को प्रयोग यस्तो कामको लागि गरिन्छ, जुन भविष्यमा सुरु हुनेछ र भविष्यकै कुनै निश्चित समयमा सकिनेछ ।

For Example

- On Tuesday I will have been in France for a week.
- On Sunday I have to work late. When I get home I will already have eaten dinner.
- I will be at the train station in 10 minutes; I hope when I get to the train station the train will not have already left.
- I will not have bought this dress for next year, because you will have grown by then.

3.3d The Future Perfect Continuous Tense

Look at these examples.

They will have been playing cricket.

They will not have been playing cricket.

Will they have been playing cricket?

The above sentences are in the future perfect continuous tense. the verb 'will/shall have been + V4' is used in this tense. We use *not* to make it negative and keep the auxiliary *will, shall* before the subject to make interrogative

- The future perfect continuous tense is used to describe future actions/events that will have been in progress for a specific period of time. In English, the future perfect continuous tense stresses/emphasizes the length of time.

यस Tense को प्रयोग एउटा यस्तो काम वा घटनाको लागि गरिन्छ, जुन भविष्यमा कुनै खास समयमा अटुट रूपले जारी रहने छ ।

For Example

I will have been studying here for two years.

Next month my son will have been teaching for ten years.

The teacher will have been teaching my children for five years next month.

Time adverbials

Here is a list of time adverbials that are used with different tenses.

Tense	Time adverbials
Simple present	always, never, often, seldom, sometimes, nowadays, usually, generally, daily, hardly, occasionally, everyday etc.
Present continuous	now, still, at present, at this moment etc (with Look!, Listen!, Don't.....!etc too)
Present perfect	already, yet, just, recently, ever, etc
Present p. continuous	for + period of time, since + point of time
Simple past	yesterday, ago, last, in + past point of time, etc.
Past continuous	all + past time
Simple future	tomorrow, next, soon, tonight, etc.
Future perfect	by + time, in + period of time, before + time
Future per. continuous	by + time.....for + time

Two past events in order:

Look at the following sentences.

They came here while I was cooking food.

They had already taken their seats when the teacher entered the classroom.

The thief had already run away when the police came.

In the above examples, all the sentences have two past actions and time clauses like *when*, *before*, *etc.* are used to show them in order. Let's study the sequences of past tenses.

Simple past —————> Simple past

If two past actions occur at the same time and one action causes to happen another action, both the actions are expressed in the simple past tense.

When she pushed her, she fell down.

The dog barked when he hit it.

I got tired when I made the bed.

Simple past —————> Past continuous

The simple past tense is also used with past continuous tense to show two past events in a sequence where the second action interrupts/occurs during the continuation of first action. We use past continuous tense for the second action and simple past for the first action. In such case, there are two sentences joined by time clauses with *while* and *when*.

He came while I was doing my homework.

I saw them while they were talking to each other.

Simple past —————> Past perfect

The simple past tense is also used with the past perfect tense to show two past events in sequence where the second action occurs after the completion of the first action. We use past perfect tense for the first action and simple past for the second action. In such case, there are two sentences joined by time clauses like *after*, *before*, *while*, *when*, *by the time*, *as soon as*, *etc.* i.e.

After the patient had died, the doctor came.

They had learnt painting before they came to Kathmandu.

By the time I reached the place, they had already gone from there.

Exercise

Put the verbs in brackets into their most suitable forms:

1. The earth.....(move) round the sun.
2. He generally(sing) in Hindi.
3. This paper(appear) twice weekly.
4. Milk(be) white.
5. The match.....(start) at 3 p.m. tomorrow.
6. Don't disturb me. I(do) my homework.
7. Look ! Your father ...(come) to see you.

8. I ... (do) anything at this moment.
9. He still... (dance)
10. The old man .. (die) recently.
11. Biru..... (finish) his work yet.
12. They (be) to England since 2016.
13. Pramod (paint) his house. It looks nice.
14. She ... (teach) in the same school for seven years.
15. The children in the street (play) all this evening.
16. He (drive) vehicles since his childhood.
17. It (rain) for three weeks now.
18. Mina..... (write) a story yesterday.
19. Rupa ... (pass) the SEE in 2070.
20. They (publish) a book two years ago.
21. Devkota.... (write) Muna Madan.
22. Mr. Rai.... (drive) all day yesterday.
23. A boy shouted while we... (take) exam.
24. My uncle (walk) in the park when I met him.
25. We (watch) TV all last night.
26. I ... (meet) Manisha in New Delhi in 1990.
27. Gopi .. (go) out before Pratap arrived.
28. Laxmi came home after she (leave) the college.
29. When I saw her, she..... (dance) for three hours.
30. It .. (rain) soon.
31. Rice (cost) more next year.
32. We ... (go) home after the bell rings.
33. In two months the SEE exam result (be) out.
34. By next month, all the flowers..... (die).
35. By the next year, Amrita (work) in this office for three years .

4. IF SENTENCES

Look at the following sentences.

<i>If - clause</i>	<i>Main clause</i>
If you <u>press</u> the balloon,	it <u>bursts</u> .
If you <u>want</u> to talk to her,	<u>visit</u> her at home on Monday.
If he <u>meets</u> me,	I'll help him.

If he <u>met</u> me,	I <u>would</u> help him.
If he <u>had met</u> me,	I <u>would have</u> helped him.

In the above examples, there are *if-clauses* in the first column and main clauses in the second column. *If-clauses* express different types of conditions. Generally, conditional clauses contain *if*, *unless* and *provided that* and normally, they are divided into three types.

If + sub + v¹/v⁵ +, it/sub + v¹/v⁵ +

- If you heat water, it boils.

If + sub + v¹/v⁵ +, imperatives

- If you want to pass your exam, work hard.
If you go to Pokhara, don't forget to visit Phewa Taal

If + sub + v¹/v⁵ +, sub + will/shall/can/may + v¹ + ...

- If she earns much money, she will buy a new car.
- If he works hard, he can pass his exam.

If + sub + v² +, sub + would/should/could/might + v¹ +

- If I had wings, I would fly like a bird in the sky.
- If they worked hard, they could earn a lot of money.

If + sub + had + v³ + ..., sub + would have/should have/could have + v³ + ...

- If he had earned much money, he would have bought a new house.
- If she had worked hard, she could have passed the exam.

Or,

Had she worked hard, she could have passed the exam.

Look at the following sentences.

- If you ask me for money, I will give you some.
- You will get wet if you go out in the rain.

The above examples suggest that a comma (,) is placed between *if-clause* and *main clause* when *if-clause* is written in the beginning. But a comma (,) is not placed if *main clause* is written in the beginning.

If sentences generally express the following conditions.

if + sub + v¹/v⁵ +, if /sub + v¹/v⁵ +

- If you heat water, it boils.
- If the teacher is competent, students learn fast.

We use the simple present tense in *if* clause and simple present also in the main clause to express the condition which shows cause and effect.

if + sub + v¹/v⁵ +, imperatives

- If you want to pass the exam, work hard.
- If you meet Ram, give him some sweets.

We use the simple present tense in *if* clause and imperatives in the main clause to express the condition which is possible.

if + sub + v¹/v⁵ +, sub + will/shall/can/may + v¹ + ...

- If he earns much money, he will buy a new house.
- If she works hard, she can pass the exam.
- They won't come to the party if I don't invite them.

We use the simple present tense in *if* clause and the simple future in the main clause to express the condition which is possible. Such condition expresses a future statement.

if + sub + v² +, sub + would/could/might + v¹ +

- If I were a bird, I would fly in the sky.
- If he earned much money, he would buy a new house.
- If she worked hard, she could pass the exam.

We use the simple past tense in *if* clause and *would*, *could* or *might* in the main clause to express the condition which is unreal. Such condition expresses a present statement.

if + sub + had + v³ + ..., sub + would have/could have + v³ + ...

- If he had earned much money, he would have bought a new house.
- If she had worked hard, she could have passed in the exam.
- They wouldn't have come to the party if I hadn't invited them.

We use the past perfect tense in *if* clause and *would have*, *could have* or *might have* in the main clause to express the condition which is unreal. Such condition expresses a past statement.

Exercise

1. If they make a noise, they punished. (will be/would be/had been)
2. If Neeta..... the exam, she will not come to school, (fail/ fails/ failed)
3. What would you do if you..... (are/was/were) the headmaster?
4. If I..... you, I would never be angry with my friends, (had/were/ am)
5. If you study hard, you.....your goal. (could achieve/ achieve/ can achieve)
6. If it I wouldn't go there. (rained/ will rain/ had rained)
7. If you are my real friend, youme in need. (help/ will help/ helped)
8. Had he come in time, he.... the bus. (will catch/ would catch/ would have caught)
9. She would have lost weight if she.....fewer sweets. (will eat/ate/had eaten)
10. If my son here, I would be very happy. (is/ was/ were)

11. 11 Unless you invite her, she.....come. (would/ wouldn't/ won't)
12. She laughs at you if you.....angry. (got/ would get/ get)
13. They can't pass exam unless they.....hard. (study, studied/ would study)
14. If I were you, I.....to swim.(learn/ would learn/ would have learned)
15. If they study hard, they.....the exam.(pass/ will pass/ would pass)

5. CAUSATIVE VERBS

Causative verbs are those verbs that cause something to happen. 'Have', 'get' and 'make' are causative verbs. When the subject does not carry out the action himself /herself but causes it to happen by someone (agent), we use these verbs.

- Causative verbs can be used in different tenses. These three verbs have the following sentence structures. (subject आफैले काम नगरी अरुद्वारा काम गर्न लगाइएको अवस्थामा Causative verbs प्रयोग गरिन्छ ।)

(i) Subj + make + agent + v₁ + obj,

e.g. Prerana made Pritija wash her dishes.

(Pritija washed dishes but only after being asked by Prerana.)

(ii) Subj + get + agent + to + v₁ + obj,

e.g. The teacher got her students to study hard.

(iii) Subj + have + agent + v₁ + obj,

e.g. The students had the teacher sing a song.

(iv) Subj + get/have + obj + v₃ (no agent)

The head teacher got the classrooms cleaned in the evening.

So, the causative verbs appear in a sentence with or without an agent. The above mentioned structures can be remembered easily as follows.

A. 'With agent'. -sfd ug]{ JolQm tf]lsPsf] _

i) **get + agent + to + v¹** - She got him to read it. (agent – 'him')

ii) **have + agent +v¹**,- 'I have him write it', ('him' is the agent, 'have' doesn't take to - infinitive).

iii) **make+ agent + v¹**- He made me clean his room. (agent- me)

B. 'No agent' but object. (काम गर्ने व्यक्ति नतोक्रिएको)

i) **get/have + obj + v₃**. - I got my shirt ironed. (Someone did it but not mentioned.)

Bishnu had her shoes polished.

(Bishnu ले जुत्ता अरुलाई उयष्किज गर्न अह्राएको तर कसलाई अह्राएको भन्ने कुरा उल्लेख नभएको)

Note. i) If there is 'get' + agent, the verb form is 'to infinitive' and it takes an object. But if

there is "make", it always comes with an agent and the form of verb is 'bare infinitive'.

Exercise

1. The people.....the leaders keep their word. (has/ get/ make)
2. The teacher gets the students.....homework daily. (do/ to do/ done)
3. We have the mechanics.....our vehicles.(mend/ to mend/ mended)
4. People get government.....them with jobs.(provide/ to provide/ provided)
5. I had my car.....(service/ serviced/ to service)
6. People have engineers.....their houses(design/ to design/ designed)
7. I have my coat.....(wash/ to wash/ washed)
8. They got their photos.....(to take/ take/ taken)
9. Please have your room.....(to clean/ clean/ cleaned)
10. They got their books.....(print/ to print/ printed)
11. I have my chest.....(x-ray/ to x-ray/ x-rayed)
12. Ram's grandfather.....a tailor to stitch his trousers.(made/ got / had)
13. The teacher asked the students to get their hair.(trim/ trimmed/ to trim)
14. She got the letter.....(to type/ typed/ type)
15. My father got me.....in the garden.(dig/ to dig/ dug)

6. PREPOSITION

Preposition is one of the parts of speech. It shows the relation between a noun and another noun, a noun and a pronoun, a pronoun and a pronoun in a sentence. Prepositions are placed before nouns and pronouns. They occur after verbs in phrasal verbs.

Example,

There is a dog in the garden.

('in' shows the relation between two nouns, dog and garden)

She is 'fond of' driving.

('fond of' shows the relation between pronoun and noun, i.e., she and driving)

Some of the commonly used prepositions are-in, on, of, to, after, near, towards, into, unto, through, down, up, by, for, since, from, out, etc.

1. Prepositions time

- (i) 'In'-It is used when denoting (month/year/season/time).
 - (a) She was born in May.
 - (b) She passed the SEE in 2004
 - (c) He will go to Kathmandu in winter.
 - (d) Prashant comes to school in time.(around time)

- (ii) 'At'- It is used to express a specific time.
- (a) The bell will ring at 12 O'clock.
 - (b) The thief entered the house at midnight.
- (iii) 'On'- It is used with the days of the week and time, date that have numbers.
- (a) She was born on 9 July 1937.
 - (b) She was on time.(exact time)
- (iv) 'By'- It is used to indicate before the specific time /period/date, generally in future perfect.
- (a) by tomorrow
 - (b) by five o'clock
 - (c) by 7th April 2008.
 - (d) by May
 - (e) by the next summer
- (v) 'For'- It is used for a period of time. (for +time period)
- (a) for fifty days
 - (b) for an hour
 - (c) for a while
- (vi) 'Since' - It is usually used with present perfect or past perfect verb. It is always followed with a reference specific point in time.
- (a) Jack has lived in Nepal since 2000.
 - (b) Since last 10 years.c) Since 5 o'clock d) Since last Monday

2. Place preposition: in, on, at, by, etc

- (a) 'In'- indicates position.
- (i) in a country/ town/ village/ a room or any place which is enclosed.
 - (ii) 'in' means inside- 'in a room' / 'in a box'
 - (iii) in the sea, a river, lake, in water
 - (iv) In a big place (area)
- in France in Kathmandu in Asia
- (b) 'On' indicates position (attached to)
- on the floor on the table on the wall on the ceiling
- (c) 'At' (at small area);-
- at the bus stop at the airport at work at office at home,
- (d) 'At' (near, beside).
- at the door at the table
- (e) 'By' (near the position)
- My School is by Hotel Everest.

3. Direction and motion.

- (a) 'Into'- Throw it into the river
- (b) 'Onto'- They stepped onto the stage.
- (c) 'To'- She went to the cinema/ to market.
- (d) 'By' - (Passing through, along, across) Prashant came by the field.
- (e) 'For' (towards a place).
He set out for Biratnagar.
- (f) Some of the prepositional phrases are- 'on account of', 'in course of', 'on the permit of', 'on the brink of', 'with reference to' and so on.
- (g) Double prepositions. 'out of', 'from within', 'from among', 'from under', etc.
e.g.
Why were you driven out of school?
A voice came from within my heart.
- (h) Some of prepositions are always placed before a relative pronoun. 'besides', 'beyond', 'as to', 'except', 'during', 'opposite', 'round', 'outside', 'considering, concerning. e.g.
It is the place beyond which we cannot go.
He lives in a house opposite which stands an old temple.
- (i) 'Between' and 'among'. 'Between' is used in speaking of two people or things; 'among' is used in speaking of more than two people or things.
Divide these apples between these two boys.
Divide these apples among these four boys
- (j) Beside and besides. 'Beside' means by the side of 'or' 'near'. 'Besides' means 'in addition to.' i.e. He stood beside the bus.
She gave me a pen besides a watch.
- (k) 'Since' and 'for'. 'Since' refers to a point of time and 'for' a period of time. They are generally preceded by a verb in the perfect tense.
He has been working since 5 a.m.
She has not met him for three months
- (l) 'From' and 'by'. 'From' refers to time. It may be used with any tense - past, present, or future. 'By' refers to future time and denotes sometime before the specific time.
I began teaching from the age of twenty.
She will reach Birgunj by 6 o'clock in the evening.
- (m) 'Of'.

- (i) Indicating cause.
He died of grief.
She is sick of /afraid of /ashamed of /proud of /tired of something or somebody.
- (ii) Indicating separation in space or time.
That town is 200 miles south of Nepalgunj.
They were within a hundred yards of the airport.
- (iii) Indicating partition, inclusion, measure.
a sheet of paper a roll of sheets a pint of milk a ton of coal
a great deal of that stuff no more of that.
- (iv) Indicating connection, reference or relation.
the cause of the accident the result of debate dream of something
- (v) Indicating materials or substance.
a table of wood humble of origin made of steel built of brick

Exercise

1. He was born.....March.(in/ on/ at)
2. She passed the SEE.....2008. (in/ on/ at)
3. Our school starts7:30. .(in/ on/ at)
4. We will have finished the work.....2010(in/ on/ by)
5. I have lived in this village.....2002. .(in/ by/ since)
6. He is jumping.....the floor. (in/ on/ at)
7. My school isan office.(in, on/ by)
8. He dived the river. (in/ into/ at)
9. My sister divided the apples.....two boys.(among/ between/ to)
10. My father died.....cancer.(by/ of/ with)
11. My room isthe third floor. (in/ on/ at)
12. The cat jumped.....the wall. (across/ over/ on)
13. Small activities may lead the big activities.....the destination of success.(in/ at/ to)
14. Insects live.....the grass.(in/ at / to)
15.my opinion, Nepal will be developed. (in/ On/ At)
16. The students are interestedsinging and dancing. (in/ on/ with)
17. I will invite you.....my birthday party. (in/ on/ at)
18. The hero diedthe end of the film. (in/ on/ at)
19. I go to restaurants.....the weekends. (in/ on/ at)
20. Open and see your book.....page 45. (in/ on/ at)

21. My car was right.....front of me. (in/ on/ at)
22. Write your number.....the top of the page. (in/ on/ at)
23. I am not good.....football. (in/ on/ at)
24. She went to Delhi.....train. (on/ by/ in)
25. This is known.....me.(by/ to / with)
26. Sunita is writing an essay.....'Birds'.(in/ at / on)
27. He used to go to university....foot. (on/ in / with)
28. The fox sat down.....the tree.(below/ beneath/ in)
29. A picture of two kids is hanging.....the wall.(on/ in/ over)
30. She is cutting mangoes...her knife.(by/in/ with)
31. There were so many activities.....the town. (in/ on/ at)
32. Amisha is fond.....watching TV.(by/ with/ of)
33. I prefer tea.....coffee. (to/ from/ with)
34. She fell.....the ladder. (of/ off/ from)
35. Don't laughthe poor. (in/ on/ at)
36. My brother lived in Kathmandu.....his family. (in/ among/ with)
37. He lives.....Asan in Kathmandu.(in/by/ at)
38. The lion jumped.....the deer.(on/ upon/ to)
39. I have to wait for him.....7o'clock.(till/ by/ with)
40. She always sits.....me in the classroom.(beside/ besides/ to)
41. Your painting differs.....mine.(with/ from/ by)
42. Cows feed.....grass. (on/ with/ in)
43. We must not rely.....others. (on/ with/ in)
44. The climate is not good.....my health. (at/ for/ to)
45. The table is made.....wood.(by/ with/ of)
46. This book is useful.....me.(to/ for/ by)
47. Hard work is key.....success.(to/ for / with)
48. A mouse disappeared.....the hole. (into/ through/ to)
49. The bridge.....the Bagmati river is very nice.(up / over/ above)
50. The boy is watching.....the window.(through/ across/ over)

7. REPORTED SPEECH

Look at these examples:

He said to me, "She is going to Janakpur."

She told me that she was going to Janakpur.

Maya said to him, "Are you a volunteer?"

Maya asked him if he was a volunteer.

The teacher said to the class, "Open your exercise books."

The teacher told them to open their exercise books

There are two types of speech: direct speech and indirect speech. When we report something, we report it in two ways; either in direct speech or indirect speech.

For example:

(a) Direct speech: Mohan said to me. "I am reading."

(b) Indirect speech: Mohan told me that he was reading.

We use the **direct speech** to repeat or quote the exact words spoken. When we use the direct speech in writing, we place the words spoken between inverted commas (".....") and there is no change in the tense and adverbials.

Rima said to me, "What time will you be home?"

Shekhar said, "There is an elephant outside the window."

While changing sentences from direct speech to indirect speech, we need to follow some rules. These rules are different for different types of sentences. We use the **reported speech** if we want to repeat something without using the speaker's original words. We normally change the tense of the words spoken. Inverted commas are not used.

Rima asked me what time I would be home.

Shekhar said that there was an elephant outside the window.

We have to change the tenses, persons and adverbials to make clear who reported the speech and when and where it was reported.

Look at the sentence:

Sagun said to me, "I have no money."

R.V. **R.S.**

"I didn't eat food", said Tara

R. S. **R.V.**

The verb followed by the speaker is called a reporting verb (**RV**) and the speaker's saying which is inside the inverted commas is called reported speech (**RS**). Remember if the reporting verb is in the past tense, we have to change the tense and adverbials of the reported speech. If the reporting verb is in present and future tense, tenses and adverbials of the reported speech are not changed.

CHANGE OF PERSONAL PRONOUNS

The personal pronouns are changed as follows:

- First person changes according to subject of the reporting verb.
- Second person changes according to object of the reporting verb.
- Third person remains unchanged.

CHANGE OF TENSE

We need to change the tense if the reporting verb is in the past tense. The tense of the reported speech changes into corresponding past tense as follows:

Direct speech	Indirect speech
<i>Simple present</i> "I prefer coffee to tea.", she said.	<i>Simple past</i> She said that she preferred coffee to tea.
<i>Present continuous</i> I said to her, "You <u>are</u> doing well."	<i>Past continuous</i> I told her that she <u>was</u> doing well.
<i>Present perfect</i> Krishna said to me, "I <u>have</u> made a plan."	<i>Past perfect</i> Krishna told me that he <u>had</u> made a plan.
<i>Present perfect .continuous.</i> Sudha said to us, "I <u>have</u> been waiting for you."	<i>Past perfect continuous</i> Sudha told us that she <u>had</u> been waiting for us.
<i>Simple past</i> Raju said to me, "I <u>didn't like</u> her."	<i>Past perfect</i> Raju told me that he hadn't liked her.
<i>Past continuous</i> My father told me, ' I <u>was</u> doing my best."	<i>Past perfect continuous</i> My father told me that he <u>had been</u> doing his best.
<i>Past perfect</i> She said to him, "I had prepared food."	<i>No change in tense</i> She told him that she had prepared food.
<i>Past perfect continuous</i> She said to him, "I had been preparing food."No change in tense. She told him that she had been preparing food.
<i>All future</i> We said to her, "We will help you." My sister said to me, "I will have returned by 8." Sonu said to him, "I would finish it."	<i>Conditional</i> We told her we would help her. My sister told me that she would have returned by 8. Sonu told him that she would finish it.

- Do not change the tense if the reporting verb is in the present, or if the original statement is about something that is still true, e.g.

(Reporting verb present मा भए वा reported speech विश्वव्यापी वा अझैपनि सत्य भए tense परिवर्तन नगर्ने)

Direct speech

She said to me, "The sun gives heat."

Sashi said to him, "I never drink tea."

He said to us, "The earth rotates the sun."

The teacher will tell us, "I will punish you."

He says, "I'm a brave boy." He says that he is a brave boy.

- These modal verbs do not change in reported speech: might, could, would, should, ought to e.g.

We said, "It **could** be difficult to find our house."

We said that it **could** be difficult to find our house.

She said, "I **might** bring a friend to the party."

She said that she **might** bring a friend to the party.

Indirect speech

She told me that the sun gives heat.

Sashi told him that she never drinks tea.

He told us that the earth rotates the sun.

The teacher will tell us that he will punish us.

CHANGE OF ADVERBIALS

Time and place references are also changed in reported speech

Direct speech	Indirect speech
"I will see you <i>here tomorrow</i> ", she said.	She said that she would see me <i>there the next day</i> .
"I saw him <i>today</i> ", she said.	She said that she had seen him <i>that day</i> .
"I saw him <i>yesterday</i> ", she said.	She said that she had seen him <i>the day before</i> .
"I met her <i>the day before yesterday</i> ", he said.	He said that he had met her <i>two days before</i> .
"I'll see you <i>tomorrow</i> ", he said	He said that he would see me <i>the next day</i> .
"We'll come <i>the day after tomorrow</i> ", they said.	They said that they would come in <i>two days time/ two days later</i> .
"I have an appointment <i>next week</i> ", she said.	She said that she had an appointment <i>the following week</i> .
"I was on holiday <i>last week</i> ", he told us.	He told us that he had been on holiday <i>the previous week</i> .
"I saw her a <i>week ago</i> ," he said.	He said he had seen her <i>a week before</i> .
"I'm getting a new bike <i>this week</i> ", she said.	She said she was getting a new bike <i>that week</i>
"Do you like <i>this pant</i> ?" he asked	He asked if I liked <i>that</i> pant.
He said, "I work <i>here</i> ".	He said that he worked <i>there</i> .

1. Assertive sentences (statements)

When we change a direct speech into indirect speech we have to find out the reporting verb (R.V.) and the reported speech (R.S.). The verb followed by the speaker is called a reporting verb and the speaker's saying which is inside the inverted commas is called reported speech.

Prashant said to me, "I have no money."

R.V. R.S.

"I didn't eat meat", said Prerana.

R. S. R.V.

Changing a direct speech into indirect speech.

(a) Reporting verb 'said' remains unchanged and said to ' is changed into 'told'.

Pushpa said, "I saw a snake."

Pushpa said that she had seen a snake.

Prerana said to Prashant, "You have made a mistake."

Prerana told Prashant that he had made a mistake.

(b) The word 'that' has been added between 'the reporting verb' and the 'reported speech'.

Shashi said to Tara, "I will help you".

Shashi told Tara that she would help her.

(c) The Pronoun of the reported speech is changed according to the following ways.

- First person changes according to subject of the reporting verb.
- Second person changes according to object of the reporting verb. If there is no object given, a suitable object (generally a first person object or according to the context) is added. For example, *Radha said, "I need your help."* becomes *Radha told me that she needed my help.*
- Third person remains unchanged.

Study the different forms of pronouns.

Singular					Plural			
Person	Sub.	Obj.	Poss.	Ref.	Sub.	Obj.	Poss.	Ref.
First	I	Me	Mine	Myself	We	us	Our	Ourselves
Second	You	You	Yours	Your Self	You	You	Your/ours	Yourselves
Third	He	Him	His	Himself	They	Them	Their/ Theirs	Themselves
	She	Her	Hers	Herself				
	It	It	Its	Itself				
	Ram	Ram	Ram's	Himself				
	Sita	Sita	Sita's	Herself				

- (d) The tense of the reported speech changes into corresponding past tense as shown earlier.
- (e) The time of adverb of the reported speech is changed as mentioned earlier.
now – then , this – that , today – that day, tomorrow – the following day, yesterday-
the day before, come- go, here- there, ago- before etc.

For Example.

Pritija said to me, "I will help you tomorrow."

Pritija told me that she would help me the following day.

The comma of reporting verb and inverted commas of reported speech are removed.

For Example.

Pragya said to Karan, "They are my relatives."

Pragya told Karan that they were her relatives.

R S मा रहेको interrogative statement
(V+S+O) लाई {general statement
(S+_V+O) pattern मा लेख्ने)

2. Interrogative sentence /Question sentence

He said to Sita, "Did you take your meal?"

I said to her, "What did you buy?"

How to change a direct speech into indirect?

- (a) Reporting verb. 'said/ said to is changed into 'asked'. Example.
Gopal said to Arun, "Can you do this?"
Gopal **asked** Arun if he could do that.
- (b) Yes/ No question is joined with. *if/ whether* and Wh-question is joined with *Wh-word* of the same question sentence. Example.
Rohini said to Nisha, "Will you call me?"
Rohini asked Nisha **if** she would call him.
My son said to me, "Where did you go yesterday?"
My son asked me **where** I had gone the day before.
- (c) Reported speech is always in V+ S+O +? (question form), in direct speech which would be changed into S+V+ O form in indirect speech. Example.
Rajendra said to Gauri, "Does your brother teach you?"
Rajendra asked Gauri if her brother taught her.
Rita said to me, "Did you finish your work?"
Rita asked me if I had finished my work.
- (d) The other rules of changing pronoun, tense, time adverbials of the reported speech are as per the rules of assertive sentences.

3. Imperative sentence (command/request)

Prakash said to me, "Open the door."

My sister said to me, "Don't go out."

How to change a direct speech into indirect?

- (a) Reporting verb, said/ said to is changed into told, asked, requested, ordered, and commanded according to the situation.

She said to him, "Work hard."

She **told** him to work hard.

They said to me, "Please, guide us,"

They **requested** me to guide them.

- (b) 'Reporting verb' is joined with the 'Reported speech' with the word. to / not to.

For Example.

Ram said to Shyam, "Clean the room."

Ram asked (told) Shyam **to** clean the room.

We said to Dinesh, "Don't smoke."

We told Dinesh **not to** smoke.

- (c) Tense is not changed.

Ravi said to Laxman, "Give me your book."

Ravi asked Laxman to give him his book.

- (d) The pronoun and the time adverbials of the reported speech are changed as per the rules of assertive sentences. For Example.

Uma said to Hari, "Do this tomorrow."

Uma told Hari to do that the following day.

1. Assertive sentences (statements)

Study the following sentences:

1. a. Direct: "I never eat meat," he explained.
b. Indirect: He explained that he never ate meat.
2. a. Direct: She said, "Junu might be happy today."
b. Indirect: She said that Junu might be happy that day
3. a. Direct: He said, "She is coming this week."
b. Indirect: He said that she was coming that week.
4. a. Lakpa said to the teacher, I can solve this problem."
b. Lakpa told the teacher that he could solve that problem.

When we change a direct speech into indirect speech we have to find out the reporting verb (R.V.) and the reported speech (R.S.). The verb followed by the speaker is called a reporting verb and the speaker's saying which is inside the inverted commas is called reported speech.

Prashant said to me, "I have no money."

R.V. R.S.

"I didn't eat meat", said Prerana.

R. S. R.V.

Changing a direct speech into indirect speech.

- a) Reporting verb 'said' remains unchanged and said to ' is changed into 'told'.
Pushpa said, "I saw a snake."
Pushpa **said** that she had seen a snake.
Prerana said to Prashant, "You have made a mistake."
Prerana **told** Prashant that he had made a mistake.
- b) The word 'that' has been added between 'the reporting verb' and the 'reported speech'.
Shashi said to Tara, "I will help you".
Shashi told Tara **that** she would help her.
- c) The Pronoun of the reported speech is changed according to the following ways.
- First person changes according to subject of the reporting verb.
 - Second person changes according to object of the reporting verb. If there is no object given, a suitable object (generally a first person object or according to the context) is added. For example, *Radha said, "I need your help."* becomes *Radha told me that she needed my help.*
 - Third person remains unchanged.

Study the different forms of pronouns.

Singular					Plural			
Person	Sub.	Obj.	Poss.	Ref.	Sub.	Obj.	Poss.	Ref.
First	I	Me	Mine	Myself	We	us	Our	Ourselves
Second	You	You	Yours	Your Self	You	You	Your/ours	Yourselves
Third	He	Him	His	Himself	They	Them	Their/ Theirs	Themselves
	She	Her	Hers	Herself				
	It	It	Its	Itself				
	Ram	Ram	Ram's	Himself				
	Sita	Sita	Sita's	Herself				

- (d) The tense of the reported speech changes into corresponding past tense as shown earlier.
- (e) The time of adverb of the reported speech is changed as mentioned earlier.
now – then , this – that , today – that day, tomorrow – the following day, yesterday-

the day before, come- go, here- there, ago- before etc. For Example.

Pritija said to me, "I will help you tomorrow."

Pritija told me that she would help me the following day.

- (f) The comma of reporting verb and inverted commas of reported speech are removed.

For Example.

Pragya said to Karan, "They are my relatives."

Pragya told Karan that they were her relatives.

R S मा रहेको interrogative statement (V+S+O) लाई {general statement (S+_V+O) pattern मा लेख्ने)

2. Interrogative sentence /Question sentence

Study the following sentences:

- Direct: She said, "Where is he going?"
 - Indirect: She asked where she was going.
- Direct: She said, "What happened?"
 - Indirect: She asked what had happened.
- Direct: He said, "Will you be there tomorrow?"
 - Indirect: He asked if she would be there the next day.
- Direct: He said to me, "Where do you live?"
 - Indirect: He asked me where I lived.
- I said to her, "Are you coming to the party this evening?"
 - I asked her if she was coming to the party that evening.
- The teacher said to the students, "Have you finished your class work?"
 - The teacher asked the students if they had finished their class work.

How to change a direct speech into indirect?

- (a) Reporting verb. 'said/ said to is changed into 'asked'. *Example.*

Gopal said to Arun, "Can you do this?"

Gopal **asked** Arun if he could do that.

- (b) Yes/ No question is joined with. *if/whether* and Wh-question is joined with *Wh-word* of the same question sentence. *Example.*

Rohini said to Nisha, "Will you call me?"

Rohini asked Nisha **if** she would call him.

My son said to me, "Where did you go yesterday?"

My son asked me **where** I had gone the day before.

- (c) Reported speech is always in V+ S+O +? (question form), in direct speech which

would be changed into S+V+ O form in indirect speech. *Example.*

Rajendra said to Gauri, "Does your brother teach you?"

Rajendra asked Gauri if her brother taught her.

Rita said to me, "Did you finish your work?"

Rita asked me if I had finished my work.

- (d) The other rules of changing pronoun, tense, time adverbials of the reported speech are as per the rules of assertive sentences.

3. Imperative sentence (command/request)

Prakash said to me, "Open the door."

My sister said to me, "Don't go out."

How to change a direct speech into indirect?

- (a) Reporting verb, said/ said to is changed into told, asked, requested, ordered, and commanded according to the situation.

She said to him, "Work hard."

She **told** him to work hard.

They said to me, "Please, guide us,"

They **requested** me to guide them.

- (b) 'Reporting verb' is joined with the 'Reported speech' with the word. to / not to.

For Example.

Ram said to Shyam, "Clean the room."

Ram asked (told) Shyam **to** clean the room.

We said to Dinesh, "Don't smoke."

We told Dinesh **not to** smoke.

- (c) Tense is not changed.

Ravi said to Laxman, "Give me your book."

Ravi asked Laxman to give him his book.

- (d) The pronoun and the time adverbials of the reported speech are changed as per the rules of assertive sentences. For Example.

Uma said to Hari, "Do this tomorrow."

Uma told Hari to do that the following day.

Exercise 1

Change the following sentences into indirect speech.

1. He said, "I am busy these days."
2. You said, "I have been living in Mustang for five years."

3. The policeman said, "I caught a thief this morning."
4. My father said to me, "You should work hard, my son."
5. She said to me, "How old are you?"
6. The teacher said to the boy, "Why do the objects fall down?"
7. My sister said, "When will you come back?"
8. I said to Mina, "Can you come tomorrow?"
9. "Who lives next door?" he said.
10. "What happened?" she said.
11. He said, "Mary, when is the next train?"
12. "Do you want to go by air or sea?" the travel agent asked.
13. He said, "Will you be here tomorrow?"
14. "Would you like to live in Paris?" he asked.
15. He said, "Lie down, Dinesh."
16. She said, "Could I see Jack, please?"
17. "If I were you, I would work hard," I said.
18. "Why don't you take off your shoes?" he said.
19. "Do sit down," said my hostess.
20. "Will you be quite!" she said.
21. He said, "Don't open the door."
22. She said, "Let's go out and have some enjoyment."
23. He said, "What a great idea?"
24. He said, "Thank you."
25. She said, "Good luck."
26. She said, "Congratulations."
27. The notice said, "Welcome to Jomsom."
28. She said, "Alas! I am ruined."
29. He said, "May god bless you."
30. They said, "Hurrah! we won the match."

8. ACTIVE AND PASSIVE VOICE

1. Transitive verbs (verbs that take object for the completion of their meaning) have both **active** and **passive** forms. Look at the given table.

Active	Passive
The hunter killed the lion.	The lion was killed by the hunter.
Someone has cleaned the windows	The windows have been cleaned .

Mr Singh wrote a book.	A book was written by Mr. Singh.
We bake the bread here.	The bread is baked here.
They will close the gates this evening.	The gates will be closed this evening.
They will announce the news soon.	The news will be announced soon.

2. From the above examples, you might have learnt that the passive forms are made up of the verb **be** with a **past participle**. Look at the other examples here in the table:

	be	past participle	
English	is	Spoken	all over the world
The windows	have been	Cleaned	
Lunch	was being	Served	
The work	will be	Finished	soon
They	might have been	Invited	to the party

3. The meaning will not be changed when we change a sentence into its passive. Only the structure gets changed.

Active: *Devkota wrote Munamadan.*

Passive: *Munamadan was written by Devkota.*

4. When we change an active sentence into its passive form, the object of the active sentence goes to the position of subject and the subject of the active sentence goes to the end and we use 'by+subject' of the passive sentence.

Active: *He wrote a story.*

Passive: *A story was written by him.*

5. If we want to show the person or thing doing the action we use *by*. We use 'by+agent' when it's important to mention. If the subjects of the active sentences are uncertain like: someone, people, they etc., we don't mention them.

Active: *A dangerous dog attacked her.*

Passive: *She was attacked **by** a dangerous dog.*

Active: *They are building a new ring road.*

Passive: *A new ring road is being built.*

6. The tense remains the same but we use be+past participle. Look at the structures in the passive forms of different sentences in the following table.

Active	Passive	Remarks
He draws pictures.	Pictures are drawn by him.	is/am/are + past participle in simple present tense
He teaches me.	I am taught by him.	
She cooks rice.	Rice is cooked by her.	

They built a house.	A house was built.	was/were+past participle in the simple past tense
She wrote many stories.	Many stories were written by her.	
We are baking the bread.	The bread is being baked.	being+past participle in continuous tense.
They were doing the homework.	The homework was being done.	
She has done the work.	The work has been done by her.	'been+past participle' in perfect tense.
He had painted the door.	The door had been painted.	
She will have done the task.	The task will have been done by her.	
They will close the gates.	The gates will be closed.	'be+past participle' after 'will/be going to/can/must/have to/should' etc.
She can do the task.	The task can be done by her.	
He has to paint the picture.	The picture has to be painted.	

7. The forms of the **be** verb (singular: is/was, plural: are/were) to be used in passive depends on the new subject.

Active: He writes a story.

Passive: *A story is written by him.* (Here 'is' is used because 'a story' is a singular subject)

8. The same rule applies to other verbs as well.

Active: She has put all the things in the box.

Passive: *All the things have been put in the box.* (Here in the active sentence the subject 'she' is singular. So 'has' is used but in the passive sentence the new subject 'all the things' is plural and we have used 'have' and since it's in perfect tense we have used 'been' in passive.)

9. The rules are the same for the phrasal verbs as well but the whole phrasal verb, not only the verb, has to be moved with the verb.

active	passive
They called off the meeting.	The meeting was called off .
His grandmother looked after him.	He was looked after by his grandmother.
They will send him away to school.	He will be sent away to school.

10. If there are two objects, we can make passive by both the objects but look at the example below:
Active: He gave me a book.
Passive: I was given a book by him.
A book was given to me by him.
11. A question in active remains question in passive but look at the position of question words and the position of verbs in the following examples.
Active: Who invented the telephone?
Passive: Who was the telephone invented?
Active: Did you write the letters?
Passive: Were the letters written by you?
12. Look at the imperative sentence in the passive structure.
Active: Close the door.
Passive: Let the door be closed.
13. If an active sentence is negative, the passive will also be negative but be careful with the subjects like: nothing, no one, nobody etc.
Active: Nobody did the task.
Passive: The task was not done.
Active: She didn't write the memo.
Passive: The memo wasn't written by her.
14. Look at the following examples to learn the special structures of passive sentences.
Active: People say that Henry is in love with Clarie.
Passive: Henry is said to be in love with Clarie.
: It is said that Henry is in love with Clarie.

Exercises

Change the following sentences as indicated in brackets:

1. They will give papers in exam. (into passive)
2. Play the Madal. (into passive)
3. He has taken this photo. (into passive)
4. Stop the car. (into passive)
5. Nobody hurt him. (into passive)
6. A tanker knocked over a cyclist yesterday. (into passive)
7. She has given me a pen. (into passive)
8. The poachers are killing wild animals. (into passive)
9. They have written this book. (into passive)

10. No one has seen that film. (into passive)
11. Munamadan was written by Devkota. (into active)
12. People are destroying the jungle. (into passive)
13. Food is being prepared by my sister. (into active)
14. They gave me some sweets. (into passive)
15. Was it made by Punam? (into active)
16. Who told you about the accident? (into passive)
17. Karate will have been taught. (into active)
18. How was the tiger trapped? (into active)
19. This hurt him badly. (into passive)
20. The government should ensure security. (into passive)
21. What questions did the teacher ask you? (into passive)
22. Open the door. (into passive)
23. He doesn't eat mangoes. (into passive)
24. I don't like people asking me stupid questions. (into passive)
25. The police arrested a man last night. (into passive)
26. They clean the streets every day. (into passive)
27. They didn't give me anything. (into passive)
28. The wind blew away all the papers. (into passive)
29. They are building a new ring road. (into passive)
30. The teacher has to do the preparation. (into passive)

9. TAG QUESTIONS

Question tags are the short questions that we put on the end of sentences – particularly in spoken English. We use question tags to make confirmation. If the speaker is sure that the statement is true he/she uses falling intonation and if the speaker is less sure about what he/she said, rising intonation is used.

Learn these basic rules of question tags:

1. Only pronouns are used in question tags.
*David has got a car, doesn't **he**? (NOT doesn't David)*
2. We use contracted form of not (n't) in question tags.
*You live near here, **don't** you? (NOT donot)*
3. If the main part of the sentence is positive, the question tag is negative
*He's a doctor, **isn't** he?*
*You work in a bank, **don't** you?*

4. If the main part of the sentence is negative, the question tag is positive.
You haven't met him, have you?
She isn't coming, is she?
5. The question tag uses the same verb as the main part of the sentence, if the main part of a sentence contains an auxiliary verb. If this is an auxiliary verb ('have', 'be') then the question tag is made with the auxiliary verb.
They've gone away for a few days, haven't they?
They weren't here, were they?
He had met him before, hadn't he?
This isn't working, is it?
6. If the main part of the sentence doesn't have an auxiliary verb, the question tag uses an appropriate form of 'do'. (do and does in simple present tense and did in simple past tense)
I said that, didn't I?
You don't recognize me, do you?
She eats meat, doesn't she?
7. When there's 'have' as a main verb, it can both take 'have' and 'do' in question tag,
 ● if the 'have' means 'possession'.
He has a car, hasn't he/doesn't he?
 ● It takes only 'do' in question tag, if the 'have' means 'take'.
Sita has her meal at 12, doesn't he?
8. If there is a modal verb (will, shall, can, could etc.) in the main part of the sentence, the question tag uses the same modal verb.
They couldn't hear me, could they?
You won't tell anyone, will you?
9. Be careful with question tags with sentences that start 'I am/I'm'. The question tag for 'I am' is 'aren't I?'
I'm the fastest, aren't I?
10. The statements containing the subjects like: someone, somebody, nobody, anyone, no one, none, everybody, everyone etc., we use 'they' as their pronoun in question tag although they take singular subject in subject verb agreement.
Everybody has come, haven't they? (The subject 'everybody' takes singular verb in subject verb agreement but in question tag we use 'they' as it's pronoun so we should use plural verb in question tag, in the example 'have' is used in the tag not 'has')
11. The statements containing the subjects like: something, nothing, everything, anything etc, we use 'it' as their pronoun in question tag.

Something is lost, isn't it?

12. If the statements contain the words like: nothing, no one, none, hardly, rarely, never etc., they are treated as negative sentences and we use positive tag.

She has never been to Kathmandu, has she?

13. With imperative sentences, we use 'will you' in question tag.

Open your book, will you?

Shila, go to your class, will you?

Don't make noise, will you?

Let me do the task alone, will you?

14. We use the question tag 'shall we' with the sentence starting 'Let's'.

Let's go, shall we?

15. 'd rather' means 'would rather' and 'd better' means 'had better'

You'd rather go home, wouldn't you?

You'd better leave the room now, hadn't you?

16. With the subject 'all', we can use the pronoun 'it' or 'they' depending on the situation.

All is well, isn't it? (Here, all is singular and its pronoun is 'it')

All are well, aren't they? (Here, all is plural and it's pronoun is 'they')

Exercise

Complete the following sentences with correct question tags:

1. Ram will go to market tomorrow,.....?
2. The students play football,.....?
3. Rita and Shyam had their lunch,.....?
4. Rohit does not go to temple,.....?
5. Don't make a noise,.....?
6. Somebody is coming here,.....?
7. Nobody helped me,.....?
8. Everything is in well condition,.....?
9. None of them are bad,.....?
10. You and she did it,?
11. I am too tired,?
12. She'd do it in time,?
13. They'd written homework,.....?
14. I'd rather go for a walk,?
15. You'd better do it,.....?
16. There was nothing at all,.....?

17. This is a book,.....?
18. Let us play football,.....?
19. Let's play football,?
20. All was sold, .. ,.....?
21. She's running now,?
22. All are well,.....?
23. You and I'll go there, ,.....?
24. She's writing some poems all the day yesterday,?
25. You must keep quiet,?
26. Students have to study hard,?
27. Give me a glass of water,.....?
28. He hardly talks in English,.....?
29. Let's set the table for dinner,?
30. You want to borrow money from me again,.....?
31. Let's sing a song,?
32. Nobody speaks the truth,.....?
33. Linda, along with Tom and Shally, has joined the swimming class,.....?
34. Sarala has never been to Pokhara,?

