

ENGLISH

Grade 7



Government of Nepal

Ministry of Education, Science and Technology

Curriculum Development Centre

Sanothimi, Bhaktapur

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Preface

The Curriculum and curricular materials have been developed and revised in a regular basis with an aim to make the education objective-oriented, practical and relevant. It is necessary to instil the feelings of nationalism, national integrity and democratic spirit in students and equip them with morality, discipline and self-reliance so as to develop in them social, personal skills and the basic competencies of language, science, occupation, information and communication technology, environment and health, and life skills. The education should help them appreciate and make them aware of arts and aesthetics, preserve and promote own social norms, values and ideals, equip them with creative skills, have due respect on ethnicity, languages, religions, cultures, and regional diversity, human rights so as to make them capable to play the role of responsible citizens. This textbook has been developed in line with the basic level English Curriculum (Grade 6-8) 2012 which was developed by incorporating the recommendations of various education commissions and also feedback obtained from the workshops and seminars attained by teachers, students and parents.

Bringing out the book in this form, the contribution of the executive director of CDC Diwakar Dhungel, Prof. Dr. Yogendra Prasad Yadav, Shambhu Prasad Dahal, Bam Dev Gautam, Tulasi Prasad Acharya, Bishnu Prasad Parajuli, Smita Nepal, Madhu Upadhaya and Ganga Dhar Hada is highly acknowledged. The new edition of this book has been prepared to make it more interesting and relevant to the students with multi colour design. CDC extends sincere thanks to all contributors who contributed in preparing this new edition of book including Nim Prakash Rathore for editorial support, Shreehari Shrestha for coordinating the task of art works and design, Ganesh Bhattarai and director general of curriculum development centre Dr Lekha Nath Poudel for overall coordination in preparing this edition.

A textbook is one of the important curricular materials. This book contains a variety of reading materials and exercises which will help learners to achieve the competency and learning outcomes set in the curriculum. Each unit deals with all language skills and the subject matters required to practise various language learning activities. There is uniformity in the presentation of activities which will certainly make it convenient for the students. The teachers, students and others concerned are expected to make constructive comments and suggestions to make it a useful learning material in its future editions.

2019AD

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Plan for a Visit

Requesting and replying politely

1. Starter

Look at this picture of Pokhara. Have you been there? If your school is organizing an educational tour to Pokhara, which places you may want to go there? Why?



2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

educational	related to education
permission	allowing someone to do something
courage	ability to do something that looks dangerous for others
Student Exchange Programme	a programme where students stay and study in partner institutions
boldest	most courageous
solution	something that solves or ends a problem
whisper	speak very softly just without sounds
transportation	means for going from one place to another

3. Read and answer

Let's read the passage about planning a visit.

A. Read the passage and answer the questions.

- (a) Who proposed to go to Pokhara?
- (b) Which places can we visit in Pokhara, according to Niren?

AT THE TEACHER'S

Every year the students of class seven were taken to the zoo for educational visit. This year the students wanted something different.

“Let’s go to Pokhara. We can go boating there,” said Ritesh. He is always interested in having fun.

“But what’s so educational about boating in the lake?” questioned Dolma. Now, Dolma can question anything and anybody. She is also the boldest student that they have. She is the one who would be able to get the permission from the headteacher.

“We would be visiting places like Taal Barahi, Bindhyabasini Temple, Gupteswar Cave, Davies Fall and Peace Stupa. We only read about them in our books. That will surely be educational,” said Niren. Niren is the wise one. He can always find solutions to problems.

“What about the costs? I’m sure we can’t all pay for the trip,” said Nirmala. She is the practical one. She thinks about those small things that no one else does. Dolma stood up and said, “Well, let’s go and ask the headteacher. Then we will solve problems as Nirmala has said if we get the permission.” Everyone agreed and went to meet the headmaster.

Once in the headteacher’s room, no one seemed to have the courage to speak up.

“Yes children, may I help you?” asked the headteacher looking up from his work.

“Sir, we want to go to Pokhara for our educational visit rather than the zoo. Would it be possible?” It was Dolma who finally had the courage to speak out.

“Pokhara? It sounds interesting. But it is going to be costly going there. Have you thought about it?” he asked. Somewhere in the back Nirmala whispered to her friends, “I told you so.”

As usual Niren came forward with a solution, “Sir, we can have a ‘Student Exchange Programme’ with a school in Pokhara. When

we go there, we will stay at the homes of some students. Then they can come here and we will host them. That way we only have to pay for the transportation.”

“That is excellent Niren!” exclaimed the headteacher. “Let me see what I can do. I have some friends there. I will talk to them and see if your plan will work. I am sure they will agree.”

All the students had huge smiles on their faces as they came out of the headteacher’s room.

B. Fill in the gaps with correct words from the text.

- (a) This year the students wanted something
- (b) The headteacher said that Pokhara is going to be
- (c) The students had huge on their faces as they came out of the headteacher’s room.
- (d) is always interested in having fun.
- (e) can question anything and anybody.
- (f) is also the boldest student that they have. She is the one who would be able to get the permission from the headteacher.
- (g) is the wise one. He can always find solutions to problems.
- (h) is the practical one. She thinks about those small things that no one else does.

C. Say who said what using the punctuation marks as necessary.

Ritesh	said	let's go to Pokhara. We can go boating there.
the headteacher		but what's so educational about boating in the lake?
Niren		we would be visiting places like Taal Barahi, Bindhyabasini Temple, Gupteswar Cave, Davies Fall and Peace Stupa.
Nirmala		what about the costs? I'm sure we can't all pay for the trip.
Dolma		yes children, may I help you? sir, we want to go to Pokhara for our educational visit rather than the zoo. Would it be possible?

D. Answer these questions.

- Where did the class seven students usually go for their educational visit?
- Why would Dolma be able to get the permission from the headteacher?
- Which places in Pokhara did the students plan to visit?

- (d) What would the students do under the Student Exchange Programme?
- (e) How did all the students look as they came out of the headteacher's room?

4. Ways with words

A. Read the passage above and find words which mean the following.

not the same as another	light-hearted pleasure	allowing someone to do something
principal	a water fall	a journey
find an answer to	the ability to do something that frightens one.	
say something loud in surprise	take or carry from one place to another by means of a vehicle, aircraft, or ship	

5. Have your say

A. Listening

Listen to the conversation and write T for true and F for false.

- (a) Badan asked Madan for a pen first.
- (b) Madan did not give it to him.
- (c) Badan asked for one page from the writing book.
- (d) Badan did not know the answers to the task.
- (e) Madan did not let him copy the answers.

B. Speaking

Niren is wise, Dolma is bold, Ritesh is fun-loving and Nirmala is practical. What are you like? What are your friends like? Go around the classroom and ask at least six of your classmates what they think about their friends.

C. Conversation practice

You have the following situations. Work in pairs and make requests for each item. Then write polite replies to those requests.

- (a) You need help to carry your heavy bag.
- (b) It's getting dark. You need a torch light. You can return it tomorrow.
- (c) You are sick and in bed. You want water.
- (d) You want to make friends with a new student in your class.

6. Time for grammar

These sentences tell us about what is/was done or what is/was the situation. Notice the verbs: be verb + past participle.

The students of class seven were taken to the zoo for educational visit.

He is always interested in having fun.

Now, fill in the gaps with be + past participle of the verbs.

- (a) Pokhara (visit) by thousand of people each year. (present)
- (b) Several questions (ask) to the headteacher. (past)

- (c) The lesson (teach) by our teacher. (past)
- (d) The radio(sell) for a low price. (past)
- (e) The floor (clean) by the cleaner. (present)
- (f) The food(prepare) by the cook. (present)
- (g) Many people (kill) by the earthquake in Japan in 2011. (past)

7. Study skills

Go back to the passage and read it silently. Before you start reading, record the time. Do not worry, if you do not understand everything. How long did it take? Read again. Were you faster in your second attempt?

Every time you read on your own, time yourself. Tell the teacher if you read faster.

8. Writing

Work in groups of four. Plan a visit to an interesting place near your area. Work out the details:

- (a) How long does it take to reach there?
- (b) How long the visit will be?
- (c) Who will go?
- (d) How much money will be needed for each student?
- (e) What can be done there?
- (f) What places are interesting there?

Write a letter to your English teacher asking him/her to organize the visit.

9. Test yourself

Match the following as shown in the example.

Pashupati Nath is in Kathmandu.

Pashupati Nath	Mugu
Maya Devi Temple	Pokhara
The Rara Lake	Janakpur
The Phewa Lake	Chitwan
Chitawan National Park	Kathmandu
Janaki Temple	Kapilbastu
	Rupandehi

10. Project work

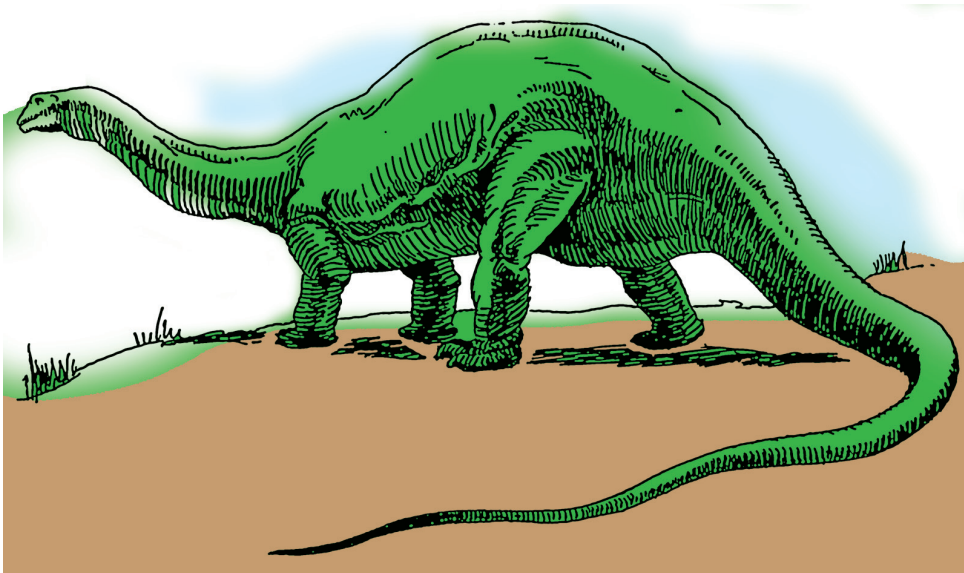
You have submitted a letter to your English teacher to organize a tour to a place you proposed. Now, work in groups and draw a detailed map of the places you have planned to visit indicating what you are going to do there.



Predicting, degrees of probability

1. Starter

It is said that there were dinosaurs on this earth. Where are they now? What happened to them?



2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

endangered	a risk of dying out completely
mist	a cloud at the earth's surface
briskly	actively, quickly
uneasiness	feeling uncomfortable
habitat	a natural home or environment of an organism

protect	keep safe from harm
disappear	cease to exist
encounter	meet somebody unexpectedly
shiver	shake one's body due to cold or fear
argue	discuss in heated way
restrained	cool and unemotional
extinct	no longer existing
destroy	put to an end by damaging
crept	past participle of creep meaning to move slowly and carefully

3. Read and answer

A. Read the passage below and answer these questions orally .

- (a) How is the weather in the story?
- (b) Who always comes late?

THE ENDANGERED ENCOUNTER

It is a cold morning in a village in Taplejung. The mist is rolling through the branches. The students going to school are shivering. Manahang and Kumang are trying to keep warm by walking briskly.

“Look at all this mist. I think it will get colder tonight,” Manahang said.

“Well! Maybe. But I am more worried about school. We will definitely be late today,” replied Kumang.

“Don’t worry, our English teacher will probably come late too. He always does that,” Manahang argued.

“That is true. But I am afraid of our headteacher. He certainly won’t come late,” Kumang showed his uneasiness.

“Hey look! What is that on the road? Looks like an animal,” shouted Manahang.

“Oh, no! It is a red panda. It must be hurt,” replied Kumang.

“No, no, it’s moving. I think it will walk away,” said Manahang.

As the two boys watched the red panda slowly walk across the path. It walked with its usual slow action. The boys watched it as it slowly climbed a tree nearby. It looked at them with its wise old eyes.

Manahang was excited. “Let’s catch it and take it to the school,”

Kumang was more restrained, “No, we should not ever catch red pandas.”

“But why not?” argued Manahang.

Kumang said, “Because it is one of the endangered animals of our country. We should protect them and the habitat that they live in.”

“Really!” Manahang showed his surprise. “I thought only tigers and rhinos were endangered animals.”

“Well,” started Kumang, “there are many animals that are listed as endangered animals. Snow leopard, elephant and river dolphin are also on the list of endangered animals among others. Most of these animals will probably become extinct without human help”

“Wow! I had no idea. What should we do to protect them?” asked Manahang.

“First we need to make people aware about how special these animals are. They have to be told not to hunt or catch the animals on the endangered list. We shouldn’t destroy their habitat either,” replied Kumang.

Manahang said, “I don’t know about the animals but one thing is for sure. The forest will certainly disappear if we cut down the trees at the rate that we are doing now.”

“It is difficult. But it is also something that needs to be done. Ummm... we have reached the school now. Do you have any excuse?” Kumang asked hopefully.

“Don’t you worry,” said Manahang. “We will tell the story about how we found a red panda on the way to school. That will be some story.”

A smile crept on Kumang’s face and he said, “I’m sure that excuse will work,” as they entered the school.

Here is a list of animals that are considered endangered. All these animals are found in Nepal.

Endangered Animals of Nepal

Pygmy Hog	Wild Water Buffalo
Chiru	Asian Elephant
Tiger	Snow Leopard
Red Panda	Tibetan Antelope
River Dolphin	Flying Squirrel
Rhinoceros	Hispid Hare

B. Fill in the gaps with words from the passage.

- (a) The is rolling through the branches.
- (b) As the two boys watched, the walked slowly across the path.
- (c) It looked at them with its old eyes.
- (d) We should protect them and the that they live in.
- (e) There are many animals that are as endangered animals.
- (f) The forest will certainly if we cut down the trees at the rate that we are doing now.
- (g) We will tell the story about how we found a red panda on the way to school. That will be some

C. Answer these questions.

- (a) How are Manahang and Kumang trying to keep warm?
- (b) What is Kumang worried about?
- (c) What did they see on the way?
- (d) Why should we not catch red pandas according to Kumang?
- (e) Name some animals from Nepal that are in the endangered list.
- (f) How can we protect these endangered animals according to Kumang?