10. TRANSFORMATION OF SENTENCES

Negative and 'Yes/No' question

Look at these examples.

Statement	Negative/ Question
(i) Mr Gurung will attend the meeting.	(a) Mr Gurung will not / won't attend the meeting. (b) Will Mr Gurung attend the meeting?
(ii) I have bought some sweets.	(a) I have not bought any sweets. (b) Have I bought any sweets
(iii) He teaches in a college.	(a) He does not teach in a college. (b) Does he teach in a college?

- In the given examples, the negative word 'not' is added to the auxiliary verbs to change the sentences from affirmative to negative, and the auxiliary verb is placed before the subject to make a 'Yes/No' question.
- 'Yes/No' question always begins with an auxiliary verb.
- The word 'some' is generally changed into 'any' in both negative and question forms

but not always.

- Where there is no auxiliary verb in the given statement, we need the help of ‘do’ verb to change it into negative and question forms.
- Some other negative words can also be used to write the sentences in negative and question. They are like – not, no, none, neither, never, seldom, hardly, rarely, scarcely etc.

Study the following rules for negative and question forms.

Negative	‘Yes/No’ Question
- Sub + Aux + not + v.....	- Aux + sub + v.....?
‘Some’ becomes ‘any’	‘some’ becomes ‘any’
‘must’ becomes ‘need not’ (in general)	‘must’ – no change
‘already’ becomes ‘yet’	‘already’ becomes ‘yet’
‘just’ becomes ‘lately’	‘just’ becomes ‘lately’
‘either.... or’ becomes ‘neither.... nor’	
‘and so’ becomes ‘and neither’ (Neg.)	
‘always’ becomes ‘never’ (Neg.)	
‘often’ becomes ‘seldom’ (Neg.)	
‘sometimes’ becomes ‘ever’ (Neg.)	

- When the given sentence is in the Simple Present or in the Simple Past tense and there is no auxiliary verb, then, we use ‘do’ verbs. When the main verb is in the form of
 - v₁ (present) - ‘do + v₁’
 - v₅ (v + s/es, present) - ‘does + v₁’
 - v₂ (past) - ‘did +v₁’
- When ‘do’ verb and ‘have/has’ verb are used as the main verb in the sentence, we take the help of ‘do’ verb again to make them ‘negative’ and ‘question’.

For example,

She does her work carefully.

He had his lunch with me.

She does not do her work carefully.

He did not have his lunch with me.

Does she do her work carefully?

Did he have his lunch with me?

Exercise

1. Mina always plays volleyball. (Change into negative)
2. Radhika put some sugar in her tea. (Change into negative)
3. Sulekha cut her finger. (Change into yes/no question)
4. They have just built this bridge. (Change into negative)

5. He loves dancing. (Change into yes/no question)
6. Does your sister often play music? (Change into statement)
7. Do you have any problems? (Change into negative)
8. Does it have any sense? (Change into statement)
9. Hari passed the exam. (Change into yes/no question)
10. Rojan meant to say that. (Change into negative)
11. Sudha sometimes plays the guitar . (Change into negative)
12. Did you meet the principal yesterday? (Change into statement)
13. He had a sound sleep yesterday. (Change into yes/no question)
14. Did she speak well? (Change into statement)
15. I have already called him twice. (Change into negative)
16. You need not give him anything. (Change into statement)
17. He teaches either history or geography. (Change into negative)
18. We went to the party. (Change into yes/no question)
19. Prem doesn't have any friends. (Change into statement)
20. She has a bike. (Change into negative)
21. She has got a class. (Change into yes/no question)
22. She had already done her homework. (Change into negative)
23. I didn't like it. (Change into statement)
24. I had had a nice dream. (Change into yes/no question)
25. I had a good news. (Change into negative)

11. CONNECTIVES

There are many kinds of connectives, which connect clauses to show different things like cause, effect, time, place, purpose and so on. In this lesson we will discuss about the connectives and their uses in detail.

1. AS/ BECAUSE/ SINCE.

These reason connectives are used to link a statement/ action and a reason.

Action/ Statement + as/ because/ since + Reason Statement (SV/O)
--

Example. Maya didn't go to school yesterday because/as/since she was sick.

<u>Because/as/since</u> Maya was sick, she didn't go to school yesterday.

Because/since/as is used before the reason either in the beginning or in the middle of the sentence. If it is used in the beginning, comma (,) should be given after the reason.

2. BECAUSE OF.

This connective is used to connect a statement/ action and a reason, but the reason should be a noun phrase (NP).

Action/ Statement + because of + Reason (NP)

Example. Sarita failed her exam because of her carelessness.
Because of her poverty, she couldn't buy any books.

3. TO/ IN ORDER TO.

The purpose connectives connect actions and purposes.

Action + to / in order to + V¹ (Purpose)

Example. They work hard to pass the exam.
Radha went to the bank in order to get money.

4. SO THAT.

This purpose connective also links an action and a purpose, but the purpose should be a clause.

Action + so that + purpose statement (subj.+ can/could/may/might...+V¹)

Example. Students go to the library so that they can read books.

5. THOUGH/ ALTHOUGH/ EVEN THOUGH.

These are the connectives of unexpected result. They are used to connect a situation and an unexpected result. These connectives are always used with situations.

Though/ Although/ Even though + Situation (SVO) + Unexpected Result

Example. Prerana didn't eat anything although she was hungry.

Even though Rahul was innocent, he was accused of stealing money.

Though/although/even though is used before the situation either in the beginning or in the middle of the sentence. If it is used in the beginning, comma (,) should be given after the situation.

6. IN SPITE OF/ DESPITE.

These connectives also link a situation and an unexpected result; the situation should be a noun phrase (NP).

In spite of/ Despite + Situation (NP), + Unexpected Result

Example. Gopal refused to eat in spite of his hunger.

Despite her intelligence, Rama failed her exam.

7. **HOWEVER.**

‘However’ is used with the second statement when it is contrary to the first statement.

First Statement + however + Second Statement (Contrary)

Example. I was there yesterday; however, I didn’t talk to her.

English is an interesting subject; however, it takes a long time to learn it.

8. **RELATIVE CLAUSES**

‘Who, whom, whose, which, where and what’ are the relative pronouns. These are also used to join the two sentences. They make adjective clauses in the sentences. The clauses are called the relative clauses.

‘**Who**’ is used for a person as a subjective case. i.e. Geeta who lives in the hostel is a good player.

‘**Whom**’ is used for a person as an objective case. i.e. Karna whom everyone loves is a singer.

‘**Whose**’ is used for a person as a possessive case. i.e. Bina whose house is far works in our office.

‘**Where**’ is used for place as a place adverb. i.e. I don’t know the spot where he got the accident.

‘**Which/that**’ is used for things / place as a subjective or objective case. i.e.

The story which you told was interesting.

Kathmandu which is the capital is the largest city in Nepal.

‘**What**’ is used for things (a fact) as a subjective/objective case. i.e.

I told him what I knew about the incident.

I gave him what you wanted.

9. **FOR/THEREFORE**

These are reason connectives which join a statement and a reason.

The poet did not listen to the bird's song for it wasn't singing for him.

Rita was stupid, therefore she failed the exam

I went to doctor for some medicine.

I went to market for buying vegetables.

'for' acts as purpose connective too.
It joins an action and a purpose.

10. **UNTILE/TILL**

It is a time connective that joins two actions: first action and second action.

They played football until/ till 4 am.

They had written homework until it was four.

11. 'BUT'

It is used to join two opposing or contrasting statements.

My mother can read, but she can't write.

12. 'AND', 'AS WELL AS'

These connectives join where the meaning 'is also'.

Rita and Hari went to school.

She ate an egg as well as two apples.

Person	+	who.....	+	Verb
Person	+	whom.....	+	Subject
Person	+	whose	+	Noun...
Place	+	where	+
Things	+	which	+
.....	+	what	+

Exercise

1. Sumeena couldn't attend her class.....her illness.(because of/ therefore/ in spite of)
2.strong wind, they climbed the mountain.(Because/ Because of / in spite of)
3. Monika.....I like very much has recently written a book. (whom/ whose/ what)
4. Ram met me late evening yesterday,.....he didn't give me back my umbrella.(though/ therefore/ however)
5. I don't know the girl.....is singing the song. (who/ whose/ whom)
6. She got up early.....she could go to temple.(so/ however/ so that)
7. He lost his way.....his weak eyesight (so that/ however/ due to)
8. She is happy.....she is poor.(however/ though/ even)
9.her cleverness, she couldn't puzzle me.(Despite/ In order to/ Because of)
10. She tried hard,.....she didn't get success.(though/ however/ so)
11. The girl.....hair is long works in a bank. (who/ whose/ whom)
12. I was born in Pokhara.....is very beautiful city. (which/ where/ who)
13. The pen.....is on the table is mine. (where/ which/ who)
14. The city.....we can see many temples is Kathmandu. (which/ where/ what)
15. The time.....I usually get up is 4:30 a. m. (what/ which/ when)
16.I want to know is your personality.(What/ Who/ Whom)

17. You will be punished for.....you have done.(what/ when / while)
18. I went to doctor.....some medicines.(because/ for / to)
19. Rita was lazy,she failed the exams.(however/ despite/ therefore)
20. I cannot eat this food.....I never eat meat.(but / although/since)
21. Prem was not only teacher.....my uncle. (but also/ as well as / along with)
22. He passed math,he failed English.(but/ however/ therefore)
23. I went to the city.....buy some fruits.(for/ to / because of)
24.he was late, he missed his school bus.(Before/ As/ Until)
25. Ravi often goes to river.....swim.(so that/ in order to/ because)
26. They are happy.....they go.(where/ wherever/ which)
27. We go to bank.....withdrawing money.(in order to/ for/ because of)
28. The school was closed.....strike.(because of/ in spite of/ in order to)
29. Our flight was cancelled.....poor visibility.(in spite of/because / because of)
30. God helps those.....help themselves.(which/ what/ who)

(For facilitators: The answers to the exercises given in above section are not given. Please ask them to do the exercises and deal with them in the contact sessions)

Grammar in SEE examination

SEE examination contains two types of grammar questions:

Type 1: Reproduction (6X1 = 6 Marks)

Type2: Fill in the gaps with the grammar items in a contextual passage (10X0.5 = 5 Marks)

The following table makes it more clear on the content wise number of questions in its type.

S.N.	Contents	Number of question	
		Type 1	Type 2
1	Articles	-	1
2	Prepositions	-	1
3	Question tags	1	1
4	Concord	-	1
5	Transformation	2	-
6	Tense	1	1
7	Reported speech	1	1
8	Voice	1	1
9	Connectives	-	1
10	Conditional sentences	-	1
11	Causative verbs	-	1
Total number of questions		6	10
Total marks		6	5

Practice exercises in SEE format:

Type 1

1. Rewrite the following sentences as indicated in brackets:

- a. They've finished their work, ? (Supply the correct tag)
- b. She's done her homework. (Into yes/no question)
- c. He never speaks English. (Into affirmative)
- d. By 2030, total enrolment rate in grade 1 (reach) 100%. (Put the verb in bracket in correct tense)
- e. The teacher said that he had been teaching English for 20 years. (Change into direct speech)
- f. They are building a new ring road. (Change into passive)

2. Rewrite the following sentences as indicated in brackets:

- a. He'll do the task, ? (Supply the correct tag)
- b. She dances well. (into yes/no question)

- c. She walks to school. (Into 'How' question)
 - d. I (teach) in this school for 15 years. (Put the verb in bracket in correct tense)
 - e. He said to me, "What's your name?" (Into indirect speech)
 - f. The road is being repaired now. (Into active voice)
- 3. Rewrite the following sentences as indicated in brackets:**
- a. Let's have a party, ? (Supply the correct tag)
 - b. He can sing a folk song. (Into yes/no question)
 - c. She always prays in the morning. (Into negative)
 - d. By 2020, she (complete) masters degree. (Put the verb in the bracket in correct tense)
 - e. The teacher said that the Earth is round. (Into direct speech)
 - f. Does he write poems? (Into passive voice)
- 4. Rewrite the following sentences as indicated in brackets:**
- a. He's been dancing for 20 minutes, ? (Supply the correct tag)
 - b. She's writing a letter. (Into 'What' question)
 - c. My father likes tea. (Into negative)
 - d. The thief had already run away when the police (come) (Put the verb in the bracket in correct tense)
 - e. The poem was written by Devkota. (Into active voice)
 - f. He said, "What do you want from me?" (Into indirect speech)
- 5. Rewrite the following sentences as indicated in brackets:**
- a. Come back early in the morning, ? (Supply the correct tag)
 - b. He studies hard. (Into negative)
 - c. She has been studying English for 10 years. (Into 'How long' question)
 - d. Listen! Someone (cry). (Put the verb in the bracket in correct tense)
 - e. Kalpana said to him, "I never drink tea." (Into indirect speech)
 - f. No one could solve the problem. (Into passive voice)
- 6. Rewrite the following sentences as indicated in brackets:**
- a. You like milk tea, ? (Supply the correct tag)
 - b. Did she tell you anything? (Into statement)
 - c. He has never talked to her. (Into yes/no question)
 - d. Don't cross the road! The bus (come) (Put the verb in the bracket in correct tense)

e. He said to me, "Go to the bank." (Into indirect speech)

f. Who was this book written by? (Into active voice)

7. Rewrite the following sentences as indicated in brackets:

a. She's definitely not coming,? (Supply the correct tag)

b. The book has been sold. (Into yes/no question)

c. She drinks milk tea. (Into 'what' question)

d. When I reached home, my wife (sleep) (Put the verb in the bracket in correct tense)

e. My father said, "Don't smoke." (Into indirect speech)

f. The work was done by him. (Into active voice)

Type 2

1. Choose the correct word from the brackets to complete the text below.

There lived.....(an, a, the) university student near my house. He used to go to university(on, in with) foot. One day I met him when he.....(was going, went, had gone) to the market. He was in a hurry. I stopped and asked him, "Why.....(you are running, he was running, are you running)?" He replied, "The bus is about to leave,.....(doesn't it, isn't it, aren't it)?" In fact the bus had already started.....(because, but, as) some people were left behind. Neither the boy nor his friends.....(was, had, were) able to catch the bus. Everyone.....(were stranded, was stranded, are stranded) on the road. If they were in time, they.....(would catch, will have caught, will catch) the bus without any problem. In this way, the situation made them.....(to regret, regret, regretted) themselves.

2. Choose the correct word from the brackets to complete the text below.

Before Christmas, they went to..... (a, an, the) small town in Germany. They spent the whole of Christmas Eve Sight Seeing. There were so many activities in the town. The streets were crowded.....(with/of/by) people and the shops were full of wonderful things. In the evening, they went to listen to Christmas songs (sang /sing/sung) by children round the brightly lit tree in the main square. One of the boys(was, is, were) near them. They asked him how he (feels /feeling / was feeling) at the Christmas. He said that he was excited. He asked them if they.....(would excited / were excited / exciting) too. They were enjoying the night(because/ although / because of) it was so much exciting. It made them(feel, felt, to feel) happy. They went back to hotel. The manager and accountant.....(was /were / are) waiting for them. He said "You had had a great joy, (didn't /hadn't / didn't have) you?"

3. Choose the correct word from the brackets to complete the text below.

A hungry fox, in search of a meal, once saw a crow, sitting on(a/ an/the) branch

of a tree, and holding a large piece of meat in its beak. The fox sat down (below, beneath, in) the tree, and began to talk to (himself/herself/oneself) aloud, "What a fine handsome bird(this crow was/that crow is/that is crow)," said he, "but what a pity that it(could sing/can sing/cannot sing). In fact the poor creature is "quite dumb", "The crow took no notice,? (did it/didn't it/don't it) the fox continued, "I am aware that some creatures cannot even say 'cow'. I fear that this proves that it is really a very poor kind of crow,(because of/in spite of/even though) its great beauty. However, if it could utter a single though sound, I.....(shall think/should have thought/should think) it an excellent crow, if not the finest bird I ever saw. As it is I can only pity an despise it". A crow does not lik.....(be insulted/being insulted/insulting) in such a way. It made the crow.....(to think, thought, think) to caw. Here upon the insulted and vain crow opened its beak to show that it could caw in the best style. The meat dropped from its beak and saying, "Thanks very much", the fox ate it and ran off.

4. Choose the correct word from the brackets to complete the text below.

One evening I wanted to get home early to watch my favourite programme on TV. Just as I was leaving, however, some students came in to complain but I didn't.....(listen, listened, to listen) to them thinking that I.....(will be, would be, would have been) late for.....(a, an, the) programme if I delayed there. Then, as I..... (drove, was driving, had driven) home, I noticed that I was almost out(from, of, off) petrol. I stopped at a self-service station.....(in order to, although, because) get some and arrived home just in time. When the television.....(was switching, switched, was switched) on, I found that it was not working properly. Luckily, a friend of mine had a new video recorder, so I rang him up and said, My TV is not working; so,.....(recorded, to record, please record) the programme for me,.....(will, don't, would) you?" Thus, I could get him..... the programme. (record, to record, recorded)

5. Choose the correct word from the brackets to complete the text below.

A man who had just died.....(arrive/arrived/had arrived) at the heaven's gate. Yamaraj, the death God questioned him if he.....(loved/ had loved/is loved) a woman. "No",..... (a/an/the) man replied, "I never loved a single man or one". Yamaraj questioned him again if he had loved a child then. "No," Had I loved a child I.....(should/would/had) have told you." His answer.....(made Yamaraj/Yamaraj made/made) silent. Then he had asked again." Perhaps you loved animals.....(did not/not/didn't) you?" No,' he answered," once I.....(am bit/was beaten/was bitten) by a dog(after/since/before) then I hate animals. Then, the man.....(was/were/have) taken.....(onto/into) the palace of Yamaraj.

6. Choose the correct word from the brackets to complete the text below.

One day a man.....(drove, was driving, will be driving) at 80 kilometres per.....(a, an, the, no article) hour when he.....(passed, was passed, pass) by a 3-legged chicken. He accelerated and passed the chicken. Three minutes later the chicken passed him again as he was driving(on, at, by) 100 kph. The man tried to catch the chicken but it ran down a side road. The man followed it into a farmyard(and, but, because) couldn't find it anywhere.

The man saw the woman and told her the story. The woman said that..... (we like, they liked, we do like) chicken legs so they bred 3-legged chickens. "What do they taste like? It tastes like local chicken,.....(isn't it, doesn't it, wasn't it)" asked the man. "I don't know", replied the woman, "We haven't caught one yet. All of them..... (run, runs, is running) so fast. I will get one.....(catch, to catch, caught) if a superman(comes, came, had come) to help me."

7. Choose the correct word from the brackets to complete the text below.

Having eaten some delicious food in.....(a, an, the, none) Indian restaurant, Dorje discovered that his wallet(stole, had stolen, was stolen). He could easily sense the problem he was going to have. Just then a businessman got a call (for, at, on) his cell phone. He hanged up, grinning from ear to ear and ordered a round of drinks and food for everybody in the bar..... (although, to, because), he announced, his wife had just produced a baby boy. Dorje became relaxed and congratulated the businessman. Luckily he got his bill (to pay, paid, pay). Congratulations showered him from all around and many exclamations of "WOW!" (was, are, were) heard. Two weeks later the businessman.....(has returned, returned, had returned) to the bar. One of the waiter asked, "Your son is all right,(isn't he, aren't you, wasn't you)?" the businessman replied that(my son is okay, my son was okay, his son was okay). The waiter requested the man, "if you (will celebrate, celebrate, celebrated) your son's birthday, please order birthday cake from here." The businessman smiled and said "Sure!"

Practice exercises in SEE: Answers

Type 1

1.

- a. haven't they?
- b. Has she done her homework?
- c. He always speaks English.
- d. By 2030, total enrolment rate in grade 1 will have reached 100%.
- e. The teacher said, "I've been teaching English for 20 years."

- f. A new ring road is being built.
- 2.
- a. won't he?
- b. Does she dance well?
- c. How does she go to school?
- d. I have been teaching in this school for 15 years.
- e. He asked me what my name was.
- f. They are repairing the road now.
- 3.
- a. shall we?
- b. Can he sing a song?
- c. She never prays in the morning.
- d. By 2020, she will have completed master's degree.
- e. The teacher said, "The Earth is round."
- f. Are poems written by him?
- 4.
- a. hasn't he?
- b. What is she writing?
- c. My father does not like tea.
- d. The thief had already run away when the police came.
- e. Devkota wrote the poem.
- f. He asked me what I wanted from him.
- 5.
- a. will you?
- b. He does not study hard.
- c. How long has she been studying English?
- d. Listen! Someone is crying.
- e. Kalpana told him that she never drinks tea.
- f. The problem could not be solved.
- 6.
- a. don't you?
- b. She told you something.
- c. Has he ever talked to her?
- d. Don't cross the road! The bus is coming.

- e. He told me to go to the bank.
 f. Who wrote this book?
- 7.
- a. is she?
 b. Has the book been sold?
 c. What does she drink?
 d. When I reached home, my wife was sleeping.
 e. My father told me not to smoke.
 f. He did the work.

Type 2

- | | | | | |
|----|-----------------------------------|--------------------|------------------|------------|
| 1. | 1. a. 2. on 3. was going | 4. are you running | 5. isn't | 6. but |
| | 7. were 8. was stranded | | 9. would catch | 10. regret |
| 2. | 1. a. 2. with 3. sang | 4. was | 5. was feeling | |
| | 6. were excited 7. because | 8. feel | 9. was | 10. hadn't |
| 3 | 1. the. 2. beneath | 3. himself | 4. that crow is | |
| | 5. can not sing 6. did it | 7. in spite of | 8. should think | |
| | 9. being insulted 10. think | | | |
| 4 | 1. listen. 2. would be | 3. a | 4. was driving | |
| | 5. of 6. in order to | 8. was switched | 8. please record | |
| | 9. will 10. to record | | | |
| 5 | 1. arrived 2. had loved | 3. the | 4. would | |
| | 5. made Yamaraj 6. didn't | 7. was bitten | 8. after | |
| | 9. was 10. to | | | |
| 6 | 1. was driving. 2. no article | 3. passed | 4. at | |
| | 5. but 6. they liked | 7. doesn't it | 8. run | |
| | 9. caught 10. comes | | | |
| 7 | 1. an 2. was stolen | 3. on | 4. because | |
| | 5. paid 6. were | 7. returned | 8. isn't he | |
| | 9. his son was okay 10. celebrate | | | |

Unit 2

Reading passages

Introduction

Reading skill has been given much importance in our secondary English curriculum. Two kinds of reading passages are asked in the SEE examination: seen and unseen. The seen passages are taken from Grade 10 textbook. But the two unseen passages can be from : news stories, menus, notices, manuals, advertisements, diary entry, e-mails, product guides, time tables, stories, essays, letters, science articles, newspaper articles, book/film reviews, etc.). Questions like short answer questions, multiple choice, ordering, matching, vocabulary, true/false, fill in the space, etc are asked based on the seen and unseen passage.

This unit consists of seen passages from grade 10 textbook with the exercises given in it. The answers are given at the end of the unit.

Objectives

- Read short texts for detail understanding.
- Read longer texts for general understanding.
- Appreciate literary text of an appropriate level.
- Show understanding of the underlying themes and ideas of the text.
- Retrieve specific information from texts to synthesize and analyze.
- Deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic clues.
- Interpret information presented in diagrammatic forms (pie charts, graph, bar/column chart, table etc.).

Purpose of reading

The objective of teaching reading to the students of secondary level is to enable the students to read texts in English in their real life. In our real life, when we read a newspaper of a story book, we read and get the idea what we want to have from that text. When we read news on road accident, we try to find where the bus was going, how many passengers died or got injured, their names and address, the names of hospitals where the injured ones are undergoing treatment, the name of the bus company and the bus number etc. The aim of teaching reading in English to the students is to enable them to read the text and find out the required information. We read for different purposes:

Reading for the gist

We read a text to find out what the text is about. Just having a quick look or by just going through the text quickly is reading for the gist. ‘What’s the passage about?’, ‘What is the above text?’ are the examples of reading for the gist questions.

Reading for specific information and important details

Reading for specific information involves understanding what information, or what kind of information, you're looking for, locating it and then reading the relevant part carefully to get a full and detailed understanding. Sometimes, reading for specific information also involves reading to see if information is contained in a text. In real life, we often only read parts of texts (the parts that provide the information we're interested in). For example, if you want to know what's on TV tonight, you won't look at the programs listed in the TV listings for earlier in the day. We read a text to find out dates, names of places, date of birth, someone's age etc. 'When was Parsa Wildlife Reserve established?' is an example of reading for specific information question.

Reading for main idea and specific details

A paragraph is a series of sentences that support a main idea, or point. A paragraph typically starts with the main idea or point (also called the topic sentence), and the rest of the paragraph provides specific details to support and develop the point.

Reading to deduce the meaning of a word

In this type of reading, we read a text and try to deduce the meaning of a word from the context. In the secondary level curriculum and examination, this is one of the important skills you have to learn. 'The word 'endangered' in the 11th line means: a. danger b. dangerous c. may soon no longer exist' is an example of reading to deduce the meaning of a word.

We generally use two types of reading techniques. These reading techniques are very useful for anyone to read the texts given in the textbooks and exam papers.

Skimming

Skimming is a method of rapidly moving the eyes over the text with the purpose of getting only the main ideas and a general overview of the content.

Scanning

Scanning is a method of reading which we employ in order to locate a specific fact or piece of information.

Types of questions asked in the reading texts:

a. Multiple choice

The multiple choice questions can cover vocabulary or meaning of reading texts. The stem is given with alternatives, usually four. You just write the stem and the correct alternative with its number in your examination:

The word 'endangered' in the 11th line of the text means:

- i) dangerous ii) extinct iii) may soon no longer exist iv) disappeared

b. Sequencing

Sequencing means ordering where you are required to put the given statements in the

correct order as they appear in the given reading texts. This type of question is asked from the texts that are in chronological order like from a story. For this, you read the given statements, find them in the given texts and put them in order as in the story. For example:

Read the text again, and put the following sentences in the correct order.

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

The correct order:

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

c. Fill in the gaps

In this type of question, the key word is taken out from sentences and you are required to write the correct words/phrases in the blanks by reading the given passage. When you do this type of question, rewrite the given sentences with the answers underlined.

E.g. The academic qualification required for the post is

Answer: The academic qualification required for the post is Bachelor's Degree.

d. Matching:

In matching item, words in column 'A' are to be matched with those words/meanings in column 'B'. In this item, students are expected to write the words in column 'A' with their

meanings or words in column 'B' by writing them in the same line, not drawing the lines but.
e.g.

- (a) formed - developed.
- (b) protest - disagreement/opposition.
- (c) flared - made wider towards the bottom.
- (d) barefoot - without having any footwear.

e. True/False:

In reading comprehension tests, one of the most common types of question is 'True/False'. Although there is no uniformity in the instruction of this type of test item, students are expected to copy the statements and write 'True' or 'False' next to them.

f. Short-answer questions:

While writing short-answers to the comprehension questions, students are not required to write the questions. However, it is mandatory to write the question number clearly. The important thing to be kept in mind in this type of question of writing 'just the answer' with the correct structure i.e. avoiding unnecessary details or copying the whole sentence from the text as shown in the example:

e.g. What is the deadline for application submission?

The last date of application submission is 25th April, 2011.

(Instead of writing this, majority of the students are found to copy the unnecessary lines from the vacancy as: 'Interested candidates are requested to send their application along with CV and photo to the following address by 25th April 2011' which can't be the correct answer.)

The reading texts given in grade 10 textbook are longer and tougher as well. You can't deal with the whole textbook yourself so there are the provisions of contact sessions in between the academic year. Attend all the contact sessions, take help from your teachers. The new textbook particularly of English is very difficult in comparison with the previous one. So be serious and attentive in doing the tasks. Use an English-English dictionary or an English-Nepali dictionary to learn the meanings of words.

Passages from grade 10 textbook

Reading text (Unit 1, page 1)

Read the following text quickly, and answer these questions.

B. Study time

- a. How do the Canadians greet each other?
- b. How long does it take for Latin Americans to complete their lunch?
- c. Where do people take off their shoes when entering a restaurant?

A World Guide to Good Manners: How not to Behave Badly Abroad

Travelling to all corners of the world is getting easier and easier. We live in a global village, but this doesn't mean that we all behave in the same way. Different people of different countries have their own way of life.

Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more you respect the person, the deeper you should bow. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

Clothes

Many countries have rules about what you should and should not wear. In Asian and Muslim countries, you should not reveal the body, especially women, who should wear long sleeved tops. In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them together facing the door you came in. This is also true in China, Korea, Thailand and Iran.

Food and drink

In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner. In Britain, you might have a business lunch and do business as you eat. In Mexico and Japan, many people prefer not to discuss business while eating. Lunch is a time to relax and socialize, and the Japanese rarely drink alcohol at lunchtimes. In Britain and the United States, it is not unusual to have a business meeting over breakfast, and in China it is common to have business banquets, but you should not discuss business during the meal.

Doing business

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position in a business card. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with both hands, with the writing facing the person you are giving it to. In many countries, business hours are from 9 or 10 am to 5 or 6 pm. However, in some counties, such as Greece, Italy, and Spain, some businesses close in the early afternoon for a couple of hours then remain open until the evening. Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you should not refuse, even if you do not feel like staying out late.

Extra tips

Here are some extra tips that help you when you travel:

1. In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good.
2. In France, you should not sit down in a cafe until you have shaken hands with everyone you know.
3. In India and the Middle East, you must never use the left hand for greeting, eating or drinking.
4. In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.
5. Most South Americans and Mexicans like to stand very close to the person they are talking to. You should not back away.
6. In Russia, you must match your host's drink for drink or they will think you are unfriendly.
7. In Ireland, social events sometimes end with singing and dancing. You might be asked to sing.
8. In America, you should eat your hamburger with both hands and as quickly as possible. You should not try to have a conversation until it is eaten.

1. Vocabulary in use

In the textbook, one puzzle is given. Here, the actual puzzle is not given; only the meanings are given. You need to find out the words for the meanings given.

- a. uncomfortable; humiliating
- b. a part of a piece of clothing that covers your arm
- c. show
- d. in a strong or definite way
- e. opposite
- f. co-workers

2. Reading comprehension

- i. **Read the text, and decide whether the following statements are true or false.**
 - a. When an American meets us for the first time, we shake hands.
 - b. In many parts of Asia, friends kiss on both cheeks when they meet.
 - c. In Mexico, many people think that lunch is a time to relax and socialise.
 - d. In India, we should take off our shoes when entering a restaurant.
 - e. In Japan, we must present our business cards with both hands.
 - f. In Spain, some businesses close in the early afternoon for a couple of

hours.

ii. Read the text again, and answer the following questions.

- a. Mention any one difference between the American and the Japanese greetings.
- b. What type of clothes should the Muslim women not wear in Muslim countries?
- c. Is your main meal of the day same as that in Britain?
- d. In which countries do people prefer discussing business during meals?
- e. When is it necessary to print your business card in the local language?
- f. Where does physical distance between the speakers play significant role?

Reading text (unit 2, page 13)

For the motion: Using a single language is better than multiple languages

Mr. Chairperson, respected teachers, and friends!

I would like to thank Mr. Timilsina for giving me an opportunity to express my opinion on the burning issue 'the fewer the languages there are, the easier the life will be'. Every year, several languages die out. Some people think that life will be easier if there are fewer languages in the world. I support this view.

As we know, the development of recent technology has a significant role to create a global village. People from any part of the world can communicate easily through the internet. Due to the international importance of the English language, most people are reluctant to use their first language and are learning English. This shows that people prefer learning the language that helps them to communicate in the global village to their own language.

Mr. Chairperson, using the same language would certainly aid understanding and global fraternity. People can communicate with one another without any problems. It unites all the people as global citizens. If everyone speaks the same language, there will be a clear understanding between not only countries but also people throughout the world. It would promote learning, the flow of information and ideas. For example, students don't have to translate the text into their mother tongue to understand.

Ladies and gentlemen, economic growth is also possible by using single language as it can minimise various costs such as the cost of communication, translation, interpretation, etc. We won't need interpreters in international conferences, seminars and workshops. Participants can easily express whatever they like in the language of common understanding. Thus, it can minimize the communication barriers and help international business, resulting in a healthier world economy.

Not only this, if a language is intelligible for all, members of security forces can easily

investigate and understand national and international criminal plans. It may help in solving international and intercultural security problems too. To conclude, I strongly claim that using a single language as a lingua franca strengthens our fraternity, integrity, security and global understanding, in addition to helping international business and economy.

Thank you.

Against the motion: Using multiple languages is better than a single language

Mr. Chairperson, respected teachers, and friends!

Thank you, Mr. Timilsina for giving me this platform to present my view on the issue. As we know every year several languages die out. With their death, the knowledge inherent there dies too. Though the previous speaker argued that the fewer the languages are, the easier the life will be, I strongly disagree with his arguments.

Mr. Chairperson, language influences our thought and our thought influences reality of the world around us. It means we perceive the world as per our linguistic background. Language also carries culture. Cultural and linguistic diversity have a reciprocal relationship. Therefore, there are obvious disadvantages of having only one global language. Firstly, it would mean that all other languages would eventually disappear and, along with them, their cultures too. Each culture is unique with its own way of life and own perspective of the world. Cultural diversity boosts tourism because it attracts tourists from different parts of the world. The loss of languages results in the loss of cultures and the loss of cultures leads to the collapse of the tourism industry because there would be no reason to travel for pleasure and interest if, all over the world, we have the same language and similar cultures. This finally leads to decline of the national economy of the countries which rely on tourism industry.

Mr. Chairperson, using fewer languages also creates identity problems. The ethnic groups without their own language and culture lose their linguistic and cultural identity. Variety in literature is only possible through linguistic and cultural differences. It is impossible if we have a single global language. Likewise, each language has its own taste and own distinct quality. For example, the Sanskrit language is said to have musical quality. All these qualities get lost if people start using a single language all over the world. Furthermore, the fewer the languages are in use, the less the vocabulary in practice. Therefore, the less vocabulary in practice, the less imaginative and creative work is possible.

Ladies and gentlemen, I would like to ask Karma if he could understand all the varieties, i.e. dialects of his mother tongue. As we know, even the dialects are often unintelligible to all the speakers of the same language. Then, how can we think about the use of a single language all over the world? Is it practical? Is it possible? I think debating on such issue is just a waste of time.

Thank you.

1. Vocabulary in use

i. Find the following words in the text above, and figure out their meanings in context.

degeneration	perspective	disappear
unintelligible	promote	investigate

Example: Significant

Word in the context: As we know, the development in recent technology has a significant role to create a global village. People from any part of the world can communicate easily through the internet.

Meaning: important

ii. Observe the underlined words below, and find out their meanings in the context.

- a. Because of Jack's fear, Sangina was reluctant to tell the truth. So she told a lie.
- b. Teachers had a joint conference with the students. They had planned to discuss the existing issues of classroom teaching.
- c. Towering mountains have formed a natural barrier between China and Nepal.
- d. Understanding between people develops a feeling of fraternity in a society.
- e. The company has continued to flourish over the years. It has made a great success.
- f. The Nepali language is the lingua franca in Nepal. It is used as a common language by different linguistic groups.

iii. Find the following words in the text above, and underline their best synonyms next to them. The first one has been done for you.

- determine : fix on; discover; influence
- diversity : difference; similarity; variety
- inherent : intrinsic; extrinsic, built in
- integrity : togetherness; incompleteness; entirety
- dialect : standard form; vernacular language; regional variety
- reciprocal : interactive; complementary; one-way

2. Reading comprehension

i. Read the text again, and answer these questions.

- a. Who are the two speakers in the debate?
- b. Who is the supporter of fewer languages?
- c. What do Karma and Kabita claim?
- d. Which language is supposed to have a musical quality?

- e. What brings variety in literature?
 - f. What can minimise communication barrier?
 - g. Write down any three benefits of having fewer languages.
 - h. Mention any three benefits of having many languages in the world.
- ii. Including the points that you have noted during reading, summarize the above text.**
- iii. Read the text again, and decide whether the following statements are true or false.**
- a. Karma supports that the fewer the languages are, the easier the life will be.
 - b. He claims that a global village is possible through the development of technology.
 - c. The Nepali language is said to have a musical quality.
 - d. Kabita questions the practicability and possibility of using a single language across the globe.
 - e. She argues that if we use fewer languages, it may create identity problems.

Reading text (unit 3, page 23)

B. Study time

Read the following excerpt, and observe how Tom and George were spending their life.

The Ant and the Grasshopper

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

‘How are you?’ I asked.

‘I’m not in hilarious spirits,’ he answered.

‘Is it Tom again?’ He sighed.

‘Yes, it’s Tom again.’

‘Why don’t you chuck him? You’ve done everything in the world for him. You must know by now that he’s quite hopeless.’

I suppose every family has a black sheep. Tom had been a sore trial to him for twenty years. He had begun life decently enough: he went into business, married, and had two children. The Ramsays were perfectly respectable people and there was every reason to suppose that Tom Ramsay would have a useful and honourable career. But one day, without warning, he announced that he didn’t like work and that he wasn’t suited for marriage. He wanted to enjoy himself. He would listen to no expostulations. He left his wife and his office. He had a little money and he spent two happy years in the various capitals of Europe. Rumours of his

doings reached his relations from time to time and they were profoundly shocked. He certainly had a very good time. They shook their heads and asked what would happen when his money was spent. They soon found out: he borrowed. He was charming and unscrupulous. I have never met anyone to whom it was more difficult to refuse a loan. He made a steady income from his friends and he made friends easily. But he always said that the money you spent on necessities was boring; the money that was amusing to spend was the money you spent on luxuries. For this he depended on his brother George. He did not waste his charm on him. George was a serious man and insensible to such enticements. George was respectable. Once or twice he fell to Tom's promises of amendment and gave him considerable sums in order that he might make a fresh start. On these Tom bought a motor-car and some very nice jewellery. But when circumstances forced George to realize that his brother would never settle down and he washed his hands of him, Tom, without a qualm, began to blackmail him. It was not very nice for a respectable lawyer to find his brother shaking cocktails behind the bar of his favourite restaurant or to see him waiting on the box-seat of a taxi outside his club. Tom said that to serve in a bar or to drive a taxi was a perfectly decent occupation, but if George could oblige him with a couple of hundred pounds he didn't mind for the honour of the family giving it up. George paid.

Once, Tom nearly went to prison. George was terribly upset. He went into the whole discreditable affair. Really Tom had gone too far. He had been wild, thoughtless, and selfish, but he had never before done anything dishonest, by which George meant illegal; and if he were prosecuted he would assuredly be convicted. But you cannot allow your only brother to go to gaol. The man Tom had cheated, a man called Cronshaw, was vindictive. He was determined to take the matter into court; he said Tom was a scoundrel and should be punished. It cost George an infinite deal of trouble and five hundred pounds to settle the affair. I have never seen him in such a rage as when he heard that Tom and Cronshaw had gone off together to Monte Carlo the moment they cashed the cheque. They spent a happy month there.

1. Vocabulary in use

i. Read the story, and place the following words in the column that best describes what you know about each one.

gloom	suspected	hilarious	chuck
decently	sore	expostulations	profoundly
unscrupulous	enticements	amendment	circumstances
qualm	blackmail	cocktails	decent
discreditable	illegal	prosecuted	convicted
vindictive	scoundrel		

I don't know at all	I have seen or heard but don't know the meaning	I know the meaning	I know the meaning in this context

- ii. **Work in a group, and share your list with others in your group. Write a short paragraph using the words you are familiar with.**
- iii. **Prepare a list of words that are still unfamiliar to you. Search their meanings in the dictionary, and copy them in your exercise book.**

2. Reading comprehension

i. Read the text again, and answer these questions.

- Who was a black sheep in Ramsays' family? Why?
- What was a respectable profession to Tom?
- Why was George Ramsay staring into the space?
- Why did Tom leave his work and wife?
- How did Tom manage his life when he ran out of money at first?
- How did Cronshaw and Tom cheat George?
- What forced George to realise that his brother would never settle down?

ii. Read the text again, and put the following sentences in the correct order.

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

iii. Using the information above, summarise the story in a paragraph.

Reading text (Unit 4, page 34)

B. Study time

Read the following excerpt from Memoirs of my visit to France written by Govinda Raj Bhattarai, and locate the following information.

1. Names of the plants mentioned in the memoirs:
2. Names of the museums the author visited:
3. Names of the places the author visited in France:
4. Lainsingh Bangdel's literary works:

Memoirs of my Visit to France

This morning the city of Paris looks slightly fuming; the sky is overcast, and it is drizzling too. But it does no harm to me. I have decided to go out for a visit or an observation tour. I had asked Nirmal bhaai for a list of museums in the vicinity of Paris yesterday. He brought me some brochures with the names and addresses, and street maps of Paris Museums in the evening. Paris has more museums than temples and gods in Kathmandu, he says. I am new to Paris, staying here for only one week. Hope these maps and brochures will show me Paris metro zones and guide me to some museums today. Last week Nirmal bhaai showed me Pompidou Centre, 'a complex building of high-tech structure'. This visit has emboldened me to explore further.

I guess I can cover a maximum of two museums today. It means just giving a cursory glance. This is my plan. They say Cézanne is quite far away, Paul Cézanne, the post-impressionist painter, may be in the outskirts. I cannot visit him all alone, and cannot cover two museums in a day. So I chose to visit a museum nearby in the heart of the city. Likewise, Braque is far, Du Champ is farther away. So I have decided as per Nirmal's suggestion to start with Rodin's. Maybe I will go to Monet's next.

People know I am never a painter, nor a sculptor, nor a connoisseur of art, or a professional, but then, the world knows that my interest in the lives of great artists and their lasting works is growing deeper. So wherever I go, I prefer to visit art museums first of all. In Russia, in Greece, in England, in America—I did so. I move merely a dilettante, however, with a deep sense of awe and reverence. I have no words to express how I felt upon seeing Mona Lisa in Louvre yesterday. I must say why my interest in this is growing gradually in this way.

Two decades ago, I was entrusted an Academy project titled Introduction to the Literary Trends and Movements in which I had to present a glimpse of literary trends and movements of the world. Most literary movements developed from the western movements of art and philosophy. They are entrenched firmly. Therefore, I studied and wrote briefly on new trends of art such as Impressionism, Expressionism, Symbolism, Cubism, Dadaism, Surrealism and their relationship with literature. I had used secondary sources to write about them. Later on I visited the Modern Tate of London to write on postmodernism.

Most new thoughts originated in France. Most of them came to literature through art; they went to other literatures from France. Later on when I studied the great works of Lainsingh Bangdel, his memoirs and travels and journals, I was moved, everybody will be moved to read him, his Muluk Bahira Ma, a magnum opus. Have you read this or his Spenko

Samjhana? Or, his Romko Kanda Ra Pyarisko Phool ? ... He spent 12 years in Paris and studied Fine Arts in those difficult days. He had to spend 42 days travelling by ship from Calcutta to London. Every young heart will be moved to read those great love letters exchanged between Bangdel and his beloved (Manu). Muluk Bahira Ma presents 500 pages of a rare collection of love letters exchanged between Lainsingh and his consort. There is wisdom, experience, hope and sadness. His desire for great art and great literature is indomitable. I don't recommend any other book to an avid reader like you more than this Muluk Bahira Ma. This book proves that he had gained an incomparable height and success in Nepali art. Mostly, it is in the form of a daily diary. On his regular entry of 17th August 1952, one year before I was born, he wrote these lines from Paris:

I visited Musée d'Art Moderne (Museum of Modern Art) today. I had an opportunity to look at the paintings of all the artists of France, living and dead, together. The paintings of Braque and Picasso moved me exceedingly. I came across many artists who have imitated the form of Georges Seurat and styles of Cézanne and Gauguin.

But I could not see here the paintings of Gauguin, Van Gogh, Cézanne, Renoir. Probably they are upstairs. I will come some other day (Page 145).

Nirmal bhaai had described my way to two Museums - Rodin's and Monet's. I set out all alone, for the first time in the megacity of Paris. I had to enter the metro station, deep down below, buy tickets from the vending machine. Nobody will speak English to me if I got lost, perhaps, because they speak French, but for me everything is so strange and unknown. I must have spent innumerable days and nights in learning France since SEE. We had a map of France, we had history of France. The French Revolution, Napoleon Bonaparte, First and Second World Wars, the Existentialists... It is an endless story. Lainsingh's writing produces a living France; even B. P. Koirala has detailed his brief journey of France in his book Hitler and the Jews. I have known great people and the land, and I feel the French people too must know me.

But when I think deeply, I know, nobody knows me. I am alone, and I wonder about the consequences if I take the wrong line. Then I mustered up the courage to travel along the underground tubes alone. Nirmal had bought me tickets and shown routes. I entered the underground world near Paris Nord station and travelled for about 30 minutes. It was claustrophobic; the crowd was so huge and shifting all the time. At last I got out of the tube near Vernon. Then, I ascended to the surface of the earth, as if from nowhere, by climbing the escalator. I reached a broad street where vehicles were plying swiftly. I came to a different air, an open space, and I no more felt suffocated. I didn't know which direction I was supposed to follow. So I asked a passerby: Excuse me, can you show me the way to Musée Rodin please? He did not speak, just pointed towards the direction with his white fingers. Perhaps he was telling me the direction without any words. Most French like the Chinese, they say, do not like to speak in English, though they know it, or love to speak in

their mother tongue. He spoke in French, politely of course. I could only guess what he said. I thanked him, though he had gone a bit further ahead, and I continued my pace.

This morning is damp and the road is wet. The sky is overcast. I walked on, with an umbrella on my head. The road is broad, its sidewalks lonely and desolate. These are shaded by tall trees like poplars; there were some maples, too. The leaves of maple and different exotic trees along the boulevard shine yellow like a flower. They keep falling all the time in early autumn, soft paper-like dry leaves have made the street a carpet of different colours. Some were swept by rainwater, waiting to be swept in the manholes. Having walked for about five minutes, I again asked a slim lady walking towards me, tick-tocking her pointed soles, 'Excuse me, how far may be Musée Rodin, please?' She also pointed towards the same direction and moved ahead. She spoke no words. There are people, but they don't know me, neither do I expect to know any of them. A total stranger, a bit scared, I am walking. And I felt a bit lonely and helpless. After a hundred steps I came to a sharp bend like a dead end, and across this stood a yellowish cream colored building, at the entrance of which I could read Musée Rodin.

I entered the building, and as instructed by the curator, I bought a ticket and hired a special hand machine that will play the recorded voice to explain to me everything in English. As I passed the administrative building, I came across a beautiful garden; it was full of pointed shapes of fir and pine trees, giving the best proof of French topiary. Far away stood other trees like walnut, juniper and yew, birds chirruped from the top. Among the topiary art stood a huge black bust, on top of which lay a drooping figure of Rodin. Not Rodin himself but a magnificent sculpture of him. It is commonly known as Rodin's Thinking Man. The Thinking Man squatted on a large and tall marble slab, in half bent posture and pensive mood. This is one of the masterpieces in modern art, an incomparable work. Rodin's pensive mood is remarkable.

Three years ago I had visited a smaller museum in Baltimore; Sewa had joined me from Illinois. In that very small museum, Rodin's copy too was quite small. Rodin's little thinker in Baltimore was a black metal work, just a replica. I remember writing an article which reminds us of our visit to Baltimore, and van Gogh's Irises. It got published in *Antardaristi* edited by Jyoti Ghimire of the USA.

Since I heard of the name of Rodin as one of the greatest sculptors of the twentieth century, I had always desired to see him, that is, his work, or his Museum. The brochure distributed at the metro station suggests: If you are going to spend four days in Paris, please visit Rodin Museum on the very first day. Enter the sculpture garden premises and go close to the thinker and feel or experience the weight of the pensive mood he has.

On that noon, it was drizzling I tried to feel the pensive mood Rodin sculpted in his immortal art. At that moment my mood also turned like his.

1. Vocabulary in use

i. Read the text again, and describe the following words as in the example.

Example:

entrenched

Word in the text: Most literary movements developed from the western movements of art and philosophy. They are *entrenched* firmly.

- a. What is the meaning of the word in context?
- to establish something very firmly so that it is very difficult to change
- b. What is the word class of the word?
- verb
- c. How do you pronounce the word?
- /In'trenʃt/
- d. Is there any suffix and/or prefix in the word? If yes, what does it mean?
- Yes, suffix {-ed}. It indicates past tense.

fuming	overcast	drizzling
vicinity	emboldened	cursor
connoisseur	sculptor	dilettante
awe reverence	magnum	opus
exceedingly	imitated	innumerable

ii. Read the table below and group the related words from the right column into synonyms and antonyms. Write NA (Not Applicable) if the list does not include antonyms.

Main words	Related words
mustered	gathered; dismissed; scattered
consequence	result; output; effect
ascend	mounted up; declined; descended
magnificent	splendid; glorious; outstanding
replica	copy; original; duplicate
swiftly	fast; quickly; undyingly
suffocated	crowded; congested; open
pensive	serious; sober; thoughtful
remarkable	noticeable; general; impressive

iii. Now, prepare a list of unfamiliar words from the text, and find their meanings in the dictionary.

2. Reading comprehension

i. Read the paragraphs 1, 2 and 3 of the reading passage and write 'true' if the information is correct, 'false' if the information is incorrect, and not given if there is no information given in the passage.

Example: It was drizzling in the city of Paris in the morning. True

- a. Paul Cézanne is an impressionist painter.
- b. The author plans to give a cursory glance at museums.
- c. He was assigned an Academy project entitled Introduction to the Literary Trends and Movements.
- d. The author has no words to express how he felt upon seeing the Mona Lisa in Rodin.
- e. Paris has as many museums as temples in Kathmandu.
- f. The author decided to visit Monet's Museum on the first day of his tour.

ii. Read the paragraphs 4, 5, 6 and 7. Then, choose the correct ending for each statement from the box. One has been done for you as an example.

Example: Most new thoughts originated in France came to..... (vi) literature through art.

- a. In his Academy project, the author had to present.....
- b. The author wrote briefly on new trends of art and their relationship with literature.....
- c. According to the author, most of the literature originated from.....
- d. Bangdel's Muluk Bahira Ma is.....
- e. In Musée d'Art Moderne, one can.....

Endings

- i. art.
- ii. using secondary sources of information.
- iii. a glimpse of literary trends and movements of the world.
- iv. a magnum opus.
- v. look at the paintings of Braque and Picasso.
- vi. literature through art.

iii. Read the paragraphs 8 and 9, and complete the following sentences choosing the correct options.

- a. The author visited the museum.....

- i. with Nirmal
- ii. alone
- iii. with a French woman
- iv. with Napoleon Bonaparte
- b. The author had to buy tickets...
 - i. with Nirmal
 - ii. from the metro station
 - iii. from a vending machine
 - iv. with a French woman
- c. If you get lost in France ...
 - i. nobody asks you in English
 - ii. everyone asks you in English
 - iii. nobody cares about you
 - iv. you have to use a map
- d. Hitler and the Jews was written by.....
 - i. Lainsingh Bangdel
 - ii. B. P. Koirala
 - iii. Govinda Raj Bhattarai
 - iv. Manu
- e. The author travelled for 30 minutes from the Paris Nord station to.....
 - i. Baltimore
 - ii. Rodin Museum
 - iii. Vernon
 - iv. Monet Museum
- f. ... thinks nobody knows him.
 - i. Lainsingh Bangdel
 - ii. B. P. Koirala
 - iii. Nirmal
 - iv. Govinda Raj Bhattarai
- g. The author was afraid of confined spaces, so he felt suffocated while...
 - i. visiting Musee Rodin
 - ii. travelling underground
 - iii. climbing the escalator
 - iv. all of the above

iv. Read the paragraphs from 10 to 14, and answer the following questions.

- a. What was the weather like?
- b. Where was Musée Rodin?
- c. Describe the road as the author described it.
- d. Why did the author feel lonely and helpless?
- e. Why did the author buy a hand machine?
- f. What was the garden like? Describe it briefly.
- g. Describe Rodin's Thinking Man in few sentences.
- h. When had the author visited museum in Baltimore?
- i. Where was the replica of Rodin's thinker man?
- j. What was the theme of brochure distributed at the metro station?

Reading text (unit 5, page 48)

B. Study time

Reading I

Read the letter, and find how an aunt helps her nephew to avoid distraction.

A Letter to Kunsang

April 7, 2017

Dear Kunsang,

Thank you very much for your letter which I received this morning. Surely, it makes an old aunt very happy to know that her nephew is willing to find a job in the biggest metropolitan city of Nepal. To my surprise, you are thinking of leaving high school and home too. You must not do it.

Kun, I know that you are one of the brightest and the most intelligent members of our family. Honestly, your parents have brought you up to think for yourself. They have never compromised for your study and needs. I really must say something: what you are thinking of doing could make you and everyone else in the family very unhappy. You must think of them and their

unconditional love.

I think schooling is not boring and monotonous. You may find metropolitan city appealing and attractive. You might be seeing the grass greener on the other side of the fence. But remember you are not living a useless life here. Many people dream to live your life. Dear Kun, everyone needs to be ambitious but over ambition may ruin your life. I agree with you, but obviously, if you want to do anything with the rest of your life, you should not ignore your parents' support and education. Without their help you can neither live a peaceful life nor get a better job. Don't you think you are making this decision in a hurry? Undoubtedly, you must think before it's too late. If I were you, I would complete my studies first.

Have you ever thought about your parents? Of course, they won't be happy hearing this, at least from you. What about giving a second thought to your day dream? How long do you think you can enjoy the sophisticated city life? Teenagers like you might not have as blissful life as you are thinking now. You and me really should have a serious talk together.

You are supposed to come and see me before you finally decide. If anything appalling ever happens to you, I may not forgive myself.

With much love,

Manisha

1. Vocabulary in use

i. Pick out the words and phrases from the letter that bring out the writer's attitude to what she is saying. List them, and use them in sentences of your own.

Example : surely, to my surprise,.....

ii. Find the words from the text that give similar meaning to the following.

- a. cosmopolitan, advanced, worldly,
- b. certainly, definitely, absolutely,
- c. joyful, delighted, ecstatic,
- d. horrible, loathsome, disgraceful,
- e. enchanting, fascinating, charming,

2. Reading comprehension

i. Read the text again, and answer these questions.

- a. Who has written the letter?
- b. Whom is the letter addressed to?
- c. Where does Kunsang want to go?
- d. Why does Kunsang want to leave his village?
- e. Why does Manisha want her nephew to give it a second thought?
- f. What suggestions did Manisha give Kunsang? Make a list.
- g. Do you like Kunsang's idea of stopping his studies? Why? Why not? Explain.

ii. What can be the advantages and disadvantages of a cosmopolitan city that are hinted in the letter above? Read the letter again, and complete the table. You may add your opinion too.

Advantages	Disadvantages
a. city may be appealing.	a. city can be appalling.

Reading text (unit 5, page 50)

Reading II

Read the following movie review that was written by Dan Kois, the Wahington Post Staff writer. It was published in The Washington Post on Friday, November 13, 2009.

Movie Review: "2012" is a Perfect Disaster

Director: Roland Emmerich

Producers: Harald Kloser, Mark Gordon and Larry

J. Franco

Script writers: Harald Klose and Roland Emmerich

Starring: John Cusack, Amanda Peet, Chiwetel

Ejiofor, Woody Harrelson

Release: November 13, 2009

Language: English

Budget: \$200 million

If a film critic awards four stars to a movie directed by Roland Emmerich, will the world come to an end? That's a question the ancient Mayans never asked, but it's the one facing me after the enormously satisfying, amazingly accomplished, reprehensible yet irresistible "2012", the greatest achievement in Emmerich's long, profitable career as a destroyer of the world.

Starting with the long-held misapprehension that the Mayan calendar picks "2012" as the date of humanity's doom, Emmerich fleshes out that bit of pseudo history with some pseudo science. "2012" takes the disaster movie once content simply to threaten the Earth with a comet, or blow up the White House to its natural conclusion, the literal end of the world. Other movies have explosions; "2012" has an atom bomb size detonation that wipes Yellowstone off the map. Other movies have earthquakes; "2012" sends California sinking, in flames into the sea. Other movies kill thousands; "2012" kills zillions without breaking a sweat.

So what makes "2012" a four-star movie? It gets everything right. The actors are right: John Cusack as a protagonist, Amanda Peet as his wife, Chiwetel Ejiofor as a scientist. The story telling is right. You will never be bored. And the dialogue is right: a rich blend of wise crack and cheese, with a few moist-eyed goodbyes sprinkled here and there for good measure. Most important, the special effects are so right. In fact, they are incredible. Emmerich is an expert of a panoramic disaster. Power lines snapping in an earthquake, sparks flashing like distant fireworks; Honolulu on fire; mournful giraffes in slings, air lifted by helicopters through the snowy Himalayas.

Is "2012" art? Absolutely not! It reminds us that cinema exists not only to mark art but also to expertly create sensation like no other medium. It is certainly the best movie of its kind ever made. This is the way the world ends: with a bang.

1. Vocabulary in use

Rewrite the following sentences choosing the correct phrases/words from the list below for the underlined word/s.

boom, unbelievable, misinterpretation, extremely large number of people, a protagonist, the people who speak American Indian language in Central America and Mexico, movie reviewer, broadens, appealing

- a. The film critic awards four stars to the film "2012".

- b. Emmerich fleshes out a bit of pseudo-history and some pseudo-science in “2012”.
- c. John Cusack is in a leading role.
- d. “2012” kills zillions without breaking a sweat.
- e. According to the critic “2012” is enormously satisfactory, amazingly accomplished and irresistible.
- f. The calendar of the Mayans had a misapprehension of “2012” as the date of humanity’s doom.
- g. The special effects of the movie are incredible.
- h. In “2012”, the world ends with a bang.

2. Reading comprehension

i. Read the movie review, and decide whether the following statements are true or false.

- a. “2012” is a film about the disaster that kills a great number of people.
- b. The director of the movie has also contributed in its writing part.
- c. Chiwetel Ejiofor played the role of a doctor.
- d. Mark Gordon is one of the producers of “2012”.
- e. The critic finds the special effects of the movie incredible.

ii. Read the text again, and answer the following questions.

- a. Who is Roland Emmerich?
- b. When was the movie “2012” released?
- c. What misconception is captured in the beginning of the movie?
- d. Why do audiences not feel bored while watching the movie?
- e. What makes “2012” the perfect movie?
- f. What are the differences between “2012” and other movies?

Reading text (unit 6, page 59)

Read the following poem, and divide the stanzas into two groups: student’s point of view and teacher’s point of view.

Did I Miss Anything?

Nothing. When we realized you weren’t here
 we sat with our hands folded on our desks
 in silence, for the full two hours
 Everything. I gave an exam worth
 40 per cent of the grade for this term
 and assigned some reading due today

on which I'm about to hand out a quiz worth 50 per cent

Nothing. None of the content of this course has value or meaning

Take as many days off as you like:

any activities we undertake as a class

I assure you will not matter either to you or me

and are without purpose

Everything. A few minutes after we began last time

a shaft of light suddenly descended and an angel

or other heavenly being appeared

and revealed to us what each woman or man must do

to attain divine wisdom in this life and the hereafter

This is the last time the class will meet

before we disperse to bring the good news to all people on earth.

Nothing. When you are not present

how could something significant occur?

Everything. Contained in this classroom

is a microcosm of human experience

assembled for you to query and examine and ponder

This is not the only place such an opportunity has been gathered

but it was one place

And you weren't here

Tom Wayman

1. Vocabulary in use

i. Read the poem, and match the words with their meaning.

Words	Meanings
assign	to make something known to somebody
descend	to bring people, ideas or things together as a group
reveal	to provide a person a particular task
assemble	to come or go down from a higher to a lower level (of a hill, etc.)

ii. Use the words above in your own sentences without changing the sense expressed in the poem.

2. Reading comprehension

i. Read the poem, and say whether the following statements present the importance of classroom teaching or not.

- a. Classroom teaching provides students with knowledge helpful for the exam.
- b. The course students study is insignificant and valueless.
- c. Any information you miss in the classroom is important.
- d. Enlightenment is gained in the classroom.
- e. Staying in the class is boring.

ii. Read the text again, and answer the following questions.

- a. Who composed this poem?
- b. What did the students do in the absence of their teacher?
- c. What did the angel reveal to the students?
- d. How does the speaker in the first stanza spend time for the full two hours?
- e. Why does the speaker in the second stanza think being in the class is important?
- f. What does the speaker say in the third stanza regarding the value of education?
- g. 'Education enlightens people with wisdom.' Does the speaker in the fourth stanza agree with this statement? How?
- h. What does the last stanza suggest?

iii. Read the poem and fill in the blanks with the appropriate words to complete the following summary.

student's point of view	missing	silence	assigned	blames
meaningless	enlightened	accomplished	significance	microcosm

The poem "Did I Miss Anything?" is written from two distinct points of view. They are the student's point of view and the teacher's point of view. The words "nothing" and "everything" represents the and the teacher's point of view respectively. Stanza one is written from the students' point of view. It reveals the fact that the teacher is in the classroom. In the teacher's absence, the students simply sit in....., with their hands folded on the desks. Stanza two is written from the teacher's point of view. It tells how he has given heavily weighted exams, readings, and prepared a quiz. Stanza three represents students' perspective. Here, a typical student that the classroom education is valueless, and a waste of time. It will have no effect or purpose later in life. However, in stanza four, the poet explains why education is important. It claims that through education a person is The fifth stanza questions how anything could possibly be without a teacher. The sixth stanza explains the of the classroom.

The last two one-line stanza of the poem serves as a message to all doubtful students: they

should always be present in the classroom so as to take in all they are able to learn in the “..... of human experience”.

C. Follow-up activities

- 1. Make a list of points that suggest the importance of classroom education presented in the poem, and write a paragraph on it.**
- 2. Read the poem again, and see how one of the speakers dislikes being in the class. Then write a paragraph incorporating his/her view.**

Reading text II (unit 6, page 63)

- 2. Read the following brochure, and do the activities that follow.**

Achham

Mangalsen is the district headquarter of Achham district, and it is 930 kilometers from Kathmandu. It is eight hours walk from Sanfebagar, a settlement in Achham which has a domestic airport. A seasonal road exists from Sanfebagar to Mangalsen, but it is often closed during the monsoon. However, a bridge under construction in Sanfebagar across the Budhiganga River, upon completion will allow vehicles to cross the river even during the high flood season making access easy between the airport and district headquarter.

The major ethnic groups in the district are Chhetris of Kunwar, Swnar, Rawal, Bogati, Khati, Rokka, Khatri, Kathayat, Bhandari, Bista, Batala, Saud, Dhami, Bohara, and Thakulla castes. There are also

Brahmins with Devkota, Bajagain, Dhungana, Regmi, Joshi, Rijal, Bhattarai, Bista, Dhakal and Mudbhari castes. The cultural heritage of this district is similar to that of Doti. The important aspects of the cultural heritage are the dances such as Narsinga, Jhayali and Deuda. These dances are typical to this area, and performed during major festivals. There are several important religious places along the bank of the holy river Budhiganga, and along the confluence of Budhiganga and Saraswati. These are described in the Skanda Puran, one of the holy scriptures of the Hindus. They have potential scope for the development of religious tourism in Achham.

Topography Location

Longitude : 81° 02' - 81° 35'

Latitude : 28° 45' - 29° 23'

Communication

Post Office, Telephone, Wireless

Temperature

Maximum : 40° C

Minimum : 5° C

Climate

Sub-tropical, mild and cool temperature

Rainfall

1794 ml.

Major Rivers

Karnali, Budhi Ganga, Seti, Kailash Khola, Cheepee Khola

Lakes and Ponds

Khaptad, Rishi Daha, Kalidaha, Batulee, Barha Banda, Aathara Khanda

Tourist Attraction Centres

Mangalsen, Jayaghadh, Gajara, Baidhyanath Temple, Ramaroshan

Accessibility

Road connection

Medical Facilities

Hospital, Health Post, Clinic, Ayurvedic Center

Accommodation Facilities

Local lodge

(Source: Nepal Tourism Board)

1. Vocabulary in context

Match the following words with their meanings.

Words	Meanings
a. access	i. the history, traditions and qualities that a society has had for many years
b. heritage	ii. the means or opportunity to enter a place
c. confluence	iii. main
d. scripture	iv. the junction of two rivers, especially rivers of approximately equal width
e. topography	v. the sacred writings
f. predominant	vi. physical features of an area of land

2. Reading comprehension

i. Read the brochure, and decide whether the following statements are true or false.

- Mangalsen is 930 kilometers away from Kathmandu.
- The Skanda Puran is the Holy Scripture of the Hindus.
- There is a seasonal road that exists from Sanfebagar to Budiganga.

- d. There is no facility of accommodation in Mangalsen.
- e. A tourist can find places of historical significance in Mangalsen.

ii. Read the brochure again, and answer the following questions.

- a. How can we get to Mangalsen?
- b. How many airports are available in Achham?
- c. Which is easier and safer way to reach Mangalsen, via air or road?
- d. What is the similarity between Achham and Doti?
- e. What is the climate of Acchham like?
- f. Why do people have hope of a safe journey?
- g. Would you like to go to Achham? Why?

iii. Complete the table below with the authentic information from the text above.

Major ethnic groups	Types of dances	Rivers	Lakes and Ponds	Means of communication	Medical facility

3. Follow-up activity

Write a brief summary of the above text ‘Achham’ in your own words.

Reading text I (Unit 7, page 71)

1. Read the following news articles, and answer the questions below.

Rampant pesticide use risks health

Published: July 19, 2009 KATHMANDU: Most of the commercially produced vegetables available in the market are found to be unsafe for consumption, thanks to an excessive use of chemicals during their cultivation. “We are consuming poison along with vegetables,” scientist Ram Babu Paneru at Nepal Agricultural Research Council told this daily. “The farmers have been using pesticides and insecticides

excessively in the farms, posing a threat to human health. Paneru said he recently visited vegetable farms in Charaudi and Mahadevsthan villages of Dhading, Empaphant and Baradi of Tanahun and Tutunga

village of Kaski districts. “Unprescribed use of chemicals is harmful for both the farmers and consumers,” he said. “It spoils the taste of vegetables and has environmental hazards.” Consumption of such chemicals

affects the nervous system and can cause impotence, liver and kidney dysfunction. They can also cause

disabilities in children and miscarriage in women, in addition to causing skin, heart and eye ailments. Paneru found that the farmers used the chemicals at wrong intervals. “I was

shocked to hear that they mix pesticides, insecticides and vitamins together before spraying in the fields,” he said. The vegetables must not be consumed for a number of days after pesticide application. Farmers were found to be immediately sending their products off to the markets. Dr. Shree Baba Pradhan, senior entomologist at NARC, blamed the government for the sorry state of affairs. “There are no effective policies on the implementation of the existing ones,” she said. “Consumers should be made aware about their rights and the agro vets need to be provided training on pesticide application.”

Jeevan Prabha Lama, deputy director general, Department of Food Technology and Quality Control, said they were facing difficulties in carrying out the tests due to poor facilities in the labs and staff shortages. She said markets had been warned against the sale of such products.

(Source: The Himalayan)

**Climate change is going to make inequality
even worse than it already is**

By Chelsea Harvey December 8, 2015

In a paper published on Monday in Proceedings of the National Academy of Sciences, scientists demonstrate the full ramifications of a widely accepted theory about climate change: that it will almost certainly have a disproportionate impact on the poor. Acknowledging this fact in models they find can drastically change estimates of how climate change will affect the economy, and leads to a deeply troubling conclusion - climate change won't just hit the poor hardest, but it will exacerbate existing inequality within societies.

The disproportionate effect of climate change on the poor isn't a new idea. But in general, while the economic models used to inform climate policies have accounted for income inequalities between different countries or regions of the world, they've failed to acknowledge that these inequalities exist within countries as well.

“The lacking description of subregional/national inequality is one of the most glaring lacunae in these models,” said lead author Francis Dennig, an assistant professor of Economics at Yale-NUS College in

Singapore, in an email to The Post. Dennig and his colleagues decided to see what would happen if they

tweaked a leading climate economy model, known as RICE (the Regional Integrated model of Climate and the Economy), to account for inequalities within different regions of the world essentially acknowledging that different countries contain people of both higher and lower incomes. They found that when they assumed a scenario in which lower income

sectors of society were hit hardest by the effects of climate change, a key factor in our understanding of the economic effects of climate change changed drastically in comparison to models that didn't take these inequalities into account.

(Source: *The Washington Post*)

1. Vocabulary in context

i. Read the following sentences, and choose the appropriate words from the box below to complete the sentences.

excessive	commercially	pesticides	insecticides
consumption	ailments	cultivation	

- a. His invention was popular but not successful for it was not bought by many people.
- b. Local people complained about the noise coming from the dance bar.
- c. Vegetables produced using pesticides are unfit for human.....
- d. Rice should be promoted in the terai. It really strengthens farmers' economic condition.
- e. Excessive use of invites health hazards.
- f. Though are required to kill the insects in our farm, they are never good for human health.
- g. Lots of are caused by pollution in the cities.

ii. Study the following words and their meanings, and using each of the words make sentences of your own.

- dysfunction : the fact of a part of the body not working normally
- miscarriage : the process of giving birth to a baby before it is fully developed and able to survive
- ramification : complication; difficulty
- drastically : extremely; radically
- exacerbate : to make something worse
- glaring : very easily seen; obvious
- lacunae : gap
- tweak : to make slight changes to something to improve it; twist

2. Reading comprehension

i. Read the news articles above, and decide whether the following statements are 'true' or 'false'.

- a. Most of the vegetables available in the market are unsafe for consumption.
- b. Ram Babu Paneru is the scientist at Nepal Agricultural Research Council.

- c. Excessive use of pesticides and insecticides is posing a threat to human health.
- d. Unprescribed use of chemicals spoils the taste of vegetables.
- e. The vegetables must not be consumed for a number of days after pesticide application.
- f. According to a senior entomologist at NARC, there are no effective policies on the implementation of existing ones.
- g. Chelsea Harvey wrote about climate change.
- h. RICE accounted for inequalities within different regions of the world regarding climate change.

ii. Read the news articles again, and answer the following questions.

- a. What are the headlines of the news articles above?
- b. Who are the authors of the articles?
- c. When were the articles written?
- d. Why is it difficult to carry out the test in labs?
- e. What is harmful to both the farmers and the consumers?
- f. Name the places where the scientist Paneru recently visited.
- g. What are the deadly effects of excessive use of pesticides?
- h. Who will be disproportionately affected by climate change?
- i. Who developed Regional Integrated model of Climate and the Economy?
- j. Why was Regional Integrated model of Climate and the Economy developed?

C. Follow-up activities

1. Search news articles about an area of your interest. Cut and paste them on a blank sheet of paper. Present it to the class.
2. Design a cover page of a newspaper pasting the cutouts from the real newspapers. Don't forget to prepare advertisements!

1. Read the following Workshop Schedule, and do the activities that follow.

Workshop Schedule

Workshop organizer: Millennium Vision Education and Research Centre (MVERC)

Address: Kanchanpur, Nepal

Phone: 00-0000000

S.N	Workshop	WGID* number	Venue	Starting date	Conduction time	Ending date	Coordinator
1.	Essay writing	MVERC-01-2017 MVERC-	Dharan 10	10 January 2017 15 March	7:00-12:00	10 April 2017 15 June	Satyadev Yadav Maneeta

2.	Story writing	02-2017		2017	12:00-17:00	2017	Kandel
3.	Letter writing	MVERC-03-2017	Ilam	10 April 2017	10:00-15:00	10 July 2017	Abdul Miya
			Chitwan				

1. Read the workshop schedule, and answer the following questions.

- a. List the workshop packages MVERC is planning to conduct in 2017.
- b. What is the WGID number for essay writing?
- c. What do MVERC and WGID stand for?
- d. Where can we go to learn about letter writing?

2. Read the workshop schedule again, and decide whether the following statements are true or false.

- a. Essay writing workshop is going to be held in Ilam.
- b. Story writing workshop will end on July 11, 2017.
- c. Abdul is the coordinator in Chitwan.
- d. Letter writing workshop will go on for four months.
- e. Participants spend five hours every day on each workshop.

Reading text (Unit 8, page 83)

1. Read the text about human trafficking and do the activities that follow.

Human Trafficking

Human trafficking is one of the cross-cutting issues. It is a worldwide serious concern. Human trafficking is an illegal trade of human beings for sexual exploitation, forced labour, extraction of organs or tissues and so on. According to the United Nations Office on Drugs and Crime (UNODC), human trafficking is the recruitment or transportation of persons by means of the threat or use of force or other forms of abduction, fraud or deception, or for the purpose of exploitation. It knows no gender, age, race and boundaries.

Victims are trafficked within a country or transnational. They are smuggled because they are forced to work as prostitutes, domestic servants, beggars, factory workers, mine workers, circus performers and child soldiers. It is like another form of slavery. The majority of trafficking victims are women and children because of their marginalisation in many societies and their limited economic resources. Besides them, other key target groups include people from low income households, ethnic minorities, illiterate or people with low level of education, refugees, illegal migrants, children running away from home, and other. Members of split families are also prone to it. Women of forced marriage and early marriage, deserted wife, widows and discriminated daughters are easily victimised

Traffickers prey on the most vulnerable members of society. In order to deceive, first, they

take help of local people to identify such families. They may provide economic incentive and financial loans to their friends, relatives, family, spouse or even parents. At times, most victims are lured to promises of better jobs or well paid job in cities, false marriages and proposals, easy money, dream of sophisticated life and other. Victims of earthquakes, floods, wars and epidemics can be easily smuggled.

Most victims are involved in slavery like practices, and kept in prison like environment. It is because they can be physically and sexually abused. They have to work long hours without any rest or recreation. They never get medical facility when they fall sick. They are either paid less or their earnings are with held with prolonged indebtedness to traffickers.

Our constitution has preserved the right to freedom. Therefore, we must fight against trafficking of persons. In addition to legislation, the Nepal government, the Ministry of Women, Children and Welfare, various INGOs and NGOs and many other organisations in Nepal are dedicated to combat human trafficking.

If we suspect anyone involving in such illegal activities, we have to report the police or any member of concerned organisations. We can also use helpline numbers anytime to inform about victims or traffickers. Our little effort will be a great help to control violation of human rights.

1. Vocabulary in use

Find the words or phrases from the text above that give similar meaning to the following.

- a. a topic that has strong impact on all and that must receive special attention
C.....
- b. sexual abuse of children and youth
S.....
- c. extending across national boundaries
T.....
- d. a person who engages in a sexual activity for payment
P.....
- e. treatment of a person or group as insignificant
M.....
- f. left by husband
D.....
- g. exposed to the possibility of being harmed
V.....
- h. a telephone service providing help with problems
H.....

2. Reading comprehension

i. Read the text, and decide whether the following statements are true or false.

- a. Traffickers' target is only girls and women.
- b. Human trafficking is a burning issue.
- c. Victims get a better job and earn better when they are recruited.
- d. The nearest family members may help smugglers.
- e. Rich and developed countries are free from human trafficking problems.

ii. Read the text again, and answer the following questions.

- a. What do you mean by human trafficking?
- b. Who are prone to trafficking?
- c. How do traffickers victimise the targeted people?
- d. Human trafficking is another form of slavery. Do you agree or disagree? Explain why.
- e. 'Unlike common people, victims' life is different.' Justify it with an example.

iii. On the basis of the understanding of the text, complete the following table.

Who are easily trafficked?	How do they get trafficked?	What do they do after trafficking?
illiterate	promise of better job	domestic work
.....
.....

C. Follow-up activities

- 1. **Work in a small group. Prepare a colourful poster about human trafficking. Write a few catchy slogans to bring awareness to common people of your locality, and paste it on the display board.**
- 2. **List any five institutions or organisations that are combating against human trafficking. Write a success story of any one of them.**

Reading text (Unit 9, page 94)

- 1. **Read the poem by Robert Frost, and find out why he is in a dilemma.**

The Road not Taken

Two roads diverged in a yellow wood,
 And sorry I could not travel both
 And be one traveller, long I stood
 And looked down one as far as I could

To where it bent in the undergrowth;
 Then took the other, as just as fair,
 And having perhaps the better claim
 Because it was grassy and wanted wear,
 Though as for that the passing there
 Had worn them really about the same,
 And both that morning equally lay
 In leaves no step had trodden black.
 Oh, I kept the first for another day!
 Yet knowing how way leads on to way,
 I doubted if I should ever come back.
 I shall be telling this with a sigh
 Somewhere ages and ages hence:
 Two roads diverged in a wood, and, I
 I took the one less travelled by,
 And that has made all the difference.

Robert Frost

1. Vocabulary in use

i. Following words describe either of the two roads the poet is talking about in the poem. Fill the table below choosing appropriate word/s given below.

bent in the undergrowth, fair, better, grassy, worn, trodden black, less travelled

The first road	The second road

ii. Match the following words with their meanings.

Words	Meanings
a. diverged	i. a deep and long breath
b. wood	ii. walked on
c. undergrowth	iii. branched away
d. claim	iv. demand
e. sigh	v. forest
f. trodden	vi. shrubs; a mass of bushes
g. bent	vii. from now on
h. hence	viii. curved

2. Reading comprehension

- i. Fill in the blanks using suitable words from the box. You may need to use one word twice.

less travelled road, roads, decision, difference, speaker, difficult, dilemma, choices
--

The poem is about a that the has faced. He has between two..... He compares both the..... He takes a long time to take the final..... It is for him. Finally, he chooses the that has made a in his life.

- ii. Find the words from the poem which rhyme with the words given below.

wood fair day sigh

Example: wood, stood, could

- iii. Read the poem again, and answer these questions.

- a. Who is the speaker in the poem?
- b. Where is the speaker standing in this poem?
- c. Why does he stop there for a long time?
- d. Why is he in a dilemma?
- e. Which road does he choose to travel?
- f. Why does he leave the other one?
- g. Is the speaker optimistic? How can you say this?
- h. Do you think he has made the right decision?
- i. What do you think 'the roads' refer to?
- j. What is the central idea of the poem?

C. Follow-up activities

1. Have you ever been in the situation like the speaker of the poem 'The Road Not Taken' has been? Share it to your class.
2. Recite the poem in a group and paraphrase it.
3. What message do you think the poet wants to convey to the readers?

Reading text II (unit 9, page 97)

2. Read this narrative essay about an unexpected incident.

A Scary Secret of Two Sisters

One autumn, my sister and I made a blunder. She was ten and I was sixteen. We planned to really enjoy our holiday because we were together but away from home. Our excitement lasted till the end of our journey and taught us an important lesson.

We felt very excited and grown up as we were on the way to the home town of our grandparents in a cart. Fresh and cool breeze touched our body and our soul. When we

reached the lodge, we were disappointed. Although it was expensive, it was not clean and well furnished. It had a tin roof. The room where we were going to spend our night was small. I did not find it cozy. In spite of a small window that was facing towards the North, the room was not as airy as we expected. Both of us disliked it. We asked our granny “Is there any hotel? We like to stay somewhere else, but not here.” When we asked about another option, our grandfather replied, “No, there is not any guest house or hotel nearby.” Their reply annoyed us but we could not make any further request further. After we unpacked our suitcases, our grandmother warned us not to go outside till their return. “We won’t,” my sister promised, but I knew that she was telling a lie. We had already decided to go out.

We went out of the lodge as soon as our grandparents were out of our sight. When we reached a narrow gravelled street it was already dusk. The view of the setting sun was very pleasant. Birds were returning to their nests. We could hear children playing soccer nearby, but the little street was quiet. There was no sign of any hotel. Suddenly, a thug stepped out from the bush. He growled, “Don’t move!” He was tall and lanky. His black beard and dirty, curly hair was disgusting. He was wearing a black face mask and spectacles. When he came very close to us, we could smell cigarettes and a terrible smell of alcohol in his breath. I shivered. My little sister was terrified. We were speechless. He said, “Give me your chain.” So I did. Then he turned to my sister and said, “Your earrings!” Without uttering any word, she gave her best gold earrings. Snatching my hand bag, he jumped into the bush and vanished. Then, we cried and cried.

After sometime we recollected ourselves and ran back to the lodge. We did not feel safe until we got into our room and locked the door behind us. Though the man looted our precious things, he taught us a good lesson. We had disobeyed our elders which we were not supposed to do. Despite their warning, we walked out in a place which was new for us. Before this horrible experience, we did not use to listen to our parents and elders. How stupid we were! We now learned that we should obey them because their experience and knowledge are our guidelines for a better life. After this incident, we became more obedient. However, we decided not to tell the scary incident to our grandparents or even our parents. We knew that they would punish us even though we had learned a lesson. That dangerous adventure is still a secret that I only share with my sister.

(Adapted from Savage and Mayer’s “Effective Academic Writing”)

1. Vocabulary in use

i. Find the words from the text which mean the following:

- a. covered with gravel
- b. grabbing; stealing
- c. shook slightly because you are frightened
- d. disappeared suddenly

- e. a stupid or careless mistake
- f. containing furniture
- g. a violent person, especially a criminal
- h. said something in a low voice

ii. Find the words from the text above that describe the following noun.

Example:

lodge: small,,

a. street:

b. thug:

2. Reading comprehension

i. Choose the best alternative, and fill in the blanks.

- a. The weather was while they were travelling.
 - I. pleasant
 - II. cold
 - III. gloomy
 - IV. hot
- b. The sisters did not like the lodge because it was.....
 - I. dirty
 - II. cozy
 - III. airy
 - IV. spacious
- c. The said, "Give me your chain."
 - I. grandparents
 - II. parents
 - III. thug
 - IV. manager of the lodge
- d. My sister said, "....."
 - I. We won't.
 - II. Don't move.
 - III. Your earrings!
 - IV. Let's keep the secret.
- e. The two sisters learnt to be after that incident.
 - I. liar
 - II. obedient
 - III. honest
 - IV. well mannered

ii. Read the text, and answer the following questions.

- a. Where did the two sisters go to spend their vacation?
- b. What did they decide to do in the absence of their grandparents?
- c. Why did they go out of the lodge?
- d. What happened when they reached the street?
- e. What important lesson did they learn from their mistake?
- f. Why did they decide not to share that scary incident to anyone?
- g. What lesson did you learn from this text?

iii. Imagine you are the narrator's sister. Write your experience in your own words.

C. Follow-up activity

Imagine the place where this story might have taken place. Then draw the picture of the place including the man, two sisters and street with bushes on both sides, and colour it.

Reading text (Unit 10, page 107)

1. Here is an extract of Barbara Nimri Aziz's article "Yogamaya: Poet, Teacher, Insurgent" from *Heir to a Silent Song: Two Rebel Women of Nepal*. Read the extract, and do the activities that follow.

Yogamaya: Poet, Teacher, Insurgent

"Yogmaya had a two-pronged agenda, not just one," explained Manamaya. "Her first target was the cultural and religious oppression of the time. Her second object was our ruler, the Prime Minister, who along with his generals allowed corruption and inequality to prevail. Our master, Shakti Yogmaya, showed us how these two evils are intertwined, and she feared neither."

Yogmaya launched a brilliant and a daring political campaign from her base in the hills of East Nepal. It took place during the 1930s, and ended in 1940 with her death, along with sixty eight of her followers who one by one followed her into the thundering current of the Arun River. After leading a campaign for reform and justice, Yogmaya finally confronted the ruler with an ultimatum: "If you do not grant us justice, we will die," she declared. Juddha Shamsheer responded by sending his army to round up the protesters.

The tragedy that resulted remains a stain on the government. The Nepalese authorities covered up the episode and banned all mention of her. Her campaign was thoroughly expunged from the nation's historical record and almost lost to its political consciousness. But the powerful verses composed by Yogmaya, the hazurbani, survived. And there lies the story.

I am the child in your lap.

You are the babe in mine;

There is nothing between us, nothing at all.

Your eyes have tears, just like my own.

On the surface, these lines may appear to be politically innocent, they are not. They embody the very principle of equality. They call for parity and mutual respect. They are tender reminders of the sensitivity of all of our common needs, joys and sufferings.

Manamaya uttered another of Yogmaya's verses filled with praise of nature and also love of land, or homeland.

Supreme among peaks, this our Himalaya

From where waters flow, Arun merges
And with Barun, flows on
To mingle with Irkhuwa.

These lines hint her political goal to move towards equality. Her effort to challenge the system is opposed by priests, the public, and the government. But still Yogamaya attacks.

Virtue, stained by greed.
Justice, undone by bribes.
Though innocent, we lost.
Thus, we're twice punished.

Eventually, Yogamaya's teachings became a comprehensive utopian ideal, linked with a non-violent political strategy she devised to bring it about. It began four decades before the United Nations sponsored an international convention on women, before the current generation of American feminists was born, and even before Mahatma Gandhi's non-violent 'Quit India' movement (a campaign to rid India of British occupation) was underway, But Yogamaya's movement went further because it included a call to end injustice against women and girls.

1. Vocabulary in use

i. Find the words from the text above that give similar meaning to the following.

- a. having two projecting, pointed parts = T
- b. treating people in a cruel and unfair way = P
- c. twist or twine together = I
- d. to remove completely or get rid of something = E
- e. behaviour or attitudes that show high moral standards = V

ii. Match the following words with their meanings.

Words	Meanings
a. utopian	i. satisfying one's conception of what is perfect; most suitable
b. ideal	ii. imaginary state in which everything is perfect; idealistic
c. ultimatum	iii. the state or condition of being equal, especially as regards status
d. parity	iv. a large meeting or conference
e. convention	v. a person who supports or recommends for the rights of women
f. feminist	vi. a final demand, the rejection of which will result in retaliation or a breakdown in relation

2. Reading comprehension

i. Complete the following sentences with the correct information from the text above.

- a. The first target of Yogmaya was.....
- b. Yogmaya's political campaign took place during and ended in.....
- c. Her poetry carries message of and.....
- d. Yogamaya devised political strategy.
- e. Her movement went further because it included an appeal to end.....

ii. Read the text, and answer the following questions.

- a. Who is Yogamaya? Who is Manamaya?
- b. What were the two main reasons that made Yogamaya a rebel?
- c. What was Yogamaya's demand with the government?
- d. What is the *hazurbani*? How is it popular?
- e. Why do you think Yogamaya stopped her revolt?
- f. How did Yogmaya die?
- g. After Yogamaya's death, what might have been the reaction of the government?
- h. Yogamaya's preaching was in the form of poetry. What have you understood from the given verses?
- i. What lesson did you learn from this text?

C. Follow-up activities

Do you know any social reformers of our country? Write down their important contributions.

Reading text (Unit 11, page 119)

- a) Engage yourself
- b) Who are these people?
- c) What is the man doing?
- d) Why are they there?

Parents

“Dad! I'm going to meet my e-mail friend.”

When?” I asked.

“Now.”

“I'm coming with you.”

“No, I'm going alone.”

“Look, Anuja...”

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

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

“Look, honey. I'm not saying you can't meet your friend. All I'm saying is let me come with you. I will not get out of the car first and if I see a girl of 12 waiting, I'll do some window shopping and you can go and meet her. But if there is no girl, we will wait for 10 minutes and then come back. OK?”

“This is ridiculous.” She stamped her feet. “Why? Is it because I'm 60 years old? Or is it because I've a big belly? Or because there are no hair on my head that you're ashamed of going out with me?” I tried to joke.

“Oh Dad, you're impossible.”

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

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

“I'm listening.”

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

“You lost me.”

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

“You mean you pretended to be a boy to this girl?” I stared at her and the car swerved a little which I controlled.

“Yes, she knows me as a boy.”

“God!” I tried to digest this new information.

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

Next day, at lunch time I retold the whole event to my colleague, Dhurva.

“So you think that some bad guy was trying to approach your daughter?” He smiled.

“Why are you laughing?”

“Let me tell you why the girl friend of your daughter didn’t appear at the meeting place. It was because her mother came with her in a car before you reached there. The mother was watching if there was really a boy of 13. But all she could see was an old man with a big stomach and a bald head lurking around the meeting place. So she didn’t let her daughter get out of the car. She just drove the car back home.”

“You mean... You mean she saw me and...” I stammered.

“Yes, she saw you. Do you know what she said about you?” He laughed. “She said that she saw a lecherous old man with an evil leer on his face...”

1. Vocabulary In use:

a. Supply the correct word from the box below after each definition:

- a) A large belly
.....
- b) To talk with someone in a casual way
.....
- c) Not true or real
.....
- d) Extremely silly or unreasonable
.....
- e) Changed or caused to change direction abruptly
.....
- f) Spoken with many pauses and repetition
.....

belly, fake, chatted, ridiculous , swerved, stammered

i. Read the story again, and answer the following question:

- a. Where is Anuja going?
- b. How old is Anuja?
- c. What was her father’s suggestion?
- d. How does Anuja spend most of her time?
- e. Did Anuja meet her friend? Why/why not?
- f. How did her father feel at the end?
- g. Who do you think is cleverer Anuja’s father or the mother of Anuja’s friend?
- h. Do you think Anuja’s father was caring? Why/why not? Give reasons.

ii. Read the story again, and rearrange the events in the order in which they happened.

- a. Anuja reveals her secret to her father.
- b. Anuja wants to meet her friend.
- c. Anuja's father also goes with her to meet her mail friend.
- d. Her friend did not turn up.
- e. Father tells his daughter not to wait her friend more than 10 minutes.
- f. They returned without meeting her friend.
- g. It was not easy to digest new information for father.
- h. Instead of boy of 13, there appeared a lecherous man.

iii. Write true or false against the statements:

- a. Anuja spends most of her time on computer chatting with her mail friends.
- b. Anuja is 23 years old.
- c. Father suggested Anuja about fake emails and chatting.
- d. Some boys were planting the trees in the field.
- e. At last Anuja met her friend.

C. Follow up activities:

- a. Imagine that you're Anuja's father. How do you suggest Anuja being safe from the fake chatting? Now write a paragraph describing Anuja's character.

Reading text (Unit 12, page 133)

I Wandered Lonely as a Cloud

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced; but they

Out did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth

Vocabulary

1. Read the poem, and match the following words with their meanings:

Words	meanings
a. Vacant	i. a long and steady look
b. Sprightly	ii. excited
c. Couch	iii. Becoming bright
d. Gaze	iv. Made longer or wider
e. Sparkling	v. blank
f. Bay	vi. Sparkly/lively
g. Stretched	vii. Sofa
h. Gay	viii. An inlet of the sea or other body of water usually smaller than a gulf

2. Reading comprehension

i. Read the poem again, and answer these questions.

- Who has composed this poem?
- What is this poem entitled?
- what is the central idea of the poem?
- who is compared with a cloud?
- why does the speaker dance with the daffodils?
- where did the person in the poem see the daffodils?

ii. Rewrite the sentences in the correct order

- The poet gazed but he didn't realize what wealth the scene would bring him.

- b. The speaker was wandering alone like a floating cloud on high over valleys and hills.
- c. Those daffodils were like stars that shine and twinkle on the Milky Way.
- d. The speaker's heart is filled with pleasure and dances with daffodils.
- e. The speaker watches all the scene of nature.

Follow up activities

Nature is a precious gift to human beings. Have you ever been amazed at or been pleased by the nature like words worth? Create a poem about nature.

Reading text II (unit 12, page 136)

Mr. Thapa, a reporter of a health magazine, has interviewed Dr. Rajan Poudel who is a General Physician at Civil Hospital, Kathmandu. Read the interview, and learn about the pandemic of Typhoid fever.

Reporter : Doctor, would you please tell me about Typhoid fever?