4. Ways with words

In the passage above, find words which mean the following.

bough		discomfort	
shaking		injured	
quickly		calm	
concerned		rare	
not on time		save	
home		vanish	

5. Have your say

A. Listening

Listen to the conversation and fill in the gaps below.

- (a) will definitely come.
- (b) may come.
- (c) certainly won't come.
- (d) There will probably be of us.

B. Speaking

Work in groups of five and plan for a picnic: the place, the date, number of your friends going, things you want to take, items you want to eat. Share your plan with the class.

C. Conversation practice

Predict using certainly, definitely, probably, definitely not.

I will certainly pass in first division.

It is definitely going to rain today.

Your father has probably reached home by now.

He is definitely not coming to my birthday party.

- (a) When will Dila's father return from the office?
- (b) What will he bring with him?
- (c) Will it rain today?
- (d) What will your results be like in the next test?
- (e) Will Nepal develop in the next five years?

6. Time for grammar

These words have different forms in the passage above. Find and write them.

uneasiness	.....	restrain	.....
extinct	.....	destroy	.....
certain	.....	definite	.....
slowly	.....	danger	.....
protect	.....	sure	.....
hopeful	.....	brisk	.....

Now, work with your partner, list any ten words and change their form.

7. Study skills

How do you remember the answers if they are long? One of the ways to remember the information is to create a short form or a word.

If you want to know all the names of the endangered animals, you can say WHAT3R

where

W = Wild Water Buffalo

H = Pygmy Hog

A = Chiru (Tibetan Antelope)

T = Tiger

R = Red Panda

R = River Dolphin

R = Rhinoceros

Now, develop a way to remember something on your own.

8. Writing

The following is a sample piece of writing to describe an animal. Choose any of the endangered animal and write a few paragraphs describing it.

“A dog is man’s best friend.”It may have some truth, but dogs are not the only animal people enjoy with. For many people, a cat is their best friend.

In the first place, people enjoy the company of cats. Many cats are affectionate. They will ask to be petted, or scratched under the chin. Who can resist a purring cat? Cats generally look happy and playful when they feel safe and being loved. If irritated, they go bonkers. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Cats can also be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behaviour or perform tricks.

In the second place, cats are civilized members of the household. Unlike dogs, cats do not bark or make other loud

noises. Most cats don't even meow very often. They generally lead a quiet life. Cats also don't often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. Cats do have claws, and owners must make provision for this.

Lastly, one of the most attractive features of cats as house pet is their ease of care. Cats do not have to be walked. They get plenty of exercise in the house as they play, and do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.

People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house pet.

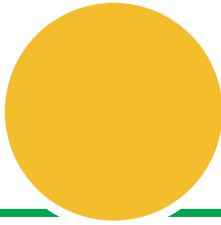
9. Test yourself

Without taking help from anyone or anything, write the names of 10 wild animals that are on the endangered list. Then, say using appropriate expressions when these animals may be extinct.

10. Project work

Work in groups. Draw a poster with pictures of all endangered animals mentioned in the passage and display on the notice board.

II



Our Values

Inviting and responding to invitations

1. Starter

What do you do on your birthday? How do you celebrate it? Do you invite your friends and relatives?



2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

grand	great
afford	manage to pay for
ignore	not paying any attention
head	here: start or move to a direction
hesitantly	shyly
erupt	blow up, rise with excitement
shock	surprise, upset

3. Read and answer

A. Read the following passage and answer these questions.

- (a) Who brought chocolates for everyone in the class last week?
- (b) Who could not join Vinisha's birthday party?

BIRTHDAY PARTY

It was Bibha's birthday. She was not very happy about it. She remembered Vinisha's birthday the week before. She had brought chocolates for everyone in the class.

"Please come to my house in the evening," she had said, "I will be giving a grand party." Bibha had told her that she could not come.

"Do I have to give you an invitation card?" Vinisha was angry with her. "You never come when someone invites. What's your problem?"

There was no problem as such. It was only that Bibha's parents could not afford to give chocolates for everyone. Giving a party was out of question. This was the reason that she was not happy to go to school today.

She hoped that no one would remember her birthday. Actually there was no reason why someone would remember. She had never told anyone when her birthday was. She ate alone at the school. She had no real friends. She did not even do very well in her studies. She thought that the teachers also ignored her. She was a lonely girl.

The classes started as usual. Generally, the students who had

birthday distributed sweets then. But Bibha sat quietly because she had no sweets to give. Even the teacher did not wish her “Happy Birthday!” She certainly knew the birthdays of every student in the class. It was written in the class register.

She was happy in a way. She did not have to answer questions about why she was not giving sweets to others. But somehow she also felt very sad. It was not nice when everyone forgot or did not care about your birthday.

The first three periods were uneventful. She had English, Maths and Science classes. In the fourth period she had physical education class. She had to leave the room and go to the school ground to play games. She didn’t even feel like playing anything today.

At the end of the fourth period she headed towards the school canteen. She would have a samosa and one potato chop as usual. Just then one of her classmates, Dhiren, came running to her.

“Bibha, our class teacher is calling you to the class. She doesn’t look happy,” he said. Now, what could have happened? Bibha felt afraid and started sweating. She could not remember doing anything wrong. But she had no option; she had to go to the teacher.

She approached the classroom door hesitantly. It was closed. She turned the handle and slowly opened the door.

Suddenly the whole class erupted in shouting and laughter. She was shocked for a moment. Then she realized that all the students had gathered in the class and were wishing her a “Happy Birthday.”

The teacher and the students had decorated the class with balloons and colourful paper. They had also brought sweets and other food. Vinisha was smiling from one corner of the classroom. This was the best birthday ever.

B. Read the passage and say whether these statements are true or false.

- (a) Today was Bibha's birthday.
- (b) Vinisha had given a grand birthday party last week.
- (c) Bibha's parents could afford chocolates for her daughter's classmates.
- (d) Bibha was happy because she did not like to distribute chocolates on her birthday.
- (e) The teacher and the students secretly prepared to celebrate Bibha's birthday.
- (f) Vinisha was very happy on Bibha's birthday.

C. Read the story and answer the following questions.

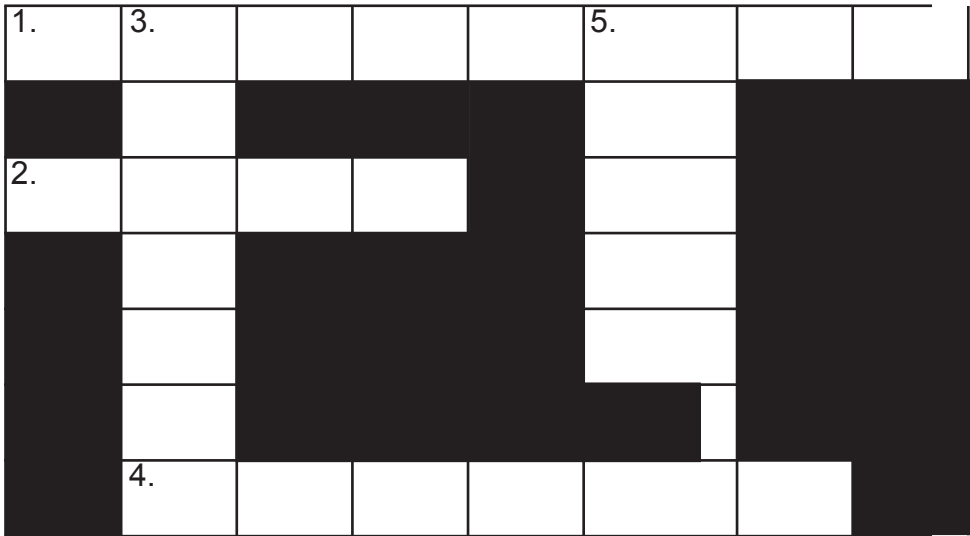
- (a) What was Bibha's problem?
- (b) How did the students know each others birthdays?
- (c) Why did Bibha not enjoy games in the fourth period?
- (d) Why did Bibha feel afraid when she was in the canteen?
- (e) Who managed to celebrate Bibha's birthday this time?

4. Ways with words

A. Read the passage and find the words that give similar meanings to the following words.

contented, call, social gathering, worry, alternative, come close to, collect

B. Here are some meanings of the words from the passage. Find the words and fill in the crossword puzzle.



Across:

- 1. make more attractive (8)
- 2. true (4)
- 4. field (6)

Down:

- 3. late afternoon (7)
- 5. by yourself only (5)

5. *Have your say.*

A. Listening

Listen to the tape or your teacher and say whether these statements are true or false.

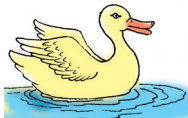
- (a) Mr. Sherpa lives in Mr. Rai's neighborhood.
- (b) Mr. Sherpa invited every member of Mr. Rai's family.
- (c) Mr. Rai hoped that Mr. Sherpa would invite his children too.

(d) Mr. Rai's children don't like parties in big hotels.

B. Speaking

(a) Sing and enjoy the song and write a few words from your hearts for your mother.

My Love to my Mother



“White swan, white swan, swimming so gay!
Carry a message for me today:
My love to my mother, wherever she be;
I know she is always thinking of me.”



“Wise wind, wise wind, blowing so gay!
Carry a message for me today:
My love to my mother, wherever she be;
I know she is always thinking of me.”



“Carpenter, carpenter, on your way!
Carry a message for me today:
My love to my mother, wherever she be,
I know she is always thinking of me.”



“Little bird, little bird, flying so gay!
 Carry a message for me today:
 My love to my mother, wherever she be;
 I know she is always thinking of me.”



“Little stars, little stars, shining so bright!
 Carry a message for me tonight:
 My love to my mother, wherever she be;
 I know she is always thinking of me.”

My words to my mother

.....

..
 (b) Have a discussion in the classroom on the following.

Greatness of a mother

Undying love

Untiring sacrifice

Untold influence

Unfailing faith



C. Conversation practice

Practice in pairs

Conversation 1

A: Hi! Are you leaving now?

B: Yeah! I am going to borrow a library book first.

A: That’s a good idea. I too need a story book.

B: Would you come with me?

A: Okay, let’s get going.

Conversation 2

A: Hello,....., is there anything exciting today?

B: Today is my birthday.

A: Oh! Really?

B: I am having a party tonight and hope you will join us.

A: Of course! Thanks for the invitation.

B: My father will drop you home if it is too late.

A: That's great.

6. Time for grammar

A. Write an invitation for each of the following events using one or two sentences.

(a) (Tomorrow is Mother's Day. You want to invite your mother to mother's day celebration.)

.....

(b) (You want all your teachers to see the drama in your class.)

.....

(c) (Teej is very close and you are going to invite your sister over the phone.)

.....

(d) (You want to meet your relatives at Dev Ghat Mela on Maghe Sakranti.)

.....

- (e) (It is winter and there is no sun in your neighbors balcony.)
-

7. Study skills

Collect old newspapers (eg. The Kathmandu post or The Himalayan Times). Go through the papers searching for invitations, greetings, congratulations and wishes. Cut them out and paste them to make a big book.

8. Writing

- (a) During your early school-days, your mother used to prepare you to go to school every morning. Remember those days and write a message to your mother. Email or SMS the message to her or you can pass on a hand written message to her.

9. Test yourself

Complete the following conversation.

Anu :

Binu : Oh! I'm afraid. I am busy tomorrow. I will come to your next birthday party.

Anu :

Binu : Of course! She is free I think. Let me call her.
(Rings his sister)

Binu's sister (on phone): Yes dear!

Binu : Hi sis! Are you free tomorrow? Ms Anu wants

you to come to her birthday party in the afternoon.

Binu's sister :

Binu : That's good. Please go and enjoy the party.
Bye.

Binu's sister :

10. Project work

Plan, prepare and celebrate Mother's Day at school. Invite all the mothers of your class to the school. Work in groups and develop greeting cards and invitation cards. Use invitation cards to invite the mothers.

Making suggestions,

Giving advice and replying

1. Starter

What games do you play? Make a list of the games that you often play with your friends. Which game do you like the most? Discuss the reasons why you like it with your friends.

Have you ever been on a tour with your friends, family or relatives? Discuss with your friends where you went, what you did and what you liked the most about the tour. Look at the picture below and talk with your friends about what these people are doing and why they are doing it.



2. Let's learn these words

Learn the meaning of these words that appear in the passage below.

flutter	to move lightly and quickly
drone	a continuous low noise
blaring	loud and unpleasant noise
dignitaries	important persons
gloomy	nearly dark
sprinter	fast runner
chanting	shouting
slogan	a word or phrase that is easy to remember and used for advertising
hush	a silent moment
participants	people who take part
considerable	great in amount or size
frenzied	emotional
nonetheless	despite this fact
fate	luck
announced	tell people something officially
tremendous	huge

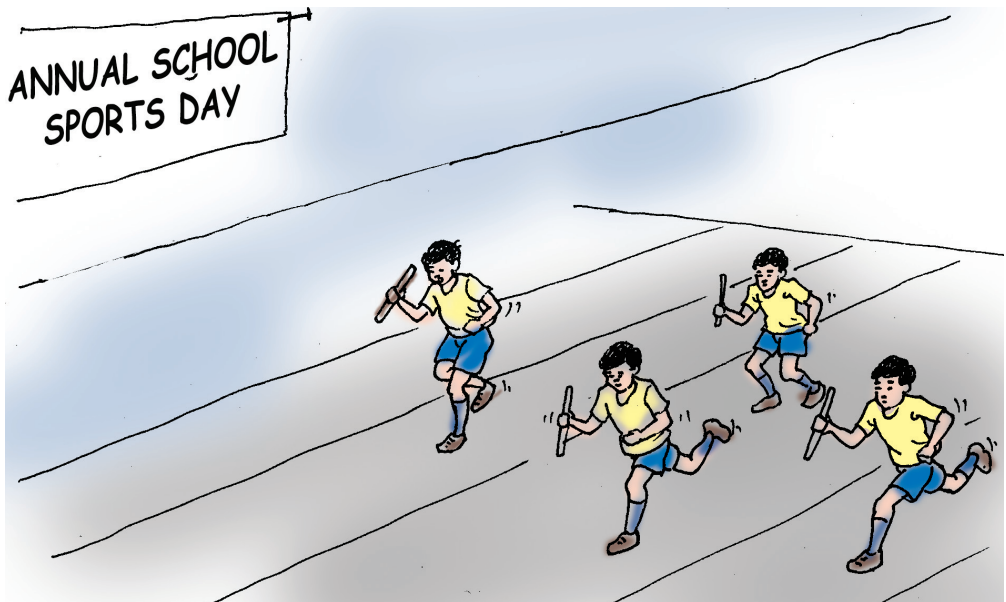
Let's read about the sports meet in the passage below.