Dr. Rajan : Well, typhoid fever is a potentially fatal infectious disease caused by bacteria called Salmonella Typhi and Salmonella Paratyphi A and B. The disease is common in developing countries like Nepal where sanitation is poor.

Reporter : What is an infectious disease? Could you please tell us how it is serious to humans?

Dr. Rajan : Infectious diseases are caused by pathogenic microorganisms such as bacteria, virus, parasites or fungi. The disease can spread directly or indirectly from one person to another. You can get infected by touching, eating, drinking or breathing anything that contains microorganisms. Infectious diseases are serious to humans as they can kill more people worldwide than any other single cause. The socio-economic impact of infectious diseases is huge because disease survivors may take several months to recover and resume their work.

Reporter : Doctor, how do we know if a person is suffering from typhoid? What are its symptoms?

Dr. Rajan : During the first week of infection, the patient has a high grade fever, headache, bodyache and loss of appetite. Constipation may be present, although diarrhoea and vomiting may also be common in early illness. At the end of the first week, rashes called rose spots may appear on the upper abdomen and back. Patients may develop a cough and become delirious. By the end of the second week, patients may become profoundly ill unless the disease is treated by antibiotic treatment. In the third week the patients may pass into coma and die if no treatment is given.

- Reporter : It seems to be a serious disease. Could you tell us how it transmits?
- Dr. Rajan : It is transmitted via the faecal oral route or the urine oral route. This may take place directly through dirty hands contaminated with faeces or urine from cases or carriers of typhoid fever or indirectly by ingestion of contaminated water, milk or food or through flies.
- Reporter : Would you mind telling us the percentage of typhoid infected people who visit your department?
- Dr. Rajan : Actually it is difficult to say the exact percentage as we don't have actual data. Though it can affect any age group, its incidence is highest in 5-19 year of age group. Typhoid fever is observed all through the year but the peak incidence is reported in the rainy season that is July to September.
- Reporter : Please tell us its preventive measures. I mean how can a person be safe from such a dreadful disease?
- Dr. Rajan : Good question! Protection and purification of drinking water supplies, improvement of basic sanitation and promotion of food and personal hygiene are essential measures to prevent transmission. Hands should be frequently washed using soap and clean water. They should be washed before preparing food, eating, drinking and after using the toilet. Early diagnosis and treatment of typhoid cases is very important. Next preventive measure is vaccination. Two typhoid vaccines are available. Oral live attenuated vaccine given on days 1, 3, 5 and 7 with a booster every 5 years and the other one is parental vaccine which involves one dose with a booster every 2 years.
- Reporter : I'd appreciate it if you could tell us how we can make people aware of this fatal disease. I'd like to know the way people could be educated on its seriousness.
- Dr. Rajan : Sure. We can make people aware of this fatal disease through health education. People should know how the disease is transmitted and its preventive measures. People should eat safe food, drink safe beverages, practise hygiene and cleanliness. If you feel sick and think you might have typhoid fever, consult your doctor. Early diagnosis and treatment is very important because if untreated 10-15% of the people affected usually die of typhoid fever. However, this can be brought down to 1% if diagnosed and treated early.
- Reporter : Finally, do you have anything to say regarding this disease, doctor?
- Dr. Rajan : Well, Typhoid is easily preventable infectious disease. Simple measures which I have said earlier in your question can prevent us from getting this disease. Creating public awareness not only for typhoid fever but all other

infectious disease is crucial.

Reporter : Thank you for your valuable time, Dr. Rajan.

Dr. Rajan : Thank you, Mr. Thapa.

1. Vocabulary in use

i. Find the words from the text above that give similar meaning to the following:

- a. With the capacity to develop or happen in the future
- b. The conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal
- c. Continue after interruption
- d. The condition in which there is difficulty in emptying the bowels
- e. Make (something) impure by exposure or addition of a poisonous or polluting substance...
- f. The identification of the nature of an illness or other problem by examination of the symptoms
- g. Able to be prevented or avoided

ii. Read the interview, and answer the following questions:

- a. What is the definition of Typhoid fever?
- b. Why is the disease common in developing countries like Nepal?
- c. What is an infectious disease?
- d. What are the symptoms of Typhoid fever?
- e. How does Typhoid fever transmit?
- f. What are preventive measures of Typhoid fever?
- g. Is Typhoid preventable infectious disease?

3. Follow-up activities.

Prepare a colorful poster about Typhoid fever with its symptoms and preventive measures to create public awareness. Paste it on the wall of your school.

Reading text (unit 13, page 145)

Read the following poem, and pick out the rhyming words.

The Chimney Sweeper

When my mother died I was very young,
And my father sold me while yet my tongue
Could scarcely cry ‘weep! ‘weep! ‘weep! ‘weep!
So your **chimneys** I sweep and in **soot** I sleep.
There’s little Tom Dacre, who cried when his head,

That curled like a lamb's back, was shaved: so I said,
 "Hush, Tom! never mind it, for when your head's **bare**,
 You know that the soot cannot spoil your white hair."
 And so he was quiet, and that very night,
 As Tom was a-sleeping he had such a sight!
 That thousands of sweepers, Dick, Joe, Ned, and Jack,
 Were all of them **locked up** in coffi ns of black;

And by came an **angel** who had a bright key,
 And he opened the **coffins** and set them all free;
 Then down a green plain, leaping, laughing they run,
 And wash in a river and shine in the sun.

Then naked and white, all their bags left behind,
 They rise upon clouds, and sport in the wind.
 And the angel told Tom, if he'd be a good boy,
 He'd have God for his father and never want joy.

And so Tom awoke; and we rose in the dark
 And got with our bags and our brushes to work.
 Though the morning was cold, Tom was happy and warm;
 So if all do their duty, they need not fear harm.

William Blake

(Source: *The English Romantic Poets, An Anthology*, edited with an Introduction by Promod K. Nayar)

1. Match the words in column 'A' with their meaning in column 'B':

Column 'A'	Column 'B'
a. Leaping	i. a feeling of great happiness
b. Curled	ii. fastened with a lock
c. Bare	iii. box in which dead body is buried
d. Locked	iv. a tall narrow opening through a large piece of rock
e. Coffin	v. jumping from a surface
f. Chimney	vi. empty, naked
g. Angel	vii. a person who is very kind and beautiful
h. Joy	viii. Twisted

2. Reading comprehension:

i. Read the poem again and answer these questions:

- a. Who composed the poem?
- b. What is the poem about?
- c. Why did the speaker cry?
- d. When did the speaker's mother die?
- e. How did the Angel open the black coffins?
- f. Who had a bright key?
- g. What did they do after being set free?
- h. What did Angel suggest to Tom?
- i. How was the morning?

3. Fill the words with suitable words:

- a. The speaker of the poem is a
- b. The duty of the speaker is to
- c. There's a boy, who cried for shaving his hair.
- d. An Angel has a to set free from the coffins.
- e. The newly freed children run through a green and wash themselves in a river carrying out clean and white in the sun
- f. The poem is entitled

4. Follow-up activities:

- a. Do you like the poem? Why or why not?
- b. Have you ever met a child like Tom Dacre in your locality? If yes, when and where? What does she/ he do for his/ her living?

Reading text (unit 14, page 154)

Read the story and find out why Pabitra left the home and came back again.

Reunion of the Family

"Grandma! Grandma!!" yelled Dinesh.

Pabitra looked around and said, "I'm here *Kanchhu*."

Dinesh was perplexed when he saw his grandma packing so many bags.

"Where're you going grandma?"

Pabitra looked at her eight years old grandson.

"Your uncle's house."

"Are you going for a long time there?" asked Dinesh.

Pabitra didn't reply but continued packing her things. At the moment his mother Junakiri

arrived looking very stressed. “Go to your room and check whether you have completed your homework. Don’t disturb grandma.” she said, **staring** at him.

Dinesh went to his room. He was **scared** of his mother when she was in a serious mood. After an hour, she called a taxi and loaded it with her luggage.

“Where are you *Kanchhu*? Come here. I’m leaving.”

No sooner had he approached than she kissed and squeezed him tightly, put some money in his hand and got onto the taxi.

“Grandma! When will you come back?” Dinesh shouted as she **vanished** into the crowded city in the taxi. His question remained unanswered.

He turned to his father Jayaram and said. “Daddy, stop her or let me go with her. Why hasn’t she taken me? When will she come back?”

Jayaram held his hand, entered the room and said, “She has gone to your uncle's house. How could she take you with her? You should be anxious about your study and exam. I don’t know when she’ll come back.”

Grandma loved him very much. He used to sleep in her lap playing with her gray hair and caressing her wrinkled face. She used to tell wonderful stories at his bed time. She was a good story teller. How could he forget her? In her absence, when his school had holidays, Dinesh mostly spent the day with Binita, a middle aged woman, who worked as a housekeeper for more than 20 years for his family. Her slim body with straight long hair; dimple on right cheek; pointed nose and big black eyes; oval face with white skin and sweet, polite nature made her fascinating and loving too. Everyone in the family called her Naani. She used to take good care of him.

That afternoon, after school Binita was giving Dinesh his food. They were alone in the house. “Naani, why has grandma gone to her younger son's house? Why did she take so many bags? Will she come back?” asked *Kanchhu*.

“I really can’t say *Kanchhu*. I only know that she won’t be coming back in the near future.”

“But, why, Naani? Doesn’t she love me?”

“Of course she does.”

“Then why did she leave me and go?”

“I can’t answer this question.”, she replied.

“No, you have to answer it, if not, I won’t have any food.”

Naani looked at Dinesh’s innocent face and said, “Okay, I’ll tell you but you’ve to promise that you won’t tell your parents. If they know, they will **berate** me.”

“Promise Naani, I won’t tell anyone.”

Our family was a happy family. There was only laughter in the family. Everyone envied our family but it did not last long when your grandpa **passed away** five years ago. Your grandmother started feeling that your parents paid no **heed** to her. Last night while you were

sleeping, there were arguments. “Why?” he said. “I think there’re various reasons. Grandma, with age, is getting quick-tempered. Your daddy is busy at his business and your mom has to prepare documents on the computer for the next day. Due to their busy schedule, they did not have time to share each other’s problems.” said Naani. Last night when your daddy arrived late night, grandma said, “Why are you late nowadays? You neither pay attention to me nor to *Kanchhu*. I don’t want to see you late again.” He got angry and said, “Don’t bother me. I have to handle so many things.”

“Do you think I am nuisance? I don’t like to live with you any longer. I’ll go to my younger son's house tomorrow.” she said.

“Didn’t my mom say anything?” Naani gestured, “Your mom was furious too. She just added, “If you leave us now, never try to come back.”

“What did grandma say?”

“Sure, I’ll never come back.”

Dinesh’s eyes filled with tears. “I’ll never forgive my daddy and mom for this.” “*Kanchhu*, you shouldn’t say so. It’s unfair. Remember what you promised before. Keep to your word. It’s not only your parents’ fault, it’s her too. The fault is on both sides.”

Six months passed. Grandma would sometimes ring up and talk to him. As soon as he said, “When are you coming grandma?” she would quickly change the subject and start talking about something else.

Last Monday, fifteen days before his final examination of grade three his parents called him to their room. “Dinesh, you’ve already scored distinction but this time I want you to get the first rank.” said Jayaram.

His mom also added, “According to your class teacher, you can if you put a little bit more effort.”

“If you top the list, I will give you a prize something which you desperately want.” Jayaram said.

“Okay daddy and mom” Dinesh replied.

Dinesh put his full effort into his study. He took his exam. The result came out after 30 days. His parents did not have any words to express their happiness when they found he was second in his class. While they were returning home after collecting the results, they bought a tablet and put it in Dinesh’s room. As soon as he came home after playing with his friends they said, “Congratulations, *Kanchhu*! You’ve been second. We’ve a surprise for you. Let’s go in.” “But daddy, I did not come first in the class.”

“It doesn’t matter *Kanchhu*. You did a lot. Next time we’re sure you can top the list.”

Thank you daddy and mom.

“Let’s go in.” Both entered the room. Jayaram said, “Here’s your surprise gift.” In front of his eyes was a tablet. Junakiri who was ready to capture his happiness in her camera stopped

when she noticed Dinesh staring at the tablet with a strange expression on his face. “What’s wrong with my *Kanchhu*? Don’t you like it?” Junakiri asked her son who took no notice of the tablet.

“I... I thought it was grandma in the room”, said Dinesh, and walked out of the room. Puzzled Junakiri and Jayaram gazed at each other.

A week later Junakiri took a half day leave from her office and came home; and Jayaram went to bring his mom back. “Sorry ma, we made a big mistake. Let’s go home. Your *Kanchhu* is waiting for you. He always grumbles, ‘When is my grandma coming?’”, said Jayaram.

As Jayaram talked about *Kanchhu*, she forgot the past, and came home at once.

When Dinesh came back home from school, he opened the door as usual. He could not believe his eyes when he saw his grandmother standing and spreading her arms. He threw his school bag down, and rushed into her arms. “Grandma!”, he said and embraced her.

Naani, Jayaram and Junakiri were watching the scene, and their eyes were filled with tears of happiness.

Later in the evening while they were all sitting and having their supper, grandma said to Dinesh, “*Kanchhu*, when we adults sometimes behave like children, God uses little ones like you to teach us a lesson.”

“Does it mean you will never leave me again, grandma?”

“Indeed, *Kanchhu*, I will never leave you again.”

Jayaram **cuddled** him and said, “Without you, how can we be united?”

1. Vocabulary in use

i. Read the story and find the similar meaning from the text:

- a. Bewildered
- b. Shouted
- c. Looking fixedly
- d. Afraid of something
- e. Pressed together the parts and especially the opposite sides of(something)
- f. Disappeared
- g. Annoyance
- h. Indicated
- i. Held fondly/ closely
- j. Criticize hatefully
- k. severely

ii. Prepare a list of words from the story that are unfamiliar to you. Look up their meanings in the dictionary and use them in meaningful sentences of your own.

Example:

Yelled- shouted- I shouted to my friends for being late.

i. Reading comprehension

- a. What is the relationship between Pabitra and Dinesh?
- b. How many characters were there in the story?
- c. How old was her grandson?
- d. Who was leaving the house? And why?
- e. When did Dinesh's parents realize that their son was not happy at all?
- f. Why did all members become happy at last?
- g. What lesson did you get from the story?
- h. How was Dinesh able to invite his family?
- i. How was Binita?

ii. Read the story, and decide whether the following statements are true or false:

- a. Dinesh got surprised when he found his grandfather was leaving the house.
- b. There were mainly three family members.
- c. The story gives us the message that we must love each other in the family.
- d. Grandma hated all the family members.
- e. Dinesh's father is a businessman.
- f. Jayaram congratulated his son for being the second in the class and gifted him a tablet.
- g. Pabitra came back home at last.

C. Follow-up activities:

- i. Write a paragraph about your grandmother. Does she love you or not?
- ii. Do you have housekeeper like Naani at your home? If yes, how do you behave towards her?

Reading text (unit 15, page 165)

Read the following poem, and find out how the narrator feels the difference between past and present.

Past and Present

I remember, I remember
The house where I was born,
The little window where the sun
Came **peeping** in at morn;
He never came a wink too soon

Nor brought too long a day;
 But now, I often wish the night
 Had borne my breath away.
 I remember, I remember
 The roses, red and white,
 The violets, and the lily-cups-
 Those flowers made of light!
 The lilacs where the robin built,
 And where my brother set
 The **laburnum** on his birthday, -
 The tree is living yet!
 I remember, I remember
 Where I **was** used to swing,
 And thought the air must **rush** as fresh
 To swallows on the wing;
 My **spirit** flew in feathers then
 That is so heavy now,
 And summer pools could hardly cool
 The fever on my brow.

 I remember, I remember
 The fir trees dark and high;
 I used to think their **slender** tops
 Were close against the sky:
 It was a childish ignorance,
 But now 'tis little joy
 To know I'm farther off from Heaven
 Than when I was a boy.

Thomas Hood

(Source: The Golden Treasury of Best Songs and Lyrical Poems in the English Language)

1. Vocabulary in use:

(i) Find the rhyming words for the following words from the poem.

White – light

(a) Born..... (b) sun.....

(c) day.....(d)set.....

- (e) Swing.....(f)high.....
 (g) joy.....

(ii) Match the words in Column A with their meaning in Column B.

Column A	Column B
a) Peeping	(i) a plant that has small bluish-purple or white flowers.
b) Violets	(ii) glancing
c) Wink	(iii) a small tree with hanging bunches of yellow flowers.
d) Laburnum	(iv) to close and open your eyes quickly.
e) Spirit	(v) thin or narrow
f) Slender	(vi) the inner quality or nature of a person.
g) Lilac	(vii) a type of bush with purple or white flowers that bloom in the spring.

(iii) Choose the best answers from the options given below:

- a) This person presents the poet's
 (i) adulthood (ii) childhood (iii) his future life
- b) The poet always enjoys
 (i) the beauty of nature (ii) films (iii) games
- c) The water in the pool was
 (i) cool (ii) hot (iii) unpleasant
- d) The central idea of the poem is
 (i) racial harmony (ii) better experience of his past. (iii) freedom
- e) In the past the poem was.....
 (i) energetic (ii) dull (iii) abnormal
- f) At last the writer his childhood memories.
 (i) missed (ii) recalled (iii) worried

2. Reading comprehension.

(i) Read the poem again, and answer these questions:

- a) Who composed this poem?
 b) What is the theme of the poem?
 c) What does the poet remember in the first stanza?
 d) What does the poet want in the first stanza?
 e) What does his brother do in his birthday?
 f) What was the weather on that day?
 g) How does the poet describe his childhood in the third stanza?

Reading text (unit 16, page 174)

Read the text and do the activities that follow:

Jitiya Festival

Jitiya is an important festival of Nepali married women of Mithilanchal and Tharu women of all castes. This festival is named after Masabashi's son Jimutavahana, a blessing son of the Sun. Masabashi was an unmarried princess who spent her life as hermit living in a hermitage. Jitiya falls in the month of Ashwin (September–October). It is celebrated for three days on Saptami (the seventh day) Astami (the eighth day) and Navami (the ninth day). The fasting day, Astami, is called *Jitiya*. The married women take *brata* (fast) for the good fortune of their children, husband and family. In this festival, brothers invite their married sisters to their homes, and the

married women go to their *maiti* (maternal home).

On the first day of Jitiya, women take a bath in a river or a pond early in the morning and formally start their *brata*. Before taking a bath, they put *khari* (oil-seed-cake), special soil, on a leaf of sponge gourd and worship Jimutavahana, and let it flow on the river. They take the remaining oil back home and massage their children with it. This *khari* is effused for legendary figures *Chilo* (eagle) and *Shero* (fox) wishing them to take *brata* (fasting) of Jitiya. The married women remember their female ancestors too. On this day, women scrub their house with cow's dung to make their house sacred. At mid night, they prepare *ongthan* or *datkhat* (special food), and eat it before the cockcrow. They also eat fish and millet bread. They have curd, beaten rice and fruits as *dar*. Before eating *datkhat*, they offer some food to the legendary figures *Chilo* and *Shero*.

The second day of Jitiya is called *Upas*. On this day, the married women fast the whole day. They go to the river, pond and well and make an idol of Jimutavahana made of *kush* (the holy grass), and worship the idol. The devotees get together and the ones who know about Jimutavahana, narrate his story. They neither drink a drop of water nor do they have some fruits during Astami. During fasting hours, they sing and dance too. Their song is called *Darkatoni*. Everyone married or unmarried, can participate in singing and dancing.

The third or last day of Jitiya is called *Parwan*. The women wake up early in the morning and go to the river to take a bath. Then they return home and perform *puja*. After *puja*, they offer some fruits, milk and curd to Jimutavahana, a legendary deity, before they eat. Then only they take food and drink water. Afterwards the women complete their *brata* then they sing and dance the whole day.

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

A

hermit

deity

B

chance or luck, especially in the way it affects people's lives

connected with God or a god; considered to be holy

fortune	a statue that is worshipped as a god
legendary	a god or goddess
sacred	God's help and protection, or a prayer asking for this
idol	very famous and talked about a lot by people, especially in a way that shows admiration
blessing	a person who, usually for religious reasons, lives a very simple life alone and does not meet or talk to other people

B. Read the text again, and answer the following questions in brief.

- Who is Jimutavahana?
- How many days is the festival celebrated for?
- Why do women fast during the festival?
- When does formal *brata* starts?
- What do women have as *dar*?
- On which day of the festival an idol of Jimutavahana made?
- What is *Darkatoni* ?
- Where do women take bath on the third day?

Reading text (unit 17, page 183)

Read the drama and do the activities that follow.

Mrs Ojha : Sushia, it is time your father and I had a talk with you.

Sushila : Yes, Mother. What is it about?

Mr Ojha : Well, you know that your mother and I are very concerned about your future. You know that we are not rich. If we were rich, we would send you to a university. Since we could not do that, we have considered the best course for you is to do what Nepalese young ladies have done for centuries.

Sushila : And what is that?

Mrs Ojha : Sushila, you are not very respectful to your father. Imagine you are asking your father rudely, "What's that?" before he has the chance to tell you.

Sushila : I'm sorry, Mother: but I was not rude, only anxious.

Mr Ojha : It's all right, Sushila. Well, we think it's time you got married.

Sushila : (*Gasping*) But,...I...I...

Mrs Ojha : There's no need to get excited. If I were you, I would listen to the whole thing first.

Mr Ojha : We understand your anxiety, Sushila, you've been brought up in this foreign country, so different from Nepal. Had you been brought up in Nepal, you would have thought it natural to get married at this age.

- Sushila** : Father, I feel that, as I cannot go to a university, the best career I can look forward to is that of a nurse. Many of the young ladies I know are nurses and have excellent careers in private clinics. Had you allowed me to apply to the nursing institute, I'd have got the scholarship.
- Mr Ojha** : But there is no secure future in being a nurse. Although it's a noble profession, it doesn't pay much.
- Sushila** : But I don't see any security in marriage. I do not know what my future husband will be like. You've not told me who he is.
- Mrs Ojha** : (*Angrily*) You are too impatient. If I were you, I'd have complete trust in my parents. Of course we have chosen a most suitable man for you, one who will give you and your future children all the security you need.
- Sushila** : But will he show me love, kindness and consideration, besides giving me security?
- Mrs Ojha** : I'm sorry to see that you have been so influenced by your friends, films, and television. I agreed to marry your father without having seen him before, without even knowing his name. He gave me all the kindness I required. Hasn't he treated you and your brother well?

A. Read the part of a drama and tick (✓) the best answer.

- a. Sushila's parents are thinking about her marriage because of:
 i. poverty ii. Sushila's age iii. her behaviour iv. society
- b. Sushila wants to be:
 i. a nurse ii. a doctor iii. a teacher iv. a housewife
- c. Sushila's parents think that the best thing for her is:
 i. to be a nurse ii. to go to university iii. to start a job iv. to get married
- d. Mr. Ojha thinks that nursing profession:
 i. is noble ii. has no security iii. is boring iv. pays a lot
- e. Which of the following sentence is true?
 i. Sushila has been brought up in Nepal.
 ii. Mrs. Ojha thinks that Sushila is respectful to her father.
 iii. Sushila thinks that there is no security in marriage.
 iv. According to Sushila nurses do not have good careers.

B. Read the drama again and answer the following questions.

- a. What are Sushila's parents worried about?
- b. Why are Sushila's parents thinking of not sending her to the university?
- c. What is the disadvantage of a nursing profession according to Mr. Ojha?

- d. Is Sushila rude to her parents? Why? or why not?
- e. What, according to Mrs. Ojha Sushila is influenced by?

Reading text (Unit 18, page 192)

Read the text below and do the activities that follow.

Cultivating a habit is like plowing a field. It takes time. Habits generate other habits. Inspiration is what gets us started, motivation is what keeps us on track, and habit is what makes it automatic. The ability to show courage in the face of adversity; show self-restraint in the face of temptation, choose happiness in the face of hurt, show character in the face of despair, and see opportunity in the face of obstacles are all valuable traits to possess. But these traits do not just appear; they are the result of constant and consistent training, both mental and physical. In the face of adversity, our behavior, whether positive or negative can only be what we have practised. When we practise negative traits such as cowardice or dishonesty in small events, and hope to handle the major events in a positive way, it won't happen because that's not what we have practised. If we permit ourselves to tell a lie once, it is a lot easier to do it a second and a third time until it becomes a habit. Success lies in the philosophy of "sustain and abstain." Sustain what needs to be done and abstain from what is detrimental until this becomes habitual. Human beings are more emotional than rational. Honesty and integrity are the result of both our belief system and practice. Anything we practise long enough becomes ingrained into our system and becomes a habit. A person who is honest most of the time gets caught the first time he tells a lie, whereas a person who is dishonest most of the time gets caught the first time he tells the truth. Honesty or dishonesty to self and others becomes a habit. The choice is ours as to what we practise. Whatever response we choose, our thinking pattern becomes habitual. We form habits, and habits form character. Before we realise that we have got the habit, the habit has got us. Someone once said, "Our thoughts lead to actions, actions lead to habits, and habits form character." Character leads to destiny. Therefore, you should try to form character building habits.

A. Read the text and match the words in column A with their meanings/synonyms in column B.

A	B
inspiration	to provide enough of what somebody/something needs in order to live or exist
temptation	the quality of being honest and having strong moral principles
adversity	the events that will necessarily happen to a particular person or thing in the future
cowardice	the desire to do something, especially something wrong or unwise
sustain	a difficult or unpleasant situation.

abstain	lack of bravery
integrity	the process of being mentally stimulated to do or feel something, especially to do something creative.
destiny	to decide not to do or have something, especially something you like or enjoy, because it is bad for your health or considered morally wrong

B. Read the text once again and decide whether the following sentences are true or false.

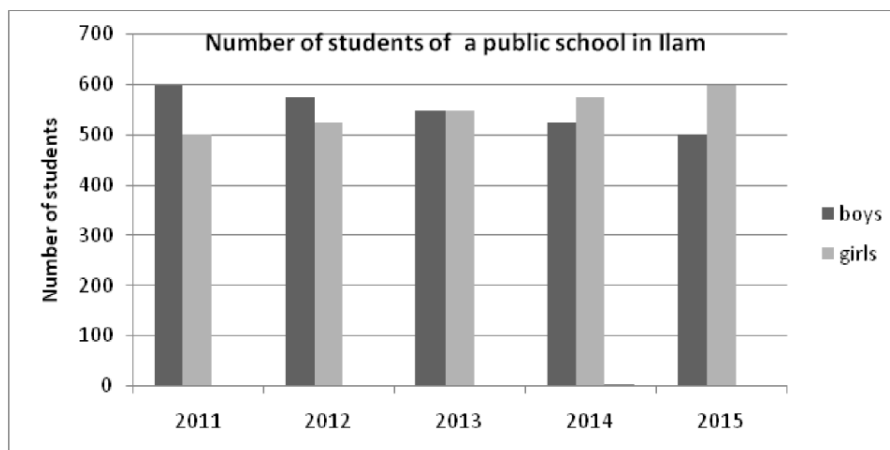
- Some habits are the source for other habits.
- Inspiration keeps us on track.
- The ability to show courage in a difficult situation is a valuable trait.
- Practising something for a long time does not help us to form habit.
- Habit does not play any role in forming character.

C. Read the text again, and answer the following questions.

- What helps us to be on track?
- Give any two examples of valuable traits.
- What do honesty and integrity depend on?
- What becomes a habit?
- What do our thoughts lead to?
- Why should we form character building habits?

Reading text (Unit 19, page 203)

Study the following bar chart along with its description, and do the activities that follow.



The above bar chart illustrates the comparison between the number of the boys and the girls

studying in a public school in Ilam each year between the years 2011 and 2015. The dark bar to the right shows the number of boys, whereas the bar to the left depicts the number of girls. The bar chart reveals that the number of boys decreased every year and fell to 500 in 2015 from 600, whereas the number of girls increased every year and reached to 600 in 2015, i.e. a hundred more than in the year 2011. In 2011, the number of boys was exactly a hundred more than that of girls. But after a five year period, the figure became just opposite. The number of boys gradually went down, and the number of girls increased in the same ratio. So in the year 2015, the number of boys remained a hundred less than the number of girls though the number of boys and girls was exactly the same in 2013.

Overall, we can clearly see the decline in the number of boys, while the number of girls seems to be a rising trend. The most surprising fact of the school is that though the number of boys and girls changed, the total number of school students remained constant.

A. Answer the following questions.

- a. What is the bar chart about?
- b. How many boys were studying in the year 2011?
- c. How many girls were studying in the year 2015?
- d. What percentage of girls boys increased over a period of five years?
- e. What is the most surprising fact?

B. Choose the best alternatives:

a. The number of the girls in the school:

- i. increased every year
 - ii. decreased every year
 - iii. was the same in all years
 - iv. changed rapidly
- b. In the year 2011 girls were studying in a school.
- | | | | |
|--------|---------|----------|---------|
| i. 600 | ii. 500 | iii. 510 | iv. 610 |
|--------|---------|----------|---------|
- c. The bar chart reveals that the number of boys:
- i. increased every year
 - ii. decreased every year
 - iii. did not change
 - iv. was two times more than girls
- d. In five years time, the data became:
- i. heavily loaded
 - ii. just opposite
 - iii. just the same as in the beginning

- iv. surprising
- e. The data presented in the chart is surprising because:
 - i. the number of boys decreased every year
 - ii. the total number of the students did not change
 - iii. the number of girls increased every year
 - iv. the number of boys and girls increased in the same ratio

Answers

Answers (Unit 1)

B. Study time

- a. Canadians greet each other by shaking their hands firmly and at that time they look in each other's eyes straightly.
- b. It takes two or three hours for Latin Americans to complete their lunch.
- c. People take off their shoes at the door (facing the door) when entering a restaurant.

1. Vocabulary in use

- a. the word is not given in the text; it's actually 'embarrassing'
- b. sleeve
- c. reveal
- d. firmly
- e. reverse
- f. colleagues

2. Reading comprehension

i. True or False

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

ii. Short answer questions

- a. Americans make physical contact but Japanese people don't make physical contact during greeting.
- b. The Muslim women should not wear the clothes that don't cover their whole body in Muslim countries.

- c. No. It's different in Nepal.
- d. People from Britain and America prefer discussing business during meals.
- e. It is necessary to print our business card in the local language when we are going to a country where our language is not widely spoken.
- f. Physical distance between the speakers play significant role in South America and Mexico.

Answers (Unit 2)

1. Vocabulary in use

i.

The word *degeneration* is not given in the text. But its meaning is: declining from a higher level to lower level. Each culture is unique with its own way of life and own *perspective* of the world. Meaning: way of looking.

Firstly, it would mean that all other languages would eventually *disappear* and, along with them, their cultures too. Meaning: extinct, get lost. I would like to ask Karma if he could understand all the varieties i.e. dialects of his mother tongue. As we know, even the dialects are often *unintelligible* to all the speakers of the same language. Meaning: not able to understand.

If everyone speaks the same language, there will be a clear understanding between not only countries but also people throughout the world. It would *promote* learning, the flow of information and ideas. Meaning: help to grow/develop. Not only this, if a language is intelligible for all, members of security forces can easily investigate and understand national and international criminal plans. Meaning: examine/study/try to understand the fact

- ii. a. unwilling b. meeting/discussion c. obstruction d. friendship e. grow f. common language

iii.

- diversity : difference; similarity; variety
 inherent : intrinsic; extrinsic, built in
 integrity : togetherness; incompleteness; entirety
 dialect : standard form; vernacular language; regional variety
 reciprocal : interactive; complementary; one-way

2. Reading comprehension

i.

- a. Karma and Kabita are the two speakers in the debate.
- b. Karma is the supporter of fewer languages.
- c. Karma claim that using a single language is better but Kabita claim that using multiple

languages is better than a single language.

- d. Sanskrit is supposed to have a musical quality.
 - e. Linguistic and cultural differences bring variety in literature.
 - f. Using a single language can minimise communication barrier.
 - g. The three benefits of having fewer languages are: using the same language aids understanding and global fraternity, economic growth is possible by using a single language and it helps in solving security problems too.
 - h. The three benefits of having many languages in the world are: cultural diversity boosts tourism, people have identity and there is variety in literature.
- ii.** The text is the transcriptions of a debate. There are two people participating in the debate: Karma and Kabita. Karma is in favour of using a single language. He has put different ideas that using a single language is better than multiple languages. He has presented different advantages: using a single language helps for the global village; using the same language aids understanding and global fraternity, economic growth is possible by using the same language and using the same language helps to maintain peace and security. But Kabita has an opposing view. She claims that using multiple languages is better than a single language. She has put different advantages of using multiple languages: cultural diversity boosts tourism; there's variety in literature through linguistic and cultural differences and different languages give identity to the people.
- iii.**
- a. True
 - b. True
 - c. False
 - d. True
 - e. True

Answers (Reading unit 3)

1. Vocabulary in use

i, ii, & iii (Find a dictionary; English-English-Nepali and write the meanings of the words given)

2. Reading comprehension

i.

- a. Tom was a black sheep in Ramsays' family because he was doing bad things and was different from his family members. He never settled down.
- b. He started a business. It was a respectable profession to Tom.
- c. George Ramsay was staring into the space because he was sad about his brother,

Tom's behaviour. He never started a decent job for his livelihood eventhough he was helped a lot by his brother.

- d. Tom left his work and his wife because he wanted to enjoy himself.
- e. Tom borrowed loans from his friends and managed his life when he ran out of money at first.
- f. Cronshaw and Tom made an idea together to cheat George. Cronshaw said that he would take a matter to the court to punish Tom. Hearing that George gave 500 pounds to settle the matter. But later Cronshaw and Tom were together to cash the cheque. They were doing that to get meoney from George.
- g. Tom left his wife and his office. He borrowed money from his friends. Whenever he got money, he used to spend the money on luxuires. He bought a motor car and some jewellery with George's money. He never had a fresh start when he was helped. This made George realize that his brother would never settle down.

ii.

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

iii. List the main points of the story and make a short summary of the text.

Answers (Reading text, unit 4)

B. Study time

- 1. Names of the plants mentioned in the memoirs: poplar, maple, fir, pine, walnut, yew etc.
- 2. Names of the museums the author visited: Rodin's, Monet's, Louvre
- 3. Names of the places the author visited in France: Paris, Vernon
- 4. Lainsingh Bangdel's literary works: *Muluk Bahira Ma*, *Spenko Samjhana*, *Rom Ko Kanda Ra Pyarisko Phool*

1. Vocabulary in use

- i. Find the given words in the text. Look for the meaning, word class, pronunciation and prefix or suffix of the words in an English-English dictionary.**

ii.

mustered : gathered (synonym), dismissed and scattered (antonyms)

consequence : result, output, effect (synonyms)

ascend: mounted up (synonym), declined and descended (antonym)

magnificent: splendid, glorious, outstanding (synonym)

replica: copy, duplicate (synonym), original (antonym)

swiftly: fast, quickly (synonym), undyingly (antonym)

suffocated : congested, crowded (synonym), open (antonym)

pensive: serious, sober, thoughtful (synonym)

remarkable: noticeable, impressive (synonym), general (antonym)

2.i

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

ii.

- a. In his Academy project, the author had to present iii. a glimpse of literary trends and movements of the world.
- b. The author wrote briefly on new trends of art and their relationship with literatureii. using secondary sources of information.
- c. According to the author, most of the literature originated fromi. art.
- d. Bangdel's *Muluk Bahira* Ma is iv. a magnum opus
- e. In Musée d'Art Moderne, one can..... v. look at the paintings of Braque and Picasso

iii.

- a. The author visited the museum ...
ii. alone
- b. The author had to buy tickets ...
iii. from a vending machine
- c. If you get lost in France ...
i. nobody asks you in English
- d. *Hitler and the Jews* was written by ...
ii. B. P. Koirala

- e. The author travelled for 30 minutes from the Paris Nord station to ...
iii. Vernon
- f. ... thinks nobody knows him.
iv. Govinda Raj Bhattarai
- g. The author was afraid of confined spaces, so he felt suffocated while ...
iv. all of the above

iv.

- a. The sky was overcast and it was damp.
- b. It was in Vernon.
- c. The road was broad, there were no people on the sidewalks.
- d. The author felt lonely and helpless because nobody was speaking to him in English to help him find the way to the museum.
- e. The author bought a hand machine so that how would be able to listen to the descriptions of different things in the museum in English.
- f. The garden was beautiful. There were fir, pine, walnut, juniper and yew. The birds were chirping from the top of the trees.
- g. Rodin's Thinking Man squatted on a large and tall marble slab, in half bent posture and pensive mood.
- h. The author had visited museum in Baltimore three years back.
- i. The replica of Rodin's thinker man was in a museum in a Baltimore.
- j. The theme of the brochure distributed at the metro station was the most important thing to visit in Paris is Rodin museum where we can see the sculpture garden with a thinker man.

Answers (Reading text 1, unit 5, page 48)

1. Vocabulary in use

- i. For this read the text and underline the words like surely, to my surprise, of course etc., look at the sentences in the text with these words and try to make sentences of your own.**
- ii. Find the words from the text that give similar meaning to the following.**
 - a. cosmopolitan, advanced, worldly, metropolitan
 - b. certainly, definitely, absolutely,undoubtedly
 - c. joyful, delighted, ecstatic,blissful
 - d. horrible, loathsome, disgraceful,appaling
 - e. enchanting, fascinating, charming,appealing

2. Reading comprehension

i.

- a. Manisha has written the letter.
- b. The letter is addressed to Kunsang.
- c. Kunsang wants to go to the city.
- d. Kunsang wants to leave his village to find a job.
- e. Manisha wants her nephew to give a second thought about leaving school and home to the city to find a job.
- f. Manisha gives the following suggestions to Kunsang:
 - You should not ignore your parents' support and education.
 - You must think before it's too late.
 - If I were you, I would complete my studies first.
 - What about giving a second thought to your day dream?
 - You might not have as blissful life as you are thinking now.
- g. No, it's not a good idea of stopping his studies. He should complete his study first and then leave home to find a job in the city.

Advantages	Disadvantages
a. city may be appealing.	a. city can be appalling.
b. blissful life.	b. sophisticated life.

Answers (Reading II, unit-5, page 50)

1. Vocabulary in use

- a. The movie reviewer awards four stars to the film '2012'.
- b. Emmerich broadens out a bit of pseudo-history and some pseudo-science in "2012".
- c. John Cusack is a protagonist.
- d. "2012" kills extremely large number of people without breaking a sweat.
- e. According to the critic "2012" is enormously satisfactory, amazingly accomplished and appealing.
- f. The calendar of the people who speak American Indian language in Central America and Mexico had a misinterpretation of "2012" as the date of humanity's doom.
- g. The special effects of the movie are unbelievable.
- h. In "2012", the world ends with a boom.

2. Reading comprehension

i.

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

ii. Read the text again, and answer the following questions.

- a. Roland Emmerich is the director.
- b. The movie “2012” was released on Nov 13, 2009.
- c. The Mayan calendar picks “2012” as the date of humanity’s doom. This is the misconception captured in the beginning of the movie.
- d. The audiences do not feel bored while watching the movie because the actors are right and the story telling is right.
- e. The film “2012” is not only an art, it creates sensation too. This makes it the perfect movie.
- f. Other movies have explosions but 2012 has an atom bomb size detonation, other moves have earthquakes but 2012 sends California sinking, other movies kill thousands but 2012 kills zillions.

Unit 6

Reading I

1.

i.

assign- to provide a person a particular task

descend- to come or go down from a higher to a lower level

reveal- to make something known to somebody

assemble –to bring people, ideas or things as a group

ii.

Assign= My teacher has assigned me to complete this project on time.

Descend= Mountaineers are descending after reaching on the top.

Reveal= I revealed a secret to my best friend.

Assemble= Will you please assemble on the playground?

2.

i.

- a. Yes

- b. No
- c. Yes
- d. Yes
- e. No

ii.

- a. Tom Wayman
- b. They sat with their hands folded on their desks in silence, for the full two hours.
- c. The angel revealed to the students what each woman or man must do to attain divine wisdom in this life and the hereafter.
- d. The speaker does nothing.
- e. It is because teacher gives an exam, reading assignment and a quiz in the class.
- f. The speaker says that classroom education is valueless, meaningless and waste of time.
- g. Yes, it is because education helps to attain divine wisdom in this life and the hereafter.
- h. The stanza suggests all the students to be present in the classroom so as to take in all they are able to learn in the “microcosm of human experience”.

iii.

student’s point of view, missing, silence, assigned blames, meaningless, enlightened, accomplished, significance, microcosm

Reading II

1.

- a. access- the means or opportunity to enter a place
- b. heritage- the history, traditions and qualities that a society has had for many years
- c. confluence- the junction of two rivers, specially rivers of approximately equal width
- d. scripture- the sacred writings
- e. topography- physical features of an area of land
- f. predominant- main

2.

i.

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

ii.

- a. Mangalsen is 930 kilometers from Kathmandu and eight hours walk from Sanfebagar airport.
- b. One
- c. via air
- d. There is similarity of cultural heritage between Achham and Doti.
- e. In Achham, the climate is sub-tropical, mild and cool temperature.
- f. People have hope of a safe journey because of a bridge underconstruction in Sanfebagar across the Budhiganga River.
- g. Answer may vary. A sample answer- I would like to go to Achham to observe cultural and historical sites.

iii.

Major ethnic groups	Types of dances	Rivers	Lakes and ponds	Means of communication	Medical facility
Chhetris of Kunwar Swnar Rawal Bogati Khati Rokka Khatri Kathayat Bhandari Bista Bataula Saud Dhami Bohara Thakulla	Narsinga Jhayali Deuda	Karnali Budhi Ganga Seti Kailash Khola Cheepee Khola	Khaptad Rishi Daha Kalidaha Batulee Barha Banda Aathara Khanda	Post Office Telephone Wireless Internet	Hospital Health Post Clinic Ayurvedic Center

Unit 7
Reading I

1.i.

- a. commercially
- b. excessive
- c. consumption
- d. cultivation
- e. pesticides
- f. insecticides
- g. ailments

ii. Answers vary

2.i.

- a. True
- b. True
- c. True
- d. True
- e. True
- f. True
- g. True
- h. True

ii.

- a. The headlines of the news articles above are:
 - I. Rampant pesticide use risks health
 - II. Climate change is going to make inequality even worse than it already is.
- b. The first article has no author as it has only mentioned the source i.e. The Himalayan Times. The second article is written by Chelsea Harvey.
- c. The first article was published on July 19, 2009 and the second article was written on December 8, 2015.
- d. ...because of poor facilities in the labs and staff shortages.
- e. Not prescribed use of chemicals
- f. vegetable farms in Charaudi and Mahadevsthan villages of Dhading, Empaphant and Bardi of Tanahun and Tutunga village of Kaski districts
- g. affects the nervous system, causes the impotence, liver and kidney dysfunction, causes disabilities in children and miscarriage in women, causes skin, heart and eye ailments

- h. the poor
- i. Francis Dennig, an assistant professor of economics at Yale-NUS College in Singapore
- j. to account for inequalities within different regions of the world essentially acknowledging that different countries contain people of both higher and lower incomes

Reading II

1.

- a. They are: essay writing, story writing, and letter writing.
- b. MVERC-01-2017
- c. MVERC stands for Millennium Vision Education and Research Centre and WGID stands for Workshop Group Identity.
- d. Chitwan

2.

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

Unit 8

1.

- a. cross-cutting
- b. sexual exploitation
- c. transnational
- d. prostitute
- e. marginalization
- f. deserted wife
- g. vulnerable
- h. helpline

2.i.

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

e. False

ii.

- a. Human trafficking is an illegal trade of human beings for sexual exploitation, forced labour, extraction of organs or tissues and so on. According to the UNODC (United Nations on Drugs and Crime) human trafficking is the recruitment or transportation of persons by means of the purpose of exploitation.
- b. Along with women and children, people from low income households, ethnic minorities, illiterate or people with low level of education, refugees, illegal migrants, children running away from home, members of split families, women of forced marriage, early marriage, deserted wife, widow and discriminated daughters, victims of earthquakes, floods, wars and epidemics are prone to trafficking.
- c. Traffickers mainly choose the most vulnerable members of society. Then they take help of local people to identify such families. They may provide incentive and financial loans to their friends, families, family, spouse or even parents. At times they promise of better jobs or well-paid jobs in cities, marriages and proposals, easy money, and dream of sophisticated life.
- d. Answers may vary- A sample answer-
Human trafficking is another form of slavery because victims have to face the similar consequences like of slaves as:
They can be physically and sexually abused,
They have to work for long hours without rest or recreation,
They never get medical facilities and
They get less payment or no payment.
- e. Victims life is unlike common people. Victims life is different because they are physically and sexually abused; they have to work for long hours without rest or recreation; they never get medical facilities; they get less payment or no payment.

iii.

Who are easily trafficked?	How do they get trafficked	What do they do after trafficking?
<ul style="list-style-type: none"> ● women ● children ● people from low income households, ethnic minorities ● illiterate or people with low level of education 	<ul style="list-style-type: none"> ● Traffickers mainly choose the most vulnerable members of society. ● They take help of local people to identify such families. 	Work as <ul style="list-style-type: none"> ● prostitute ● domestic servants ● beggars ● factory

<ul style="list-style-type: none"> ● refugees ● illegal migrants ● children running away from home ● members of split families ● women of forced marriage, early marriage ● deserted wife ● widow ● discriminated daughters ● victims of earthquakes, floods, wars and epidemics. 	<ul style="list-style-type: none"> ● They may provide incentive and financial loans to their friends, families, family, spouse or even parents. ● They promise of better jobs or well-paid jobs in cities, marriages and proposals, easy money, and dream of sophisticated life. 	<ul style="list-style-type: none"> workers ● mine workers ● circus performers ● child soldiers.
--	--	---

Unit 9
Reading I

1.
i.

The first road	The second road
<ul style="list-style-type: none"> ● Bent in the undergrowth ● Less travelled 	<ul style="list-style-type: none"> ● Fair ● Better ● Grassy ● Worn ● Trodden black

ii.

- a. diverged-branched away
- b. wood-forest
- c. undergrowth-shrubs; a mass of bushes
- d. claim-demand
- e. sigh-a deep and long breath
- f. trodden-walked on
- g. bent-curved
- h. hence-from now on

2.

- i. dilemma, speaker, choices, roads, roads, decision, difficult, less travelled road difference
- ii.

wood-stood, could

fair-wear

day-lay

sigh-by

iii.

- a. a traveler
- b. on the road from where the road diverged into two roads
- c. ...to decide which road to walk on and which road to leave behind
- d. ...because he finds difficulty in choosing one of the roads.
- e. The road not taken by other or less travelled by
- f. He leaves the other one for another day.
- g. The speaker is optimistic because he believes that he should come back again and regret for his decision.
- h. Yes, he did.
- i. The roads refer to opportunities that come to us on different stages of our life where we need to make decision of choosing one and leaving other.
- j. The central idea of the poem is that we need to take challenges by choosing which is not commonly practiced. We need to take 'the road not taken'.

Reading II

1.i.

1. vanished
2. blunder
3. furnished
4. graveled
5. thug
6. snatching
7. growled

ii.

- a. street: narrow, graveled, quiet
- b. thug: tall, lanky, dirty, disgusting

2.i.

- a. pleasant
- b. dirty
- c. thug

- d. We won't.
- e. obedient

ii.

- a. ...in the hometown of their parents
- b. ...to go out and search a hotel
- c. ...because they did not like the lodge where they were about to stay.
- d. When they reached to the street, in the beginning, they enjoyed their walk but suddenly a thug looted their precious things, chain and airings.
- e. They learnt to be obedient.
- f. ... because they knew that they would get punishment if they shared.
- g. Answers may vary. A sample answer- I learnt to be obedient.

iii. Answers may vary. A sample answer-

When I was very young, a terrible incident took place. I was not alone but with my grandparents and my elder sister. That incident taught me a great lesson.

That day I was with my sister going to search a hotel. I didn't like the place, especially my sister, so we decided not to obey our grandparents and went out of the lodge.

The street was rough. It was quit. I was little worried because I did not know what would happen next. My sister was determined that she would find the better place. As we were walking it was already dusk. Suddenly a horrible, disgusting man who was very tall jumped out of the bush. I was terrified. We could not speak a single word. The thug shouted at my sister, "Give me your chain." In great fear, she handed over. Then he turned towards me and said, "Your earrings!" Without uttering any word I gave my best gold earrings. Those earrings were my birthday gift. So precious! Seizing my sister's bag, the thug again jumped into the bush.

Then we cried a lot. Nobody was there to help us. We returned to the same lodge. We spent overnight but did not share anything with our grandparents. Till now this incident is our top secret.

This incident taught me a great lesson- bad is always bad whether it is done by seniors or juniors.

Unit 10

1.i.

- a. Two-pronged
- b. X (it's not in the text)
- c. Intertwined
- d. Expunge
- e. Virtue

- ii.
 - a. utopian-imaginary state in which everything is perfect
 - b. ideal- satisfying one's conception of what is perfect; most suitable
 - c. ultimatum-a final demand, the rejection of which will result in retaliation or a breakdown in relation
 - d. parity- the state or condition of being equal, especially as regards status
 - e. convention-a large meeting or conference
 - f. feminist- a person who supports or recommends for the rights of women
- 2.i.
 - a. the cultural and religious oppression of the time
 - b. 1930's, 1940
 - c. parity , mutual respect
 - d. non-violent
 - e. injustice against women and girls
- ii.
 - a. Yogmaya is a poet, teacher and insurgent of 1930's Nepal. Manamaya is the person who gives information about Yogmaya.
 - b. The cultural and religious oppression of the time and the corruption and inequality of the ruler
 - c. to grant people justice
 - d. The hazurbani is the collection of the verses (poetry) written by Yogmaya. It is popular because these verses carry her preaching and true stories of her time.
 - e. Answers may vary.
 - f. Yogmaya jumped into the thundering current of the Arun River along with her sixty eight followers.
 - g. Answers may vary.
 - h. Answers may vary. A sample answer – The given verses have the message of reform, justice, equality, love of nature, satire on the cruel rulers, mutual respect, parity, virtue, and non-violence.
 - i. Answers may vary. A sample answer- I learnt to raise voice against inequality, discrimination and fight against social evils together in a peaceful manner.

Unit 11

- 1.i.
 - a. stomach
 - b. chatted
 - c. fake
 - d. ridiculous
 - e. swerved

- f. stammered
- 2.i.**
- a. Anuja is going to meet her e-mail friend.
 - b. Anuja is thirteen years old.
 - c. Her father's suggestion was about bad people who fake themselves as teenager, chat with girls like her and seek opportunities to take advantage of innocent girls.
 - d. Anuja spends most of her time on computer chatting with her friends and sending e-mails.
 - e. No, she didn't meet her friends.
 - f. Her father felt sorry and laughed about the whole story about his daughter and daughter's friend.
 - g. I think both are clever.
 - h. I think Anuja's father is caring because he always looks his daughter's daily activities and gives the suggestion about her behaviour.
- 2.ii** b, c, a, e, g, d, h, f
- 2.iii.** a. True b. False c. True d. False e. False

Unit 12 (Reading I)

1. i. a-v, b-vi, c-vii, d-i, e-iii, f-viii, g-iv, h-ii
2. i.
 - a. William Wordsworth has composed this poem.
 - b. This poem is entitled I wandered Lonely as a cloud.
 - c. The central idea of the poem is beauty of nature.
 - d. The poet himself is compared with the cloud.
 - e. The speaker dances with the daffodils to enjoy the beauty of nature.
 - f. The person in the poem saw the daffodils beside the lake beneath the trees.
- ii. d, a, c, b, e

Unit 12 (Reading II)

- 1.i.**
- a. potentially
 - b. sanitation
 - c. recover
 - d. constipation
 - e. contaminated
 - f. diagnosis
 - g. preventive

ii.

- a. The typhoid fever is a potentially fatal infectious disease caused by bacteria called Salmonella Typhil and Salmonella Parathphi A and B.
- b. The disease is common in developing countries like Nepal because of poor sanitation.
- c. The diseases are caused by pathogenic microorganisms such as bacteria, virus, parasites or fungi. The disease can spread directly one person to another.
- d. Its symptoms are: high grade fever, headache, body ache and loss of appetite, constipation, diarrhea, cough etc.
- e. It transmits via the fecal oral route or the urine oral route.
- f. The preventive measures of Typhoid fever are: protection and purification of drinking water supplies, improvement of basic sanitation and promotion of food and personal hygiene.
- g. Yes, typhoid is preventable infectious disease.

Unit 13

1. a. v b. viii c. vi d. ii e. iii
f. iv g. vii h. i

2.

- a. William Blake composed the poem.
- b. The poem is about recounting the story of a small boy who is chimney sweeper.
- c. The speaker cried because he was locked in coffins.
- d. The speaker's mother died when he was young.
- e. The angel opened the black coffins by using a special key.
- f. Angel had a bright key.
- g. They ran through a green field and washed themselves in a river coming out clean and white in the bright sun.
- h. Angel suggested Tom that if he was a good boy, he would have that paradise for his own.
- i. The morning was cold.

3. a. small boy b. sweep the chimney c. Tom Dacre
d. Key e. Field f. The chimney sweeper

Unit 14

- 1.i. a. perplexed/puzzled b. yelled c. staring
d. scared e. squeezed f. vanished
g. nuisance h. gestured i. cuddled

Unit 16

A.

Hermit- a person who, usually for religious reasons, lives a very simple life alone and does not meet or talk to other people

Deity-a god or goddess

Fortune-chance or luck, especially in the way it affects people's lives

Legendary-very famous and talked about a lot by people, especially in a way that shows admiration

Sacred- connected with God or a god; considered to be holy

Idol- a statue that is worshipped as a god

Blessing- God's help and protection, or a prayer asking for this

B.

- a. Jimutavahana is a son of Masabashi.
- b. 3 days
- c. ...for the good fortune of their children, husband and family.
- d. Formal brata starts from the first day i.e on Saptami (the seventh day) of Ashwin.
- e. Women eat onghan or datkhat (special food) , fish, millet bread, curd, beaten rice and fruits as dar.
- f. Second day
- g. The song which is sung during Jitiya festival is called Darkatoni.
- h. in the river

Unit 17

A.

- a. poverty
- b. nurse
- c. to get married
- d. has no security
- e. Sushila thinks that there is no security in marriage

B.

- a. ...Sushila's future
- b. ...because they are not rich. So, they cannot afford to send her to a university.
- c. According to Mr. Ojha nursing profession does not have secure future and also does not pay much.
- d. Sushila is not rude but straight forward because she shares openly what she

thinks right. Sharing views with parents and trying to convince them is not being rude.

- e. ...by friends, films, and television

Unit 18

A.

Inspiration- the process of being mentally stimulated to do or feel something, especially to do something creative

Temptation- the desire to do something, especially something wrong or unwise

Adversity- a difficult or unpleasant situation

Cowardice- lack of bravery

Sustain- to provide enough of what somebody/something needs in order to live or exist

Abstain- to decide not to do or have something, especially something you like or enjoy, because it is bad for your health or considered morally wrong

Integrity- the quality of being honest and having strong moral principles

Destiny- the events that will necessarily happen to a particular person or thing in the future

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

C.

- a. motivation
- b. showing courage in the face of adversity and show self-restraint in the face of temptation
- c. belief system and practice
- d. Anything we practice long enough becomes a habit.
- e. Our thoughts lead to actions.
- f. We should form character building habits because our thoughts lead to actions, actions lead to habits, and habits form character. Character leads to destiny.

Unit 19

Reading I

1. Portrays - shows
Discloses - reveals
Escalated - increased
Precisely - exactly
Tendency - trend
Stable - constant

- 2.i.** a. i b.5:6 c. i d. iii
- ii.** a. In the above bar diagram, there is a comparison between the numbers of the boys and the girls studying in a public school in Illam each year between the years 2011 and 2015.
- b. 600 c. 25 d. 25%
- e. Answers can vary- A sample answer-Boys might have gone either to Kathmandu or in other cities.

Unit 19

Reading II

1.

The pie chart clearly shows

As seen in the chart

The pie chart elucidates

According to the pie chart

- 2.i.** a. False b. False c. False d. False e. True
- ii.** a. 436983 b. 7.31% c. D d. 71125
- e. The achievement level is unsatisfactory because only 2.87% of the students scored A+; only 34.84% of the students are in between A+ and C+, i.e. between satisfactory and outstanding.

Unit 3

Unseen Passages

In the SEE examination, you will be asked two different kinds of passages. One of them carries 10 marks and another one carries 15 marks. The types of texts might be: news stories, menus, notices, manuals, advertisements, diary entry, e-mails, product guides, time tables, stories, essays, letters, science articles, newspaper articles, book/film reviews etc. The texts are authentic and taken from various sources. The texts are from out of grade 10 textbook so they are called unseen texts.

The types of questions asked in unseen passages are also similar to those asked from seen texts. You use the same techniques and strategies to deal with the questions asked.

Here are different unseen passages which will help you to answer the test items asked from them.

Some sample unseen texts

1. Read the following menu and answer the following questions.

Royal Kathmandu Fastfood	
Kalanki, Kathmandu	
Menu	
Nepali Khana	
Nepali Khana set (veg)	Rs. 250
Nepali Khana set (chicken)	Rs. 325
Nepali Khana set (mutton)	Rs. 450
Thakali Khana set	Rs. 500
Fried Rice	
Buff. fried rice	Rs. 200
Chicken fried rice	Rs. 250
Veg. fried rice	Rs. 225
Egg fried rice	Rs. 180
Mixed fried rice	Rs. 150
MoMo	
Chicken steam momo	Rs. 80
Buff steam momo	Rs. 70
Veg steam momo	Rs. 65
Snacks	
Newari khaja set	Rs. 120

Tass set	Rs. 200
Butan chiura set	Rs. 150
Gundruk sandheko	Rs. 50
Aalo sandheko	Rs. 45
Green salad	Rs. 80
Bhatmas sandheko	Rs. 85
Chicken chilly	Rs. 150
Sausage	Rs. 100

(Your order will be ready in 30 minutes, pay as soon as you order and you will be served when you show your token)

A. Read the text and write whether the following sentences are 'True' or 'False'.

- The restaurant is located in Pokhara.
- The restaurant provides different kinds of snacks.
- The restaurant also provides drinks.
- You can pay when you leave the restaurant.
- It will take half an hour to get your food ready after you order.

B. Answer the following questions:

- What does the word 'veg' in the menu refer to?
- List the different types of momo available at the restaurant.
- What will you get when you make payment?
- What is the most expensive snack in the restaurant?
- Why is Nepali khana set with mutton expensive?

Answers (unseen text: reading a menu)

- False b. True c. False d. False e. True
- a. The word 'veg' in the menu refers to vegetarian.
- b. The different types of momo available at the restaurant are:
 - Chicken steam momo
 - Buff steam momo
 - Veg steam momo
- c. I will get a token when I make payment.
- d. The most expensive snack in the restaurant is Tass set.
- e. Nepali khana set with mutton is expensive because mutton is more expensive in Nepal than other meat.

2. Read the following manual and answer the following questions:

How do I create a Facebook account?

If you don't have a facebook account, you can create one in a few steps:

1. Go to www.facebook.com
2. Tap **Create New Account**
3. Enter your name and e-mail or mobile phone number
4. Fill out your gender, date of birth and password
5. Tap **Sign Up**
6. To finish creating your account, you'll need to confirm your email or mobile phone number

If you already have a facebook account, you can log into your account by entering your email or mobile number and password and tapping **log in**.

Note: You must be at least 13 years old to create a facebook account.

A. Find the words from the text which are similar in meaning to the following words/phrases:

- a. make b. strike lightly c. end d. make sure

B. Write 'True' or 'False' against the following statements:

- a. You have to enter both e-mail address and mobile phone number in creating a facebook account.
- b. You have to set up a keyword for your account.
- c. You need to sign up everytime you open facebook.
- d. A person below the age of 13 can open a facebook account.

C. Answer the following questions:

- a. What does the manual provide?
- b. What is the website for opening a facebook account?
- c. What information do you need to put in to open a facebook account?
- d. What do you need to do to log in once you open a facebook account?

3. Read the following text and do the activities that follow.

We know that the climate is changing. All living things have one of three options: move, adapt or die. Migrating to a more suitable climate is a typical response from animals. But plants, which we think of as stationary organisms, can do that too. Indeed, we expect that many plant communities may shift to new territories, more suitable for their preferred lifestyle (in terms of air temperature, rainfall and amount of sunlight). Will they find such places, though? We set off to try to understand that change better.

Did you know that animals are not the only living things that can migrate? Plants can do this too! In fact, since the last Ice Age (25,000 years ago), entire biomes have shifted in response

to the increase in temperature. Coniferous forests, for example, have moved north into Canada – an area previously covered by ice. Today, we are bracing for another temperature increase as part of human-caused climate change. This time, however, the rise is taking place 10 times faster than it did at the end of the last Ice Age. After studying plants for many years, we began wondering how they will respond to such fast changes. Other scientists before us have studied how a particular species (for example, “the blue oak species” of California) would respond. But we decided to look at the plant community as a whole (for example “a redwood forest”). We don’t know exactly how the climate will change in the future. This will depend on the decisions society takes now. If we decide to dump more greenhouse gases in the atmosphere and expand the area we use for agriculture, the temperature will increase more and faster than if we collectively decide to put some limits on our impact. So instead of trying to predict the future, we decided to test more than 50 different future climate scenarios in a computer model we created. Our study site was the area around our university: San Francisco Bay Area in California. We hypothesized that plants would be safer from climate change in particular types of landscapes: for example, cool coastal areas, moist, shady slopes and valleys with deep soil. The results surprised us.

A. From the text above, find the words having similar meanings with the followings:

- i. adjust ii. region iii. transfer iv. assume v. motionless vi. shift

B. Write ‘True’ or ‘False’ against the following statements.

- i. Plants do not move from one place to other.
- ii. Current climate change is caused by human beings.
- iii. Climate change at present is much slower than the past.
- iv. No scientists have studied about plants' migration so far.
- v. Increase in temperature largely depends upon our activities.
- vi. The study area was limited within a university compound.

C. Give short answers to the following questions:

- i. What does climate change cause the living beings to do?
- ii. What is the main cause of migration for biotic communities?
- iii. What will the climate in future mainly depend upon?
- iv. How did the researchers test future climate conditions?
- v. Name the place where the study took place.

4. Read the following text and do the activities that follow.

In the past decade, poachers have increasingly hunted and killed South African white rhinoceroses, despite efforts to protect them. If the killing continues at this rate, these rhinos will soon go extinct. We created a model that took both human actions and rhino survival in the wild into account in order to test which scenarios resulted in saving this endangered

- v. How can media help in saving rhinos?

5. Read the following text and do the activities that follow.

Scientists have discovered an exoplanet quite close to us that could have the potential to host life. An exoplanet is a planet outside our solar system that orbits some stars other than the Sun. The planet has been given the name "Proxima B", and it orbits the star "Proxima Centauri". What's special about Proxima Centauri is that it is the closest star to the Earth (of course, besides our Sun). Proxima B is a little bigger than the Earth, takes 11 days to complete an orbit around its star, and is thought to be in its star's "Goldilocks Zone".

Umm, what does that mean? Remember the story of Goldilocks and the Three Bears? Goldilocks doesn't like the soup that is too hot or too cold; she likes the one that has just the right temperature. She doesn't like the bowl that is too big or too small; she likes the one that is just the right size. If a planet is in the "Goldilocks Zone", it implies that it has just the right size, temperature, and distance from its star to be in the "habitable zone" or, in other words, to support life on it. Most scientists believe water is needed to have life on a planet, and therefore, they look for planets which could contain water.

So how close is Proxima Centauri to us? It is just over 4 light-years away. A light year is the distance that light travels in one year (about 6 trillion miles or 10 trillion km).

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

A	B
a. Potential	find out
b. Orbit	Appropriate to live in
c. Habitable	indicate
d. Discover	possibility
e. Bowl	a deep and round dish
f. Imply	move around

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

- i. Proxima B revolves around.....
- ii. The closest star to the Earth after the Sun is
- iii. To be in "Goldilocks Zone" means to have the size.
- iv. A planet in "Goldilocks zone" is very likely to be in thezone.
- v. Proxima Centauri is about far from us.

C. Give short answers to the following questions.

- i. What do you mean by an exoplanet?
- ii. How big is Proxima B?
- iii. What is the speciality of Goldilocks?
- iv. Why do scientists think that Proxima B can support life?

- v. Define light year.

6. Read the following email and do the activities that follow.

Dear Alumni,
Hope you all are doing fine.
This is a follow-up email to our earlier invitation for a PDB program to be held on 28 November 2014 at Hotel Yak and Yeti, Darbar Marga, Kathmandu.
As there are only three days left for the program, we are really excited to see you and listen to your unique experience on the topic that you have agreed to talk on. We are sure that our new recipients will benefit a lot from your presentation.
We believe you are aware of the challenge for your movement due to the limited traffic movement in Kathmandu this time. It would be a prudent idea to prepare your movement in well advance of time to avoid potential tension. Please find attached the map of the route that is most likely to be affected due to the VVIP movement.
Please find attached the program schedule of PDB for your reference. Schedule for the evening program will be sent to you in an another email.
We welcome the opportunity to respond your query if you have any.
We look forward seeing you on 28 November.

Regards,
Mr. B Sharma
Country Manager
ABC Awards
Durbar Marga, Kathmandu
Ph. 22222222

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

- | A | B |
|----------------|---------------|
| a. Alumni | Occasion |
| b. Unique | awardee |
| c. Recipient | old graduates |
| d. Prudent | timetable |
| e. Schedule | careful |
| f. Opportunity | particular |

B. Give short answers to the following questions.

- i. Why was this email written?
- ii. When was this email written?

- iii. Where is the program going to be held?
- iv. What is the main challenge to attend the program?
- v. What has been attached with the email?

7. Read the following text and do the activities that follow.

SUNDAY, JULY 5, 1942

Dear Kitty,

The graduation ceremony in the Jewish Theater on Friday went as expected. My report card wasn't too bad. I got one D, a C in algebra and all the rest B's, except for two B⁺'s and two B⁻'s. My parents are pleased, but they're not like other parents when it comes to grades. They never worry about report cards, good or bad. As long as I'm healthy and happy and don't talk back too much, they're satisfied. If these three things are all right, everything else will take care of itself.

I'm just the opposite. I don't want to be a poor student. I was accepted to the Jewish Lyceum on a conditional basis. I was supposed to stay in the seventh grade at the Montessori School, but when Jewish children were required to go to Jewish schools, Mr. Elte finally agreed, after a great deal of persuasion, to accept Lies Goslar and me. Lies also passed this year, though she has to repeat her geometry exam.

Poor Lies! It isn't easy for her to study at home; her baby sister, a spoiled little two-year-old, plays in her room all day. If Gabi doesn't get her way, she starts screaming, and if Lies doesn't look after her, Mrs. Goslar starts screaming. So Lies has a hard time doing her homework, and as long as that's the case, the tutoring she's been getting won't help much. The Goslar household is really a sight. Mrs. Goslar's parents live next door, but eat with the family. There's a hired girl, the baby, the always absentminded and absent Mr. Goslar and the always nervous and irritable Mrs. Goslar, who's expecting another baby. Lies, who's all thumbs, gets lost in the mayhem.

My sister Margot has also gotten her report card.

Brilliant, as usual. If we had such a thing as "cum laude," she would have passed with honors, she's so smart.

Father has been home a lot lately. There's nothing for him to do at the office; it must be awful to feel you're not needed. Mr. Kleiman has taken over Opekta, and Mr. Kugler, Gies & Co., the company dealing in spices and spice substitutes that was set up in 1941.

A few days ago, as we were taking a stroll around our neighborhood square, Father began to talk about going into hiding. He said it would be very hard for us to live cut off from the rest of the world. I asked him why he was bringing this up now.

"Well, Anne," he replied, "you know that for more than a year we've been bringing clothes, food and furniture to other people. We don't want our belongings to be seized by the Germans. Nor do we want to fall into their clutches ourselves. So we'll leave of our own

accord and not wait to be hauled away."

"But when, Father?" He sounded so serious that I felt scared. "Don't you worry. We'll take care of everything. Just enjoy your carefree life while you can."

That was it. Oh, may these somber words not come true for as long as possible.

The doorbell's ringing, Hello's here, time to stop.

Yours, Anne

A. Read the text, and put the following sentences in the correct order as they appeared in the text.

- a. Hello arrived at Anne's house and rang the bell.
- b. She was supposed to stay in the seventh grade.
- c. Anne's graduation ceremony held in the Jewish Theater.
- d. Anne's father started to talk about going into hiding.
- e. Lies Goslar did not have sufficient time for doing homework.

B. Read the text again and fill in the blanks with appropriate words form the text.

- a. Anne got in algebra.
- b. Anne's parents do not worry about her
- c. Lies Goslar had to repeat
- d. Lies's disturbs her too much in her study.
- e. The name of Anne's sister is

8. Read the text below and do the activities that follow.

October 14, 1862 Harper's Ferry

Dear Brothers and Sisters,

I wish that I was home today; I have got a very mean job. You know that we lost our good Captain and now they think they must put me on guard, and I sit right down on the ground and write just as fast as I can to let you know how I am getting along. Not much you had better believe. My hearing is not as good as it was when I left Madison, and my health has not been good since I was on this hill not far from Harper's Ferry, but I keep about and train all the time is wanted of me. It seems rather hard to be a soldier, but I have got to be one after all, I think. But I can tell you one thing: If I ever live to get home, I won't be another I can tell you, but I suppose that you are making some cider. If you get a chance to send me anything, send me some cider put up in bottles, and some apples and a little bottle of pain killer, and don't try to send me any cake or anything that will get smashed, but I want anything that will keep a week. I have not any news to send you today because I wrote to you the other day and suppose that you will get that first. Give my love to all the neighbors and tell Mister Hill that I received his letter and was glad to hear from him and will try and answer him as soon as possible.

Tell little Charley that I think a great deal of his letter. I am glad to hear that your crops are as good and I hope that all the folks are good because we don't have anything to eat here, and so I hope you have got something to eat there. I will try and answer as fast as I can, but won't you answer me as fast you can because that it makes me feel pleased to hear from home. Give my love to all the folks and tell them I want to see them all.

From a brother,

John Redfield, 13th New Jersey

A. Read the text and answer the following questions.

- a. When was this diary entry written?
- b. How was the writer's hearing when he wrote this diary entry?
- c. What does the author ask his brothers and sisters to send him?
- d. Is the author happy to be a soldier? Why? Why not?
- e. Why does the author feel happy about crops and folks? folk

B. Read the text again and decide whether the following statements are true or false.

- a. The author's health is not good now.
- b. He thinks that it is very easy to be a soldier.
- c. The author asks this brothers and sisters to send him some cake.
- d. Mister Hill had sent a letter to the author.
- e. Letters from his home makes the author very sad.

C. Read the text below and do the activities that follow.

Maintenance

Cleaning the Projector and the Air Filter

Clean the projector frequently to prevent dust from settling on the surface. A dirty lens may ruin the quality of the projected image.

CAUTION

Before cleaning the projector, always turn it off, unplug it after the cooling fan stops, and wait at least one hour. Otherwise, you may get burned because the main unit is very hot immediately after the projector is turned off.

Wipe the projector's main unit softly with a soft cloth.

If the projector is heavily soiled, soak the cloth in water with a small amount of detergent in it, squeeze the cloth thoroughly, and then wipe the projector with it.

After cleaning, wipe the projector with a dry cloth.

- Never use volatile cleaning liquid or benzine, as these may damage the finish of the

projector.

- When using a chemical dust cloth, make sure to read the instructions thoroughly.
- When cleaning the projector's lens, use a commonly available air blower or lens cleaning paper. The lens surface is easily damaged, so do not use a hard cloth or tissues.

Request Internal Cleaning Regularly

Dust that accumulates over long periods without cleaning may eventually cause fire or electric shock. Once a year, request internal cleaning from the Canon Customer Support Center. (Note that a fee is charged.) Cleaning before damp, rainy seasons is especially effective.

A. Read the text and fill in the blank spaces with correct words (in their appropriate form) from the text.

- The projector should be turned off before.....
- The projector's main unit should bewith a soft cloth.
- Air blower or lens cleaning paper should be used to clean.....
- A hard cloth or tissues should not be used to prevent the lens surface.....
- Accumulated dust may cause.....

B. Read the text again and answer the following questions.

- What may be the result of a dirty lens?
- When should the projector be unplugged?
- What should be done after cleaning the projector?
- Why should volatile cleaning liquid not be used for cleaning the projector?
- Where can we request for the internal cleaning of the projector?

10. Read the following book review and answer the questions.

Muna madan is one of the best creations of Nepali poet, Laxmi Prasad Devkota, popularly acclaimed as 'Mahakavi' in Nepali literature. It is a short Nepali epic narrating the tragic story. It is a folk epic written in poetic version in 1935. This book was among the creations of Devkota which challenged Sanskrit scholars who dominated the Nepalese literary scene. Just before his death in 1959 he made his famous statement, "It would be all right if all my works were burned, except for *Muna Madan*." It is the most commercially successful Nepali book ever published.

Muna Madan is based on an 18th-century ballad in Nepal Bhasa entitled Ji Waya La Lachhi Maduni (It hasn't been a month since I came). The book describes the life of a poor society of the rural area of Nepal. Madan, the main and the most important character of the book, represents all the youths of Nepal go to abroad to earn money to earn their living. Madan is such a character who is compelled to go abroad as he is jobless because of the problems of

unemployment and poverty prevalent in his country. The wife of Madan, Muna is the queen of love and sacrifice. She loves her Madan a lot so she is upset as she has to send him to a place, Lhasa, where there are lots of obstacles and risks. The song, which is popular in society, tells the story of a merchant from Kathmandu who leaves for Tibet on business leaving behind his newlywed bride. The wife is concerned for his safety as the journey to Tibet is filled with hardships, and she pleads with him not to go. But finally she accepts this challenge and stays in the country with her mother-in-law who is old and weak. When he returns home after many years, he finds that she has died.

Muna Madan describes the life of a man (Madan) who leaves his wife (Muna) and goes to Lhasa to make money, and while returning he becomes sick on the way. His friends leave him on the road and come back home saying he has died. The book also shows the life of a poor woman who suffered much without her husband and later dies because of grief. The book has tried to show the ups and downs of life by illustrating the problems of Madan's life. Life is not that easy and only the one lives a meaningful life who accepts the challenges of life and who never runs away from such challenges. While moving through different countryside areas, Madan catches a fatal disease but his friends don't help him turning out to be selfish. Finally he is rescued by a man who is considered to be of lower caste in Nepal. That is why it is said that a man is said to be great not by caste or race but by a heart full of love and humanity.

When Madan returns to Kathmandu after regaining his health, he discovers that his wife is dead and becomes grief-stricken. Madan comes to realize that money is of no value at that point. In this poem, Devkota has written about the biggest problems of the Nepalese society. Through the story of Muna Madan, Laxmi Prasad Devkota wants to stabilize the facts of traditional societies, unscientific beliefs and the negative impacts of unemployment and poverty in Nepalese society. He has shown the love between a mother and a son. In the same way, the poet has wonderfully defined love by writing about the relationship of Muna and Madan. Because of the combination of all these categories of human life, this book has earned a great successful journey in the Nepali literature.

The poem has been adapted into a movie of the same name. The film was directed by Gyanendra Deuja and was started by national award nominated actress, Usha Poudel who made a debut in the role of Muna. *Muna Madan* was Nepal's official entry at the 2004 Academy Awards.

A. Find words from the text that have similar meanings to the following words:

- a. Praised b. scholarly c. besides d. favorable e. overseas f. widespread g. obstructions h. worried i. be affected j. significant k. thought out l. maintain m. excursion n. reward o. fragile

B. Find words from the text that have opposite meaning to the following words:

- a. Worst b. delightful c. cruelty d. unscientific e. smallest f. neglects g. kind h. initially

i. pleased j. deterred k. separation

C. Write 'True' or 'False' against the following statements:

- a) Muna Madan is written by Nepali poet.
- b) It is a short Nepali epic narrating the delightful story.
- c) There were five characters in the story.
- d) Madan goes to abroad because of his interest.
- e) Muna doesn't love Madan because he is jobless.
- f) Madan went to India to earn money.
- g) Madan's friends have shown their kindness towards him.
- h) Madan is helped by a man who is considered as lower caste.
- i) The writer wants to show us realities of Nepalese societies.
- j) At last Muna and Madan met each other.

D. Answer the following questions:

- a) Who is the writer of the book 'Muna Madan'?
- b) Who are the lead characters of 'Muna Madan'?
- c) What did the writer tell to the people before his death?
- d) Why is its popularity heightened?
- e) Why did Madan go to Lhasa?
- f) Who helped Madan?
- g) What had he found when he returned to Kathmandu after regaining his health?
- h) What is the fascinating part of the plot?
- i) Do you think money is valuable than family members? Why or Why not?
- j) What do you think about the racial discrimination which is prevalent in our society? Give your opinions.
- k) How do you feel when you read about the condition of Madan in abroad?

11. Read the passage and answer the following.

Unexpected guests are good for you. The phone rings. The friends you haven't seen for ages are arriving in a few hours, and you realize with horror that you haven't changed the sheets in the spare bedroom for months, and all those dirty dishes have been in the sink since the weekend and you've been wearing the same socks for three days.

I wouldn't call myself a particular lazy person. I work fairly hard, I keep the flat reasonably clean and I feel that when I settle down for an evening in front of the T.V., on the whole, I deserve to put my feet up. And yet there are so many things that I don't seem to find the energy to do.

Take, for example, culture. When I came to live in London five years ago I was thrilled.

‘This is it’, I said to myself ‘I live a bus ride away from the West End Theatres. I’ve got museum and art galleries on my doorsteps and there are 300 good films to choose from and the exhibitions concerts’. For the first months, I went, I cleaned myself up, wandered around exhibitions, queued for the first nights and enjoyed immensely. But somehow all that’s changed. I don’t think I’ve been inside the theatre since someone gave me tickets for my birthday 6 months ago.

A. From the passage, find the synonyms to the following words.

- i) sudden ii) be worthy of iii) lined up

B. Write ‘T’ for the true and ‘F’ for the false statements.

- i) The writer lives next door to a museum and an art gallery.
ii) He hasn’t been to the theatre for six months.
iii) The writer got bored when he came to London.
iv) He went to different shows.

C. Answer the questions.

- i) According to the writer, how is sometimes an unexpected guest good?
ii) In what ways, is the writer.- a) lazy, b) not lazy?
iii) ‘I was thrilled’ says the writer, what does he mean?
iv) How do lazy people react when they find they have some unexpected guests?

12. Read the following report and answer the following questions.

Pesticides used in crop productions can have harmful effects on animals as well as humans, and around 20 thousand people, die due to pesticides poisoning through food crops, say experts.

These facts were expressed by experts at an interaction program, “What can be done in pesticide problems: minimization or alternatives?”, organized by the Society for Environmental Journalist- Nepal (SEJ-Nepal), held in the capital today.

Although laws restrict the haphazardous use of insecticides, they are seldom implemented. This has resulted in the contamination of food commodities, water resources and air quality, experts say.

The chief guest, former governor and member of the National Planning commission Hari Sankar Thripathi said, “Traditional pesticides like ash and tobacco powder can be used as effective alternatives.”

Asheshwor Jha, Director General of the Department of Agriculture says, "Lack of awareness among farmers is a problem, and they need to be educated about toxins."

Presenting a report, Poshendra Satyal Pravat, member of SEJ –Nepal, says, “The problem is further aggravated by haphazardous disposal of date expired chemical pesticides”. He says, “In Amlekhgunj about 74 metric tons of expired stocks which remained spread over the

ground and over 50.9 tons in a warehouse, awaiting disposal”.

Central member of SEJ- Nepal, Rajendra Maskey says," The Department of Agriculture doesn't have a single chemist working with them. Minimization of pesticide use is very urgent".

At the program, Director General of Health B.D. Chataut, Joint Secretary of Agriculture Ministry Suresh Kumar Barma and Central Committee Member of SEJ- Nepal Sanu Babu Silwal also expressed their views.

A. Answer the following questions.

- i) What are the harmful effects of pesticides used in crops?
- ii) Who organized the interaction program?
- iii) What are the alternatives of pesticides?
- iv) What problems does Rajendra Maskey point out?

B. Find out the words in the passage which are closest in meaning to the following.

- i) persons with special knowledge in a particular field.....
- ii) without plan or order.....
- iii) poisonous substances.....
- iv) pollution.....

C. Find antonyms of the following words from the passage.

- i) always ii) awareness iii) modern

13. Read the following passage and answer the questions that follow.

Use it! Burn it! Forget it! That's our answer to today's burning question of pollution. The methods of waste disposal used over the years are no longer effective. The problem of waste disposal is thus becoming more and more acute every day. There is real danger now of dangerous toxic substances mingling with the environment.

We believe that the only genuine and long lasting solution to this problem is incineration. In collaboration with a reputed European concern we have developed systems which use the latest technology to ensure total destruction of organic and toxic wastes in liquid, solid and gaseous forms. Our systems are capable of disposing a wide range of industrial wastes produced in industries like petrochemicals, refineries, explosives, agrochemicals, paper, distilleries, pharmaceuticals and many others.

Incineration, in many cases, can also make byproducts recovery possible; something that conventional methods of disposal have never offered. This system actually provides a renewable source of energy.

A. Answer the following questions.

- i) What is our answer to the burning issues of pollution?
- ii) What is the effective and genuine solution of the burning problem of pollution?

- iii) What kind of waste is the system capable of disposing?
- iv) What are the advantages of this system of incineration?

B. Read the passage and fill in the blanks with appropriate words?

- i) The methods which are used for years are not -----
- ii) The ----- of waste disposal is becoming more acute every day .
- iii) The latest technology provides ----- source of energy .
- iv) ----- is the long lasting solution of this problem.

C. Give an antonym or synonym to the following.

- i) effective to (synonym) -
- ii) real (synonym) -
- iii) destruction (antonym) -
- iv) reputed (antonym) -

14. Read the following passage and answer the questions that follow.

June, 1978 was the 25th anniversary of the climbing of Mount Everest. This great peak in the Himalayan region of Nepal, the highest mountain in the world had always looked down mockingly on mere man, seeming to say, "I challenge you to climb me, poor weak mortals!" And they tried but failed to reach the top. There were avalanches, blizzards, extreme cold and hunger to contend with. The mountain reigned supreme; that is, until June, 1953.

Then it happened. The news flashed around the world that Edmund Hillary and John Hunt had led a party of devoted climbers ever upwards until the fateful moment when Hillary himself and a Nepalese Tenzing Norgay, set foot upon the roof of the world and looked down from a height 8848 metres.

What celebration followed to mark the great exploit! Queen Elizabeth II knighted Hunt and Hillary and Tenzing received the British Empire Medal.

A. Answer the following questions.

- a) When was Mount Everest first climbed?
- b) Why is it called the roof of the world?
- c) What were the difficulties that the mountaineers faced?
- d) What medal did Tenzing receive?
- e) Who were the leaders of the successful climbers?

B. Match the following.

A	B
passed quickly	mortals
that must die	challenge
to invite to compete	flashed

C. Fill in the blanks.

- i) Hunt and Hillary were..... by Queen Elizabeth.
- ii) Tenzing was a citizen.

15. Read the following advertisement and answer the questions given below.

Teachers Wanted

Vacancies are announced for the following posts.

Primary level : English, Maths, Nepali

Qualification : candidates should be at least S.L.C. passed (Intermediate in related subjects is preferred.) Preference will be given to experienced ones

Apply within ten days of the publication date with photocopies of certificates and bio-data with contact phone number (is must) to the address given below. Only short-listed candidates will be called for interview.

The Principal,

Mt. Kailash English Boarding School

GPO Box 6062

Koteshwor, Kathmandu

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

- a) applicant (similar)
- b) priority (similar)
- c) taken (opposite)
- d) resume(similar)

B. Fill in the blanks with appropriate words from the advertisement.

- a) is a system of written communication.
- b) All the details of the applicant are given in his/her.....
- c) Level wiseis required for applying for the job.

C. Answer the following questions.

- a) What is this advertisement for?
- b) Who would you write the application to and to what address?
- c) What essential things are to be submitted with the application?
- d) Why is phone number a must?

16. Read the following letter carefully and do the activities that follow.

365 Xavier's Flats
New York
1 April 2008
USA

Dear Charles,

I've just returned from my holiday in Scotland and found your letter waiting for me. You certainly have been having an exciting time since you moved to a new school and you are making new friends.

We had great weather on our trip up north. Dad drove us up in easy stages, stopping over night on the way. The beaches were crowded with holiday makers but we really enjoyed swimming each day.

Our class seems quite different now that you and Jane have gone. I've had a letter from Jane too. She seems to be setting in quite well, although she hasn't made any real friends yet.

I'm glad you're getting on well with your teacher. I'm really looking forward to hearing from you what happens next. Give my regards to your brother.

Yours truly,
Mike.

A. Write the words from the above letter which are opposite in meaning to the following words.

- i) boring ii) same iii) lonely iv) sad

B. Write short answer to the following questions.

- i) Why is Charles having an exciting time?
ii) Why were the beaches crowded?
iii) What difficulty has Jane been facing in her school?
iv) What makes Mike's class different from before?

C. Fill in the gaps.

- i) The letter is sent to by a friend.
ii) Mike went to for his holiday.
iii) Mike's father them to the holiday-spot.

17. Read the following police notice and answer the questions.

Yesterday afternoon, in the village of Newton, near Birmingham, a child was killed by two motor-cyclists. The child's grandfather, standing by the roadside, saw the tragic incident. The motor-cyclists were having a race through the village in the direction to Birmingham. If

anyone else saw them yesterday afternoon, please inform the police. One of the motor-cyclists had a beard. They were wearing green helmets, black boots and black leather jackets with a bright green star on the back. Their motor-cycles were large and powerful and were painted green. One knocked the child down and the other ran over the child's leg. Then they disappeared fast along the Birmingham road. They may be the same two who stole two green motor-cycles yesterday morning from a garage forty miles away. Unfortunately no one at the garage saw them there.

A. Answer the following questions.

- i. How was the child killed?
- ii. Who gave the police the description of the motor-cyclists?
- iii. What were the motor-cyclists doing at the time of the event?
- iv. How was one of them different from the other?

B. Write 'T' for true and 'F' for false statements.

- i. The child was killed by Birmingham.
- ii. The two motor-cyclists looked the same except one had beard.
- iii. They might be the same persons who stole two green motor-cycles from a garage.
- iv. The child's grandfather was standing by the roadside when the incident happened.

C. Put sentences in the correct order.

- i. They disappeared fast along the Birmingham road.
- ii. They were wearing green helmets, black boots, and black leather jackets.
- iii. A child was killed near Birmingham by two motor-cyclists.
- iv. One knocked the child down and the other ran over the child's leg.
- v. The motor-cyclists were having a race in the direction of Birmingham.
- vi. One of the motor-cyclists had a beard.

18. Read the following passage carefully and do the activities that follow.

The British built the Titanic with a view of producing the largest, fastest and most luxurious ship afloat. The ship was so superior to anything else on the seas that it was dubbed 'unsinkable'. The owners of the ship were so confident that only 950 of its possible 3500 passengers were given life boats. Many passengers were aboard the night it rammed into an iceberg only two days at sea and more than half way between England and New York, its destination. Because the ship was traveling so fast, it was impossible to avoid the ghostly looking iceberg. An unextinguished fire also contributed to the ship's submersion. Panic increased the number of casualties as people jumped into the ice water.

A. Choose and copy the correct answer.

- i) It was impossible to avoid the iceberg because the ship was
 - a. fast
 - b. unsinkable
 - c. luxuries
- ii) Life boats were given to passengers only
 - a. 3500
 - b. 950
 - c. 350
- iii) The destination of the ship was
 - a. New York
 - b. England
 - c. New York and England

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

- i) The Titanic was the largest ship.
- ii) Only 350 passengers were provided with life boats.
- iii) It was night when the accident happened.
- iv) The destination of the ship was New York.

C. Give short answer to the following questions.

- i) What was the destination of the Titanic?
- ii) Why did British dub the Titanic "unsinkable"?
- iii) Why were only 950 passengers given lifeboats?
- iv) What made the ship unable to avoid the iceberg?

19. Read the following passage carefully and do the activities that follow.

One cold afternoon, the postman was slowly pushing his bicycle up the hill that led out of the village. He was walking very carefully because there was a lot of ice on the ground. He had only one letter to deliver. This was for an old lady who lived at the top of the hill. Everyone called her "grandmother". She had lived alone ever since her daughter had migrated to Australia many years before. She always used to invite the postman for a cup of tea whenever he took a letter and told him about her two grand children in Australia, whom she had never seen. Of course, she had lots of photographs of them, which she used to show him.

Just as the postman approached her gate, a small boy came running down the hill. Suddenly the boy slipped on the icy road and fell. The postman led his bicycle fall and hurried across the road to help the boy. After a quick thorough examination, he found that the boy had hurt his leg so badly. In fact, he thought that the boy's leg might be broken. He knew that the "grandmother" didn't have the telephone, so he stopped a passing motorist and asked him to take the boy to Dr. Stone, who lived in the village. Dr. Stone had just returned from a voyage round the world, but he looked after the boy until they could get an ambulance to take him to hospital.

A. Rewrite the following sentences and write 'T' for true and 'F' for false statements.

- i. The postman had already finished his day's work.
- ii. Grandmother's daughter had been living in Australia.
- iii. Her grandchildren often used to come to see her.
- iv. Dr. Stone had never been abroad.

B. Answer the following questions.

- i. Why was the postman walking up the hill carefully?
- ii. Where did the grandmother live?
- iii. What did the postman do when the boy fell?
- iv. Why did the postman stop a passing motorist?

C. Read the last paragraph again and put the sentences in the correct order.

- i. The boy slipped and fell.
- ii. The postman stopped the motorist and took the boy to Dr. Stone.
- iii. The boy was taken to hospital in an ambulance.
- iv. A small boy came running down the hill.
- v. The postman hurried to help the boy.

20. Read the following passage and answer the questions.

Last year three friends of mine decided to spend a holiday in the mountains. They set off by car in the morning and by the late afternoon they had almost reached the village where they were going to stay. After a quick cup of tea at a way side café, they set off again along the winding road that led to the mountains. They had a map with them and according to this the village they were going to stay in was only about fifteen miles.

It got dark not long after this, and it began to rain too, which of course made it more difficult to see the road clearly. After they had driven for about fifteen miles, there was still no sign of the village. Obviously the map they had was not a very good one.

They went for another five miles and then the car suddenly stopped. At first one of my friends thought that they had run out of petrol but on examination they found that this was not the trouble. Something else was wrong with the car. Since they could not start the car again, they decided to spend the night in the car, though they had very little food with them and there was not much room for three people. Early in the morning, a car came along the road. They stopped the driver and asked him where the village was. He told them that it was just on the other side of the hill. They tied their car to his and pulled them to the top of the hill. After that their car ran all the way downhill to the village, where they found a hotel and had a good breakfast. Of course, if they had walked up the hill the night before, they would not have had to spend an uncomfortable night in the car.