3. Read and answer

A. Read the text quickly and answer these questions:

- (a) How did the day start?
- (b) What are different people in the picture doing?

SPORTS MEET



It was spring. The weather was cool and pleasant. Colourful flags were fluttering from the flagpoles. One could hear the drone of people sitting around expectantly for the event to begin. All of us were standing with our hearts thumping. It was the opening of the Annual Sports Day in our school.

I am always excited about the sports day and this year was going to be special. I knew it in my heart. Our house was going to win the sports cup for sure. We were at 560 points and the nearest house was at 540 points. The results for 60 points were going to be decided today.

The day started with beating of the drums and bugles blaring. First, all the students paraded the guests and dignitaries. Then there was a demonstration of some group physical exercises. We even had a cultural dance and a group song. But I was not interested in any of them. I waited impatiently for the competitive events to start. We had six events left: 100m, 200m, 400m, 4 x 100m relay, 4 x 200m relay, and 4 x 400m relay finals. 10 points were awarded to the winner, six to the second place and four to the third place.

Finally the races started. The first two events were 400m and 200m races. Both were won by the house that was second. We only managed to get third in one and were disqualified from the other. Now the points stood 564 and 560. That was bad. All the students from our house looked gloomy and down.

Then the two relays were conducted; 4 x 200m and 4 x 400m. We managed to win one of them and came third in the other one. The house that was following us managed to get second positions in both the events. Now the scores were 580 and 572. That was too close for comfort. The other house had a very good sprinter for 100m race. Things were looking bad.

As expected, the other house won the 100m race and we could come only fourth. Now the scores stood at 582 and 580 respectively. The students from the other house started singing songs and chanting slogans. It was getting unbearable. I could feel my eyes burning. If I could, I would have sat down and cried. But there was one more event and it would be the deciding race. Everyone was aware of this, and everyone was expectant. There seemed to be a hush before the event. It was like the calm before the storm.

The participants were called for the 4 x 100m relay. We shouted as loud as we could to support our team members. We had made a silly song about winning the tournament and rubbing shoe

polish on the faces of the losers, which we assumed to be the other house. The air was full of chants of support as it got more and more electrified. Then the participants were lined up in their starting positions. Our sports teacher raised the starting gun and BANG!, the race started.

The other house had kept their best runner in the first leg and soon they were leading with a considerable distance. My heart was in my mouth. Now it was the second set of runners. Our house gained a little. The frenzied crowd was shouting as if there was no tomorrow. When the third set of runners reached the final leg, our house was about three metres behind the leading runner. Then the final leg of the relay started. Slowly our runner gained on the other house. The final 100 metres seemed to take forever. It was as if the whole event was captured in slow motion. 50 metres to go, now 30, now 10. Both the runners were absolutely abreast now. Then it was over. We were not sure who had won because it seemed that both the runners touched the ribbon at the same time. Nonetheless, we were shouting our heads off. It looked as if the fate of the race would be decided by how loud you could shout.

Our sports teacher got hold of the microphone and announced the winner. A tremendous burst of sound rose from our end of the ground. Arms flayed and shirts and shoes flew up in the air. It was a moment to cherish. It was the taste of victory.

B. Choose the best answer from the choices given and tick (✓) to see if you have understood the passage.

(a) The event was

(i) Parent's Day

(ii) Sports Day

(iii) Opening Day

(iv) Result Day

- (b) The house of the narrator was winning by
 - (i) 20 points
 - (ii) 30 points
 - (iii) 40 points
 - (iv) 50 points
- (c) By the starting point of the final race
 - (i) the narrator's house was winning
 - (ii) the other house was winning
 - (iii) both the houses had equal points
 - (iv) both the houses were not leading the score
- (d) Why was there a hush before the final race?
 - (i) A storm was coming
 - (ii) The Sports Day was over
 - (iii) Everyone wanted the day to end
 - (iv) Everyone was waiting for the final event to start
- (e) Who won the race in the end?
 - (i) The narrator's house
 - (ii) The other house that was following them closely
 - (iii) Both got equal points and were declared joint winners
 - (iv) A different house won the race

C: Answer these questions.

- (a) Give two reasons why the narrator of the event was excited.
- (b) Why did the narrator think that they were going to win the cup?

- (c) Why were the students not sure who won the final race?
- (d) “It looked as if the fate of the race would be decided by how loud you could shout”. Why does the narrator use this expression to describe the moment?
- (e) How do you know that the narrator’s house won the last race and the cup?

4. Ways with words

A. Fill in the blank spaces with the correct words from the list.

flutter, drone, blaring, dignitaries, gloomy, sprinter, chanting, slogans, hush, participants, considerable, frenzied, nonetheless, fate, microphone, announced, tremendous

- (a) A momentary _____ fell in the hall when the _____ invited for the event arrived.
- (b) The weather is _____ and the wind is making the flags _____. I think it will rain.
- (c) The crowd shouted _____ during the protest and were in a _____ mood after a while.
- (d) The speech he was giving over the _____ could not be heard because of the continuous _____.
- (e) The names of the _____ were _____ over the microphone.
- (f) The _____ started running after there was a _____ bang from the starting gun.

- (g) There was a _____ disturbance because of the _____ sound coming from the concert.
- (h) I met the President at the bus stop yesterday. _____, it was _____ that made us meet.

B. There are some phrases used in this passage which do not mean what they say at the surface level. There is a deeper meaning to them. Can you match them with their meanings?

as if there was no tomorrow	a quiet period before a period of excitement
shout ones head off	eagerly without thinking
calm before the storm	feel like crying
feel eyes burning	feeling unhappy
heart was in the mouth	shout at top of one's voice
too close for comfort	take a long time
take forever	to be dangerously close to a disaster
feeling down	to have strong feelings or fear about something

5. Have your say

A. Listen and answer

- (a) The conversation is between a husband and a.....
- (b) The woman is suffering from
- (c) The man is going to his son's today.
- (d) There is a in the next village.

B. Discuss with your friend and match the situations with the appropriate suggestions in the table below:

My sister likes travelling.	She should work hard.
Bina wants to lose weight.	We should participate in different events
Pramita wants to come first in the next exam.	She should go to Rara Lake next month.
Our school will celebrate parents day next month.	You should take an umbrella.
I think it will rain.	She should join the fitness centre.

C. Conversation practice

Read the following dialogue:

Woman: Friend, I can't walk to office everyday. It's too far.

Man: Yes, it is far. I think you should buy a scooty.

Woman: That's a good idea. Should I buy a new one?

Man: Yes, you should. What color do you like?

Woman: I like red and blue. Which one do you think I should buy.

Man: I think you should buy the blue one.

Woman: Thank you friend. I would like to buy the blue one.

D. What suggestions would you give to your friends in the following situations?

(a) Your friend missed some classes and s/he is worried

about the missing lessons.

- (b) Your best friend lost his/her pen.
- (c) Pavan wants to participate in sports but he is not sure if he can do it.
- (d) Goma has not felt well today.
- (e) Furba wants to win the race in the next sports meet.

6. Time for grammar

Go through the list of sentences below and guess the meaning expressed by should and shouldn't.

- (a) We shouldn't make a noise in the classroom.
- (b) We should keep our classroom clean.
- (c) Ram, your shoes are not polished today. You should polish them daily.
- (d) Rabi, your hanky doesn't look clean. You should wash it.
- (e) You shouldn't throw rubbish in the class.
- (g) Kamini looks sick. She should see the doctor.
- (h) You shouldn't bring mobile phones to school.

The examples show that we use 'should' to give suggestion to the people. Should means it is good to do the action. Similarly, 'shouldn't' means it isn't good to do the action.

Fill in the blanks with 'should' or 'shouldn't'.

- (a) Students study hard to get good marks in exams.
- (b) The baby is sleeping. You shout.
- (c) We work together to keep the community clean.

- (d) My mother gave me a letter. I forget to post it.
- (e) My friend is very helpful. I thank her.
- (f) My teacher told me that I am doing fine in English. I worry too much.
- (g) It's very cloudy today. You take an umbrella with you.
- (h) The government treat all the citizens equally.

7. Study skills

Do you ever write a diary? What is diary writing? Talk to your friend if they keep a diary. It's a good way of keeping record of your daily activities. Some people write it daily and some do it on a weekly basis. Let's look at a diary written by a student like you.

January 21, 2012

Today was my first day of exam. I woke up at 6:00 a.m. in the morning. I reviewed the lessons once again. I got ready for school at 8:00 a.m. I had my lunch at 9:00 and went to school. The exam started at 10:30. The questions were not that difficult. I answered them all. I reviewed all my answers before I submitted the answer book to my teacher. I was so happy to answer all the questions. I think I will get more than 80 marks in English. It was a very good day for me. I must work hard for tomorrow's exam.

Write a similar diary of a day in your life and share this with your friends. If you like you can keep a daily diary. It's fun and you can improve your writing.

8. Write

Write a few paragraphs describing a time when you won a game.

9. Test yourself

Read the following sentences and identify the correct alternative to fill in the blanks.

- (a) Let's go barefooted. Take off your shoes and
- (i) hat (ii) socks
(iii) gloves (iv) coat
- (b) Ladies and, may I have your attention, please.
- (i) girls (ii) gentlemen
(iii) men (iv) children
- (c) I'll pour more coffee for you. Bring your cup and
- (i) saucer (ii) coffee pot
(iii) coffee jar (iv) sugar
- (d) Let's have some toast. I'll get the bread and
- (i) knife (ii) toaster
(iii) butter (iv) plate
- (e) How do you like your coffee? With cream and?
- (i) sugar (ii) black
(iii) coffee creamer (iv) water
- (f) Our dining set is too old. We need a new table and
- (i) food (ii) stove
(iii) chair (iv) refrigerator
- (g) I'll mail a copy to you if you give me your name and

(i) age

(ii) fax number

(iii) address

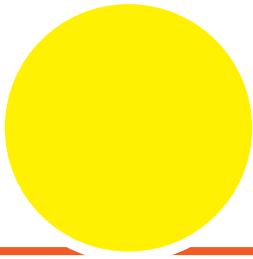
(iv) weight

10. Project work

You may have attended community events in your society. The event could be a celebration of a festival, birthday of a distinguished person, anniversary of a special event etc. Recall the activities of that event and write an account of the event in some paragraphs. You can ask your parents, relatives or neighbours about the event to get the detailed information. Include in your writing the answers of the following questions.

- (a) What was the event about?
- (b) Who were the participants of that event?
- (c) What were the major activities?
- (d) How did the event begin?
- (e) How did you feel about the event?
- (f) How did the participants feel about the event?
- (g) How did the event end?

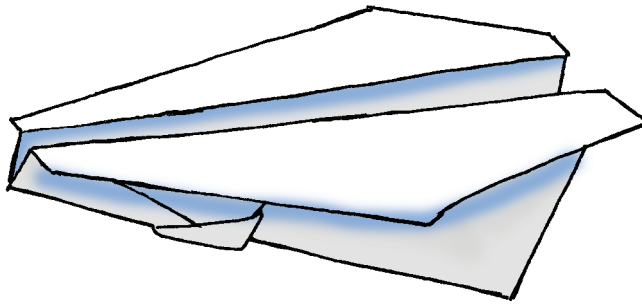
When you prepare the writing, share it with your friends in the class.



Instructing

1. Starter

Look at this picture of a paper plane. Ask your friend if he or she can make a plane as shown in the picture.



2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

breeze	a gentle wind
pleasant	giving a sense of happy satisfaction or enjoyment
splint	a long, thin strip of wood
diagonal	joining two opposite corners
fin	a flattened limb usually in fish which helps in swimming
bridle	a rope to control the movement of something

3. Read and answer

A. Read the passage and answer these questions.

- (a) Which weather is more appropriate to fly kites?
- (b) What should you do before you fly a kite?

MAKING A KITE



When Dashain approaches, there is a gentle breeze in the air. The weather is pleasant and you want to go out and enjoy it. What would be more fitting than to fly a kite?

Before we fly a kite, it is a good idea to learn how to make one. Let's look at these steps to make a fighter kite.

What you need:

1. a light piece of square paper or plastic (about 40 X 40 cm)
2. two thin bamboo splints. One is the same length of the diagonal of the paper. The other is a little longer.
3. small pieces of paper
4. glue
5. string

How you make it:

1. Take the piece of paper and the shorter bamboo splint. Stick the splint along the diagonal with the help of glue and the small pieces of paper.

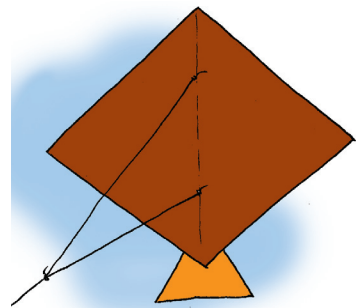
2. Now take the longer bamboo splint. Bend it and stick it across the other diagonal with the help of glue and pieces of paper. Your kite should look somewhat like this now.



3. Make two tiny holes on both sides of the splint at the centre of the paper. Choose the diagonal where the straight bamboo splint is.

4. Now make two similar holes where the two bamboo splints meet.

5. Then, cut a piece of the string about 40 cm long. Insert it through the holes that you have made and tie it. The string should now make a triangle shape when you hold it up. This is called the bridle of the kite. Tie the spool of string to it.



6. Finally, add a small fin to the tail of your kite. Take two pieces of triangle-shaped paper. Take two small thin pieces of bamboo sticks and paste it to make a fin. The fin should be at the end of the straight bamboo splint. Does your kite look something like this?

Now, you are ready to fly your kite.

There are many types of kites. The type of kite that we fly in Nepal is called fighter kite. It is the type of kite that you can

make from the instructions above. Kites can be shaped like a bird or an animal. It can also be box-shaped or pyramid-shaped.

Kites have been flown in China since thousands of years ago. It used to be a part of festival celebrations. The idea of flying kites spread to other south Asian countries and rest of the world from there. In those days, kites were made of silk or leaves.

Men had seen birds fly since a long time back. Flying the kite was perhaps the nearest thing to flying in those days.