A. Match the following words in column A with their meaning in column B.

A	B
café	worry/pain
trouble	inspection
examination	space
room	small restaurant serving cheap meals and drinks

B. Answer the following questions.

- i. Where were they going to spend a holiday?
- ii. Why was it difficult to see the road?
- iii. What did they ask the driver of the passing car?
- iv. What did the driver tell them?
- v. What was the first thing they did when they reached the village?

C. Rewrite the following sentences indicating 'True' for true and 'False' for false statements.

- i. They drove all day without stopping until the car broke down.
- ii. The road had many bends.
- iii. It started to rain in the afternoon.
- iv. They had the map with them.
- v. The car stopped because they had run out of petrol.
- vi. They spent a comfortable night in the car.

21. Read the advertisement and answer the following questions.

Wanted	
A newly established software marketing company is looking for energetic and self-motivated employees for marketing their new product. It is a challenging job but has a lot of opportunities and return. Selected candidates will be trained on various marketing skills in Kathmandu and will have opportunity to go for further training in India's Cyber City of Hyderabad.	
Post	: Marketing Executive
Minimum qualification	: Bachelor in Commerce
Essential qualification	: Knowledge of accountancy and various accounting softwares along with programming languages, various computer applications and operating systems.
<i>Interested candidates may send their application along with CV to Sankata @ wlink.com.np before 25th September.</i>	

A. Find the words from the advertisement, which are closest in meaning to following definitions. Then write them next to the definitions.

- i) a brief account of somebody's career
- ii) offering problems that test somebody's ability.....
- iii) a person working in administration or management in business organisation, trade union etc.....

B. Answer the following question.

- i) Where should you apply?
- ii) When should you apply?
- iii) Who can apply for the job?

C. Read the advertisement again and rewrite the passage filling the gaps with appropriate words.

This is an example of an It is for the post of A person whose minimum qualification iscan apply. The candidate must be ... and selected candidate will be given training on in Kathmandu. They will be given further in India's Cyber City of Hyderabad.

FOR FACILITATOR: ASK THE STUDENTS TO DO THE TASKS OF READING COMPREHENSION QUESTIONS THEMSELVES AND DEAL THE ANSWERS IN THE CONTACT SESSIONS.

FOR STUDENTS: DO THESE TASKS YOURSELF AND SHOW THEM TO YOUR FACILITATORS DURING THE CONTACT SESSIONS

Unit 4

Writing

Introduction

Writing is a productive skill among the four language skills. Students should be able to produce a variety of written texts. In SEE, both guided and free writing are included. The following table shows the number and type of writing tasks asked in the examination.

S.No.	Type	Writing tasks	Marks
1	Guided writing 1	directions, instructions, obligations and prohibitions, posters, electronic text messages, post cards, advertisements, messages of condolence, messages of congratulations, menus, recipes. (One question from the above areas is asked in the examination. There will be the guidelines for you and the word limit for this type of writing is 75 to 100)	5
2	Guided writing 2	interpretation of (charts, graphs, tables, lists, pictures), short skeleton stories, invitation letters, thanks giving letters, letter of regret, news stories, invitation letters, paragraphs. (One question from the above areas is asked in the examination. There will be the guidelines for you and the word limit for this type of writing is 75 to 100)	5
3	Free writing 1	Dialogue (with the situation given), paragraph on personal experiences, short stories (only provide either the beginning, ending , title or the moral), views and attitudes (on some current issues of importance) (One question from the above areas is asked in the examination. There will be the guidelines for you and the word limit for this type of writing is 100 to 120)	6
4	Free writing 2	Letters and emails (personal/informal, official/formal), essays (descriptive, narrative, cause effect), newspaper articles (on a given topic), reviews (of films, movies, books), brochures/ leaflets (on places and events of historical/cultural/religious/ social / or tourism importance) (One question from the above areas is asked in the examination. There will be the guidelines for you and the word limit for this type of writing is 150 to 200)	8

Objectives

- Plan, organize and develop paragraphs, essays etc.
- Narrate a sequence of events or process
- Use appropriate format and layout to produce a variety of texts.
- Transfer information from tables, charts, diagrams etc.
- Produce a variety of authentic text types (e.g. personal, official and business letters, job applications, CVs/bio-data, news stories and articles, rules, regulations, advertisements, notices such as condolence, congratulation, invitation, greeting etc.)
- Compose dialogues.
- Make notes on variety of texts.
- Write about personal experiences and opinions creatively.

Types of writing tasks in the SEE (grade 10) examination

Guided writing

Paragraph writing:

The purpose of writing something is to express your opinions/ideas or sharing any information to the readers. You cannot attract your readers unless you organize your writing effectively. It is often said that: Look after the paragraphs and the sentences will look after themselves. We have seen that the sentence is the basic unit of expression, and that it can take various forms. A series of sentences can combine to form a paragraph, which is the next stage in expression. Such a collection of sentences must have a recognizable structure and unity, for it is this feature that gives validity to the paragraph. Generally, one paragraph contains one central idea and it is supported by the details like examples and explanations.

Paragraphs usually make a general statement and then give a number of specific details or reasons in support of that sentence.

The new specification grid of SEE examination has selected 'paragraph writing' as one of the areas from which guided writing question of 6 marks is asked. Here are some useful tips for this activity:

- First, go through the clues you are provided to develop paragraphs.
- Then, divide the given information into two parts: the ones you can put in the introductory paragraph and the concluding paragraph.
- Introduce the main theme {controlling idea} in the first paragraph.
- Organize the subordinate theme (topic sentence) in the second paragraph.
- Do not repeat the same information, and be careful in connecting ideas. If possible, it would be better to use synonyms or antonyms or paraphrases.
- Create linkage between the paragraphs. For this, link words such as moreover, firstly,

to start with, in addition, in fact, etc can be used appropriately.

- Follow the given outlines.

Some Solved examples

1. **Write a couple of paragraphs on the use of computers with the help of the clues given in the box.**

Communication, store important information, multimedia, school, office, business and personal work, games, part of modern life

A computer is a power driven machine for the high speed performance. It is equipped with keyboard, monitor, processing unit. We can store important information in it and can retrieve them when we need. It has become an important device in the field of communication.

Today we can chat, make phone calls, and send voice mails and text mails in a matter of seconds to a person who lives in another part of the world. In schools it has been used as one of the most effective teaching learning materials. Both teachers and students can use computer in teaching learning activities. Computers have become effective tools to accomplish manually troublesome work. Therefore, government as well as private corporate offices and business houses use computers to manipulate data and print documents. We can also play different kinds of games and music with the help of computers. Similarly, computer has made it possible to watch TV and movies, and people of different ages enjoy playing games on computers. Without computer the life of a person in today's society will definitely be paralyzed.

2. **Write a couple of paragraphs on the role of young generation in nation building using the clues given in the following box:**

Human resources : teachers, administrators, technicians, business person, media person,
Employment : income generation, stop brain drain
Outcome : Development work, social service, peace and stability

In broad terms population can be categorized in two groups: active population and passive population. The population of children and old people is almost passive and young people are active population. The development of a country is based on active population to utilize its natural resources. If natural resources are properly utilized, we can improve our life standard. In order to utilize the available natural resources, we need the contribution of young generation-the store house of efficient human resources such as: teachers, administrators, technicians, business persons, media persons, etc. Young generation is the strong pillar of their country's economy. They can work harder and better to earn money. If they are rich, a country automatically becomes rich. They should be given enough

opportunity to work in their country that ultimately stops the problem of brain drain.

If a country's active population is mobilized in developmental work, people will get more and more services. As a result, the economy of that country becomes better and stronger. The explosive young generation will also take a right track of peace and prosperity.

3. Write a couple of paragraphs on natural resources of Nepal using the clues given in the box.

Fascinating landscape	:	tourism industry
Rivers	:	irrigation, transport and power generation
Forests	:	timber, herbs
Wild animals	:	tourism, natural balance

Every country has special natural resources. Our country, Nepal, abounds with unique natural resources such as mountains, plains, rivers, lakes and forests. If we make accessible roads to the fascinating and enchanting touristic places like snow capped mountains and serene valleys, we can lure thousands of tourists from the world and earn lot of foreign currency.

We have rivers rushing down all the way from northern mountains to the southern plains. We can have multiple advantages from these rivers. For instance, the valleys and plains can be irrigated, hydropower can be generated and boats can be used for transportation. From the forests of both mountains and plains, we get essential materials, for example, timber, fire-wood and herbs. Similarly, this is a habitation for wild animals and birds. If we preserve this, we not only balance the ecosystem but also earn foreign currency form tourism. The southern belt of Nepal is plain and fertile which is suitable for growing vegetables, fruits and other food crops. If we apply scientific way of farming, we can feed the total population.

Additional questions for paragraph writing:

1. Write a couple of paragraphs in about 120 words, describing what you would do if you became a medical doctor. Include the following points: (*serve the poor, do some research, open a clinic*) [SEE 2057]
2. Construct a couple of paragraphs about the festival you celebrate in your country or locality.
3. Write a couple of paragraphs on the importance of **Peace Education**. Include the following points: (*leads to prosperity, material and mental peace, develops feeling of tolerance, and ultimately makes our life happy and comfortable*)
4. Compose a couple of paragraphs in about 120 words to justify the statement, "**Every country is rich in some kind of natural resources.**" (You can include the following points: (*Development requires natural resources, different parts of the world abound varying natural resources such as: gas, petroleum, rivers, forests, mines, etc*))
5. Write a couple of paragraphs on the importance **Information Communication**

Technology. Include the following points: *(use of computer & telephone, internet, time of sending and receiving messages, disseminating information, etc)*

6. Have you ever gone on an educational tour? If yes, where did you go? Who did you go with? How was your journey and what did you see there? Express your feeling and impressions. Write a few paragraphs describing them in about 200 words.
7. Have you ever attended a marriage ceremony? If yes, whose marriage was it? Where did the ceremony happen? What were the procedures of the marriage? Did the bride's parents offer her good dowries? Express your feelings and impressions. Write a few paragraphs describing them in about 200 words.
8. Write a short description of yourself/your friend. Use the clues given below:

Physical description, likes, dislikes, future aim, sports.
--
9. Write a couple of paragraphs about advantages of living in the village. Use the clues given below:

environment, people, food, conclusion

10. Write a short paragraph about advantages of living in the city. Use the clues given below:

facilities, people, job opportunity, entertainment, conclusion
--

Writing a dialogue

- a. A language is basically divided into two forms on the basis of its use such as written and spoken. Dialogue is an example of spoken variety.
- b. Dialogue is a conversation between two or more people as a feature of a book, play or film on which discussion is intended to explore a subject or to solve a problem.
- c. The word 'dialogue' literally means "talk between two people/parties or countries". A written dialogue should be so composed that it appears to be spontaneous or impromptu. The reader of it should not feel that it is dull and stilted.

Method of procedure

- a. Think carefully over the subject and jot down briefly the arguments or opinions about it.
- b. Arrange the ideas in logical order.
- c. Try to imagine what would be the way in which each characters or participants in the dialogue would express their views or opinions, etc.
- d. Read thoroughly whether it looks like a real, spontaneous conversation or not after completing.

Key features of a good dialogue

- a. Correct pronunciation
- b. Naturalness

- c. Grammatical correctness
- d. Agreement between the characters and roles
- e. Balance of playing roles
- f. Clarity
- g. Brevity
- h. Consistency

Hints on dialogue

- Don't let any of your characters monopolize the conversation as if he was giving a lecture. Both characters should have an opportunity. The conversation should be real and rapid.
- In real conversation, people often use exclamations; surprise (e.g. "My word", "Good heaven", "Well"), pleasure ("How nice!", "Excellent", "Fabulous") but repetition of such words should be avoided.
- Special attention should be given to the initiation and closing words.
- Message of the dialogue should be clear.
- Write/ speak in as natural, interesting and realistic manner as possible.

Some examples of Dialogues

A talk for leave

- Student : May I talk to you sir?
- Teacher : Yes, what is it?
- Student : It's an application for leave, sir.
- Teacher : What for?
- Student : To see my sick mother at home.
- Teacher : All right. When do you wish to go?
- Student : Tomorrow, sir.
- Teacher : How many days' leave do you want?
- Student : Only three days. I shall be back on Monday next.
- Teacher : If your mother wants you to stay on for a day or two more, you need not return on Monday.
- Student : Thanks very much, sir.

An appointment for the doctor

- Receptionist : Hello. This is Bir Hospital. Can I help you?
- Patient : Yes I would like to speak to Dr. Thapa's receptionist, please.
- Receptionist : Yes, speaking. What can I do for you?

Patient : I am Ramesh Ale. I would like to make an appointment to see the doctor.

Receptionist : Yes, would Friday morning suit you?

Patient : Friday morning is okay. At what time?

Receptionist : Would 9:30 a.m. suit you?

Patient : Yes, that will be fine.

Two friends on telephone

Surya : Hello, Raju! What are you doing tomorrow?

Raju : I'm not sure. Perhaps, I'll stay at home and watch T.V. what are you going to do?

Surya : I think I will go to the zoo with my parents. We'll see birds and animals.

Raju : Is Anjali going, too?

Surya : Perhaps she won't. She hasn't completed her project.

Raju : Then I'll help her with her object

Surya : Bye, Raju!

Raju : Bye!

An informal talk two friends

Rakesh : Good luck in your exam!

Purna : Same to you.

Rakesh : Did you study all last night?

Purna : No, of course not. I watched TV and went to bed early. What about you?

Rakesh : I did the same. See you later, after the exam.

Purna : All right. Let's go for a drink.

Rakesh : Will you pay my bill too?

Purna : That's no problem.

Rakesh : But I am worried because I have had my wallet pick – pocketed.

Purna : What a pity!

Rakesh : Would you lend me some money?

Purna : Oh, don't worry about it.

A talk between a tailor and a customer

Tailor : What can I do for you?

Customer : I want a suit made.

Tailor : Would you like to buy the cloth from us, sir?
 Customer : No, I've brought the – suit length with me. And how much do you charge?
 Tailor : Seven hundred rupees for making a suit.
 Customer : Oh, it's too much. But I hear you charge only five hundred.
 Tailor : You're right, sir. The charge is Rs. 500 if only you buy cloth from us.
 Customer : I'll pay you Rs. 600 only.
 Tailor : No, I'm sorry. We don't bargain. It's fixed. Instead we always provide quality service to our customers.

A passenger with a counter clerk in ticket counter

Passenger : Good afternoon!
 Counter clerk : Good afternoon! What can I do for you sir?
 Passenger : What time does the bus for Pokhara leave?
 Counter clerk : The scheduled time of its departure is 12 p.m.
 Passenger : But it's already quarter past twelve.
 Counter clerk : I 'm afraid, it's getting late by 15 minutes. You'd better get on your bus.
 Passenger : Yes, where is the driver?
 Counter clerk : I think he has gone to have lunch.
 Passenger : Then, please call him otherwise we'll be late.
 Counter clerk : Oh! Yes, he is coming. I'll call the driver soon.
 Passenger : Actually, how long does it take to reach Pokhara?
 Counter clerk : About six hours.

A friend's sympathy

Sony : Why are you so sad, Mina? What's wrong?
 Mina : Oh, Sony! How can I tell you? I failed my exam.
 Sony : Oh, no, Really? It's unbelievable!
 Mina : I don't believe it, how it happened? I did my best. 'But it's my bad luck.' How can I show this report card to my parents? They'll really be sad.
 Sony : Don't worry. You will get good result next time. I will convince them.
 Mina : Thanks for your good suggestion.
 Sony : Let's move.
 Mina : Ok. You are very kind to me. Really you are so helpful.

Exercises

1. Compose a dialogue between you and a librarian about “the book and fine”.
2. Write a dialogue between you and your brother about “Mother’s Day Celebration.”
3. Compose a dialogue between two friends about the sports day in school.
4. Compose a dialogue between a passenger and a counter clerk about “the departure of a bus”.
5. Compose a dialogue between a customer and a book seller about “a good history book”.
6. Compose a dialogue between two friends on “getting job”.
7. Write a dialogue between a doctor and patient about “the disease sugar (Diabetes).”

Writing a news story

The question on newspaper story is of 6 marks in the SEE examination. Generally a news story has the following parts:

- Headline** : Your headline for the news story must be attractive and eye-catching.
- Place** : The name of the place, where the story occurred or is filed from, must be written.
- Date** : You must mention the date of your story.
- Source** : The source must be clearly written i.e. who gave you or where did you get the story from?
- Body** : The first sentence of the body generally describes the headline. Other sentences must give the background and detail for the headline. The language must be simple and grammatically correct.

Useful Tips for writing News Reports

- Go through the given outlines very carefully and try to understand events, message or information clearly.
- Give the news report a headline like "Seven Dies in a Bus Mishap". Sometimes the headline may be given at the top of the clues.
- Mention the location/ place from where you get the report, then date and source (dateline). If these are not given in the outlines, point them out with imagination.
- Start your report cautiously and remember that the first sentence of the report should give a clear idea to the reader what the news is about.
- Connect the points given in the outlines as naturally as possible.
- Quote the sentences by the source using inverted commas.
- The information and analysis should be actual and accurate.
- Be brief.

- Avoid giving your own judgement and opinions but you can raise important issues and leave the decision to be made by the readers.
- Do not attack a person or label allegations unless you are sure and it is unavoidable. The report should be fair.
- Be grammatically correct and simple in language.
- Remember passive voice is more frequent in news story writing.

Solved Examples

Write a news story using the information given in the boxes below. Also give your story a suitable title:

1.

A night bus (8465 BA)..... skidded off the road..... 12 died on the spot two died in the hospital *khalasi* and driver in the police custody.

FOURTEEN KILLED IN A BUS ACCIDENT

Birgunj, Sep 18 (Himalayan News Service):

A night bus registered as 8465 BA of Makalu Transport Pvt. Ltd. skidded off the road near Parbanipur, a place near Birgunj, and fell into the river pushing the death toll to twelve on the spot, our official reported it today.

The ill-fated bus left Kathmandu to Birgunj carrying thirty passengers. It skidded off the road and fell into the river thirty feet below. Twelve people died on the spot and many were injured in the accident. The injured are under the treatment and two have already died in the hospital. Arjun Singh, one of the passengers said, "The accident occurred because the driver was drunk."

The driver and the *khalasi* have been kept in the police custody for the legal investigation.

2.

Hemanta Rokaya 22 killed, Tanahun, Anbu Khairani
Local people obstructed traffic for 11 hours, ambulance set on fire by angry people, no casualty, traffic resumed after 5 pm

Traffic Obstructed For Eleven Hours

Tanahun, Dec 9

Himalayan News Service

Hemanta Rokaya, 22, was killed on the spot when a vehicle hit him at Anbu Khairani Bazaar on Friday. It has been reported that the angry locals obstructed the traffic for almost 11 hours putting hundreds of passengers stranded. According to an eyewitness, an ambulance, carrying a serious person, was set on fire. However, there has been no report of any casualty. The traffic resumed only after 5 pm and the situation has turned to normal.

3.

Nine Expedition teams- granted permission to climb Mt Everest- information issued by Ministry of Tourism and Civil Aviation- 6 US teams, 3 teams from UK, Japan and France scaled Mt Everest- clean up rubbish-welcomed and received by Ministry of Tourism at base camp- Each team awarded token of love and cash prizes

Nine Teams Scaled Mt Everest

Kathmandu, 20 December (RSS)

Nine expedition teams from different countries were granted permission to climb the world's highest peak-Mt Everest. According to the information issued by the Ministry of Tourism and Civil Aviation, nine teams, six from the United States, one each from UK, Japan and France successfully climbed the world's highest peak. Mr. Serge Bauds, a US mountaineer, got snow-bite while climbing down to the base camp. The teams also cleaned up the rubbish in a campaign to save its environment, sources said. The Minister of Tourism heartily welcomed and received all the successful mountaineers at base camp. They were also given a token of love and cash prizes worth Rs.50000 each.

Exercises for further Practice

Given below are the clues. Write news story of each and give your story a suitable heading.

Practice 1

Na 1 Kha 8796 passenger bus left for Pokhara from Kathmandu- fell down below the road in a diversion - at 7.30 am, yesterday - owing to brake failure 14 died; 7 injured - compensation announced

Practice 2

Thirty-two passengers injured.... mini-bus veered off the road.....fell 60 meters down a hill.....Nagarkot VDC, Bhaktapur....bus headed for Kathmandu from Nagarkot.....out of 20 passengers admitted to Kathmandu Medical College, Sinamangal...4 serious.....12 admitted to Bhaktapur District Hospital.

Practice 3

The Dhaka SAG 2008Cricket to be included..... It is hoped cricket giants India, Pakistan, Sri Lanka will send their teams.... India has given its go ahead.....organizers would discuss with the countries and ICCfinalise the schedule..... all SAARC countries will participate.

Practice 4

A team of dolphin experts.....reached Bardiya....to help conserve dolphins in Bardiya's Bhada river..... lack of suitable habitat.....the dolphins here are facing hard time.... process of transferring them to Karnali river discussed..... 'It will take a couple of days to execute transfer', said the chairman of ICDC.

Practice 5

39 people hurt ----- accidental explosions struck an oil depot near London----- most of the injured suffered cuts and bruises----- one seriously injured---- suffered lung damage----- being treated in an ICU at Watford General Hospital----- condition not critical----- initial rumours a plane was involved-----police dismissed the rumours.

Practice 6

Football.....Martyrs' Memorial San Miguel 'A' Division League.....Dashrath Stadium 13th December.....Nabil Three Star Club (NTSC) defeated NRT 2 – 1..... Vishan Gauchan of NTSC scored in the 9th minute.....7minutes later another goal by O. Junior doubled the score of NTSCLaxman scored one goal for NRT in the 88th minute..... Vishan Gauchannamed Adidas man of the match.

Practice 7

An air bus to Kuwait.....took off at 4 o'clock from the airport....one of the engine stopped working after 30 minutes.....pilot thought what to do....flew 45 minutes to finish the fuel....crew members busy comforting the passengers..... All nervous..... no hope of life..... brought to TIAlanded safely.....no damage at all.....all safe.....pilot and co-pilot awarded by the airlines.

-Mr.Dinesh B.K.	-lost in the jungle
-a student of Bageshori School	- rescued by a cowboy
-way to his school through the jungle	- parents heartily thanked him.

Completing a skeleton story

The skeleton/outline is the basic framework of a story. It shows the main facts and incidents of the story. When we go through the outline, we know what the story is like. All we have to do is to fill in all the details relevant to the story and thus make up a readable story. The following guidelines will be useful to make a readable story from the given outline.

- First go through all the points; do not start writing until you finish reading.
- Have a clear and definite idea of the plot of the story.
- In order to make a natural sequence, you have to use certain connectives given under "essay writing".

- If the story is longer, organize it into several paragraphs.
- Connect the points in the story logically and sensibly leaving no points.
- Your story will be lively if you present some dialogues in direct quotes.
- Do not try to write in lengthy sentences and be careful of punctuation marks.
- Begin your story with : once upon a time; long-long ago; once there + V²
- Generally, we use past form of verb in story writing.
- After you complete, revise it and correct spellings and grammar errors if there are any.
- Write the moral of the story.
- Do not forget to give a title.

Solved Examples

1. Construct a readable story with the help of outlines given in the box below:

Outlines:

A wolf sees a lamb..... he wants to eat him up he asks the lamb why he is making water dirty the lamb says he is down from him the wolf asks why he called him a thief a year ago the lamb replies "A year ago I was not born" the wolf says, "Then it must have been your father" falls upon the lamb and eats him up.

The Wolf and the Lamb

A hungry wolf was walking along the bank of a river. He saw a lamb who was drinking water below him on the bank. The wolf wanted to eat him up. He started to ask stupid questions. He asked the lamb, "Why are you making the water dirty?" The lamb replied, "Sir, the water is flowing down from you to me. How can I make water dirty?" The wolf asked again, "Why did you call me a thief a year ago?" The lamb answered, "I was not born a year ago." The fox wanted to kill him. So, he said, "Then it must have been your father." He jumped and attacked upon the lamb and ate him up.

***Moral:* An excuse is needed to harm others.**

2. Develop a story from the following outlines. Also give a suitable title and moral.

Outlines:

An old lady becomes blind – calls in a doctor – agrees to pay large fee if cured, but nothing if not – doctor calls daily – puts eyes on lady's furniture – delays the cure – everyday takes away furniture – at last curse her – demands his fees – lady refuses to pay – saying cure not complete – doctor brings a court case – judge asks why she will not pay – she says sight not properly restored – she cannot see all her furniture – judge gives verdict in her favour – moral.

An old lady and clever doctor

There was an old lady who became blind. She called in a doctor for treatment. He examined her and demanded huge amount of money for the treatment of her eye-sight. She agreed to pay the fee to the doctor if her eye-sight became all right. But she said she would not pay anything if she was not cured. The doctor accepted the term of payment. He was called upon to treat her everyday. The doctor was lured looking at the valuable furniture in the lady's room. He began to take away the furniture thinking that the lady couldn't see. He delayed his treatment to take all the furniture. After some days, she was cured and the doctor demanded the money. She refused to pay saying her eye-sight had not been restored yet. She told like that because she didn't find her valuable furniture in her home and she knew all was taken by the doctor. The doctor brought the case into the court. He told everything to the judge. Then the judge asked the lady why she would not pay. She replied that her eye-sight was not properly restored because she couldn't see her all valuable furniture. The judge understood everything and gave verdict in the favour of the old lady.

Moral: If you try to deceive others, you will be deceived.

Exercises for further Practice

Given below are the outlines of stories. Construct readable stories of each of the outlines and give them suitable titles and morals.

Practice 1

A clerk comes late to office -----asked by the manager why he was late----- the clerk replied his watch was slow----- the manager remarked "Either you must get a new watch or I must get a new clerk"

Practice 2

A little girl playing with matches.....her dress catches fire.....her brother sees the danger..... picks up a blanket- wraps it tightly round her- the flames smotheredthe girl taken to hospital- her life saved----- a stitch in time saves nine

Practice 3

A poor village boy walking door to door for job.....finds a wallet containing a large amount of money..... an identity card of the owner in the wallet.....the boy returns the wallet to the owner- the owner pleased.....praised his honesty-gives him a good job

Practice 4

Dispute between a moneylender and a debtor.....debtor denying to pay back the money he owes to the moneylender-lawyer asks the moneylender about witness "A wild cat was the witness but not available at the time" says the moneylender.....the lawyer advises to come with any pet cat..... the debtor says, "This is not the right cat, we had

a wild cat as witness in our deal-the debtor pays back money.....truth prevails

Practice 5

A farmer has an amazing goose..... lays a golden egg daily the farmer greedythinks to be rich at once ... kills the goose to get all the eggs inside her
.....great disappointment gets a single egg moral.

Practice 6

A king had a clever jester..... a favourite of the king's.....made jokes about the courtiers.....offended the king-condemned to death.....begged the king for mercy.....allowed to choose the kind of death he would like to die-said, "I choose, Your Majesty, to die of old age"the king pleased......pardoned him

Practice 7

A peacock.....proud of his looks.....admire his own beauty.....thinks he is the best bird in the world.....proud peacock dances.....colourful feathers.....he meets a crane.....colour less feather.....the peacock mickes at him, "What.....you look so ordinay!".....the crane replies, "Of course !.....but can't fly high up.....moral.....

Practice 8

Three men find a purse in a forestagree to divide the money.....all are hungry.....one goes to buy food.....poisons it.....the other two decide murder him.....he is murdered on his returnthe other two eat the food.....result.....moral.

Practice 9

Two beggars.....enemies to each otherfirst beggar thinks of earning more money....uses an idea of pretending dumbhangs a board painting DUMB.....the second beggar also sits beside him.....a gentleman gives him some money.....the second beggar complains he is not dumb.....the first beggar denies and shouts he is telling a lie.....moral.

Practice 10

A girl age of 15..works in a boss house...goes to school completing household works....faces the different problems everyday.....discouraged in study by the boss.....doesn't pay fee.....request in school for free education.....school provides....becomes school top in final exam.....moral.

Writing rules and regulations:

Certain reading materials are written for certain readers. In such writings, readers are given basic information on certain area about what they are allowed to do and what they are not allowed to do. For example, the warden of a hostel makes some rules and regulations for the students about what they are allowed to do and what they are not allowed to do. In order to run educational institutions and other government/non-governmental organizations systematically, certain rules and regulations are required. Similarly, when people of one society happen to visit other societies, they must be adhered to the rules to the place they are visiting. In order to make the strangers aware, booklets and pamphlets about the rules and regulations are made and distributed.

Here are some expressions that help you write rules and regulations:

is supposed to, is allowed to, must, should, should not, strictly prohibited, not allowed to, forbidden, will be allowed etc.

We often use the following sentence structures to write rules and regulations:

V-ing + is not + allowed +
V-ing + is + prohibited +
You aren't + allowed to + v¹ +
You are + prohibited to + v¹ +
You shouldn't + v¹ +
You must not.....

Solved Examples

1. Rules and regulations of a school for students:

1. Each student is supposed to converse with each other only in English.
2. The prescribed school uniform is a must for all the students attending school, during game hours and while attending other organized activities.
3. Students are not supposed to leave the school without prior permission of the concerned authorities.
4. Students are supposed to take care of their personal belongings and keep them neat and tidy.
5. Scribbling on the school and hostel wall is prohibited.
6. Students should not damage any property of the school or hostel. In advent of any damage, the student responsible will have to pay the penalty for the damage by way of compensation or replacement.
7. Visits by parents will be allowed only on Sundays between 2.00 pm and 5.00 pm.

8. Prior permission of the Principal in writing is required for proceeding on leave.
9. Students will be allowed to go home for holidays only after working hours on the closing day. They must return after the holidays on the appointed day.
10. Failure to pay fees on time will be viewed seriously and re-admission fee will be charged in addition to the late fee.

2. Rules and regulations of a library for users:

1. Only members can use the library.
2. The library remains open everyday from 10 am to 6pm.
3. Students may not put books back onto the shelves. Books left in the reading rooms should be left on the tables. You should not misplace the books.
4. You must switch off your cell phone when entering the library. It causes a disturbance to other readers.
5. The loss of a library card must be reported to the department immediately.
6. A user is responsible for any damage to or loss of library material issued on his/her card.
7. You can borrow two books at a time for fifteen days. The loan period may be extended if there is no demand for the book.
8. A fine of ten rupees per day will be levied on all library materials, which are not returned within the stipulated period. After 14 days the fine becomes twenty rupees per day.
9. If after three weeks of the expiry date, the book has not been returned, the member will forfeit membership of the library.
10. Books on loan are under no circumstances transferable. Every library user is responsible for the return of library material he/she borrowed.
11. Smoking is strictly prohibited.
12. The rules and regulations are subject to change.

Exercises for further Practice

1. Suppose you are the curator of the Central Zoo, Jawalakhel. Write a set of six rules and regulations that the visitors need to follow in the zoo.
2. Suppose you have been appointed the Head boy/girl of your school and you are asked to develop a list of rules and regulations. Write a set of six rules and regulations stating what the students are allowed to do and what they are not allowed to do in the school premises.
3. List down a set of six rules and regulations to be put up in your classroom.
4. Suppose you have been appointed the Principal of your school. Write a set of six rules and regulations for the teachers of your school.

5. List down a set of six rules and regulations to be put up in the Public Park of your town/village.
6. Write a set of six rules and regulations to be put up at the bus station.
7. Write a set of six things that you are allowed to do and not allowed to do in the examination hall.
8. Suppose you are the manager of a cinema hall. Write a set of six rules and regulations that the audiences have to follow in the hall.
9. Suppose you have been appointed the Principal of a Higher Secondary school. Write a set of six rules and regulations for the students of your school.
10. Suppose you are the in-charge of the science lab of a school. Write a set of six rules and regulations to be put up in the lab.

Interpreting charts and diagrams

There are different kinds of reading materials. Charts and diagrams are symbolic visual reading materials which contain a lot of information. The secondary level English curriculum prescribes charts and diagrams to be used in practicing speaking as well as writing skills. The new specification grid prescribes ‘Interpreting charts and diagrams’ as one of the areas from which guided questions **carrying 6** marks can be asked.

Some of the useful tips for this activity:

- First, look at the chart/diagram very carefully to identify an overall trend.
- Then, look at the chart/diagram very carefully to identify major trends.
- See the title of chart and diagram to find out the subject-matter.
- Observe the legends and the items presented in ‘X’ and ‘Y’ axis.
- Compare and contrast bars or columns in relation to the items.
- Use phrases like: based on the chart/diagram, according to the chart/table/diagram, the chart shows that, it seems that, it can be clearly seen that, it is obvious to note from the diagram/chart/table that, it is shown that, it is clear to note that....., the increasing/decreasing trend of proves that, etc.
- Use appropriate vocabulary while interpreting and presenting data and information from charts and diagrams.

Verb phrases	Noun and noun phrases	Adverbs
Remain subtle/ remain constant	No change	Dramatically
Fluctuate/ move up and down	A fluctuation	
Fall to a low point	A low point	Sharply
Reach a peak, reach high	A peak, high	Slowly
Rise, increase, go up	A rise, an increase	significantly
Fall, drop, decrease	A fall/ a drop/ a decrease	gradually

Major parts for the description of charts and diagrams

a) Introduction (paragraph 1)

How to start: Use two standard opening sentences to introduce your writing. These opening sentences should make up the first paragraph. Sentence one should define what the graph is about; that is, the date, location, what is being described in the graph if given followed by overall trend.

For example:

The graph describes/shows/reveals/depicts/compares the number of cases of X diseases in Mahendranagar between the years 1960 and 1995..... (what, who, when, where). It can be clearly seen that X disease increased rapidly to 500 cases around the 1980s and then dropped to zero before 1999, while Y disease fell consistently from a high point of nearly 600 cases in 1960 to less than 100 cases in 1995 (describing the overall trend). Thus, your introduction includes what a chart/diagram is about and an overall trend like above.

b) Body (may consist of 2-3 paragraphs)

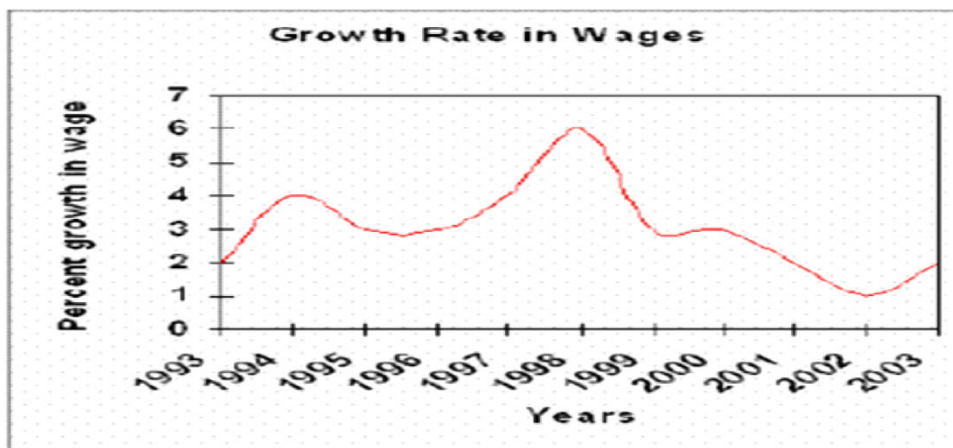
The body of the report will describe the graph or graphs in detail. You will need to decide on the most clear and logical order to present the material. Line graphs generally present information in chronological order and so the most logical order for you to write up the information would, most probably be from earliest to latest (e.g. starting from 1960 to 1995). Bar graphs, pie charts are organized in different ways and so you need to decide on the organization of each one.

c) Conclusion (paragraph 1)

Your report may end with one or two sentences which summarize your writing to draw a relevant conclusion.

Solved examples

1. The graph below gives information on wages of Nepal over a ten-year period. Write a couple of paragraphs as shown in the example below:



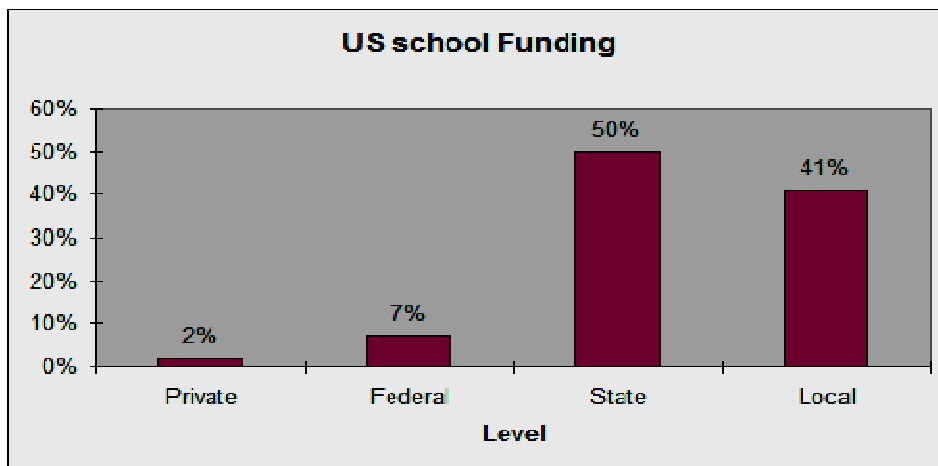
The line graph describes the growth of wages in Nepal from year 1993 to year 2003 **(introductory part)**.

The growth started at (stood at) two percent in 1993, but it did not stay there very long before it rapidly doubled in 1994. Further on, the percentages declined to three percent in 1995 stays steady for year, before it starts to rise slowly and end up just fewer than four percent in 1997. 1998 is the best year where the wages peaked at six percent **(body paragraph 1)**.

However, after 1998 the wages declined nearly every year. Only a year after, the percentage dropped to well under three percent, stayed there on roughly three percent till 2000. In 2002, the wages reached the lowest point of just one percent growth. Luckily the growth rose to just under two percent in 2003 **(body paragraph 2)**.

Overall, the growth rate in wages in Nepal has shown striking changes through the ten years **(conclusion paragraph 1)**.

2. Write a couple of paragraphs on the basis of the following Bar Diagram.



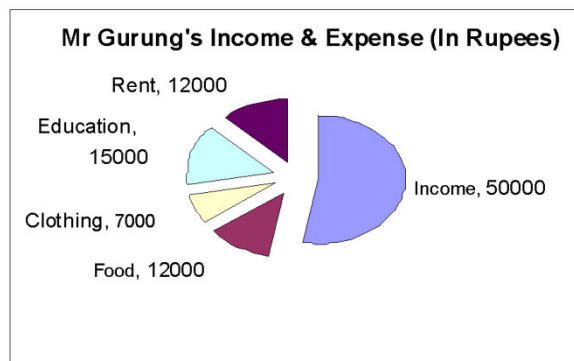
The graph shows how American Schools are funded by different levels of governments and private sector. As an overall trend, it can be clearly seen that state and local level governments have invested considerable percentage of money for US schools.

According to graph, state and local level governments have spent the highest amount of money, 50% by state and 41% by local governments. Next, federal government's expenditure is that of 7%, and it seems that the federal government contributes less funding. The reason could be that the federal government has to allocate the funding to all states that's why the percentage of funding looks nominal.

It is, however, interesting to note that private sector spends only 2% of total investment made in the conduct of schools in the United States of America.

In conclusion, it can be said that the state and local governments have provided most funding to all public schools in America.

3. Write a couple of paragraphs on the basis of the following Pie Chart.

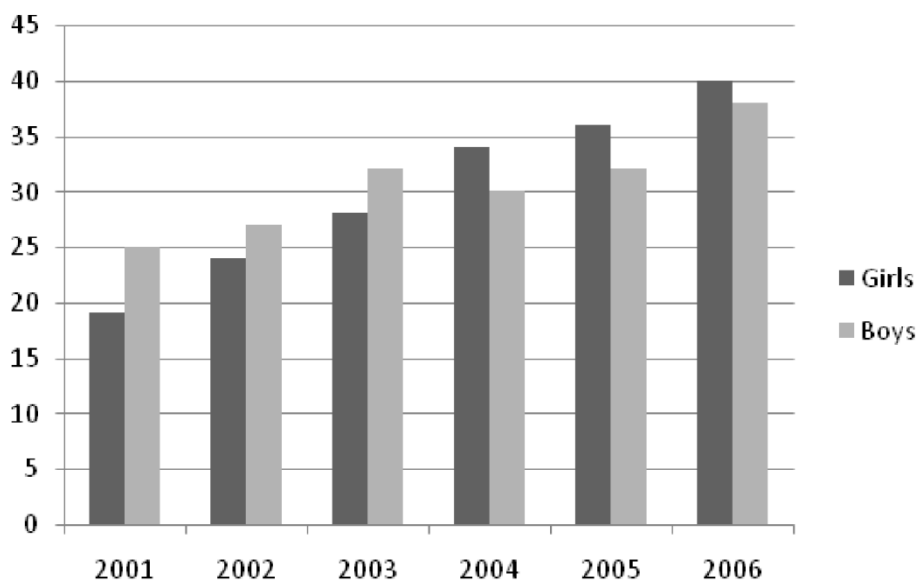


The pie chart above shows the total income of Mr. Gurung and expenses in different items. He earns Rs. 50,000 per annum and out of which he spends Rs.12, 000 each in rent and purchasing food. According to the chart, he spends 30% of his income on his children's education. For clothing, he spends only 14% of his income. His saving seems nominal just Rs. 4,000 per annum. The chart doesn't show the expenses on other items such as transportation, medicine, and other incidental expenses. It can be easily guessed that Mr. Gurung hardly saves any money. According to the chart, it seems that he has given priority to education. It is interesting to note that he spends equal amount of money on rent and food. In conclusion, it can be suggested that Mr. Gurung should either increase his income or decrease the expense on rent to save money for incidental expenses.

Exercises for further Practice

1. Interpret the following diagram in your own words.

New admission in Syangja Boarding school

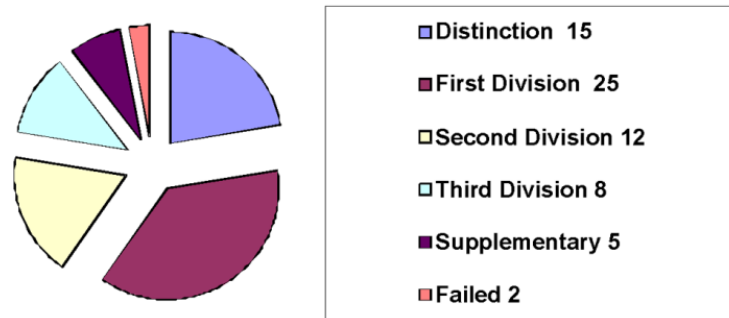


2. Interpret the following chart in your own words.

Kaski High School

SEE Result of the year 2006

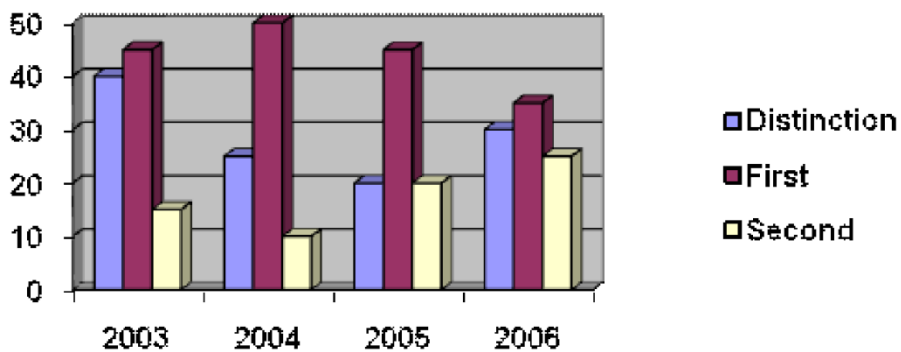
Total no. of students appeared in the Exam 67



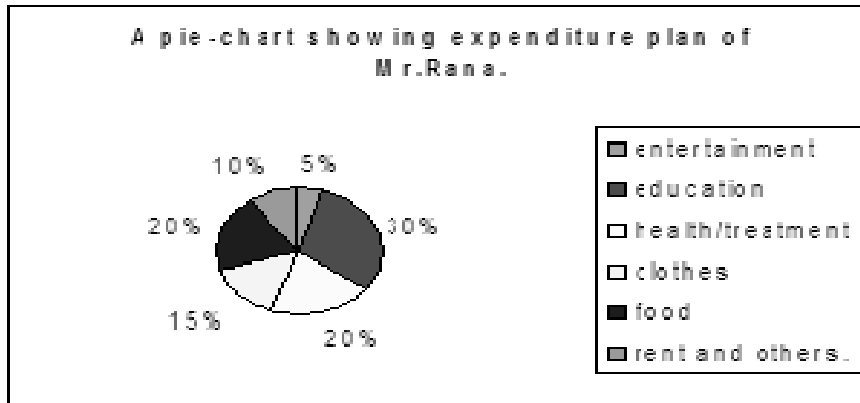
3. Read the following bar-diagram carefully, and write a short description about it by using the clues given.

Clues: PSS (Pokhara Secondary School).....a reputed school.....established in 1990..... first SEE batch.....good SEE results.....in 2003 total no. of students 100.....first div. 45 students.....2004 distinction 25.....2005 second div. 20..... 2006 total no. of students 80..... 100% pass results every year.

A bar diagram showing the SLC results of PSS



1. Read the following bar-diagram carefully, and write a short description about it by using the clues given in the box. (SEE 2063)



Clues: Mr. Rana, a teacher monthly income Rs. 12000/-maximum investment in education No saving at allspends more in food than in clothes.....

Letter Writing

What is a letter?

A piece of written document about all that you want to say to a person away from you is called a letter. A letter carries one's message for another person to read and thus takes the place of a talk.

Kinds of letter :

There are ordinarily three kinds of letters.

1. *Personal or Private letters.*
2. *Business and Formal letters.*
3. *Social Letters and notes of invitation.*

Each kind of letter has its own style and form of general arrangement. A letter to a close relation or an intimate friend is written in a style that does not suit a business or an official letter. In spite of this essential difference, there are certain requisites of a good letter common to all the varieties, e.g.,

- | | |
|----------------------------|----------------------------|
| i. Clearness of expression | ii. Accuracy. |
| iii. Correct punctuation. | iv. Neatness of execution. |

1. **Personal or Private letters:** Personal or private letters are informal letters written to friends, relatives and acquaintances.
2. **Formal and Business letters:** Letters written to newspapers, head of school/colleges, business firms, officials and to people not personally known are formal letters. As these letters are impersonal, the language used is courteous, simple and clear. They

should be short and to the point.

3. **Social Letters and notes of invitation:** These letters can be personal or official depending on the person to whom they are addressed to. These letters include invitations, letters of thanks, condolence, congratulations, etc.

Parts of a letter:

Every letter consists of the following seven parts.

1. The address
2. The date
3. The salutation
4. The body
5. The subscription or the ending.
6. The writer's name.
7. The superscription

The address should be full and clearly written, because it is the address to which the answer is to be sent. It can be placed either at the top right- left/ hand corner of the page.

The date should also be written in full exactly below the address; for example, Chaitra 14, 2065 or 14 Chaitra, 2065 or Chaitra 14th, 2065 or 14th Chaitra, 2065.

The salutation differs from person to person depending on the degree of intimacy between the writer and the person written to.

- a. *To family members*- My dear Father, Dear Father, etc
- b. *To friends*- Dear Ravi, My dear Shital, etc
- c. *To businessmen*- Dear Sir, Dear Sirs, etc
- d. *To officials*- Sir or Madam

The body is the main part of the letter. It should be divided into paragraphs according to the subject-matter and should be written in clear and simple language. It includes an introduction, the main information and a conclusion.

The subscription is a courteous leave taking. It can be written to the left/right below the body of the letter; as,

- a. *To relatives*- Yours affectionately or Your affectionate son/brother/sister
- b. *To friends*-Yours Sincerely or Your Sincere friend
- c. *To strangers, businessmen or officials*- Yours faithfully
- d. *To newspapers* – Yours truly

The name is written just below the subscription.

The superscription is the address, on the envelope, of the person to whom the letter is written. This address should be clear and complete.

A. Personal or Private Letters

Format of a personal letter:

Tansen, 11 Palpa	-----	The heading
14 th Chaitra, 2063	-----	The Date
Address of the person to whom the letter is to be sent.	-----	The superscription
Dear Pragya	-----	The salutation
I am glad to receive your letter.....	-----	The body
Yours affectionately,	-----	The subscription
Name	-----	The writer's name

Specimens of personal letters:

1. A letter to a relative who has sent you gifts on some important occasions recently.

Kirtipur, Kathmandu

5th June, 2008

Dear Uncle and Aunt,

I hope that you receive this letter in good health. I got your parcel dated 3rd May and was very delighted to find my birthday gift in it. Thank you very much for the camera and I felt so special and for showing that you truly care for me.

Your gift will be very helpful for me in many ways. It will be very useful for the picnic my friends are planning for the holidays. Also it will be useful for the project our Social Studies'

teacher has given us on the cultural heritages of Nepal. It will be beneficial for clicking pictures for the project. I'll send you the first photographs I take.

Please convey my sincere best wishes to Utsav. I hope he is doing tremendously well in his studies. Please thank him from me for the birthday wishes he sent for me. I must stop writing at this point now. Thank you very much for everything all over again.

Yours sincerely,
Pavan

2. A letter to a pen-friend inviting him to visit your country.

Kathmandu
14th Poush, 2063

Dear Eric,

I received your letter a week ago but could not respond to you earlier as I had to go to Pokhara to attend the marriage ceremony of my cousin. I returned to Kathmandu yesterday.

I know your country is a very advanced and developed country. Nepal, you may be aware of, is a developing country but very rich in culture, art and historical places. Besides, it has many places of scenic beauty.

I have learnt from your letters that you have a keen interest in the art and culture of Nepal. In order to satisfy your curiosity and to know and see things for yourself, I would invite you to visit Nepal. So far as Kathmandu is concerned, you will be my guest, while at other places; reasonable boarding and lodging can be arranged. At some places, I have my contacts and relations where boarding and lodging will be available to both of us. You can make few purchases, particularly of handicraft, from certain places in Nepal. I would advise you to bring your camera to take snaps of places that may be mesmerizing to you. I have a camera of my own but it may not be as good as yours.

I hope you will make up your mind to visit Nepal as early as may be convenient to you. For your information, April-March and September- October are excellent times to visit my country.

I would love to hear from you.

Yours sincerely,
XYZ

3. Suppose you are staying away from your parents to pursue your higher education. Write a letter to your father requesting his permission to go with friends on educational trip.

Pokhara, 11
7th Poush, 2063

Dear Father,

Our Second Term Exam ends next week and the school will break up for winter holidays on the 14th of Poush. The students of our class have arranged an educational trip to Chitwan National Park and Lumbini, the birth place of Lord Buddha. Our class teacher and the other two teachers have agreed to accompany us.

A charge of Rs. 500 has been fixed to meet all the expenses. It will include the bus fare, and board and lodging expenses. The school, too, will bear half of the expenses.

The trip promises to be of great educational value to us. It will add to our general information and teach us many useful things. My roommate, along with my other friends, is also joining the trip.

I, therefore, request you to kindly permit me and send me Rs. 500 at the earliest so that I can make the payment to the teacher in charge to confirm my participation. I assure you, I shall give you no cause of complaint. I hope you won't disappoint me. I am eagerly waiting for a favourable reply and the money that I shall require.

With love to you and mother,

Yours affectionately,
ABC

Some useful phrases and sentences

The following phrases and sentences are used to **begin** personal letters:

1. I am glad to receive your letter.
2. Thank you for your letter
3. I was delighted to go through the contents of your letter.
4. I am sorry I could not write to you earlier.
5. I am really very sorry not to have heard from you for such a long time.
6. I am glad to learn from your letter which arrived this morning that.....
7. What a joy your letter has brought!
8. It was so nice to hear from you after a long time.
9. I was quite shocked.....
10. This is merely to inform you.....

According to the sense, the following phrases are generally used to close the personal letters.

1. Anxiously waiting for your favourable reply,
2. With kind regards,
3. With love and best wishes,

4. With love to dear mother and yourself,
5. I shall be very glad to hear from you time to time,
6. Thanking you for many favours,
7. I am afraid I shall have to close this letter now as I still have a lot of homework to do. Please write soon.
8. Hoping to hear from you soon,

Questions for further practice

1. Write a letter to your pen friend describing a festival celebrated in your community.
2. Write a letter to a friend of yours asking for some loan you urgently require. Say why you want it and when you expect to be able to return it.
3. Write a letter to your friend inviting him/her to a picnic.
4. Write a letter to your foreign pen friend describing the present situation of your country.
5. Write a letter to your friend telling him/her how you are going to spend your time till the SEE result publishes.
6. Write a letter to your cousin requesting him to give up smoking.
7. Write a letter to your mother describing a pleasant dream that you had the night before.
8. Write a letter to your friend describing a visit to a historical place.
9. Write a letter to your sister, telling her how you spent the last summer vacation.
10. Write a letter to your father giving reasons for your poor performance in the Term Exam and assuring him of a better result in the coming Exam.

Formal and Business letters

a. Letter to the Editor:

1. Write a letter to the editor of a daily newspaper regarding the poor condition of roads in your locality.

Madhyapur Thimi

Bhaktapur

14th Poush, 2063

The Editor
The Himalayan Times
Kathmandu

Sir,

I would like to bring to the notice of the concerned authorities through the columns of your esteemed paper about the pitiable condition of the roads in our locality. They are in such a bad state that walking and driving along them have become very difficult. There are pits at every step, and these pits have become the major cause of accidents. During the monsoon season, the condition becomes even worst. These pits are filled with dirty water and become places for mosquitoes to breed.

In addition to this, ever-accumulating heaps of filth and refuse are seen scattered on the roadside and they give out a foul smell. They breed germs of diseases, too. The state of things in our locality needs immediate attention. If the concerned authority does not wake up and take some effective remedial steps, more accidents will occur and some epidemic will also break out causing a great loss to life.

Yours faithfully,
Neena Shrestha

Questions for further practice

1. Write a letter to the editor of a local daily on how tourism in your town/village can be promoted.
2. Write a letter to the editor of the national daily telling your ideas on child labour.
3. Write a letter to the editor of a newspaper regarding road accidents.
4. Write a letter to the editor of a newspaper advocating the opening of a public playground.
5. Write to the editor of a newspaper complaining against frequent break-down of electricity.

ii. Job application and CV

Application for the post of an accountant

Dated: 24th May, 2008

The Manager
Golcha Organisation
Kathmandu, Nepal

Dear Sir/Madam

In response to your advertisement in today's 'The Himalayan Times' for an accountant, I
English _____ 197

would be grateful if you could consider me an applicant for the position.

I passed the BBS examination with Accountancy as one of the major subjects from Nepal college of Commerce, affiliated to Tribhuvan University, in the year 2004. Since then, I have been employed with P&P construction as an accountant. My work has been highly appreciated here but I feel that your organisation can offer me a greater scope for my abilities.

You may refer to my present employer if you wish to make any enquiries regarding my capability, honesty and work.

I have every hope that you will condiser my application favourably and call me for an interview where I can give you more details about myself.

Enclosed:

1. CV
2. Copies of certificates and testimonials

Yours faithfully,

Ravi R. Chaudari

Email: ravichaudhari@gmail.com

Phone Number: 9741155662

Curriculum Vitae

Name : Ravi R. Chaudhari

Address : Janakpur 5

Date of Birth : January 17th, 1990

Marital Status : Unmarried

Father's Name : Ram R. Chaudhari

Mother's Name : Ganga D. Chaudari

Nationality : Nepali

Academic Qualifications:

B.B.A with Accountancy major

First Division with distinction marks

Shanker Dev Campus, Kathmandu

10+2, with Office Practice and Accountancy major

First Division with distinction marks

Little Angles' College, Lalitpur

SEE, with Accounts and Computer Science major

First Division with distinction marks

Little Angles' School, Lalitpur

Work Experience	:	3 years as an accountant in Chaudhary Group, Sanepa.
Languages	:	Fluent in English and Nepali.
Personal Details	:	Good health

Questions for further practice

a. Read the following advertisement and apply for the post:

WANTED URGENTLY

An NGO working in the field of technical education based in Kathmandu requires a young, energetic person for the post of office assistant. If you think you deserve the post, apply to; The Director, GPO Box 1343, Kathmandu Nepal

Min. qualification: at least SEE with accountancy.

Computer Knowledge: proficient in Ms- office package.

Interested candidate must apply with her/his CV by 3rd December.

b. Read the following advertisement and reply for the post.

VACANCY ANNOUNCEMENT

A well established Multinational Organization seeks energetic, qualified and self oriented personnel for the following post.

Post : Typist cum Receptionists

Qualification : IA or equivalent

Age : Above 20 not exceeding 30

Experience : At least 3 years

Salary : As per company's rules and regulations

Qualified candidates are informed to apply with their CV and a passport sized photograph on or before 6th December.

The Director

ABC and Company

Kathmandu Nepal

- a. Suppose you are Pujan Thapa from Tansen Municipality, write a job application to the principal of Janata Ma Vi, Tansen for the post of Secondary Level English teacher that has recently fallen vacant.

ii. **Business letter**
Specimens of business letter

Enquiry for textiles

Shrestha Emporium
Bank road, Bhairawaha

6th February 2017

Messrs Shah Sales and Suppliers
New Road, Kathmandu

Dear Sirs

It has been brought to our notice that you are the dealers of foreign made bed sheets and pillow cases. We would like you to send us details of your goods, including sizes, colours and prices, and also few samples of your products.

We are the retailers in textiles and there is a great demand for moderately priced goods of the kind mentioned.

When replying, please state terms of payment and discounts you would allow on purchases of quantities of not less than five hundred of individual items. Prices quoted should include delivery at the above address.

Thanking you

Ramesh Shrestha
Shrestha Emporium

Questions for further practice

- a. Suppose you are General Manager of Everest Garments Kathmandu and want to add to your stock the recently made garments, draft an enquiry letter to be sent to Chaudhary Garments, the dealer of Ready-Made garments in Birjung.
- b. Suppose you are the manager of Chaudhary Garments Birjung, write a letter to the General Manager of Everest Garments Kathmandu who wants know about the garments you deal in stating the quality, prices and other terms and conditions.

Essay Writing

The word essay is derived from the French *Essai* (English essay) meaning trial or attempt. Essay writing is an intelligent exercise. It is usually prose in nature and precise on a particular subject.

Essay writing has assumed a great importance. It is thought to be the most effective test of the ability of the student to write clear, simple and direct English.

A. Kinds of Essay:

According to the subject matter and form, essays are divided under the following heads.

1. **Descriptive Essay: Descriptive essay** consists of the description of some person, place or thing
2. **Narrative Essay: Narrative essay** consists of the narration of some event, action or movement. The event may be imaginary or historical or a personal experience of the writer.
3. **Reflective Essay: Reflective essay** consists of reflection or thoughts on some topic of an abstract nature.
4. **Expository Essay: Expository essay** is an explanatory essay. It generally consists of an explanation of some subjects.
5. **Imaginative essay: Imaginative essay** is an essay in which one's imagination plays a free part.

B. Parts of an Essay

An essay is generally divided into three parts.

1. **Introduction (one paragraph):** It should be brief and should indicate what is to follow. It should express clearly the essential theme (controlling idea or thesis statement) of the subject.

For example,

- **Controlling idea: Focuses your essay. Use one of the following phrases to frame your controlling idea:**

<p>The reasons for, the causes of, the effects of, the steps for, the procedure for, the advantages/disadvantages of, the ways/methods of, the different parts/kinds/types of, the characteristics/traits/qualities of, the problems of, the precautions for, the changes to, etc.</p>

- **Example topic of essay:**

The most important characteristic a successful student must have. Describe the characteristic and give reasons for your opinion.

- **A complete introduction (mind mapping)**

- In order to be successful, a student must have certain traits.
- Perhaps the most important characteristic is diligence.
- Being diligence is essential for many reasons (controlling idea)

- **Writing introduction in a full text**

In order to be successful, a student must have certain traits. These characteristics include such qualities as motivation and intelligence. Perhaps the most important

characteristic is diligence. A person who is diligent works hard in a very careful and steady way. Being diligent is essential for success for many reasons.

2. **The body/writing developmental paragraphs (may consist of 2-3 paragraphs):** It constitutes the main part of the essay. It should present facts, ideas, illustrations and reflection of the writer in an orderly and coherent manner. It should be divided into regular paragraphs interlinked with one another, and each paragraph of the body should contain one topic sentence followed by reasons, examples and other relevant supporting details.

For instance,

Topic sentence

One reason a student must work hard is the number of homework assignments that must be completed (topic sentence). Most of the homework will be reading assignments. Besides the reading assignments in the textbook, a student may have to get journals or articles from the library or online to supplement the readings in the book. Because this kind of reading is academic, a lot of critical thinking is involved, and the student must work hard to understand it. In addition, there may be papers to write. These might include summaries of the readings or reports on research done in the library or online. Furthermore, there might be lab assignments. A language lab might require the student to listen as well as to read and write. A science lab might require the student to do experiments that will require writing a lab report.

3. **Conclusion (one paragraph):** The conclusion of an essay is as important as its introduction. It should be brief and striking and also pleasing to the mind of the reader. To write an effective concluding paragraph, follow these steps:
 - Restate the thesis statement (controlling idea) in different words.
 - Restate the topic sentences from the developmental paragraphs
 - State your opinion or preference, make a prediction, or give a solution.
 - Conclude with a statement that sums up the essay.

For example,

In conclusion, **students have good reasons for being diligent** (thesis statement restated). They must complete a large number of homework assignments and study for many exams (topic sentence restated). Thus, it is of utmost importance that students develop this characteristic if they wish to succeed in their studies (opinion or preference).

General hints on Essay writing:

1. Read the title and the clues, if given, carefully.
2. Think a little on the subject before you start writing (mind mapping).
3. Never lose sight of the central thought.

4. Be natural. Write ideas and thoughts in your own way.
5. Write grammatically correct sentences.
6. Do not use too many 'ands', 'whens' and 'thens'
7. Avoid abbreviations and repetitions of phrases.
8. Avoid scribbling. Write in a neat and legible handwriting.
9. Never forget to revise carefully what you have written.
10. While writing an essay, the following linkers are used to connect and support the arguments and ideas in it.

Some sample linkers

d) Phrases for adding a linked point

● Not only....., but.....	● Besides
● And	● In addition
● Also	● In fact
● As well as	● Moreover
● Furthermore	● Likewise

(b) Phrases for contrasting with what was written before:

● Although	● Nevertheless
● Even if	● But
● However	● In spite of
● Alternatively	● On the other hand

(c) Phrases for giving examples

● for example	● for instance
● In particular	● such as
● To illustrate	● such as/ like

(d) Phrases for presenting result

● As a result	● So
● Therefore	● Eventually
● Thus	● Hence
● Consequently	● The reason why

(e) Phrases for condition

● If	● so that
● Whether	● Provided

● Unless	● that
----------	--------

(f) Phrases for stating your opinion

● In my view/ opinion	● I think/ realize/ imagine/ feel
● From my point of view	● According to me

(g) Phrases for comparing

● similar to	● In the same way
● Either....or	● as.....as
● Neither.....nor.....	● just as

(h) Phrases for generalizing

● Generally	● Generally speaking
● Overall	● On the whole
● In general	● Basically
● As a rule	

(i) Phrases for expressing certainty

● certainly	● Definitely
● Of course	● No doubt

(j) Phrases for expressing partial agreement

● To some extent	● causes
● More or less	● Due to
● Almost	● Because
●	● Because of /Owing to

(k) Phrases for expressing conclusions

● To summarize	● Lestly
● In conclusion	● Finally
● In short	● To conclude with

Some Important topics

1. My parents
2. My Aim in Life
3. Student Life
4. Buddhism
5. Discipline

6. Good manners
7. My favorite Hobby
8. The Value of Traveling
9. Newspapers
10. Rivers of Nepal
11. Forest in Nepal
12. Agriculture in Nepal
13. Tourism in Nepal
14. Importance of Cottage Industries in Nepal
15. Environment Pollution
16. Dowry System
17. Superstitions
18. Child Labour
19. Democracy
20. Patriotism

1. My Parents

My mom and dad have been living happily for more than 20 years now. This is a very hard thing to achieve if you are that different from each other so you should respect it.

First of all, they are very different physically. If you do not care about the more than 20-cm-difference in their heights, you should feel something about their body sizes and looks. My dad doesn't care about his looks. I mean it when I say it. He does nothing but complain about his belly. His hands are really awful. They are hardened and thickened by his work in the carpenter business (yes, he likes dealing with wood and metal). On the other hand, my mom does what it takes to look good. She cares about her skin, hands, face, weight, etc. You should see them together and then you will understand what I mean better.

The next thing is their personalities. My dad is very unpredictable: he changes his mind all the time. The weird thing is that these are not small changes. One day he is on one extreme and the next day he wakes up on the other extreme of the same idea. And these are not very bright ideas. Another thing about him is that he is very hot-tempered. When he is angry (mostly because of things that should be) you should run away. There is no way you can communicate with him. Just flee. In contrast, my mom is emotionally very stable. In contrast to my dad, she is optimistic, not pessimistic. She is easy going. She has certain limits and as long as you don't cross them, you can usually talk to her. They have only one thing in common. They are both frugal. They don't like spending more than necessary or wasting the world's resources. That is a good thing.

The last point is their tastes in life. They are also very different in this respect. While my dad

isn't happy with anything but boats, my mom can find a good point in almost anything. My dad doesn't like anything but boats, so there is no need to spare time and lines for him. My mom likes good cars, food, places, and movies. She is so lively.

All in all, they are my parents and I love them. I actually consider myself lucky because with a dad like mine, you have always something to smile at.

2. My Aim in Life

Everyone in the world has a definite aim, and it is a good thing to have a purpose in life because a person without it is likely to end in failure. As I look forward to shaping my future, I firmly believe in becoming a good teacher for a number of reasons.

To begin with, a teacher can significantly contribute to his/her society in different ways. Firstly, s/he produces some responsible and accountable citizens who in turn can help in introducing necessary change initiatives in their community. As a result, we will have an ideal society that can make meaningful contribution to nation building. Secondly, I will be able to plan and execute the concept of preserving indigenous knowledge and resources that always inspire people to know their self because we can conquer the world when we, first of all, know ourselves and our rich cultural heritage. Finally, I will be capable enough in updating myself throughout my life, and it will always keep me active academically, professionally and physically.

Moreover, my choice may not be liked by many because they think that one cannot make a lot of money in this profession. However, frankly speaking, dreams of becoming rich do not allure me very much. If some reasonable means of subsistence are supplied to meet the basic necessities of a respectable living, I should feel particularly happy in my work as a teacher. Similarly, I sometimes plunge into the pleasing fancy that some of my students entering different walks of life will enrich the society by their character and ability. To train youths so as to make them grow up into helpful members of the community is the objective of my life. To summarize, the pursuit of this aim is, with me, a very agreeable process. It is a pleasure by itself and a reward.

3. Student Life

Student life is the best part of a person's life. It is a period of great change from childhood to adulthood. A student spends most number of years in a school. It is in the foundry of the school that the future life of a child is moulded. It is here the child is given shape which develops with years.

Student life begins from the very first day of joining school. At school a lot of good things are taught. The main duty of a student is to learn them. A student has to study hard in this stage. It is the stage of knowing and building up life. Life itself doesn't become good unless it is made so.

This is the period when every student should aim at a harmonious development of all

faculties, mental and physical. Students should learn everything which they need for themselves, their society and for their country. Students should spare no pains to utilize every moment of this important period and get fully equipped for the struggle of life.

Student life is also called the golden stage of one's life. We make many good friends in this stage. Every moment spent with the friends make a deep impression over our mind. We learn to compete with others. We take part in many other extra activities like debate, quiz dancing and singing.

To conclude, student life is very important because the very foundation for adult life is laid in this age though many students do not realize the importance of this period so they waste their valuable time. This is not good. We should be able to distinguish what is good and bad. If we learn good things in this stage, we can play an important role for the development of nation in our later life.

4. Buddhism

Buddhism is one of the famous religions in the world, which has its origins in the teaching of Siddhartha Gautam, a king's son who was born about 553 BC in Lumbini in Nepal. It is about 250 kilometers southwest of the capital city-Kathmadu. At the age of 29, he renounced family and home and spent six years in meditation, and studied until he attained enlightenment. Thereafter known as the Buddha, the enlightened one, he devoted the rest of his life to preaching his doctrine.

Gautam promulgated the four noble truths. The first truth is that suffering dominates life. His next truth is that desire causes suffering. Furthermore, he says that desire comes to and ends in *Nirvana*, and finally *Nirvana* can be achieved when you relinquish your self and absorb into the supreme spirit. The path to *Nirvana* is an individual struggle and results in the passing over the individual self into the eternal self. Individual morality is the means of gaining *Nirvana*, and not the observance of caste of priestly rituals.

The two main forms of Buddhism are those of Hinayana, which is the earliest form, and Mahayana, which developed at about the beginning of the Christian era and was based more on the example of the Buddha than on his specific statements. Buddhism in Nepal took on a new dimension with the creation of Vajrayana Buddhism, an offshoot of Mahayana. It was not widely practiced by the Newars in the Kathmandu valley.

Stupa is a place where an image of Buddha is placed, and an edifice built for worship and meditation is called Gumba or Bihar. The main holy book of Buddhism is '*Tripitak*'. Besides Nepal, Buddhism is in practice in India, Sri Lanka, Japan, Korea, Thailand, Myanmar and several countries of the world.

In sum, Buddhism with mainly two forms and four truths is being widely practiced throughout the globe. It is expected that it will even grow around the world in the days ahead.

5. Discipline

“Wise men preach discipline; great men practice it, while fools defy it.”

Discipline means some particular kind of training in self-control, orderliness, obedience and co-operation. Obedience is the very essence to discipline.

Discipline is of great importance in our life. Without it, we cannot prosper. There cannot be any peace or happiness in the family if there is no discipline. At school no work can be done without discipline. Whether in a family or in a school, without discipline there is no proper functioning.

Discipline is needed in every sphere. In the playground also discipline is very necessary. If a bowled out batsman refuses to leave his place or a referee's whistle is disregarded in a football match, it is all over with the game.

In society also, there is a greater need for discipline. If the individual members are permitted to do whatever they like, society will break up and the progress will come to a stop. Lack of discipline among the youth of a country may endanger national security. For example, we can see the strict rules of discipline in the military service. Discipline is important in the army. If they are disciplined, they can win the battle.

To conclude, discipline is necessary in every walk of life. Life without discipline is like a ship without radar. It is a brake to control the thoughtless actions of man so it is a precious asset of human beings.

6. Good manners

We often say, “Manners maketh the man.” Learned people often say: you must behave others in the same way you expect from them. A person with good manners is generally liked by everybody. He will have many friends and if he is polite to his friends, he will be happy to see all his friends polite to him too for one good turn deserves another. Of all the good manners, respect for others is the most essential.

One should respect the ideas, opinions, freedom or rights of other people since all men are born equal: they should respect each other as they respect themselves. Good manners have been compared to lubricating oil of machine because it is good manners that make the world go smoothly round, and human conflicts streamlined.

Moreover, life is happier if people respect each other and settle their differences with politeness as a gentleman should do. It is extremely wrong to think that good manners can be spared between intimate friends, or between husbands and wives, or between members of the same family. Rudeness is a killer of friendship and it simply makes the doer disgusting to all his acquaintances which is something to be regretted.

In sum, good manners are integral parts of all human beings, and respect to other's ideas, opinions, freedom and human rights definitely facilitate them in fostering their inherited potentialities.

7. My favorite Hobby

“All work and no play make jack a dull boy”

Man is not a machine; he cannot work day and night without rest. Our life will become dull if we are always busy doing the same work. In order to keep ourselves refresh we need to have a hobby.

A hobby is a person's favorite pastime, which is quite different from the day's work.

There are different kinds of hobbies. As different people have different natures so hobbies too, are different. Some persons are interested in collecting stamps and coins. Others take an interest in painting, music and dancing. There are also others who are interested in photography, gardening and listening to music. Some are fond of reading favorite authors and writing for pleasure.

Each hobby is meant to give pleasure. My favorite hobby is gardening. I am very much interested in it. It keeps me busy and my mind occupied. It gives me a lot of exercise, too.

Gardening gives me mental peace. The fatigue caused by long hours of work is no more as soon as I am in the garden. My hobby is quite constructive in nature. It is profitable as well, for at times I am able to grow some vegetables too. My life would be dull, if I had no garden.

Finally, I can profess that gardening is a useful pastime. It combines pleasure with profit.

8. The Value of Traveling

Traveling in the past was difficult and dangerous but it is no longer so in modern time. Today, the several means of transportation have made traveling easier. People travel from one place to another for various purposes. Some travel to gain knowledge. Some travel for the sake of business and some to see new places and things.

To start with, traveling has many benefits. First of all, our education remains incomplete without traveling as traveling broadens our mind and thinking of horizon. Similarly, traveling leaves people better informed. For example, we learn more by traveling than from books. If we see a thing actually with our own eyes, it becomes easier to understand and remember. We forget those things very soon about which we are only told, but if we get to see them, they will remain imprinted in our mind.

In addition, during traveling we come across all sorts of people. We can talk to them; know about their culture, customs and traditions. Likewise, we can make many friends, too. In the same way, another advantage of traveling is that it satisfies one's love for adventure breaking the boredom and dullness of life. For instance, we have so many visitors coming to Nepal every year. Their love for adventure brings them here. Nepal being a mountainous country offers many adventurous tours to these people.

In conclusion, it can be said that traveling brings a number of advantages for both individuals and a country as a whole. Nepal is a poor country. It is not possible for an average Nepali to travel to foreign countries just for the sake of traveling. But what we can

do is visit different places of Nepal itself, and come to know about the people and see the places of historic and religious interests.

9. Newspapers

Even though there are several means through which one can get to know about what is happening around, the newspapers hold their own importance. They are still one of the chief mediums for conveying news to the people. Newspapers are becoming more and more popular day by day. It has become the fashion of the day to read them. However, a newspaper is not always advantageous. It has some disadvantages too. I agree with the pros of a newspaper to a large extent. However, I also see that there are some strong arguments against it.

Firstly, newspaper is the most powerful organ of democracy. It is a link between the people and the government. The government and the public both can explain their relevant views through a newspaper. It is the only agency through which people can express their opinions. Secondly, a newspaper has materials for every kind of people. For businessmen it gives the news of market information which helps in the development of business. It is also the best source of advertisement. All sorts of advertisements can be found in the newspaper. It helps the unemployed people in finding jobs, helps the unmarried boys and girls in finding their matches. It publishes TV and radio programs, literary articles, notices and even tenders are invited by the means of newspaper. Finally, the educative value of newspaper is very great. Articles on all subjects, scientific, literary, political, economic, etc appear in the pages of newspaper. These articles increase our knowledge and develop our outlook.

In contrast, many people believe that there are some disadvantages of the newspapers. Most importantly, some of the newspapers are entirely controlled by different political parties for the purpose of disseminating a range of propagandas, and this is true in case of Nepal. Moreover, such papers create misunderstanding, mistrust and hatred among the people.

In a nutshell, the newspapers are powerful means of spreading good news relating to different fields in the entire globe. Despite this fact, they also circulate bad news which may mislead people in general. If this is not done, newspapers may prove themselves of great importance in the development of human culture.

10. Rivers of Nepal

Nepal is a beautiful country. The presence of different natural resources has made Nepal even more beautiful. Hills, green forests, the snowy Himalayas and the rivers are precious resources of our country. Nepal is considered to be the second richest country in water resources after Brazil.

Rivers are special importance to Nepal because the geographical division of our country is based on rivers. The west and east border of Nepal are the rivers Mahakali and Mechi respectively. Rivers are taken as a basis of border line to separate zones and districts of

Nepal. Ten zones of our country are named after rivers. Nepal is naturally provided with a network of hundreds of rivers. Among the rivers Sapta Koshi is the largest. The other big rivers of our country are Sapta Gandaki, the Karnali and the Rapti. Some of the rivers like Bagmati, Narayani, Kali Gandaki, etc are of religious importance. The deepest river of our country is Narayani.

On the basis of the distribution of rivers Nepal is divided into three regions. They are the Koshi region, Gandaki region and the Karnali region.

Besides, rivers are of great economical importance to our country. Rivers are the source of hydro electricity. Since we have many large and fast flowing rivers we can produce sufficient electricity. According to the studies made over the rivers of Nepal, it is calculated that the rivers of Nepal can produce electricity which can electrify the whole Asia. But unfortunately we are not able to produce enough electricity for our own use. So, steps should be taken to produce electricity sufficient for our own country. River is the source of irrigation. If the water of the river is used for irrigation purpose, we can produce more food stuff and become self dependent in food supply.

To conclude, plans and policies need to be formulated to utilize our rivers in scientific ways and develop the country in all aspects. If done so, our country will definitely come under the list of the developed countries in the world.

11. Forest in Nepal

A vast stretch of land covered with trees is called forest. They are priceless gift of nature. The presence of different kinds of different kinds of trees in the forests of Nepal adds to the beauty of Nepal. Due to diverse topography, the forests differ from one region to another. The trees we find in the Terai region are not found in the hills or the mountains. So the forest in Nepal can be divided into four groups. They are Tropical forest, Sub tropical forest, temperate forest and Alpine forest.

Firstly, forests hold its own importance in our country. It is said the green forest is the wealth of Nepal. The green forest does not only make Nepal beautiful but also plays a significant role to uplift the economic status of the country. To view and enjoy the enchanting forests, many tourists come to Nepal which means tourist industry is flourishing.

Secondly, the utility of forests to our country is great. They prevent floods and check soil erosion. They help to bring rainfall. They give us timber, firewood and fodder. They provide materials to many cottage industries that give employment to a large number of people.

Finally, forests of Nepal are the storehouses of medicinal herbs and the homes of different species of animals and birds. But unfortunately, forest is being destroyed for human settlements as a result of growth in the population. So today's urgency is to check forest destruction. We must preserve our forest for us and for our future generations. Population growth has to be controlled and people must be made aware of the importance of forest.

12. Agriculture in Nepal

Nepal is an agricultural country. Agriculture is the chief occupation of most of the people in Nepal. We can say that agriculture is the backbone of our country's economy.

Farmers here cultivate different types of crops. The main crops of Nepal are paddy, maize, wheat, sugarcane, oilseeds etc. Because of the different landscape of the country, the cultivation of crops varies from one region to another. The crops that are grown in the Terai region are not grown in the mountain region. In comparison to the hills and the mountains, varieties of agricultural products are produced in the Terai region. Besides growing crops, the farmers also raise different kinds of domestic animals.

Most of the farmers in Nepal still follow the traditional methods of farming. The modern equipments for farming have not yet reached into the hands of many farmers. They don't even have the proper facilities for irrigation. Farmers still have to depend on rain water for irrigating their fields.

To improve the condition of agriculture in Nepal, proper guidance should be given to the farmers. They should be taught about the modern ways of cultivation. Improved seeds, fertilizers, agricultural tools, etc. should be provided. Irrigation facilities need to be improved. They should be provided loan at low interest rate. Plans and policies encouraging them to carry on with their jobs need to be formulated.

13. Tourism in Nepal

Nepal abounds with unique natural phenomena such as winding rivers, enchanting mountain ranges, forests, valleys and plains. Despite being small in size, Nepal is rich in ethnic culture and is unique in diverse weather. Due to these natural phenomena, people from different parts of the world come here every year as tourists. Tourism can be the major business to earn foreign currency which can be spent on development works.

Natural phenomena itself is not sufficient to run tourism. We have to have some basic requirements such as: good roads, hotels, security, easy access of communication, publicity, honest service, etc. We need to prepare required human resources for tourist industry. For this purpose, it should be included in school and university curriculum. Mountain trekking, pony trekking, rafting, bungee jumping, rock climbing, jungle safari are some of the major activities for tourists.

Tourism is one of Nepal's sustainable sources of income. This industry has supported our national economy for quite a long time. It is not only the source of income but also means of solving unemployment problem. What all we need to do is to make long term vision, and launch program accordingly.

14. Importance of Cottage Industries in Nepal

On the basis of capital investment industries are classified into *Large Scale Industries*, *Small Scale Industries* and *Cottage industries*. In Nepal, the cottage industries play an important

role in the economic growth of the country. We find many cottage industries in Nepal. Poultry farming, bee-keeping, carpentry, pottery, wood carving, basket making etc are few examples of cottage industries. These industries produce goods by using locally available materials and resources which otherwise would remain unutilized. They do not need large amount of money to run. Despite they provide job opportunities to the youths.

Hand made goods produced by these industries find good markets within and outside the country. These industries help in generating exports and earning foreign exchange. Thus, they not only help to improve the economic condition of the people and the country, but also help to preserve traditional arts and handicrafts.

These industries have acquired important place in the socio-economic development of the country. The government should give more importance to promote them. Concrete plans and policies need to be formulated to uplift these industries. The government should support these industries by providing technical aids or easy loan in cheap interest rates. Apart from this, proper training and guidance to improve upon the skills of the people involved in these industries should be given.

15. Environment Pollution

Nowadays one of the greatest problems facing the modern civilization is environment pollution. The chief cause of environment pollution is the population pressure on environment.

Environment pollution means fouling of the purity of things around us. Air pollution, water pollution, soil pollution, noise pollution are some types of pollution

The pollution of air, water and soil is not only threatening the quality of life but the very survival of human beings. Environment pollution is one of the major and serious problems that are being faced by the developing countries. The ecological balance of the earth is being threatened by it. Air and water are polluted by various toxins. The noise pollution has destroyed the peacefulness of our surroundings. The main sources of pollution are the increasing vehicular traffic and garbage. The petrol and diesel being used in the vehicles gives out poisonous smoke. It contains dangerous gases like carbon dioxide, carbon monoxide and nitrogen oxide. All those inhaling these gases catch deadly diseases like bronchitis, asthma, and other breathing problems. The accumulating garbage gives out foul smell and is the birth place of many communicable diseases. Various industries pollute both the air and water by sending out poisonous smoke and waste matters in water courses. The increasing felling of trees, building dams and upcoming of congested localities have destroyed the clean environment.

Human life is, thus, in real danger. There is a need of planting of more trees at every possible area of land. There is also a need of shifting industries to places far from the human population.

16. Dowry System

A dowry is property or money brought by a bride to her husband. Dowry system is one of the greatest evils of our society. The sacred institution of marriage is reduced to a business transaction. Though giving or taking a dowry is regarded as a social crime, it is still prevalent in our country, most commonly in the Terai belt. The parents of the girls have to provide cash or kinds to the bridegroom at the time of marriage or at some later date.

The custom of giving dowry started from times immemorial with a good intention that it would be a sort of help to the young couple to set up a new home. But this custom became an evil as the greed of the bridegroom's parents mounted. Giving of dowry is no problem for the rich. For keeping their false social prestige, they give maximum dowry. The poor try to imitate them and in the process ruin themselves.

The practice of giving dowry has brought a number of problems in our society. Many girls are put to a lot of trouble, and some of them even commit suicide. We must stand against this system. This inhuman practice must be put to an end. This social evil needs a treatment at the social level. Both taking and giving dowry should be strictly forbidden. Those people who demand dowry should be sternly punished. Boys and girls should come forward and resolve not to give consent to such marriage which involves dowry.

In conclusion, dowry system has been an evil of a civilized society in the present world. It has created a number of problems, and it certainly needs to be abolished for the well being of all brides and grooms.

17. Superstition

Superstition is an irrational and unreasonable belief in ghosts, devils and unnatural elements. It is a kind of belief in which certain things or concepts are considered the symbol or sign of good or bad luck. Every society in the world either educated or not, has one or another kind of superstition. Such beliefs are harmful to the smooth progress of any society so we, the educated people, have to play the significant role to minimize the effect of superstition in our society.

Let us discuss some examples of superstition in our part of the world. Three persons walking out of the house to accomplish a special mission will not be presumed a successful one. But if you by any chance happen to see a pot full of water when you start a journey, your mission will be successful. When a crow crows near your house, it is generally considered that you are likely to receive some disappointing news very soon. While combing if your comb drops from your hand, it is expected that some guests are coming. There are some more interesting examples of superstitions. A driver stops and waits another vehicle to go if a cat or a squirrel runs across the road. He does not dare resume his journey, no matter how educated he may be, by the fear that he will meet with an accident. So people generally avoid that practice.

It is interesting to note that when you ask some educated people whether they believe on

such beliefs they verbally respond 'no' but in practice they are not found free from superstitions. Therefore it is necessary to wipe out the deep-rooted belief from the general people of our society.

18. Child Labor

Child labour remains an ever-present problem in Nepal. The major causes of child labour are poverty, large family, absence of provision for compulsory education and ignorance of parents, etc. Time has come to give serious thought to the elimination of prevalence of child labour.

Our constitution protects child from exploitation of any kind. But in practice it is not so. Child labourers are exposed to serious and continuous health hazards. Many children below the age of 14 are employed in garment factories, motels, buses, tempos, etc. They suffer from severe physical weakness, medical and other facilities are far-off dreams to them. They are paid low and are deprived of love, physical care, nutrition, or opportunity for education and progress in life.

At the present stage of economic development, total eradication of the problem does not seem possible. But what could be done, therefore, is to make the working conditions of child labourers better until we are in a position to eliminate child labour completely. Banning child labour altogether in factories and elsewhere is a long term measure, but fighting exploitation is the immediate need. This way, families who depend upon the earnings of children would not be pushed further below the poverty level. System to improve work conditions of children as related to hours of work per day, wages and basic facilities at the site, health and nutrition programmes, compulsory primary education should be formulated. On top of these, there is a need to build a strong public opinion against any form of child labour.

19. Democracy

Democracy has been regarded as an ideal form of government in which the people are governed by their own elected representatives. It is a government of the people, for the people and by the people. It is a people's government in which the voice of the people is supreme and where laws are formed according to their wishes.

The chief advantage of democracy is that it is based upon the principal of consent and equality. Democracy grants no special freedom to an individual and upholds the dignity of the common man. It upholds the principle of liberty. It is a government that allows freedom of speech, religion and political opinion. Fundamental rights of citizens are guaranteed by the constitution. Sovereignty lies on the people of the country.

People can freely criticize the government and use all peaceful and legitimate means to change it, if it does not reflect their wishes.

In Nepal, the restoration of Democracy in the year 2046 B.S. brought with it many hopes and expectations, but unfortunately it had to pass through several trials and tribulations till 2063

B.S. Now after the signing of the Comprehensive National Peace Treaty, which reiterates the full commitment towards democratic value and acceptance including multiparty democratic system of government, civil liberty, fundamental rights, human rights, full press freedom and concept of rule of law, the hopes and expectations of the Nepalese have rejuvenated and we all are hoping for a pure democratic form of government in the near future.

In sum, the future and success of democracy is in our hand. If we develop democratic spirit, temper, and character and become Nepalese in true sense, it can certainly become success. Intellectuals should come forward and create better society with a true democratic spirit to march further in a democratic way.

20. Patriotism

Patriotism is the love of one's own country. It is a noble virtue which urges a man to do all he can for the good of his country. 'Your mother and motherland are greater even than heaven.' says a Sanskrit proverb.

A patriot is liked by everybody. He works for the good of his country. He is unselfish. He is ready to bear any hardship for the sake of his country. He is even ready to die for his country.

Shukra Raj Shastri, Dashrath Chand, Dharma Bhakta Mathema and many others have sacrificed their lives for the freedom of the country from the autocratic rule. These people are praised and honored for their deeds. Though they are dead and gone, their names to this day fill us with thrill and inspire us with noblest feelings of love for our country.

A man who does not love his country is hated by all. Nobody loves or respects him. He is very unhappy. After his death, he is forgotten by all.

Patriotism becomes a danger when we are blind to our national defects: "My country, right or wrong" is a foolish and dangerous sentiment. World War II began with Hitler's boastful and aggressive patriotism. All wars are born of similar sentiments.

All of us must have patriotic feelings. Patriotism doesn't lie in thinking that one's own country is the best. We must love our country but must not hate other countries. If the people of different countries start to hate each other, there may be quarrels and wars which will result in huge loss and sufferings. We should, therefore, love our country as well as those of others.

Questions for practice

Write an essay, in about 200 words, on each of the given topics below, using the clues.

Practice 1

Holidays

Necessity: Human being needs rest and recreation, busy life is boring- decreases working efficiency.

When we have holidays: Saturdays, festivals

How holidays should be spent: Long holidays- involve in useful works, bad to spend gossiping and unproductive works, prepare routine works, visit newplaces, visit relatives. Short holidays- watch TV, revise lessons, etc

Conclusion...

Practice 2

Health

Introduction: What it means.

Healthy and unhealthy contrasted: Healthy- works harder and better, get success, confident. Unhealthy- cannot work harder and better, cannot get success, timid.

How to be healthy: fresh air, water, balanced diet, physical exercise...

Conclusion...

Practice 3

Importance of education

Introduction: foundation of development makes man perfect

Importance: educated man- responsive to change, uneducated man- conservative, educated man respected after death also, precious property- increases when we spend, educated man can pass comfortable life

Conclusion.....

Practice 4

The Importance of women education

Meaning of education....the place of women in the society....need for educating women...situation of women education in Nepal....conclusion.

Practice 5

Domestic Animals in Our Region

Name and location of your region....names of domesticated animals....different uses of those animals....conditions of those animals....efforts and ways to improve....conclusion.

Practice 6

Tourism in Nepal

Introduction....tourist and tourism....prospects of tourism in Nepal.....advantages and disadvantages.....achievements in the past.....suggestions for improvement.

Practice 7

Private School in Nepal

Introduction ... present condition.....advantages.....disadvantages.....conclusion

Practice 8

Population and my Environment

Introduction.....ideal population.....effects on environment with some examples.....suggestions and conclusion.

Practice 9

Technical Education in Nepal

Introduction.....necessity.....its importance.....conclusion

Checklist for self-editing your writing

1. Introduction

- Does the essay contain a good introduction?
- Is the introduction concise and precise?
- Does the introduction arouse readers' interest and curiosity about the topic?
- Does the introduction focus reader's attention on the topic?
- Does the introduction give enough background information?
- Is the introduction clearly related to the body of the text?
- Is there a thesis statement in the introduction? Is so, is it clear?

2. Body

- Is the text segmented into appropriate paragraphs?
- Is the first sentence of each paragraph indented to show the organization?
- Does each paragraph have only one idea?
- Is there a topic sentence in each paragraph? Is so, is the topic sentence clear?
- Are all the paragraphs well developed with specific information?
- Do the paragraphs contain enough supporting details?
- Are all the supporting details relevant to the topic of each paragraph?
- Are the ideas grouped together in a suitable way?
- Do the paragraphs support the thesis statement in the introduction?
- Do the connections between the ideas need to be made more explicit?
- Is the order of the ideas and paragraphs logical?

3. Conclusion

- Does the conclusion clearly summarize all the ideas given in the main body?

- Does the conclusion restate the thesis statement in the introduction with a fresh emphasis?
- Does the conclusion link the main idea of the text to the future, or to some broader issues not covered in the essay?

Paragraph on personal experiences

The most memorable day in my student life at higher secondary school

I had just completed my higher secondary education. The school held a farewell program. I was happy and sad at the same time. I was sad because I had to leave the school and separate from my dear friends and teachers. I was happy because I had completed my study at school. It was the last day of my school life. All of my teachers and junior friends gathered to bid farewell. My friends had brought flowers and garlands with them. Some of my new friends gave the gifts as a keepsake. My teachers wished me success in the future. Photographs were taken. The principal gave us certificates. I still have those photographs that remind me of the most memorable day of my school life.