B. Arrange the given instructions in the proper order.

- (a) Bend and stick the long bamboo stick across a diagonal.
- (b) Make two holes where the splints meet.
- (c) Stick the shorter splint across the diagonal.
- (d) Connect a thread through the two set of holes.
- (e) Make two tiny holes at the two sides of the central splint.

C. Answer these questions.

- (a) What would perfectly fit with flying a kite?
- (b) List the things that you need to make a kite.
- (c) What shape should the kite be?
- (d) Write the name of the kite that you learned to make.
- (e) Where did kite flying start?
- (f) What were the kites in the long past made of?

4. Ways with words

Fill in the blank spaces with the correct words from the list given.

breeze, pleasant, splint, fin, bridle, diagonal

- (a) The ice cream that we had yesterday was held by a small
- (b) When the fish was swimming, its were moving.
- (c) The horse had a made of leather.
- (d) The clothes that I had put to dry on the terrace were flown away by the,
- (e) The weather is very in the spring.
- (f) A square has got two

5. Have your say

A. Listen and answer

Listen to the conversation and say whether these statements are true or false.

- (a) The conversation is about clothes.
- (b) The daughter wants to cook food.
- (c) The mother is teaching her daughter to cook potato curry.
- (d) The girl puts the potatoes and then the onions.
- (e) The mother forgets to put tomatoes.
- (f) Mother likes the food.

B. First read the following questions.

- (a) What would happen if the pieces are too big?
- (b) What should you do after putting the onions?
- (c) When should you put the tomatoes in it?
- (d) Why should you keep stirring the curry?
- (e) What are they going to do tomorrow?

Now listen to the conversation again and answer the questions.

C. Read the following sentences.

Go to the market!

Open the Door!

Take care!

Listen to me!

Be quite!

Be honest!

Be careful!

Be diligent!

How do we give instructions in English? Instructions can be commands or orders. The very basic way to give instructions can be done through imperative sentences. Imperative sentences are made by omitting the subject of the second person “you” and the first person plural “We/ us”. “You go to the market” is an affirmative sentence. “Go to the market!” is an imperative sentence.

Now, omit the subjects of the following sentences so that they can be commands or orders.

- (a) You complete this work.
- (b) We clean the floor.
- (c) You prepare a cup of tea.
- (d) We finish the work together.
- (e) You read the text and answer the questions.
- (f) We collect some money for the school library.

We can add the word “please” and “Let’s” to make the instructions sound more polite. Read the following examples:

- (a) Open the door, please!
- (b) Turn off the lamp, please
- (c) Please be quiet!
- (d) Please be ready!
- (e) Let’s go to office.
- (f) Let’s bring the equipment.
- (g) Let’s share our opinion.

D. Read the following dialogue in pairs

Tommy : Hi David. You look busy. What are you doing?

David : I’m trying to figure out how to make these cookies, but I lost the instructions that came with the box.

Tommy : Making cookies from a box is easy. Do you want me to tell you?

David : Yes, these have to be done in an hour.

Tommy : Okay, first, pour the cookie mix from that bag into a large bowl.

David : Is this bowl big enough?

- Tommy : No, you need a bigger one. You're going to be adding more ingredients. Use that one.
- David : Okay, now what?
- Tommy : Next, add two eggs and a cup of milk to the bowl and beat until very creamy, with no lumps.
- David : Won't the egg shells be hard to eat?
- Tommy : You have to break the eggs first, and just put in the whites and yolks. You throw the shells away. You've never cooked anything, have you?
- David : No, this is my first time. What should I mix it with, a fork or spoon?
- Tommy : You could use either, but if I were you, I'd use an electric mixer.
- David : You mean this? No wonder mom put it out. That's done, what next?
- Tommy : Now, grease the cookie sheet with butter. Then put one tablespoon of cookie dough per cookie on the cookie sheet. You should space the dough evenly around the cookie sheet, leaving at least an inch between each cookie.
- David : Got it. Now they go in the oven, right?
- Tommy : Yes.
- David : Okay, they're in. How long will it take before they're done?
- Tommy : The way you did it, forever. You didn't turn the oven on.
- David : Oh yea, I forgot. How long should I cook?
- Tommy : Cook them for about 35 minutes.

Source: <http://yadayadaenglish.com/instructions.htm>

E. Conversation Practice

Look at the following dialogues:

Conversation 1:

A: How do you operate this can opener?

B: First, put the can under that sharp wheel and push that lever down.

Conversation 2:

A: Can you show me how to use this copier?

B: After putting the paper under the cover, enter the number of copies needed and then press start.

Now, look at the following situation and write instructions for them.

- (a) How to prepare a cup of tea?
- (b) How to change the refill of a ball pen?
- (c) How to charge the mobile phone?
- (d) How to dial a phone number?
- (e) How to cook rice?

6. Time for grammar

A. As you see in the sentences above, we use imperatives to give instructions. Look at the following examples once again.

- (a) Open your English book.
- (b) Take this medicine three times a day.
- (c) Take a left and then a right.
- (d) Turn around when you get to the crossroad.

B. Match the followings.

Stand behind the	in.
Tell me all	page 59.
Shut	three times a day.
Come	down.
Take your feet off	line, please.
Turn to	up.
Take one pill	turn left.
Go to the traffic lights and	the sofa.
Come and see	about it.
Put that	me next week.

7. Study skills

Collect some leaflets of a school in your area. Read the contents of the leaflet and list down the following:

- Any special subjects taught
- Extra-curricular activities
- Dates for the tests: first term, etc.

Now, compare the same with that of your school.

8. Writing

In this chapter, you have learned how to give instructions. You learned how to make kites and you have written instructions for different activities.

Now, write a leaflet on how to prepare your favorite food and present it to the class.

9. Test Yourself

Match the following.

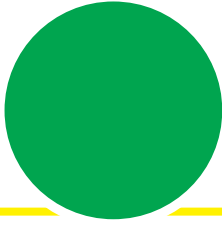
sn.	A	B
1.	Pvt.	Volume
2.	Ltd.	Department
3.	Vol.	Mister
4.	PP.	Limited
5.	P.	Company
6.	Mr.	Private
7.	Dept	Page
8.	No.	Number
9.	Co.	Doctor
10.	Dr.	Pages

10. Project work

There are many sanitation problems in the community. People throw garbage everywhere and people are not aware of their personal health. In groups of five, prepare leaflets on health and hygiene. Once you do that bring them to class and paste them on the walls. Some of the possible topics are:

- (a) How to brush your teeth
- (b) How to keep your community clean
- (c) How to maintain personal health

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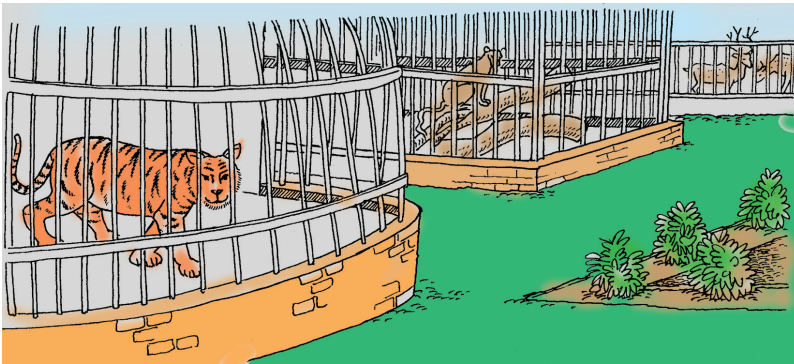


Excursion to the Zoo

Stating a purpose

1. Starter

Look at the picture below. What do you see? Why do you think the animals are kept there? What may be the purpose? Tell your friend.



2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

assign	give someone a task
based on	related to
in addition to	used when you want to mention some other things
task	something you do
grassland	area where grass grows
cage	something in which birds/animals are kept
horrible	something that brings feelings of horror
aquarium	vessel to keep fish for decoration and other purposes

3. Read and answer

A. Read the passage and answer these questions orally.

- (a) When did the students go to the zoo?
- (b) What was the task given to grade two?

AT THE ZOO

On 12th of November the students of Vishwamitra School went for a visit to the zoo. The students of different classes were assigned different tasks.

Grade one

The students were given a sheet of paper with outline drawings of various birds and animals. They were asked to fill colours in those pictures.

Grade two

The students were also given a sheet of paper with outline drawings. In addition to colouring, they were also asked to write the name of the animal. They also had to write down what the animals and birds ate.

Grade three

The students of grade three had a different task. They were asked to make a list of animals and birds. They also had to write where these animals and birds lived.

Grade four

The students of grade four had to make a list of animals and birds. The list was based on which part of the country or the world the animal lived. For example, mountain region of Nepal, grassland of Africa, and so on.

Grade five

Students of grade five had to group the animals according to where they lived.

Arboreal : animals that live on the trees

Terrestrial : animals that live in the forest and grassland

Aquatic : animals that live in water

Amphibian : animals that live both on land and in water

Avian : animals that can fly.

They also had to make a drawing of one animal from each type.

All the students reached the zoo at ten o'clock. They entered the gate and looked around. All of them had something to do so they started walking according to their class. First it was the animals. They stopped in front of the cage or enclosure. Some students started filling colours while others started taking notes.

They saw some deer and monkeys. There was a huge hippo near the pond. Some people were riding on the boats. Some others were going around the zoo on the back of an elephant.

Then they reached the most exciting part of the zoo; the tiger enclosure. They stopped a long time looking at the tiger. There was also a bear cage nearby. Oh the horrible smell!

When they came away from the tiger enclosure, they turned right and saw rhinos, wild buffalos and leopard. There were also some hyenas laughing at each passerby.

The zoo has a separate bird section where you can observe many birds. There are beautiful birds like the peacock and our national bird lophophorous .

Outside the bird section the students saw a huge aquarium with many different types of aquatic animals. After that they again came back to the main gate. They had made a full circle of the zoo.

B. Fill in the gaps with the words from the passage.

- (a) All the students reached the zoo at o'clock.
- (b) There was a huge near the pond.
- (c) Some people were going around the zoo on the back of an
- (d) They reached the most exciting part of the zoo; the tiger
- (e) There were also some laughing at each passersby.
- (f) There were beautiful birds like the peacock and our national bird
- (g) They had made a full of the zoo.

C. Answer these questions.

- (a) What was the task given to grade one?
- (b) What was the task given to grade three?
- (c) What was the task given to grade four?
- (d) What was the task given to grade five?
- (e) What do these words mean: arboreal, terrestrial, aquatic, amphibian, avian

4. Ways with words

Find the words opposite in meaning to the words given below and fill the table. Use dictionary for your help.

enter	.....	same	.....
reach	.....	laugh	.....
exciting	.....	full	.....
huge	.....	horrible	.....
enclosure	.....	separate	.....
start	.....	beautiful	.....

5. Have your say

A. Listening

Listen to the recording or your teacher and fill in the gaps.

- (a) Satya went to the post office to
- (b) She went to the stationer's to
- (c) She went to the grocer's to

B. Speaking

Debate

Some people say it is alright to keep animals in the zoo but others say it's not moral. Your teacher will organize a debate. Participate and give your views.

C. Conversation practice

List five things that you did last week. Tell your friend about each of the things you did one by one. If your friend asks why, you give the reason.

6. Time for grammar

Fill in the gaps with to, so that or because

- (a) I come to school learn.
- (b) My mother gives me green vegetables my eyes have good vision.
- (c) I spent the night studying I wanted to get good grades.
- (d) Our school organized a visit to the zoo students could learn about animals.
- (e) I am learning English speak in this language.

7. Study skills

Draw a zoo showing the animals the students saw in the passage above. Colour the drawing. Consult library books to draw the animals.

8. Writing

Study this poem and write a poem describing your experience of visiting a place.

A TRIP TO THE ZOO

It is such a beautiful day
we want to go to the zoo,
pack a picnic lunch...grab a hat
see lots of animals...birds too.

We will stop and visit the elephant
watch them do a trick or two,
walk past the zebras....there stands four
see the peacock...feathers so blue.

There lies two old hippopotamus
sleeping in a very muddy pen,
we see the lion sitting on some rocks
in his cage I have never been.

We get to feed the giraffe
he comes over and eats from our hand,
with his long neck he can reach very far
on his tongue my fingers often land.

We see lots of snakes, turtles and spiders
we visit the penguins in their cold spot,
it is fun to watch them waddle around
fly to the outside, they cannot.

We past by the camels chewing some feed
see monkeys swinging on a rope,
they swing way over the small pond
into the water, they never fall-I hope.

We really enjoy going into the petting zoo
the animals let you touch their back,
we stay a long time watching the goats
better not take a sandwich in your backpack.

The train ride around the zoo
we enjoy sitting on the tail end,
the whistle blows going through the tunnel
and going around a sharp bend.

We spend a whole day walking around
there was so much for us to see,
little squirrels eating French fries
that delighted my sisters and me.

Soon it was time to go home
but we will return another day,
there will be new baby animals
we will stand and watch them play.

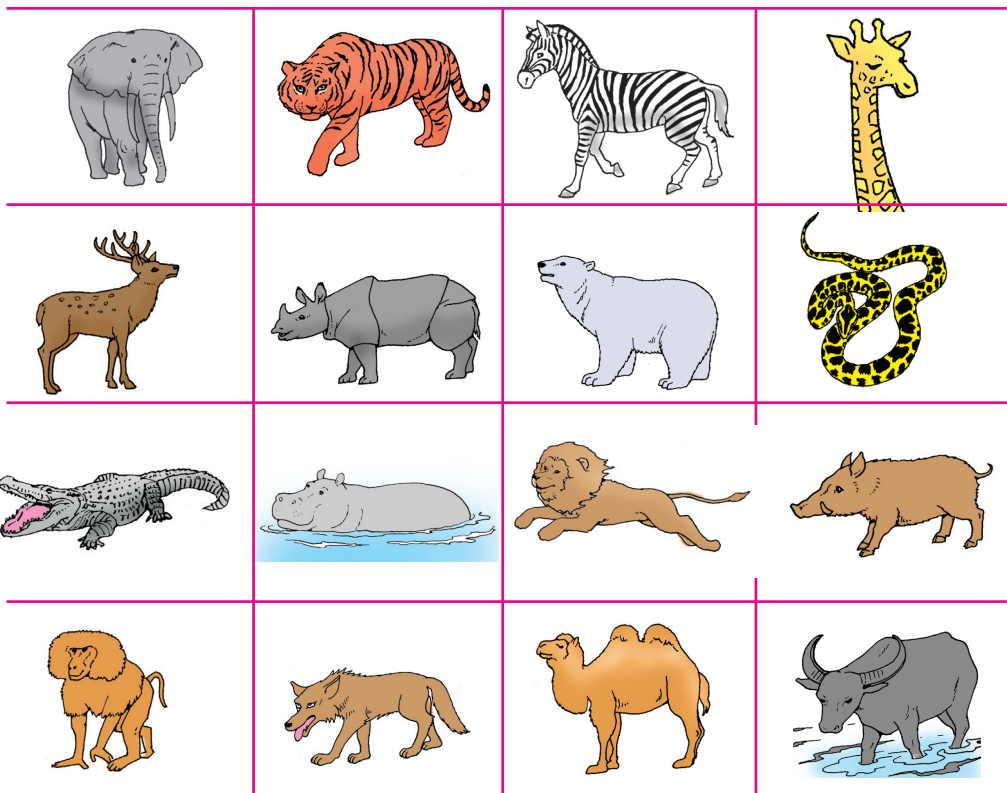
Adine Cathey

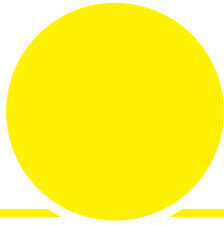
9. Test yourself

Try to name all these animals within two minutes.

10. Project Work

Look back at the passage and see the tasks given to different classes. Divide your class into five groups and assign the same tasks. Organize a visit to a zoo or a village where you can see different domestic animals. Each group will report as assigned.





Narrating events

Narrating a story or an experience

1. Starter

Have you ever come late for school?

You must have made excuses for coming late. What did you say? Did you tell the truth or did you lie?



2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

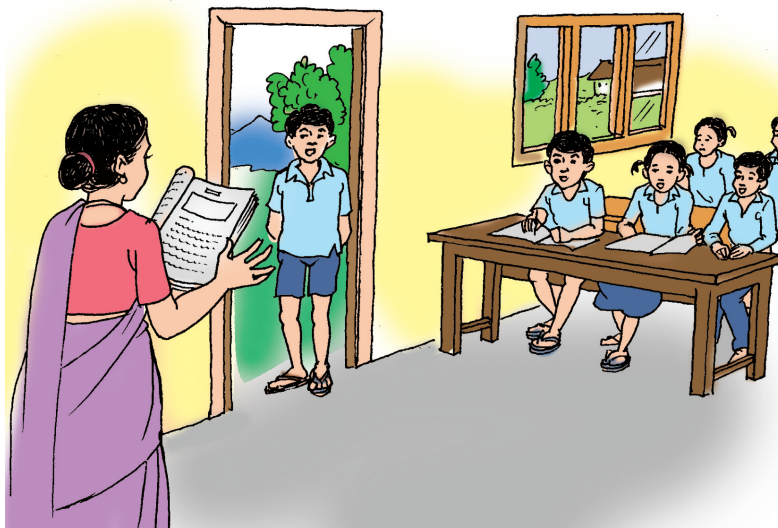
rumbling	a continuous deep sound
blinding	temporarily disturbing vision
hovering	remain in one place in air
invisible	unable to be seen
puddle	a small pool of liquid

3. Read and answer

A. Read the passage and answer these questions orally.

- (a) Who were late for school?
- (b) Who saw a blinding flash of light?

EXCUSE ME!



Prithivi and Sonam were late for school. The class teacher made them write on why they were late for school. Let us read what they have written.

Sonam

I generally walk to school. Today also I was walking. As I was nearing a turn with lots of trees, something unusual happened. I saw a blinding flash of light. There was a deep rumbling sound too. I was wondering what might be going on when I saw the most unusual sight. There was a big disk hovering above the trees. Lights of different colours were flashing on and off.

I wanted to run away but some invisible force was pulling me towards the disk. I caught hold of a tree and wrapped my arms around it. I was very afraid and closed my eyes. I held the tree with all the strength I had. After a while the pulling stopped. I looked around but there were no lights or sound. As I looked up, I saw a round shape disappearing in the sky.

I must have stayed there for a very long time. When I reached school, the classes had already begun.

Prithvi

I come to school every day on a bus. When I was walking to the bus stop I slipped and fell into a puddle. All my clothes were muddy. I looked around and found a tap after few minutes. Many women were cleaning and washing there. I cleaned my clothes as best as I could.

After cleaning my clothes, I rushed to the bus stop. I ran almost all the way. I was breathing very fast when I reached there. I couldn't see any of my school friends there at the stop. Then I saw the bus leaving in the distance. I had missed my bus.

The students were studying in their classes when I reached school.

B. Read the passage and say whether these statements are true of false.

- (a) Prithvi was on time for school.
- (b) Sonam goes to school by bus.
- (c) Prithvi missed his bus.
- (d) The flying object caught Sonam.
- (e) The students were playing games when Prithvi reached school.

C. Note the major things that happened when Sonam and Prithivi were coming to school.

Sonam	Prithivi

D. Answer these questions.

- (a) How were Sonam and Prithivi punished for being late?
- (b) How do Sonam and Prithivi come to school?
- (c) What did Sonam see in the sky?
- (d) How did Prithivi get his clothes dirty?
- (e) How did Sonam save herself from the disk?

4. Ways with words

Fill in the blanks with the correct words from the list.

rumbling, hovering, blinding, invisible, puddle

- (a) The magician suddenly became in yesterday's show.
- (b) I heard the sound of the wheels of the bus when I was walking on the road.
- (c) The headlights of the car approaching me were
- (d) My cycle got stuck in a in yesterday's rain.
- (e) The rescue helicopter was as the rope pulled the victims.

5. Have your say

A. Listen and answer

Listen and say whether these statements are True or False.

- (a) Bipin was taking goods on the bus
- (b) The weather was cool and calm
- (c) Bipin could not see what was ahead
- (d) Something was approaching them from behind
- (e) Bipin could only hear something approaching
- (f) There was an accident

B. Now, listen to the conversation again and answer these questions.

- (a) Where was Bipin going?
- (b) How was the weather?
- (c) Why didn't he stop the bus and wait?
- (d) How did he know that something was approaching?
- (e) Did the accident take place? How do you know?

C. Pair work

Talk to your friend next to you about what you and your friend did last week. Share information about the places you visited, food you ate, games you played, people you met etc.

D. Conversation practice

Recall an event that you attended in the last two months. Talk about that event to your friend and ask your friend to tell you the same.

6. Time for grammar

A. When we narrate an event, we use the past tense. If you look at the text in the lesson above, you will find sentences there in the past tense. Let's look at some examples.

(a) Many women were cleaning and washing there.

(b) I cleaned my clothes as best as I could.

B. Match the questions below with the appropriate answers:

Where were you last week?	I went swimming.
Where did you go?	I met my uncle and aunt.
What was the weather like there?	Yes, he was.
What did you do there?	We left at half past five.
Was Dave there?	Yes, I did. I sang and we had a barbeque.
Did you do anything interesting last week?	I was on a vacation.
Who did you eat with yesterday?	I wore a hat.
Who did you meet at the ranch?	I ate with Tom.
What did you wear yesterday?	I went to my aunt's ranch.
What time did you leave?	It was hot, windy and very dusty.

Now, you probably understand that the past continuous tense talks about the action in progress in the past whereas simple past talks about the action that happened in the past.

Write two sentences as in the example.

Example: Yesterday I went to the zoo. Some people were feeding the animals.

- (a) Last weekend
- (b) Last summer
- (c) Last year
- (d) Two months ago
- (e) Last night
- (f) Yesterday afternoon

7. Study skills

What do you want to do in life? Have you got any plans? Think about what you want to become in future with the help of the following questions.

- (a) What do you want to do in the future?
- (b) What are you doing now to reach there?
- (c) From whom did you get the inspiration to choose this career?
- (d) What do you like about this profession?
- (e) How do you think you will help the nation by becoming what you want to in life?

Write down the points and share your plans with your friends in groups of three.

8. Write

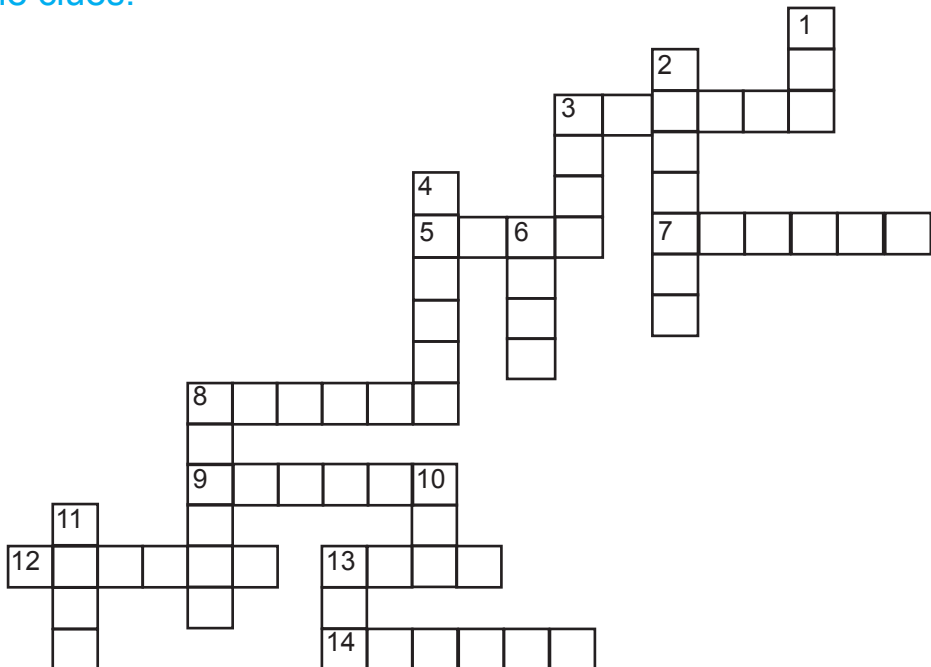
Read the paragraph below about how Sujan spent his Saturday.

As today was a Saturday and I did not have to go to school, I woke up at 7:00 am. Then I went for a haircut. After my haircut, I took a shower and had my food. I had a lot of food today. Then, I finished up all my homework. After finishing some other important works, I went out to play with my friends. We played football. I was the goal keeper during the game. I enjoyed a lot. After that, I got back home and had lunch. My father and I went to his friend's house after lunch. We stayed there till the evening. We finally came home, had dinner and went to bed at around 9:00 pm.

Now, write a similar paragraph about how you spent your last Saturday.

9. Test yourself

Fill in the puzzle with the simple past tense forms of the verbs in the clues.



Across:

- 3. wait
- 5. leave
- 7. teach
- 8. walk
- 9. stay
- 12. cook
- 13. make
- 14. talk

Down:

- 1. have
- 2. visit
- 3. go
- 4. play
- 6. fly
- 8. wash
- 10. do
- 11. ride
- 13. meet

Group the verbs into regular and irregular verbs.

irregular	simple past	regular	simple past
leave	left	wait	waited
.....
.....
.....

10. Project work

You might have had many interesting, strange and bad events in your past. Some of them may be very interesting to other people as well. Select an incident of your life and write a story about it.

Listening Text

Unit 1

- Students: Good morning.
- Principal: Good morning students. This is Miss Rama. She is your new English teacher.
- Students: Good morning, teacher.
- Miss Rama: Good morning, students.
- Principal: This is grade seven. This is one of the most intelligent and disciplined classes of our school.
- Miss Rama: Oh, really!
- Principal: Oh, yes. Let me introduce you to some of the students.
- Miss Rama: Okay.
- Principal: The boy on the right side of the first bench is Ramesh. He is the topper of the class.
- Miss Rama: Oh, that's really good.
- Principal: I think you already know Seema. She is the one with a fractured hand. You were the one who took her to the clinic. She is very good at sports.
- Miss Rama: Oh yes. How are you now, Seema?
- Seema: I am fine, Miss Rama. I am feeling a little better now.
- Principal: Oh, by the way, next to Ramesh is Ankur. He is the class captain.
- Miss Rama: Thank you. I wanted to know who the captain was.
- Principal: The girl in the second row with blue ribbons is Geeta. She is really a nice singer, despite her visual disability
- Miss Rama: Who dances really well?
- Principal: Oh, the boy behind Geeta, he is Suraj. He has won many prizes for dance.

Miss Rama: Oh, he must be really good.
Principal: And all the other students are also really good. Please take your time to introduce yourself to Rama miss, okay students.
Students: Okay sir. Thank you.

Unit 2

Bandana: Hi Jamuna.
Jamuna: Hi, Bandana.
Bandana: I bought a mobile phone at last.
Jamuna: You have got it with you now?
Bandana: Yes. You can see it if you like.
Jamnuna: It looks very good. Is it expensive?
Bandana: Not actually.
Jamuna: How much did you pay for it?
Bandana: I paid Rs. 1500.
Jamuna: What can you do with it?
Bandana: Well. I can listen to radio. It also has a calculator. And, yes, I can call people.
Jamuna: It's good, isn't it?
Bandana: Yes, it is.

Unit 3

Look at this room. It's big. Let's arrange the furniture in the room. It must be comfortable to live and to work in this room.

Where shall we put the bed? We need a lot of fresh air while we are sleeping. Then it must be near the window. Let's put it in the left corner at the back of the room. The pillow should not face the door. What about the television? Put it behind the door in the right front corner. We need an armchair to sit on while watching programmes. Therefore, put it in front of the television at a

proper distance. The mirror should be on the wall. Hang it on the front wall, to your left. Now, we should be able to see ourselves in the mirror at the door before we leave the room.

It is better to place the wardrobe near the bed. Put it near the bed against the left wall. Put the luggage bag on top of the wardrobe. Place your study table against the right wall. Now, bring the chair and put it at the table. The table lamp should be on the study table. Now, our bookcase and the computer should be close to the study table. Fix them on either side of the study table. Place the tea-table between the television and the armchair.

Unit 4

Man: Excuse me, where did you come from?

Girl: I came across the bridge over that river.

Man: How long was the bridge?

Girl: It was 60 metres long.

Man: Did you see any tree on the river bank?

Girl: Certainly! It was a very high Peepal tree.

Man: How high was it?

Girl: It was 30 metre high. I also saw a pond there.

Man: How deep was the pond?

Girl: It was six metres deep.

Man: How wide was the road?

Girl: The road was eight metres wide.

Man: Was it the Siddhartha highway?

Girl: Yes, It was. This highway from Sunauli to Pokhara is 275 km.