Some Topics for Practice

1. Write a couple of paragraph describing what you would you do if you became a doctor.
2. Write a few paragraphs about your future plan after passing SEE.
3. Write a short description of your village or native town.
4. Recently you had a trip from your school to one of the very popular historic places of Nepal. Write where you had the trip, the total number of accompany you had, how you went, what the most interesting event was and why.
5. Write a short note on ‘The uses of Natural Resources in the development of a country.
6. Have you ever travelled to a town of tourist importance? Where does it lie and who were with you while traveling? Write few paragraphs describing about the journey, the people and their occupations, the environment, the things you observed there, the main attractions and your impression about the visit.
7. Write a short paragraph on Importance of transportation in about 120 words.
8. Does the system of giving a dowry exist in your society? If yes, in what form? Do you support this system? Write a few paragraphs in about 120 about dowry system.
9. Do you see the children involving on the works such as collecting plastics and used cans, instead of going to school? Aren’t such works against the child rights? Write your opinions on that topic in about 120 words.

Views and articles on some current issues of importance

Literacy biggest problem of Nepal

Nepal is a developing country. There are many problems. One of the major problems is that illiteracy. It is the biggest social problem of Nepal. More than 40% people are illiterate in

Nepal. It affects to develop the country. In this case rural areas women are severely affected. There is a big link between illiteracy, poverty and development.

Many developing countries have been trying to empanel primary education but due to financial and other social problems, this has not been very successful. There is an issue of corruption too. There is a lack of enough money for teachers, educational materials and other things too. For the effectiveness on policy implementation, the policy makers should go to the remote areas and evaluate the problems themselves instead of sitting in their office in Kathmandu and make a policy for education. Likely, the parents should also be aware of sending children to the school instead of sending them for some work for earning money. Lack of economic opportunities sometimes leads parents to send their children to work not to school. When children work rather than go to school they often miss out the opportunity to learn how to read and write.

Dowry system

Dowry is an amount of money or property given to the bridegroom or his family by the bride's family at the time of their marriage. I do not like this system because it is a bad practice. It devalues the very essence of marriage system. Marriage is a sacred unity between two souls. It is the most beautiful example of true love. Nothing should come in between them. No parental pressure, no caste or money. The bridegroom who accepts money cannot love the bride, he loves the money. Once the money is finished he begins to dislike the bride. If more dowries is not given, the relationship breaks down. Ultimately the marriage ends up with divorce or death. Strong laws should be made. Such a bridegroom should be severely punished; people should socially boycott such bridegrooms to remove this evil from the society.

Writing a set of instructions for cooking

While writing a set of instructions for cooking something, you need to think of the things, ingredients etc. to cook that item. Then you need to write the instructions in order. Use the words like: first, then, then after, finally etc.

Let's write the set of instructions for preparing black tea.

1. First, light the stove.
2. Then, put the saucepan on the oven.
3. Put water in the saucepan by measuring with a cup. It depends on how many cups of tea you want to prepare.
4. Boil the water.
5. Put two or three spoons of tea. It depends on how strong tea you want to prepare.
6. Put sugar too. The amount depends on how sweet tea you want.
7. Let the tea boil for 2 or 3 more minutes.
8. Finally, turn off the oven and serve tea.

Writing a menu

When you write a menu, write the name of the restaurant at the top. Below the name, write the address too. Write the names of the food items available at the restaurant with their prices too. Write in a clear way. Let's look at a menu of a restaurant.

Royal Kathmandu Fastfood	
Kalanki, Kathmandu	
Menu	
Nepali Khana	
Nepali Khana set (veg)	Rs. 250
Nepali Khana set (chicken)	Rs. 325
Nepali Khana set (mutton)	Rs. 450
Thakali Khana set	Rs. 500
Fried Rice	
Buff. fried rice	Rs. 200
Chicken fried rice	Rs. 250
Veg. fried rice	Rs. 225
Egg fried rice	Rs. 180
Mixed fried rice	Rs. 150
MoMo	
Chicken steam momo	Rs. 80
Buff steam momo	Rs. 70
Veg steam momo	Rs. 65
Snacks	
Newari khaja set	Rs. 120
Tass set	Rs. 200
Butan chiura set	Rs. 150
Gundruk sandheko	Rs. 50
Aalo sandheko	Rs. 45
Green salad	Rs. 80
Bhatmas sandheko	Rs. 85
Chicken chilly	Rs. 150
Sausage	Rs. 100
<i>(Your order will be ready in 30 minutes, pay as soon as you order and you will be served when you show your token)</i>	

Writing Emails

Introduction

In recent years email has become very common and more frequently used form of communication than letter. There are some similarities and differences in email and letter. In both form of communication, there are the sender and receiver of information. Email is much faster in conveying message than letters. The purpose of electronic mail is quick communication. The message of email should be clear and brief. The content of the message should be as short as possible. It should be divided into short, clear paragraphs.

Tips for writing email

1. Use a short and accurate subject header

Use a short and accurate subject in your email. Include a keyword that will make the Email content easier to remember. For example,

- Meeting regarding school parents day (formal)
- Coming to Pokhara (informal)

2. Begin with a proper salutation/greeting

Begin your email with a greeting, such as “**Dear Ramesh**”. If your relationship with the reader is formal, use the person's title (Mr. Mrs. Ms. or Dr.) with their family name (e.g. “**Dear Mr. Koirala**”). If the relationship is more casual, you can simply say, “**Hi Ramesh**”. If you don't know the name of the person you are writing to, use: “**Dear Sir/Madam**”.

3. Thank the recipient

If you are replying to someone's inquiry, you should begin with a line of thanks. For example, if someone has a question about your company, you can say, “**Thank you for contacting ABC Company**”. If someone has replied to one of your emails, be sure to say, “**Thank you for your prompt reply**” or “**Thanks for getting back to me**”.

4. State your purpose

If you are starting the email communication, it may be impossible to include a line of thanks. Instead, begin by stating your purpose. For example, “**I am writing to enquire about ...**” or “**I am writing in reference to ...**”.

Make your purpose clear in the email, and then move into the main text of your email. Keep your sentences short and clear. Also pay careful attention to grammar, spelling and punctuation.

5. Add your closing remarks

Before you end your email, thank your reader and add some polite closing remarks. You might start with “**Thank you for your cooperation**” or “**Thank you for your**

consideration” and then follow up with, **“If you have any questions or concerns, don’t hesitate to let me know”** and **“I look forward to hearing from you”**.

6. Use the correct form of leave-taking.

The last step is to include an appropriate closing with your name. This will depend on your level of intimacy with the recipient. In a formal email you can use any one of the following:

- Yours sincerely,
- *Sincerely,*
- Yours faithfully,
- Yours cordially,
- Respectfully,
- Best,
- Your student,
- *Best regards,*

In an informal email you can use any one of the following:

- *Best wishes,*
- *Cheers,*

Finally, before you hit the send button, review and spell check your email one more time to make sure it’s truly perfect!

Sample formal email

Question 1

You want to know more about earthquake. The information about earthquake given in your science book is not sufficient. Write an email to your science teacher requesting him to send you some materials and videos about earthquake. You should write approximately 100 words.

To: rabinagugung@gmail.com
Subject: Materials related to earthquake

Dear Mrs Gurung,

I am writing requesting you some more materials about earthquake. As you know I am very much interested to know more about earthquake, our school has nominated me as a representative of the school in a district speech competition which is going to be organised by District Education Office, Banke. The information about earthquake given in the book is not sufficient. Therefore, I would like to request you to send me some more materials about earthquake. Please also send me some videos related to earth quake if you have any.

Question 2

You are interested in studying English in Kathmandu. Read the advertisement (below) which you saw in a magazine. Write an email to Bikram Thapa. You should write approximately 150 words.

Central School of English
Kathmandu

Come and study English at our schools

- Two-week courses for all levels
- Highly qualified, experienced teachers
- Reasonable prices
- Accommodation with host families
- Extensive social programme

For further information contact Bikram Thapa
luckybikram@gmail.com

To: luckybikram@gmail.com
Subject: English courses

Dear Mr Thapa,

I am writing in response to the advertisement I saw for your English school in "The Kathmandu Post" magazine. I am interested in doing one of your courses and I would be grateful if you could provide some further information.

Firstly it says in the advertisement that the courses are two weeks long. Would it be possible to do a three-week course? I would also like to know how much your courses cost exactly.

Secondly, your advertisement mentions accommodation with host families. Could you tell me if I would be staying on my own with the host family or if there would be other students staying there as well?

Finally, I have a question about the social programme. Would you mind sending me more details about this? I am very keen on sport and I would like to know if there are any sports activities included in the social programme.

I look forward to hearing from you.

Yours sincerely,
Milan Ghale

Task for practice

Task 1

You are interested in studying Japanese in Pokhara. Read the advertisement (below) which you saw in a magazine, The Rising Nepal. Write an email to Harka Bahadur Rai. You should write approximately 150 words.

<p style="text-align: center;">Central School of English Pokhara Come and study Japanese at our schools</p> <ul style="list-style-type: none">● Five-week courses from basic to advanced● Highly qualified, experienced teachers● Reasonable prices● Hostel facility● Extensive social programme <p style="text-align: center;"><i>For further information contact Harka Bahadur Rai</i> <i>harkabrai22@gmail.com</i></p>
--

Task 2

You would like to apply for the post of an assistant accountant. You saw the advertisement (as given below) in a magazine, the Himalayan Times. But you would like to get some more information about the post like the working hours and the salary. Write an email to Binita Khanal. You should write approximately 150 words.

<p style="text-align: center;">JOB OPPORTUNITY !</p> <p>Post: Assistant Accountant Qualification: SEE Experience: At least 2 years Salary: In negotiation Requires skill: Computer</p> <p>Interested, competent and skillful candidates can apply by June 2 with application and photocopy of credentials along with a detailed CV. Application can be sent via email.</p> <p style="text-align: center;">For further information contact Binita Khanal khanalbinita@gmail.com Webserfer Institute of Technology Kathmandu Email: info@webserfer.gmial.com</p>

Task 3

You are going to take part in a national drawing competition organised by the Curriculum Development Center, Sanothimi, Bhaktapur in Kathmandu. You do not know much about the competition requirements and other managements there. Write an email to info.moecdc@gmail.com asking for the following pieces of information about the programme:

- venue of the programme and starting time
- things required in the competition
- accommodation during the programme

Task 4

Write an email to the manager of Dynamic Language Center, requesting information on their courses in Japanese in about 50 - 80 words.

Task 5

Write an email to the head teacher of your school complaining about the sports facilities of your school.

Sample informal email

Question

You are going to spend a weekend with your friend from Pokhara called Sarina Lama. Read the email you have just received from Sarina. Write a reply to Sarina. You should write approximately 150 words.

Subject: Coming to Pokhara

Hi,

I'm really happy that we'll see each other next weekend! Welcome to Pokhara, a beautiful city. A friend of mine is going to take part in a singing competition on Friday evening. Would you like to go and listen my friend singing?

We need to decide what to do on Saturday. We could either go to Sarangkot (I'm sure you'd love the beautiful scenery of the Pokhara valley from there) or we could go for boating on Phewa Lake. Can you tell me which activity you'd rather do?

I wanted to ask your advice about something. I want to improve my English but I only have 45 minutes five lessons every week. Can you give me some advice on how to improve my Spoken English as quickly as possible?

Just one final thing, you told me in your last message that you have bought a new book about Raute Community of Nepal. Could you bring it with you to Pokhara? I'd love to go through it.

All the best,

Sarina

Answer

To: Sarina Lama

Subject: Re: Coming to Pokhara

Hi Sarina,

Thanks for your email. It's great to hear from you. I can't wait to come and visit!

So, about Friday...I'd love to listen to your friend's song. What kind of song do they sing? I love music so much so it'll be good if we go and enjoy their songs.

On Saturday, I'd prefer to go to Sarangkot and enjoy the beautiful scenery of the Pokhara valley. I am also keen on Paragliding. I don't really love boating to be honest. Trip to Sarangkot sounds much more interesting!

So you are trying to improve your English? I'm impressed! Why don't you try and find an English speaking person to practice speaking with? If you find some American or British who's learning Nepali, you could do a language exchange. It's the best way to learn. You should try to read some books in English as well.

You asked about my book about Raute Community. I'm sorry but I can't bring it with me to Pokhara. My brother who is living in Jumla has recently taken the book away with him.

I'm really looking forward to seeing you!

Tasks for further practice

Task 1

One of your friends from Kalikot is coming to your village/town for completing his/her school education. He/she wants to join the school in which you are studying now. He/she wrote an email to you asking for information about your school. Write an email to him/her explaining about your school. You should write approximately 150 words.

Task 2

Recall a place that you have recently visited. Write an email to your close friend describing the place you have visited. In your email also include your personal experience of the place you have visited. You should use about 150 words.

Task 3

Recall any cultural programme or festival you have recently celebrated. Write an email to your close friend reporting how that particular programme or festival was celebrated. You should use about 150 words.

Task 4

Write an email to your sister living in another village/town telling her that you will come to visit her for a few days.

Task 5

Write an email to your friend describing your experience of visiting a new place.

Writing other types of letters

Current secondary level English course comprises of letters as well in the writing section. Mainly three kinds of letters are emphasized even by the specification grid.

a. Thanks giving

Thanks giving letters are generally written to express gratitude for some help, favor or gifts. They are usually short and can both be formal and non-formal.

b. Invitation letters

These letters are written to invite someone to a program or function. They can also be formal and informal both and contain details of the program to be attended.

c. Letter of regret

We may need to write letters of regrets in cases like apologizing for something that occurred but was not right or for our inability to do something. Also, when we have to reject something formally or politely, we write regret letters. Such letters are usually written in formal or business situation.

Some sample letters

1. Invitation letter

We cordially invite you to attend our Annual Program, to be held at the auditorium hall of our school on February 20, from 10:00 am to 3:00 p.m. The program will be chaired by our chief guest, the district education officer.

Thank you in advance for your time. We look forward to seeing you in the event.

2. Thanks giving

Many thanks for your most generous contribution to our ABC Company. We received it on time and highly appreciate your thoughtfulness. This will definitely help to maintain a very good business relationship with your organization in future too.

Thank you once again for your support. We look forward to a continuous collaboration.

3. Letter of regret

We interviewed a number of candidates for the position of Computer Teacher, and we are sorry to advise you that we have selected another candidate whom we found to be the most qualified for the requirements of this job.

Thank you for time for the interview. The team enjoyed meeting you and our discussions.

We wish you success with your job search in future. Thank you for your interest in our school.

For more practice:

1. Write a letter to your uncle inviting him to birthday party.
2. Write a letter to the District Education Officer inviting him/her to the annual program of your school.
3. Write a letter to your friend thanking him/her for a wonderful birthday present.
4. Write a thanks giving letter to your head teacher for the prize you won in the essay competition.
5. Write a letter to your sister regretting for not attending her wedding ceremony.
6. Write a rejection letter to the candidate who had applied for the position of accountant in your school.

Unit 5

Listening

Introduction

Listening is regarded to be the primary skill in language learning. Our present Secondary English curriculum has given emphasis on listening skill as well. The textbook has included some listening texts and exercises related to them. According to the SEE specification grid, a listening test of 10 marks is given to the students. In this unit, we have included some model sets as well as some practice questions along with their tape scripts.

Objectives

- Listen to spoken text, understand the gist and retrieve specific information from it
- Record in note or make summary from the main points of spoken messages
- Respond appropriately to spoken directions or instructions

Tips for listening test

- Students are instructed in detail how listening test is conducted (first three minutes). The audio is played for three times. First they will listen and do the first question, second they will listen and do the second question and the third time they will listen and check their answers.
- Questions are distributed to students and they have to write their names, symbol numbers, etc. on the answer sheets and go through the questions. They are given **five minutes** to write their names and read the questions etc.
- The audio is played for the first time. Students are given **five minutes** to answer the first question.
- The audio is played for the second time. Students have to answer the second question in **five minutes**.
- The audio is played for the third time and students have to check their answers in **one minute**.

Different kinds of listening tests

Various kinds of tests can be used for testing listening and speaking skills of the students. Some of them are as follows

- Multiple Choice
- True/False
- Gap -filling with a word or a phrase
- Ordering etc.
- Tick the correct pictures/answers

Sample Listening Tests

Set 1

1. Listen to the tape and write T for true and F for false statements. (You have 5 Minutes to do it.)

- i) Nira was sick for a week.
- ii) Rima was going to the doctor.
- iii) Nira was called by her head teacher.
- iv) Rima wants to watch a movie.
- v) Nira will go to see the doctor again.

2. Listen to the tape again and tick (✓) the best answer. (You have 5 Minutes to do it.)

- i) The people talking are.....
(a) friends (b) teacher and student (c) doctor and patient
- ii) The Head Teacher has called in to:
(a) Nira (b) Rima (c) both Nira and Rima
- iii) Nira does not like to watch movies because:
(a) she is ill (b) she will visit her teacher (c) she has to help her sister.
- iv) At last Nira
(a) bids good bye to Rima (b) thanks Rima (c) invites for shopping
- v) Nira has to help shopping for her.....
(a) mother (b) sister (c) teacher

3. Listen to the tape again and check your answer. (You have one minute to do it.)

Listening text:

Nira	:	Hi, Rina, how are you?
Rima	:	Fine, I have not seen you for a week.
Nira	:	Actually, I was sick.
Rima	:	Really? Sorry to hear it. Where are you going now?
Nira	:	I'm going to meet the head teacher. She has called me in.
Rima	:	Are you free this evening? We are going to watch a movie.
Nira	:	I'm afraid. I am not. I'll visit my sister and I will have to do shopping for her.
Rima	:	That sounds interesting.
Nira	:	See you later. Bye.
Rima	:	Bye.

Set 2

1. Listen to the tape and fill in the gaps with suitable words:

(You have 5 Minutes to do it.)

- i) The trouble with education in Britain lies with the.....
- ii) There is too much teaching
- iii) All teachers should be at leastbefore they start teaching.
- iv) The man and the woman are talking about the problem of in Britain.
- v) The woman says teachers are too serous, academic and not

2. Listen to the tape again and write 'T' for true statements and 'F' for false ones:

(You have 5 minutes to do it.)

- i) The woman says teachers get enough training.
- ii) She says there's a lot of excitement in the classroom.
- iii) The man says education in Britain is practical.
- iv) Pupils are busy learning about life.
- v) The woman says teachers should not be forced to live in the outside
world.

3. Listen to the tape again and check your answer. (You have one minute to do it.)

Listening Text-2

Woman:	The trouble with education in Britain, I think, lies with the teachers. I don't think teachers get nearly enough training in actually how to teach rather than the subject. I think they're too serious, too academic, they're not imaginative enough. And that means that there's not enough excitement in the classroom for children to get interested in the subject.
Man:	Yes, I agree. I think there's too much theoretical teaching given and not enough practical education, with the result that pupils are far too busy studying for exams to have time to learn about life itself and how to live in the world.
Woman:	Mm. I think all teachers should be at least 25 before they start teaching. I think they should be forced to live in the outside world, rather than go from the classroom to the university and back to the classroom again.

Set 3

1. Listen to the tape and tick the correct answer: (You have 5 minutes to do it):

- (a) Suman couldn't attend the function because.....
 - (i) he was away from the town.
 - (ii) he was unwell.

- (iii) his parents didn't allow him.
- (b) The function was..... the previous year's function.
 - (i) better than. (ii) worse than (iii) as good as
- (c) The DEO praised the school staff for.....
 - (i) their devotion to duty
 - (ii) making the programme a success
 - (iii) giving him an opportunity to speak
- (d) The Principal's report was on
 - (i) the progress made by the school
 - (ii) problems faced by the school
 - (iii) physical property of the school
- (e) The DEO advised the students to
 - (i) devote on their duty
 - (ii) work hard
 - (iii) secure better marks

2. Listen to the tape again and write T for true and F for false statements. (You have 5 minutes to do it):

- (a) Sarita was not present at the function.
- (b) The function went well.
- (c) The District Education Officer was the chief guest.
- (d) The principal in his report said that the school needs some financial support.
- (e) The District Education Officer advised the students to work hard.

3. Listen to the tape again and check your answers. (You have one minute to do it.)

Listening Text

Sarita : Hello, Suman! How are you feeling now?
 Suman : Much better. How was the function?
 Sarita : It was as good as last year's function.
 Suman : Who presided at the function?
 Sarita : The District Education Officer.
 Suman : Did you also get the prize?
 Sarita : Yes, here it is!
 Suman : Good! What did the principal say in his report?
 Sarita : He read out a long report, describing the progress made by the school in

different fields.

Suman : What did the District Education Officer say in his speech?

Sarita : He advised the students to work hard. He also praised the principal and the staff for their devotion to duty.

Suman : It seems you had a wonderful time

Sarita : Yeah! It was really wonderful.

Set 4

1. Listen to the tape and write T for true and F for false statements. (You have 5 Minutes to do it.)

- i) Nira was sick for a week.
- ii) Rima was going to the doctor.
- iii) Nira was called by her head teacher.
- iv) Rima wants to watch a movie.
- v) Nira will go to see the doctor again.

2. Listen to the tape again and tick (√) the best answer. (You have 5 Minutes to do it.)

- i) The people talking are.....
(a) friends (b) teacher and student (c) doctor and patient
- ii) The Head Teacher has called in to
(a) Nira (b) Rima (c) both Nira and Rima
- iii) Nira does not like to watch movies because:
(a) she is ill (b) she will visit her head teacher
(c) she has to help her sister.
- iv) The speakers are.....
(a) both boys (b) both girls (c) a boy and a girl
- v) Who proposed to watch movie?
(a) Rima (b) Nira (c) Nira's sister

3. Listen to the tape again and check your answers. (You have one minute to do it.)

Listening text:

Nira : Hi, Rina, how are you?

Rima : Fine, I have not seen you for a week.

Nira : Actually, I was sick.

Rima : Really? Sorry to hear it. Where are you going now?

Nira : I'm going to meet the head teacher. She has called me in.

Rima	:	Are you free this evening? We are going to watch a movie.
Nira	:	I'm afraid. I am not. I'll visit my sister and I will have to do shopping for her.
Rima	:	That sounds interesting.
Nira	:	See you later. Bye.
Rima	:	Bye.

FOR FACILITATORS: *The questions given above covers the samples of listening tests asked in the SEE examination. Do TEACH ALL THE LISTENING EXERCISES FROM THE TEXTBOOK IN THE CONTACT SESSIONS.*

Unit 6

Speaking

Introduction

The main purpose of language teaching is to enable students to use the language in day to day communication. In our context, students hesitate to speak in English even though they can produce a variety of written texts and possess a good knowledge of the language. As such, the present English curriculum has emphasized the spoken skill as well so that students will be able to speak fluently and accurately in a variety of authentic situations. In SEE examination as well, a speaking test is given to the students that covers 15 marks. In this unit, we have included some model as well as practice questions based on SEE grid and also some useful tips for the students.

Tips for Speaking Test

- Greet the monitor (e.g. Good morning/Good afternoon, Sir / Madam) so that you can present yourself naturally and politely.
- Ask the monitor for permission before taking your seat with ease. (e.g. May I sit down Sir/ Madam?)
- Give your admission card to the monitor so that she/he can note down your symbol number and name on the scoring sheet. (e.g. Here is my admission card please.)
- The speaking test carries 15 marks and there will be altogether 4 questions. Each one is described below:

General interview

The monitor may start the conversation asking various ordinary questions related to you such as your name, about your study, exams, family background etc. This will be your first question and it carries 3 marks. You will be asked more than three questions as well but don't hesitate to speak. You will be asked very simple questions.

Describing pictures, charts, maps, tables etc. or narrating a sequence of events

Your second question will be related to describing. This carries 4 marks. You will be asked to describe pictures, charts, maps, tables etc. or you will be asked to narrate a sequence of events. While narrating the sequence of events use the past tense. In describing others, use appropriate structures. For example if you are asked to describe the objects in pictures, your first sentence will be: This is a/an (the object in the picture) and your second sentence will be: This is used for (purpose). If you are asked to describe the objects in the pictures, you will be given four pictures and try to speak at least 8 sentences.

Cued situation

Your third question will be based on the cued situation. It carries 4 marks. Your monitor will give you at least two cued situation like; what would you do if you were the prime minister

of Nepal? In such situation, try to use the correct structures and functions as well. For example, if you are asked the question like: if you have lost your pen, how will you ask with your friend, your answer should be the request like: Could you please give me your pen? I've lost it.

Speaking on a given topic

This is the last question in your speaking test. You will be given a topic to speak on. It carries 4 questions. When you are given a topic, you will be given 1 minute to think. Think for sometime. Make a tentative plan in your mind and speak using the simple language.

- Request the monitor for another set if you do not feel comfortable with the given set.
- Do not answer the questions in haste. The monitor will allow you some time (15/20 seconds) to respond to each question. Tenses and sentence structures should be as per the monitor asks.
- Say, thank you, bye / good bye, si / madam before leaving the exam hall.

Some more notes on speaking skills

1. How can we practise listening and speaking skills?

- **Practise listening and speaking** outside the classroom as much as possible.
- **Listen to the radio**, especially newscasts as they often repeat stories. This review can improve your comprehension and increase your vocabulary. Watch a show on TV, for example, a talk show, a children's show for easy English, a documentary, or a soap opera.
- **Watch TV** or a video with your family or friends and then talk about it.
- **Talk** to your friends in English.
- **Practise pronunciation.** Pronunciation is important. English is a stress-based language. We indicate important information to the listener through stress. Practice **stress and linking** to help you develop speaking and listening skills.

Sample speaking test items

1. General interview

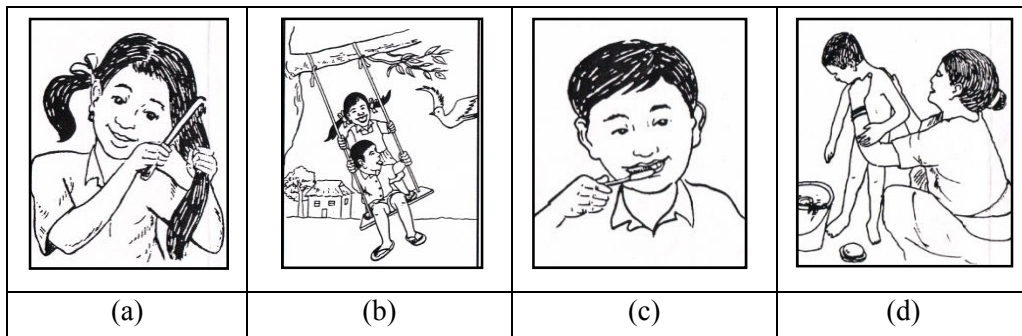
Some sample questions for this part of speaking test are:

- a. What's your name?
- b. Where do you live?
- c. How was your examination?
- d. Who do you live with?
- e. Tell me about your family.
- f. How was your written examination?
- g. Do you like English? Why?

- h. Who do you love more: father or mother? Why?
- i. What do you do in your free time?

(You will be asked at least three questions like the above)

- 2. Describing pictures, charts, maps, tables etc. or narrating a sequence of events
- 3. Look at the pictures and describe them what's happening there. Use the past or present tense:



3. Cued situation (4 marks)

Examples:

- a. How would you ask for a pencil with your friend if you lost yours?
 - b. You are feeling cold inside a room. How do you ask your mother to close the door?
 - c. What would you do if you were the prime minister of Nepal?
 - d. How do you respond when someone says 'thank you' to you?
- (You will be asked four different questions and you will need to answer using the correct structures and functions)

4. Speaking on a given topic (4 marks)

(Give a topic to the students, give them some time to think, and ask them to speak on the same.)

Some Practice Questions

Question 1

Please think about the topic "Student life" for a while. You will have maximum two minutes time to think about it. (Give maximum of two minutes time.) Now speak on the same topic.

Some topics for further practice

- 1. Friendship
- 2. Climate change
- 3. The English language
- 4. Sex education in schools

5. Benefits of open learning
6. Importance of higher education
7. Qualities of a good student
8. Environmental pollution
9. Computers for learning
10. Village life

FOR FACILITATORS: *The questions given above covers the samples of speaking test asked in the SEE examination. Do TEACH ALL THE SPEAKING EXERCISES FROM THE TEXTBOOK IN THE CONTACT SESSIONS.*

GLOSSARY

A

abstain: /əb'steɪn/ (v)

to decide not to do or have something, especially something you like or enjoy, because it is bad for your health or considered morally wrong

accommodation: /əkəmə'deɪʃn/ (n)

a room, group of rooms or building in which someone may stay or live

ailment: /'eɪlmənt/ (n)

an illness that is not very serious

airy: /'eəri/ (adj)

spacious; well ventilated; well lit

amendment: /ə'mendmənt/ (n)

a small change or improvement

analyse: /'ænləɪz/ (v)

to examine the details of something carefully, in order to understand or explain it

angel: /'eɪndʒəl/ (n)

a spiritual creature like a human with wings, who some people believe lives with God in heaven

appalling: /ə'pɔ:lɪŋ/ (adj)

horrifying, shocking

appealing: /ə'pi:lɪŋ/ (adj)

attractive, interesting

appetite: /'æpətaɪt/ (n)

a natural desire to satisfy a bodily need, especially for food

attenuated: /ə'tenjuəteɪd/ (adj)

extremely thin

automatic: /ˌɔ:tə'mætɪk/ (adj)

done as a natural reaction without thinking

automobile: /'ɔ:təməbi:l/ (n)

a car

awe: /ɔ:/ (n)

feelings of respect and slight fear

B

bare: /beər/ (adj)

without any clothes or not covered by anything

barrier: /'bæriə/ (n)

a problem, rule or situation that prevents somebody from doing something

berate: /br'reit/ (v)

scold or criticize (someone) angrily

beverage: /'bevəriʒ/ (n)

a drink other than water

blackmail: /'blækmeɪl/ (n)

demanding money from a person by threatening to tell somebody else a secret about them

blissful: /'blɪsfʊl/ (adj)

extremely happy, full of joy

C

chimney: /'tʃɪmni/ (n)

a wide pipe that allows smoke from a fire to go out through the roof

chuck: /tʃʌk/ (v)

to throw something carelessly

circumstance: /'sɜ:kəmstæns/ (n)

the conditions and facts that are connected with and affect a situation, an event or an action

cite: /saɪt/ (v)

to speak or write the exact words from a book, an author, etc.

cocktail: /'kɒkteɪl/ (n)

a drink usually made from a mixture of one or more alcoholic drinks and fruit juice

coffin: /'kɒfɪn/ (n)

a box in which a dead body is buried

coincidence: /kəʊ'ɪnsɪdəns/ (n)

an occasion when two or more similar things happen at the same time, especially in a way that is

unlikely and surprising

colleague: /'kɒli:g/ (n) coworker, partner

commemorate: /kə'meməreit/ (v)

to remember officially and give respect to a great person or event, especially by a public ceremony or by making a statue or special building

commercially: /kə'mɜ:ʃəli/ (adv)

involving buying and selling

compel: /kəm'pel/ (v)

force to do something

conference: /'kɒnfərəns/ (n)

a large official meeting

connoisseur: /,kɒnə'sɔː/ (n)

an expert on matters involving the judgment of beauty, quality or skill in art, food or music

consumption: /kən'sʌmpʃn / (n)

the act of using energy, food or materials; the amount used

contemporary: /kən'tempərəri/ (adj)

belonging to the same time

convict: /kən'vɪkt / (v)

to decide and state officially in court that somebody is guilty of a crime

correspondence: /kɒrə'spɒndəns/ (n)

an activity of writing letters

cuddle: /'kʌd(ə)l/ (v)

hold close in one's arms as a way of showing love or affection

cursory: /'kɜːrsəri/ (adj)

done quickly and without giving enough attention to details

cynicism: /'sɪnɪsɪzəm/ (n)

believing that people are only interested in themselves and are not sincere

D

decent: /'diːsnt/ (adj)

of a good enough standard or quality

degeneration: /dɪ,dʒenə'reɪʃn/ (n)

the process of becoming worse or less acceptable in quality or condition

deity: /'denti/ (n)

a god or goddess

desperate: /'despərət/ (adj)

hopeless

destiny: /'destəni/ (n)

the things that will happen in the future

dietary: /'daɪətəri/ (adj)

relating to your diet

dilettante: /ˌdɪləˈtænti/ (n)

a person who does or studies something but is not serious about it

disappear: /ˌdɪsəˈpɪr/ (v)

to become impossible to see; vanish

discreditable: /dɪsˈkredɪtəbl/ (adj)

bad and unacceptable; causing people to lose respect

diversity: /daɪˈvɜːsɪti/ (n)

the fact of many different types of things or people being included in something; a range of different

things or people

dominant: /ˈdɒmɪnənt/ (adj)

main or most important

double: /ˈdʌbl/ (adj)

grow to twice the size

drastically: /ˈdræstɪkli/ (adv)

extremely; radically

drizzling: /ˈdrɪzliŋ/ (v)

raining lightly

dysfunction: /dɪsˈfʌŋkʃn/ (n)

the fact of a part of the body not working normally

E

emboldened: /ɪmˈbəʊldənd/ (v)

to make somebody feel braver or more confident

enhance: /ɪnˈhæns/ (v)

to increase or further improve the good quality, value or status of sb/sth

enticement: /ɪnˈtaɪsmənt/ (n)

persuasion

equip: /ɪˈkwɪp/ (v)

to prepare sb for an activity or task, especially by teaching them what they need to know

etiquette: /ˈetɪket/ (n)

the formal rules of correct or polite behaviour

exacerbate: /ɪgˈzæsəreɪt/ (v)

to make something worse

exceed: /ɪkˈsiːd/ (v)

to be greater than a number or amount, or to go past an allowed limit

exceedingly: /ɪk'si:dɪŋli/ (adv)

extremely; very; exceptionally

excellent: /'eksələnt/ (adj)

extremely good

excessive: /ɪk'sesɪv/ (adj)

greater than what seems reasonable or appropriate

exit: /'egzɪt/ (v)

to go out; to leave a building, stage, vehicle, etc .

exposition: /,eksə'zɪʃən/ (n)

a clear and full explanation of an idea or theory

expostulation: /ɪk,spɒstʃu'leɪʃn/ (n)

argument, disagreement or protest about something

extend: /ɪk'stend/ (v)

to make something longer or larger

extraction : /ɪk'strækʃn/ (n) the action of removing body part

F

fabrication: /,fæbrɪ'keɪʃən/ (n)

production

faculty: /'fækəlti/ (n)

a group of departments in a college that specialize in a particular subject or group of subjects

fake: /feɪk/ (adj)

not genuine

fatal: /'feɪtl/ (adj)

causing death

federal: /'fedərəl/ (adj)

relating to the central government, and not to the government of a region, of some countries such

as the US:

fi scal: /'fɪskəl/ (adj)

connected with (public) money:

fl ourish: /'fl ʌrɪʃ/ (v)

to grow or develop successfully

fl ourish: /'fl ɜ:rɪʃ/ (v)

to develop quickly and be successful or common

fraternity: / frə'tɜ:rnəti/ (n)

a group of people sharing the same profession, interests or beliefs; brotherhood

fume: /fju:m/ (v)

to produce smoke or fumes

G

generate: /'dʒenəreɪt/ (v)

to cause something to exist

gigantic: /dʒaɪ'gæntɪk/ (adj)

extremely large; enormous, huge

glaring: /'gləriŋ/ (adj)

very easily seen; obvious

gloom: /glu:m/ (n)

a feeling of being sad and without hope

granite: /'grænt/ (n)

a type of hard grey stone, often used in building

gravelled: /'grævlɪd/ (adj)

covered with small stones

growl: /graʊl/ (v)

to say something in a low angry voice

H

harmony: /'hɑ:məni/ (n)

a pleasant musical sound made by different notes being played or sung at the same time

hazard: /'hæzərd/ (adj)

a thing that can be dangerous or cause damage

heed: /hi:d/ (v)

to pay attention to something, especially advice or a warning

hilarious: /hɪ'lerɪəs/ (adj)

extremely funny

I

imaginative: /ɪ'mædʒɪnətɪv/ (adj)

having or showing new and exciting ideas

imitate: /ɪ'mɪteɪt/ (v)

to copy somebody/something

immense: /ɪ'mens/ (adj)

extremely large or great; enormous

incentive: /ɪn'sentɪv/ (n)

a thing that motivates or encourages someone to do something

increment: /'ɪŋkrəmənt/ (n)

one of a series of increases

infection: /ɪn'fekʃn/ (n)

an illness that is caused by bacteria or a virus

infectious: /ɪn'fekʃəs/ (adj)

liable to be transmitted to people

ingrained: /ɪn'greɪnd/ (adj)

(of beliefs) so firmly held that they are not likely to change

innovative: /'ɪnəvətɪv/ (adj)

featuring new models

innumerable: /ɪ'nu:mərəbl/ (adj)

too many to be counted; countless

insecticide: /ɪn'sektɪsaɪd/ (n)

a chemical used for killing insects

inspiration: /,ɪnspə'reɪʃən/ (n)

someone or something that gives you ideas for doing something:

integrity: /ɪn'tegrəti/ (n)

honesty and the ability to do or know what is morally right

intercultural: /,ɪntər'kʌltʃərəl/ (adj)

existing or happening between different cultures

interpreter: /ɪn'tɜ:pɪtə(r)/ (n)

a person whose job is to translate what somebody is saying into another language

investigate: /ɪn'vestɪgeɪt/ (v)

to carefully examine the facts of a situation, an event, a crime, etc. to find out the truth about it or how it happened

invigorate: /ɪn'vɪgəreɪt/ (v)

to make sb feel healthy and full of energy

K

kiln: /kɪln/ (n)

a type of large oven used for making bricks and clay objects hard after they have been shaped

L

laburnum: /lə'bɜ:nəm/ (n)

a small tree with groups of yellow flowers hanging down

lacunae: /lə'ku:ni/ (n)

gaps

lanky: /'lŋki/ (adj)

ungracefully thin and tall

leap : /li:p/ (v)

to make a large jump or sudden movement, usually from one place to another

leer : /liə/ (v)

look in an unpleasantly way

legendary: /'ledʒəndəri/ (adj)

very famous

lingua franca: /lɪŋgwə 'fræŋkə/ (n)

a shared language of communication used between people whose main languages are different

lock up: /lɒk ʌp/ (phr v)

to lock all the doors and windows of a building when you leave it

lost: /lɒst/ (adj)

off the right track; unable to find one's way

M

magnum opus: /,mægnəm 'əʊpəs/ (n)

a large and important work of art

masterpiece: / 'ma:stəpi:s/ (n)

a work of art that is an excellent, or the best, example of the artist's work

meditative: /'medɪtətɪv/ (adj)

thinking very deeply; involving deep thought; thoughtful

microorganism: /'maɪkrəʊ'ɔ:gənɪzəm/ (n)

a very small living thing that you can only see under a microscope

miscarriage: /'mɪskəriɪdʒ/ (n)

the process of giving birth to a baby before it is fully developed and able to survive

munch : /mʌn(t)ʃ/ (v)

eat steadily and often audibly

N

NASA: /'næsə/

National Aeronautics and Space Administration (a US government organization that does research into space and organizes space travel)

necessary: /'nesəsəri/ (adj)

essential

negligence: /'neglɪdʒəns/ (n)

the failure to give somebody/something enough care or attention

O

oft: /ɒft/ (adv)

often (old use)

overcast: /,oʊvər'kæst/ (adj)

covered with clouds

overwhelm: /,oʊvər'welɪm/ (v)

to have such a strong emotional effect that it is difficult to resist or know how to react

P

pass away: /pɑ:sə'wei/ (phr v)

die

peep: /pi:p/ (v)

to secretly look at something for a short time, usually through a hole

perplexed: /pə'plekst/ (adj)

confused and anxious because you are unable to understand

perspective: /pər'spektɪv/ (n)

a particular attitude towards something; viewpoint

pesticides: /'pestɪsaɪd/ (n)

a chemical used for killing pests, especially insects

plaque: /plæ'k/ (n)

a flat piece of stone, metal, etc., usually with a name and dates on, attached to a wall in memory of a person or an event

preach: /pri:tʃ/ (v)

deliver a sermon or religious address to an assembled group of people

prevailing: /pri'veɪlɪŋ/ (adj)

existing in a particular place or at a particular time

preventable: /pri'ventəbl/ (adj)

that can be stopped

process: /'prəʊses/ (v)

to deal with documents in an official way

profoundly: /prə'faʊndli/ (adv)

extremely

prolonged: /prə'lonɪd/ (adj)

continuing for a long time

prosecute: /'prɔ:sɪkjʊ:t/ (v)

to officially charge somebody with a crime in court

Q

qualm: /kwɔ:m/ (n)

a feeling of doubt or worry about whether what you are doing is right

R

ramification: /,ræmɪfɪ'keɪʃn/ (n)

complication; difficulty

recruitment: /rɪ'kru:tm(ə)nt/ (n)

the action of finding new people to join an organization or support a cause

reluctant: /rɪ'lʌktənt/ (adj)

hesitating before doing something because you do not want to do it

republican: /rɪ'pʌblɪkən/ (n)

a supporter of government by elected representatives of the people rather than government by a king or queen; a member of the Republican Party of the US

resolution: /rezə'lʊʃən/ (n)

an official decision that is made after a group or organization has voted

reverence: /'revərəns/ (n)

a feeling of great respect or admiration for sb/sth

robin: /'rɒbɪn/ (n)

a small, brown European bird with a red front

rush: /rʌʃ/ (v)

to (cause to) go or do something very quickly

S

slender: /'slendər/ (adj)

slim, (of the body) with little flesh on the bones

sacred: /'seɪkrɪd/ (adj)

considered to be holy and deserving respect, especially because of a connection with a god

sales representative: /'seɪlz ,reprɪ'zentətɪv/ (n)

an employee of a company who travels around a particular area selling the company's goods to shops/stores, etc.

scared: /skeəd/ (adj)

frightened or worried

scary: /'skeəri/ (adj)

striking or surprising, fearful

scoundrel: /'skaʊndrəl/ (n)

being dishonest or immoral

sculptor: /'skʌlptər / (n)

a person who makes sculptures

segment: /'segmənt/ (n)

one of the smaller groups or amounts that a larger group or amount can be divided into

self-esteem: / ,selfrɪ'sti:m/ (n)

confidence in one's own worth or abilities; self-respect:

self-restraint: / ,selfrɪ'streɪnt/ (n)

control of your own actions

seminar: /'semɪnɑ:r / (n)

a meeting for discussion or training

shiver: /'ʃɪvə(r)/ (v)

to shake slightly

shrine: /ʃraɪn/ (n)

a holy place associated with a sacred person

shuffle: /'ʃʌfl / (v)

to walk slowly without lifting your feet completely off the ground

significance: /sɪg'nɪfɪkəns/ (n) **importance**

slat: /slæt/ (n)

a thin, narrow piece of wood, plastic, or metal used to make floors, furniture, window coverings, etc.

smuggle: /'smʌgl/ (v)

move illegally into or out of a country

snatch: /snætʃ/ (v)

grab; steal

soot: /sʊt/ (n)

a black powder produced when coal, wood, etc. is burnt

sophisticated: /sə'fɪstɪkətɪd/ (adj)

having, revealing, or involving a great deal of worldly experience and knowledge of fashion and culture

sore: /sɔ:r / (adj)

painful

speedometer: /spi:'dɒmɪtə(r)/ (n)

an instrument in a vehicle which shows how fast the vehicle is going

spirit: /'spɪrɪt/ (n)

a particular way of thinking, feeling, or behaving, especially a way that is typical of a particular

group of people, an activity, a time, or a place

sponsor: /'spɒnsə/ (v)

to pay the costs of a particular event, programme, etc.

staggering: /'stægəɪŋ/ (adj)

so great, shocking or surprising that it is difficult to believe

stroll: /stroʊl/ (v)

to walk somewhere in a slow relaxed way

stunning: /'stʌnɪŋ/ (adj)

extremely attractive or impressive; beautiful

suspect: /sə'spekt/ (v)

to have an idea that something is probably true or likely to happen

sustain: /sə'steɪn/ (v)

to cause or allow something to continue for a period of time

T

temptation: /temp'teɪʃən/ (n)

the wish to do or have something that you know you should not do or have

thoroughly: /'θɒrəli/ (adv)

completely, very much

thug: /θʌg/ (n)

a violent person, especially a criminal

trait: /treɪt/ (n)

a quality, good or bad, in someone's character

transaction: /træn'zækʃən/ (n)

the buying or selling of something, or an exchange of money

transit: /'trænsɪt/ (n)

place people use to travel across an area

transnational: /trænz'næʃnəl/ (adj)

existing in or involving many different countries

tweak: /twi:k/ (v)

to make slight changes to something to improve it; twist

U

unintelligible: /ʌnɪn'telɪdʒəbl/ (adj)

impossible to understand

undoubtedly: /ʌn'daʊtɪdli/ (adv)

certainly, without doubt

unscrupulous: /ʌn'skru:pjələs/ (adj)

without moral principles; not honest or fair

V

vanish: /'væniʃ/ (v)

to disappear suddenly

vicinity: /və'sɪnəti/ (n)

the area around a particular place

vindictive: /vɪn'dɪktɪv/ (adj)

trying to harm or upset somebody

W

wanderer: /'wɑ:ndərər/ (n)

a person who keeps travelling from place to place with no permanent home

wear: /wer/ (v)

wear something to have something on your body as a piece of clothing, a decoration, etc.

wisdom: /'wɪzdəm/ (n)

the ability to make sensible decisions and give good advice because of the experience and knowledge that you have

workshop: /'wɜ:kʃɒp/ (n)

a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience

Y

yeah: /jeə/ (adv)

yes (informal)

yell: /jel/ (v)

to cry out or speak with a strong loud clear sound; shout