Unit 5

- Mama: What would you like to have first Indira, coffee or tea?
- Indira: No Mama. I have just arrived and feel very hot.
- Mama: Then, would you prefer cold drinks?
- Indira: Of course! I like cold drinks.
- Mama: You must be tired and hungry. Your Maiju has prepared some momos and selrotis for you.
- Indira: Oh! Really? She is great. I am not much interested in momos these days. I will have some selrotis with milk.
- Mama: Now, you must have some fruits. They are good for your health.
- Indira: Sorry mama. I am full now.
- Mama: Ok, then take at least an apple.
- Indira: Alright! I will take an apple.

Unit 6

A

- Girl: I wish I had a hammer with me right now.
- Boy: But why would you need it?
- Girl: One of the nails in this chair is jutting out.
- Boy: Yeah. Even a brick would do the job.

B

- Boy: I want to go to Pokhara for a holiday.
- Girl: That's a nice idea. But haven't you been there before?
- Boy: Yes, I have. But I want to go there again.

C

- Boy: I won't be coming back to school next year.
- Girl: Why?

Boy: I will be going to a school in the city.

Girl: Well, I will be here until I complete my high school.

Unit 7

Son: Papa, can I watch TV now?

Father: Have you finished your homework?

Son: I finished the Science homework.

Father: You have to finish all your homework?

Son: Papa, there's a lot of work and I feel very tired now.

Father: How about the English homework?

Son: I am tired papa. I will do that tonight. Today is Saturday.

Father: You must complete your work first.

Son: Please papa. I am very tired and there is a TV program called Kid's World coming in a few minutes.

Father: Oh, I have heard about that program. What's the program about?

Son: It's about the great things that young children like us can do.

Father: How long is the program?

Son: Half an hour only.

Father: Oh I see. That sounds reasonable. Go and watch the show.

Unit 8

Dolma, Asthamaya, Mina and Kabita are classmates. They are grade seven students. They are studying in a private boarding school in Biratnagar. All the four girls live in the hostel. They share a room. Their room is the largest room in the hostel.

The girls study hard. Dolma is better than others in mathematics. Astamaya's handwriting is the best of all. Mina and Kabita are good at drawing. Mina's drawings are as good as Kabita's drawings. These girls help each other to improve their studies. They are very good buddies.

Unit 9

- Badan: Madan, could you please give me your pen? I lost mine.
- Madan: Sure Badan. Here you are. Actually I've got two.
- Badan: My writing book is full. Can you give me two pages from your writing book? I want to do the Maths task.
- Madan: Alright. Here it is.
- Badan: In fact I forgot the answers to these questions. Could you let me copy from yours?
- Madan: Sorry I can't. You must do them yourself.

Unit 10

- Mum: Shruti, what are you busy with on the phone?
- Shruti: I am trying to find out who will come and who will not.
- Mum: So, who will come? Not everyone from your class, I believe.
- Shruti: Shama will definitely come. She has already confirmed. Junu is out of touch but I believe she will certainly come. She never misses the picnic. Arjun may come. He says he has not asked his parents. Rupak definitely won't come. He says they have family celebrations. There will probably be twenty of us going on the picnic. We will certainly have a good time.
- Mum: Sounds good. Make sure that you take all the things you need.
- Shruti: Thank you mum.

Unit 11

I am Dil Man Sing Rai. Mr. Sherpa is one of my neighbours. He got his son married last week. There was a wedding party at hotel Soaltee. Mr. Sherpa gave the invitation card to me. It read, "Mr. and Mrs. Rai are invited to the wedding party." I wished my children were invited to the party too. My children generally don't like parties but enjoy parties in big hotels.

Unit 12

Husband: Hi honey, how are you today? You don't look very fresh.

Wife: I do not feel very good. I have a toothache.

Husband: Oh god. What's wrong with your tooth?

Wife: I don't know. I felt some pain last night but now it is getting worse.

Husband: Oh dear! I think we should do something about it.

Wife: What can we do?

Husband: There is a dentist in the next village. You should go and see him.

Wife: Yes, that's a good idea. But that is too far from here.

Husband: There is a Jeep service. You should take the jeep to get there.

Wife: Will you go with me dear?

Husband: I am sorry honey. I should attend a meeting in our son's school today.

Wife: Oh yes. That's right. I will go by myself then.

Husband: Thank you dear.

Wife: You're welcome.

Unit 13

Daughter: Mom, can you teach me how to cook food today?

Mother: Okay, today I will teach you how to cook potato curry.

Daughter: So, can we start?

Mother: First, cut the potatoes into pieces. Do not make them very big, otherwise they won't cook properly.

Daughter: Is this size fine?

Mother: That is alright. Now, cut the tomatoes.

Daughter: Okay, it's done.

Mother: Now, put the pan on the stove. Put some oil in it and wait for it to get hot.

Daughter: Mom, I think it's hot now.

Mother: Then put some onions in it and wait until they become brown.

Daughter: They are getting brown.

Mother: Now, put the potatoes in. Add some salt and turmeric. Put some curry powder and stir it. Then cover it and leave it for a while.

Daughter: For how long?

Mother: For a while. Keep stirring it in short intervals, otherwise the potatoes will get burnt.

Daughter: And what about the tomatoes?

Mother: Oh, I nearly forgot. Put the tomatoes in and stir it well.

Daughter: Can I try it now.

Mother: Okay, give me some as well.

Daughter: I think it is good. What do you think?

Mother: Well done. I will teach you about other dishes tomorrow.

Unit 14

Father: Satya, you took a long time to return home. Any problem?

Satya: No dad. I had to go to many places.

Father: Where did you go?

Satya: I went to the post office.

Father: Why?

Satya: I had to post a letter to my friend. Then I also went to the stationer's.

Father: What for?

Satya: I needed a ring file. Then I went to the grocer's to buy some bread. Am I late?

Father: Not late but you sure took some time. I was just worried.

Satya: I see.

Unit 15

My name is Bipin. I am a bus driver. I was taking 50 tourists from Kathmandu to Pokhara. We left Kathmandu at 6.00 am. It was not a very pleasant morning. It was cloudy and foggy. At around 8.00 am, we crossed Thankot. It suddenly started raining. I wanted to stop for a while but the passengers needed to reach on time. I continued driving. The weather started getting really bad. It was very foggy. I could not see anything. Suddenly, I heard something coming from the front. It was approaching us very fast. I was not sure from which side it was coming. Our safety depended completely on my guess. Suddenly, I took the bus to the right lane. Luckily, the bus was on the other lane and nothing happened. God saved us that day!

I



Places to Visit

Identifying people, places, and objects

1. Starter

- A. Nepal has many tourist attractions. Write down the major places that people would like to visit in your area.
- B. Share the list with one of your friends and discuss about the place.



Look at the picture given above and talk to your friends about it.

- (a) What are the people doing?
- (b) Have you done something similar in your life?
- (c) Would you like to try it out? Why or why not?
- (d) Are there places like this in your area?

2. Let's learn these words:

Learn the meanings of these words that appear in the passage below.

remote	far away from the centre
altitude	height above sea level
migratory	the ones who move their residence from one place to another, migrant
adventurous	willing to take risk to try new methods or ideas, courageous
preserve	maintain something in its original form

3. Read and answer:

A. Read the passage and answer these questions orally.

- (a) Which is the biggest lake in Nepal?
- (b) What shape is the Rara Lake?

Rara



Rara Lake is the biggest lake in Nepal. It lies in the Mugu district in the northwest of Nepal. It is in a remote area in the Karnali zone. It is difficult to get there and that is why very few people reach Rara Lake. Rara national park was established to preserve the beauty of the lake.

The oval-shaped Rara Lake is situated in a beautiful surrounding. You can see the reflection of snow capped Api and Saipal Mountains in the crystal-clear lake. The lake covers an area of 11 square kilometres. It is about five kilometres long and three kilometres wide. The lake is 167m deep at the deepest part. The altitude of Rara Lake is about 2990 metres.

Rara Lake is within the Rara National park. Therefore, no one lives near the lake nowadays. There used to be some people living nearby. But in 1976, they were resettled in Bardia to establish the Rara National Park. The park was established to preserve the plants and animals of that area. It was also established to preserve the Rara Lake itself. The park mostly lies in the Mugu district. However, some parts of it also lie in the Jumla district.

The vegetation of the park is mainly coniferous. There are trees like spruce, fir, rhododendron and oak. It is also home to many types of animals. Musk deer, leopard, thar and wild boar can be found in this area. There are also many types of resident and migratory birds there.

Summer is a pleasant time at Rara Lake area. It starts to get really cold from October. During the mid-winter, it is extremely cold. There is also heavy snowfall in winter. There is up to one metre of snow during this time.

Some foreign and local tourists visit Rara Lake every year. In order to reach Rara Lake you have to fly to Talcha airport in the Mugu district and walk for about an hour or you can also get there from Jumla. The mountain pass gets covered in snow during winter season. It is nearly impossible to get there at that time. The route itself is in the mountains and difficult to walk. If you plan to go there from Surkhet, you will have to walk for ten days.

Visiting Rara Lake can be very difficult. But for nature lovers and those who are adventurous at heart, it is heavenly.

B. Note down the information about Rara from the passage above.

location	
size	
surroundings	
vegetation	
weather in winter	
best time to visit	
way to get there	

C. Answer these questions.

- (a) Where is Rara Lake situated?
- (b) How big is the lake?
- (c) How is the weather at Rara Lake?
- (d) How can you get to Rara Lake?
- (e) When is the best time to go there?
- (f) Who would be most attracted to it?

4. Ways with words

A. Fill in the blanks with the correct words from the list.

remote, altitude, migratory, preserve, adventurous

- (a) We can animals in the National Park.
- (b) According to my friend, paragliding was the most activity he has ever done.

- (c) The parts of Nepal are still underdeveloped.
- (d) My uncle was a mountaineer and liked the climate in the high areas.
- (e) Many birds can be seen in different parts of Nepal.

B. Match the words with their meanings.

oval-shaped	trees that produce hard dry fruit called cone
surrounding	very pleasant
National Park	shape like an egg
coniferous	award
heavenly	near or around something
prize	area of land protected by government to preserve the natural beauty

5. Have your say

A. Listen and answer

Listen to the conversation and fill in the blanks.

teacher, class captain, topper of the class, singer, dance, sports

- (a) Ramesh is the
- (b) Suraj has won many prizes in competitions.
- (c) Seema is good at
- (d) Geeta is a

- (e) Ankur is the
- (f) Rama is the new English

B. Read the following questions.

- (a) What does Miss Rama teach?
- (b) Who is really a good dancer?
- (c) What has happened to Seema?
- (d) What is Geeta wearing?
- (e) What does the Principal want the students to do?

Now, listen to the conversation again and answer these questions.

C. Conversation practice

How many members are there in your family? Talk to your friend and ask each other about the members of your family.

Say who they are and what they do. You can use the following expressions:

A: How many siblings do you have?

B: I have three siblings.

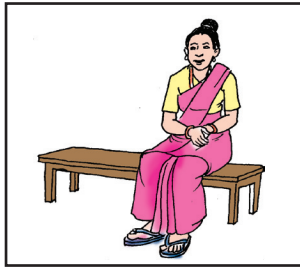
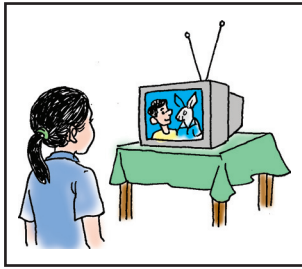
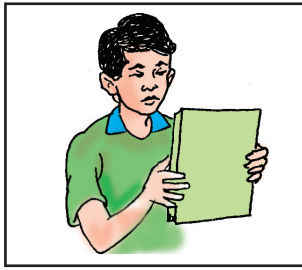
A: What does your father do?

B: He is a farmer.

Continue the conversation like this.

D. Look at the picture and make as many sentences as you can as in the example.

The man holding a book is my friend, Dina Nath.



6. Time for grammar

Look at the following examples:

- (a) The man is reading the paper. The man is my brother.

The man reading the paper is my brother.

- (b) The mobile is mine. The mobile has touch screen.

The mobile with touch screen is mine.

In the examples above, two sentences are combined into one. Combine the following sentences as in the examples:

- (a) The class is near the office. The class is ours.
- (b) The book is mine. The book has a hard cover.
- (c) The boy is wearing a blue shirt. The boy is my cousin.
- (d) The painter is a deaf person. The painter is using sign language.
- (e) The woman is a nurse. The woman is in a red sari.

7. Study skills

You can improve your English when you read more in English. When you find something in English either at home or in school, read it and try to understand the message. After you read, share what you read with your friends and teachers. If you read a book, you may write what you liked in the book. You can also write a book review. You will learn to write the book review. Go to the school library, pick up a story book and read it. Share the story with your friends.

8. Writing

Read the paragraph given below.

Kathmandu is the capital city of Nepal. It is located in the central development region. All the major government offices are in this city. The three districts Kathmandu, Lalitpur and Bhaktapur are in the Kathmandu Valley. It is very congested and densely populated. More than three million people live here. We can find people from all over the country in Kathmandu. Most of the people come to Kathmandu for jobs, education and other opportunities. The original inhabitants of the Kathmandu Valley are the Newars. Previously, there were three states in the valley: Kantipur, Patan, and Bhadgaon.

Now, collect the information about your village and write few paragraphs as above.

Name	Location	Population	Ethnic communities	Major occupations	Main attractions of the place

9. Test Yourself

Talk to your friend and identify the relationship.

- (a) My grandfather is my grandmother's
- (i) uncle (ii) grandfather
(iii) husband (iv) wife
- (b) My father's sister is my
- (i) uncle (ii) niece
(iii) cousin (iv) aunt
- (c) My mother's brother is my
- (i) uncle (ii) niece
(iii) cousin (iv) aunt
- (d) My uncle's daughter is my
- (i) niece (ii) cousin
(iii) nephew (iv) sister
- (e) My brother is my grandfather's
- (i) grandson (ii) husband
(iii) cousin (iv) nephew
- (f) My sister's husband is my
- (i) brother-in-law (ii) grandfather
(iii) brother (iv) cousin
- (g) My husband's sister is my
- (i) sister-in-law (ii) cousin
(iii) aunt (iv) grandmother

- (h) My aunt's daughter is my mother's
- (i) niece (ii) sister
(iii) cousin (iv) nephew
- (i) My uncle's son is my father's
- (i) niece (ii) husband
(iii) brother (iv) nephew
- (j) My daughter is my mother's
- (i) granddaughter (ii) sister
(iii) niece (iv) mother

10. Project work

In the lesson, you studied about Rara Lake. Look for information about at least five other lakes in Nepal and fill in the table as in the example. You can ask your social studies teacher for help if needed.

S. N.	Name of the lake	District	Altitude	Area	Depth
1.	Rara Lake	Mugu	2990 m	11 sq. km	167 m
2.					
3.					
4.					
5.					

2



Travel Excitement

Asking questions, seeking confirmation to a supposition, asking for information

1. Starter

Make a list of interesting places that you have visited. Which one did you enjoy the most and why? Share it with the class.



2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

fellow traveller	someone who travels with you
frozen	not able to move
longingly	with a strong desire
pleading	asking for something emotionally
plod	walk slowly with heavy steps
relief	to be free from worry and pain
slope	a place of which one side is higher than the other
twilight	time of the day after sunset
agony	great pain
hamlet	a small village
hurdle	a difficulty that one needs to overcome
innkeeper	a person who runs an inn
negotiate	to reach an agreement through talks
pretend	to act in a way which gives a false impression
settle	agree something
sprawling	spreading over a large area

3. Read and answer

A. Read the passage and answer these questions.

- (a) Where is the author from?
- (b) How long does it take to fly from Kathmandu to Tumlingtar?

GOING HOME



I am from Sankhuwasabha. I was studying in Kathmandu and in every Dashain I used to go home. It was a time I waited longingly for every year. That was when I would meet my family. It is a 45-minutes flight from Kathmandu to Tumlingtar. Then I had to walk for about three hours to reach my home in Khandbari.

When I was studying in class seven, I could not get the plane tickets. I had to go by bus. It used to be a two-day walk to Khandbari from Hile in Dhankuta. I had never walked that way before and was afraid that I would not reach home.

First we went to Dharan from Kathmandu. Then we took another bus to Hile. I had some friends with me until I got Hile but from there I was alone. The first hurdle was finding the right path to take. I

had a cup of tea and some biscuits in a local shop. While having tea and biscuits, I talked to the shopkeeper.

“Do you know how long it takes to reach Khandbari from here?” I asked.

“Yes,” she replied. “You are coming home for Dashain? It takes about two days,” she replied.

“Two days, right? I suppose I stay for the night at Leguwa tonight?” I asked her trying to sound knowledgeable.

“That’s right. Then tomorrow evening you will reach home,” she replied.

“By the way, I am not familiar with Hile. This is the first time I have come here. Which path should I take from here?” I asked. There was no use pretending to know about the place and go in the wrong direction.

“Just go about hundred metres ahead. You will see a cloth shop on your left. Next to it is a tea shop. Between these shops is a narrow path leading down towards your left. Take that path and go straight on. You will not get lost, I can assure you,” she gave a long, clear explanation.

I thanked her and started on my way. It was downhill for as long as I could see. After one hour I reached Pakhribas. I again had to ask for the way. Then for the next four to five hours I had to walk down till I reached Mangmaya. That climb down took me near the Arun River. When I reached the bridge to Mangmaya River, my legs were shaking like a leaf. But the good news was that from here the road was straight. I would have to remain on the right side of Arun River till I reached Tumlingtar.

I reached Leguwa after another hour of walking. It was already twilight by the time I reached there. The hamlet of Leguwa used to be a collection of few dimly lit houses. They offered basic lodging and food. Nowadays it has become a sprawling bazaar.

“Could I get a place to sleep here tonight?” I asked.

“Of course, but you will also have to eat dinner here,” the innkeeper replied.

“That is a clever business,” I thought but agreed to his terms. We negotiated the price and I settled in for the night.

Next morning I experienced the agony of walking long distance. It seemed that both my legs were frozen stiff and they refused to move. It was painful even to take a few steps. One of the fellow travellers saw my difficulty and said to me, “Don’t worry, after some time you will feel ok.”

“Really? I hope so. Otherwise I will never reach home,” There was both pleading and relief in my voice. It turned out to be true. After some time I did not feel any pain. Nonetheless, the journey was a difficult one.

All day long I walked in the hot Arun River valley. I plodded on and on, one step after the other. Finally, I saw the hill of Khandbari and the slope that I had to climb.

There were only two things that kept me going on. One was the fact that I would be meeting my family. The other was that I would be celebrating Dashain and Tihar soon.

B. The writer left Kathmandu for Khandbari in Sankhuwasabha. On the way, he passed through these places. Put the places below in order from 1 to 8 with 1 being the place where he reached first.

- () Arun River
- (1) Dharan
- () Hile
- () Khandbari
- () Leguwa
- () Mangmaya River
- () Pakhribas
- () Tumlingtar

C. Mark T for true and F for false statements.

- (a) We can fly from Kathmandu to Tumlingtar in less than an hour.
- (b) We can walk to Khandbari from Hile in Dhankuta in two days.
- (c) The writer stayed at Leguwa for the night.
- (d) It took an hour for him to reach Pakhribas from Dharan.
- (e) It took two hours for him to reach Leguwa from Mangmaya River.
- (f) He walked in the hot Arun River valley on the first day.

D. Answer these questions.

- (a) Why did the writer long for Dashain holidays?
- (b) How did he usually go home from Kathmandu?
- (c) Why did he go by bus this time?
- (d) Describe the journey from Hile to Mangmaya River.
- (e) How has the hamlet of Leguwa changed these days?
- (f) What did the writer have to do to get a place to stay in the inn at Leguwa?
- (g) How did he overcome the pain in the legs the next morning?
- (h) What two things did he have in his mind as he approached Khandbari?

4. Ways with words

Fill in the spaces choosing the correct words.

twilight, sprawling, relief, pleading,

frozen, hurdle, agony, hamlet

- (a) It was an not knowing where the children were.
- (b) You look stiff. Are you alright?
- (c) I come from a small far, far away from the towns.
- (d) If you work hard and have courage, you can overcome any
- (e) He refused to listen to her.....
- (f) It was a that the exams were over.

- (g) The Kathmandu City nowadays is
- (h) It was difficult to see him clearly in the

5. Have your say

A. Listen and answer

Listen to the conversation and answer these questions.

1. What has Bandana bought?
(a) a radio (b) a mobile phone (c) a music player
2. How much did she pay for it?
(a) Rs. 1500 (b) Rs. 1000 (c) Rs. 2000
3. Make a list of three things she can do with it.
(a)
(b)
(c)

B. Asking for information, seeking confirmation to a supposition.

Practise the conversation with a partner.

Jamuna : Hi Bandana, what are you up to?

Bandana : Hi, I am having trouble with my mobile and am trying to find it out.

Jamuna : So, do you think you can fix it?



Bandana : I don't think so. I need to see a mechanic perhaps. Do you know any mobile mechanic around here?

Jamuna : I think you will find many if you go to the main market. Good luck.

Bandana : Thanks.

C. Conversation Practice

- (a) You hear that your friend is planning to go for a tour. Ask him what he is taking and what he is going to do.

6. Time for grammar

The writer says, "... every Dashain I used to go home." He means that it was his habit in the past to go home whenever Dashain came.

When we describe our past habits, we use "used to".

I used to read comics before but now I don't.

Fill in the gaps with used to and the verb from the brackets.

- (a) I (write) with a pencil when I was young. Now I write with a pen.
- (b) In the past, most people (live) in mud houses. Today most people live in brick houses.
- (c) My father (smoke) but now he doesn't.
- (d) My grandfather (visit) different places in Nepal. He is too old to travel now.

- (e) Women (stay) at home and do household work but these days they also work in offices.
- (f) There (be) a king in Nepal in the past.

7. Study skills

You can express your ideas well if you know appropriate words. Now you will make a plan to learn new words on your own.

Buy a small notebook and write your name on it.

On the subject line, write A Word A Day.

Everyday, look up the dictionary, find a new word and its meaning and write them in your notebook.

Do it everyday and also write the date for each entry.

Every Friday, share your words with one of your friends.

8. Writing

A. Write a paragraph describing what you used to do when you were very young.

B. Remember a time when you travelled somewhere. Then write a couple of paragraph to describe your travel.

Where did you go?

When did you go?

Who did you go with? Who did you meet on the way?

What did you bring with you?

Why did you go there?

Which places did you visit on the way?

What else did you do?

9. Test yourself

Who observe the following festivals? Answer as in the example.

Christmas = Christians observe Christmas.

Dashain =

Eid-ul-fitre =

Lhosar =

Buddha Purnima =

Maghi =

Udhauli =

Gaura =

10. Project work

In your class, some of your friends may not observe the same festivals as you do. Work with five of them and visit a local family and ask what festival they observe and find out.

- (a) When is the festival observed?
- (b) How long does it last?
- (c) What do people do during the festival?
- (d) Why is it observed?

Then develop a poster and display it on the classroom wall. Discuss the posters you have prepared. Your teacher will evaluate all the posters and decide the winners.

3



Locations and Positions

Who/What is where?

Describing positions

1. Starter

A. Find the following facts on the map given below.

Ireland, Spain, Iceland, Atlantic Ocean, North Sea, the United Kingdom



B. Look at the map and answer.

Where is Ireland?

2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

island	piece of land surrounded by water/sea/ocean (eg. Sri Lanka is an island in the Indian Ocean)
ocean	mass of salt water that covers most of the earth's surface (eg. Pacific Ocean, Indian Ocean)
sea	the salt water that covers most of the earth's surface and encloses its continents or islands (eg. Arabian Sea, Caspian Sea)
coast	shore, seaboard, beach
volunteer	unpaid assistant
popular	well-liked, liked by many people
visit	go or come to see a person, place, etc.
valley	stretch of land between hills (eg. Kathmandu Valley, Arun Valley)
spot	(here: a place or an area)

3. Read and answer

A. Read the following passage and answer these questions.

- (a) Who is Ms Jacinta?
- (b) Where is Gyanodaya Secondary School?

MS JACINTA FROM IRELAND

Ireland is an island country in Europe. It is in the Atlantic Ocean. You can see Ireland between Spain and Iceland. The United Kingdom is to the east of Ireland. The United Kingdom is between the Atlantic Ocean and the North Sea. Dublin is the capital and largest city of Ireland. It is on the east coast.

Ms Jacinta is from Dublin in Ireland. Nowadays, she lives in Kathmandu. She is a volunteer teacher. She works for Gyanodaya Secondary School at Bafal in Kathmandu. The school is between Kalanki and Swoyambhu. It is to the right on your way to Swoyambhu from Kalanki inside the Ring-road.

There is a beautiful Ganesh temple in front of the school. Ms Jacinta lives in the yellow house at the back of the temple.

Ms Jacinta is a good teacher. She also knows very well how to teach students with learning disability. She is very popular among students. On the holidays, she likes to visit different places in Nepal. She has visited every important spot in Kathmandu but hasn't been outside the valley.

B. Read the passage and answer the following questions.

- (a) Where is Ireland located in relation to Spain and Iceland?
- (b) Where is Dublin, the capital city of Ireland?
- (c) Where is Gyanodaya Secondary School in relation to the Ring-road?
- (d) Why is Jacinta popular among students?
- (e) Where has Ms Jacinta not been to yet?

C. Read the passage above and say whether these statements are True or False.

- (a) Ireland is to the west of the United Kingdom.
- (b) Jacinta earns money working as a teacher in Kathmandu.
- (c) Ganesh temple is between Kalanki and Swoyambhu.
- (d) The yellow house is Gyanodaya School.
- (e) Ms Jacinta has visited Manakamana in Gorkha.

4. Ways with words

A. Study these words or phrases. They are used to describe where something or somebody is in relation to other things. They are prepositions.

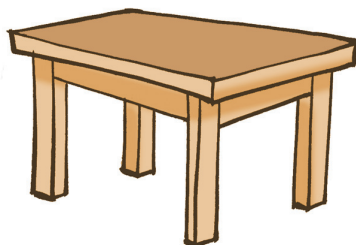
in, at, on, under, inside, outside, between, in the middle of, on the right, in front of

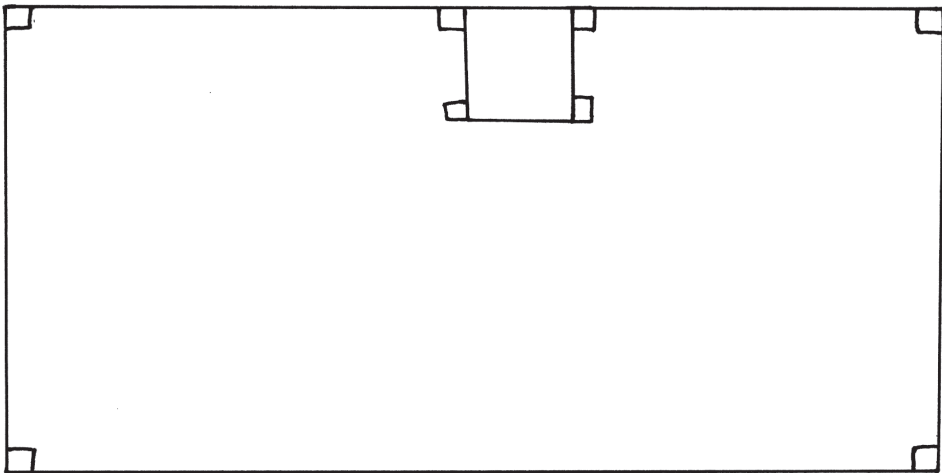
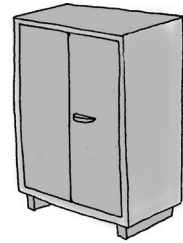
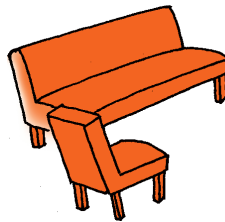
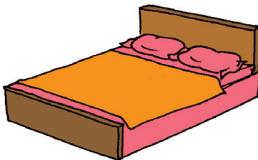
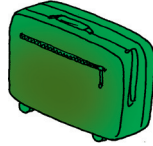
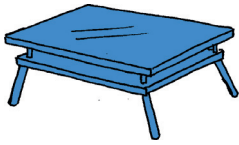
B. Go through the passage once again and underline all the words and phrases that have been used to describe location or position of somebody or something.

5. Have your say

A. Listening

Listen and draw the pieces of furniture in the right places in the room.





B. Speaking

- (a) Grade VII students of Durbar High School visited Bhaktapur Durbar Square last year. One of the student groups wrote this song and sang it in the class after their visit. Sing this song and share which stanza you like the most and why.

Bhaktapur Durbar as it is called
A historical place in Nepal
With great history that it beholds
This landmark is known to all
A great site with ancient touch
Its grandeur that I loved so much
With due respect I bow my head
To the legendary people who made this place
All those temples awesomely built
Truly Nepal as I felt
Impressing everyone watching them
There lay these amazing crafts and carvings
Siddhapokhari, a pond so wide
A place where gods and goddesses reside
With lots of fish swimming across
Got me surprised and awestricken
The wind blowing towards me
Woke me up from my fantasy
But this grand place was not a dream
In its grandeur, I started drowning.



(b) Draw, write and talk to your friend

- (i) Draw your house. Sketch important locations near and around your house. They could be roads, temples, gardens, schools, bridges, rivers, Chautara, etc. Now, write a paragraph of five sentences to say where your house is in relation to these locations.
- (ii) Mingle in the classroom or on the playground outside. Meet any five friends separately. Ask each of them “Where is your house?” write their answers in the table below.

Example:

Question: Where is your house?

Answer: My house is near the *Pipal Chautara*.

Friend A	Friend B	Friend C	Friend D
near the Pipal Chautara			

(c) Conversation practice

Practise in groups of three. Fill in the blanks with words which you would use while talking to each other.

Abhi: Hello!.....

Barsha: Hello!.....

Abhi: May I introduce you to Sandhya. She is my cousin.

Barsha: Hi! Sandhya. This is.....

Sandhya: Hi!

Barsha: Where do you live Sandhya?

Sandhya: I live in and you?

Barsha: I live in It was a pleasure to meet you.

Abhi: We are going for shopping now. Good bye!

Barsha: Okay! Good bye!

Sandhya: Bye!

Barsha: Bye!

6. Time for grammar

Look at this picture. Can you see Ms Jacinta in the picture? Fill in the blanks with appropriate prepositions according to the picture.



- _____ the picture, I can see Ms Jacinta. (in, on, at)
- She is sitting _____ a table. (by, on, beside)
- She is sitting _____ a chair. (on, in, at)
- Her feet are _____ the table. (under, on, over)
- She is holding a cup _____ her hand. (in, on, with)
- _____ the table you can see a laptop, paper, a calculator, and a diary. (over, above, on)
- She is looking _____ her laptop. (to, at, in)

7. Study skills

Go to the library. Find the following words/phrases in the Oxford Advanced Learners' Dictionary. Pick a sentence from the dictionary showing how each word is used and write in your exercise book.

inside, outside, between, in the middle of, on the right, in front of, at the back of

8. Writing

Copy the following letter. Fill in the missing prepositions while you copy it. And write a reply letter to tell Deva you will join the party.

Prithvi Chowk ,

Tinau Path,

Kalika Nagar.

17 November 2011

Dear Shiva,

We are having a party from 5 p. m. to 9 p.m. on Friday..... our new house. We do hope you will come. It's easy to find my new house. When you come the Nagar, look for the Tinau Path and we are the second house the left the Prithvi Chok. It's a black and white house with a wooden gate and a thatched roof. You can park your bike the house.

Best wishes,

Deva

9. Test yourself.

Rewrite these sentences using correct prepositions in the blank spaces.

- (1) The teacher had an ink stain her coat pocket.
- (2) Deepak waited of the cinema hall for Rupa, so they could buy tickets and go in together.
- (3) There is a sign the restaurant. It says 'closed for renovations'.
- (4) Hritika had her passport her hand when she boarded the plane.
- (5) The kids were sitting the floor the TV when their mother came.
- (6) There is no life the moon, but there are many forms of life the ocean floor.
- (7) While Tenzing was the top of Everest, he could see several mountains.
- (8) I stood line for thirty minutes the ticket window the movie theatre to get tickets for the film.
- (9) Mithilesh was sitting his desk his office when Dendy called.

10. Project work

Visit a place in group and do the following activities.

- (a) Write a poem about the place you visited.
- (b) Draw a map of that place.
- (c) Describe the place in two or three paragraphs.

4



Famous Monuments

Talking about height, weight and distance etc.

(How high? How long? How far? etc.)

1. Starter

Have a discussion in the class and fill in the correct information in the following table.

Bhimsen Stambha feet high	Mahendra Highway km long
Mt. Everest metres high	Karnali Bridge metres long

2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

storey	<i>here:</i> number of floors in a house, <i>pl.</i> stories
staircase	set of steps
might	power
bugle	trumpet or <i>bigool</i>
lookout	watch out for taking care
balcony	veranda

3. Read and answer

DHARAHARA

A. Read the first two paragraphs of the following passage and extract three facts about Dharahara.

(a)

(b)

(c)

In the centre of Kathmandu city lies a big open ground called Tudikhel. On the southwest tip of Tudikhel there is a big tower. It is called Bhimsen Stambha or Bhimsen tower. But it is known as Dharahara more commonly.

Bhimsen Tower was built in 1832 AD when Bhimsen Thapa was the Prime Minister of Nepal. It is 50.2 metres high. It has nine stories. There is a balcony on the eighth story. You can get a beautiful view of the city from there. There is staircase with 113 steps leading to the top of the tower.

Bhimsen Thapa was the first Prime Minister of Nepal. He ordered a tower to be built near his palace. The tower was 11 stories high. This tower used to be near the present Dharahara. But we don't see it nowadays. It was destroyed in the earthquake of 1934 AD.

Lalit Tripura Sundari was the queen at that time. She also wanted a tower to be built. She ordered Bhimsen Thapa to build a tower for her too.



So Bhimsen Thapa ordered another tower to be built for her in 1832 AD. This tower had nine stories. It is the tower that we see today.

Both the towers were destroyed by the great earthquake in 1934 AD. Prime Minister Juddha Shumsher Rana ordered a tower to be rebuilt. That is the reason why we see only one tower now.

No one really knows why these towers were built. Nepal had just fought a war with the British at that time. The country did not have much money to spend on towers. Maybe Bhimsen Thapa wanted to show the might of Nepali Army to the British. Maybe he wanted to show his power to the people. In Bhimsen Thapa's time it was used as a lookout tower. Soldiers would sound bugles from its balcony.

Whatever the reason, Dharahara is one of the most well known buildings of Nepal.

B. Read the passage and say whether these statements are true or false.

- (a) Dharahara is the popular name of Bhimsen Stambha.
- (b) You can enjoy the beautiful scenery of the Kathmandu valley from Dharahara.
- (c) There are two towers. One made by the queen Lalit Tripura Sundari and the other by the Prime Minister Bhimsen Thapa.
- (d) Two towers were destroyed by an earthquake many years ago.
- (e) Everyone knows the reason for building these towers.

C. Read the passage again and answer these questions.

- (a) Where is Bhimsen Stambha?
- (b) Who asked Bhimsen Thapa to build the second tower?
- (c) What happened with the two old towers of Kathmandu?
- (d) Who asked to rebuild the present tower?
- (e) Why were the towers built? Share your own opinion.

4. Ways with words

A. Read the passage and find the words that give closest meanings to the following.

- (a) be positioned at a certain place or location _____
- (b) sight you see around you _____
- (c) shaking of the earth _____
- (d) let somebody see your idea or capacity _____

B. Find opposites of the following words. Use your dictionary. Write one word for each set of words.

- (a) intelligent, clever, bright, smart, witty, sharp.
- (b) beautiful, attractive, handsome, good-looking, smart, pretty.
- (c) difficult, hard, complicated, tough, strong, complex.
- (d) ask, inquire, query (v), request (v), question (v)

5. Have your say

A. Listening

Listen to the tape or your teacher and write correct figures in the blanks of the following items.

The bridge

.....long.



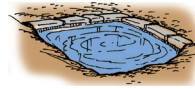
The Peepal tree

..... high.



The pond

.....deep.



The road

.....wide.



The Siddhartha Highway

.....long.



B. Speaking

Bring a weighing machine and a measuring tape to your class. Measure everyone's height and weight. Make a chart of your heights and weights and display it. Mingle in the classroom and talk to everyone.

Example:

A: How much do you weigh?

B: I weigh 35 kilos.

A: How tall are you?

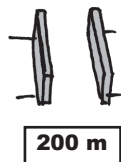
B: I am 4' 3" (four feet and three inches) tall.

6. Time for grammar

Complete the sentences to match with the pictures.

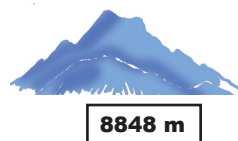
a. How long is the road ?

It's long.



b. How high is Mt. Everest?

It's high.



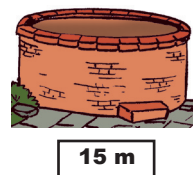
c. What's the width of this river?

It's metres wide.



d. How deep is the well?

It's metres deep.



7. Study skills

Look at the Appendix of the Oxford Advanced Learner's Dictionary and learn more on mathematical expressions and the metric system.

8. Writing

Write a paragraph to describe your room. Mention length, breadth, height, etc. of your room in your paragraph.

9. Test yourself

A. Give true answers after you measure.

(a) How tall are you?

(b) How long is your bench?

(c) How high is your desk or table?

- (d) What's the length of your English book?
- (e) What's the height of your classroom?
- (f) How far is the teacher's room from your class?

B. Match these questions and answers.

- (a) How long is the road? It's five metres wide. ()
- (b) What's the width? Three hours. ()
- (c) How wide is it? Five metres. ()
- (d) How far is it? It's 20 km. long. ()
- (e) How long does it take? Eight Kilometres. ()
- (f) How long is the white
can of visually
impaired boy? 1.5 metres long. ()

10. Project work

Meet your tailor. Learn from him/her how s/he makes measurements to stitch your pants and shirts. Write the measures for yourself.

A. Shirt

length (body)....., chest (round).....,
 shoulder (width)....., sleeve (length).....,
 neck/collar.....

B. Pants

length....., waist....., hip
 (round)....., thigh (round).....,
 knee (round).....

5



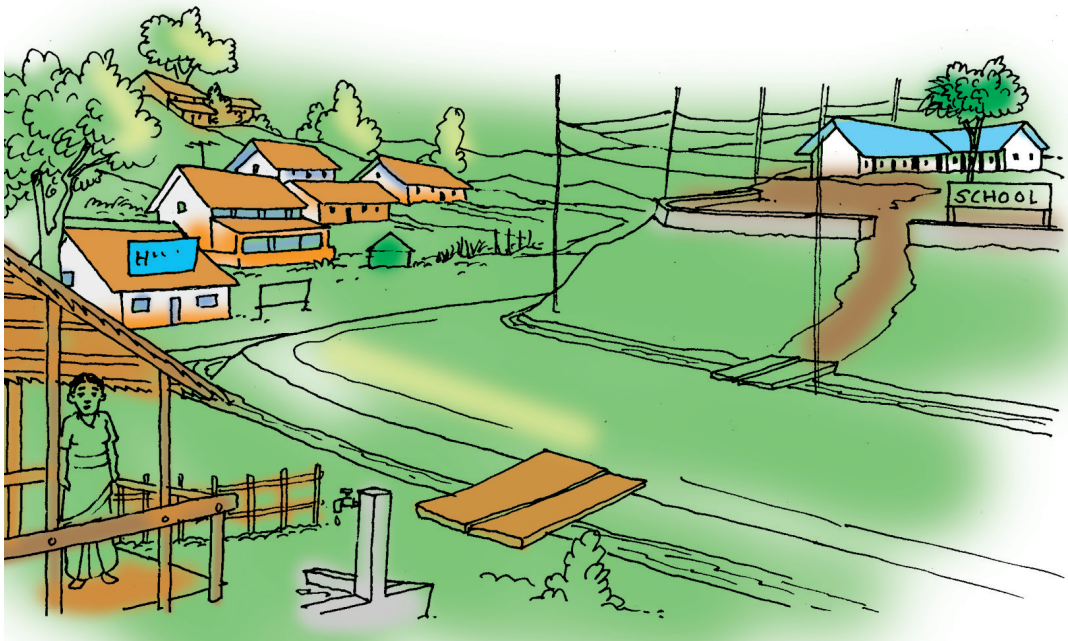
Wishes and Choices

Expressing wishes and preferences

1. Starter

What is the present status of the following facilities in your village or city? Have a discussion in the class.

road, electricity, telephone, schools/colleges, television, drinking water, health services.



2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

shimmering	shining
banyan	<i>bar</i> tree
exciting	stimulating, interesting
rely on	depend on
longingly	thoughtfully
lifestyle	way of life, standard of living
abroad	out of the country, in a foreign country

3. Read and answer

MY CHILDHOOD WISHES

A. Read the first paragraph of the following passage and make a list of the writer's wishes when she was a child.

- (a) She wished there was..... in her village.
- (b) She wished there was..... in her village.
- (c) She wished there was..... in her village.

The village of Chewa in the Sankhuwasabha district is a special village for me. It is my village. When I was growing there as a child, there was no electricity, drinking water or roads. I always wished that my village could have these things too.

The first development project that the village received was drinking water. The water was brought from Pangma village which lies above Chewa. It was an exciting moment for everyone in the village. We did not have to rely on the little water-hole under the tree anymore.

Then the district headquarters Khandbari got electricity. We could only see the shimmering lights in the evenings. We looked longingly at those lights and wished that we too had our own source of electricity. Solar panels and batteries then became available. But these were not for everybody. Only those who could afford it got electricity from the solar panels.

Then I came to Kathmandu and haven't been back to my village for a long time. I have heard that a road has now reached the village. It is a dirt road and has made a big difference to the people of my village. Now they don't have to carry loads like they used to. The communication in the area has also progressed. People now can talk to each other through mobile phones. Certainly, many of the things that I wished for in my childhood are now there.

On the other hand, the village had little progress in the area of education. It still has the same school that I used to go to. The people of the village haven't changed their lifestyle either. They still live the same way they used to.

Development has also brought other kind of change to my village. Most of the young people have now left the village. They have gone to the cities or have gone to work abroad. Many of them come back during the festival season in October. But they stay there only for a short time.

There are many children in my village and I wonder what they wish for nowadays. Do they wish for development projects like I used to? Or do they just wish to go away to study and work like all those young people?

B. Read the passage and say whether these statements are true or false.

- (a) The first development project of Chewa was drinking water.
- (b) The people of Khandbari were first to have electric lights in the country.
- (c) Now different vehicles carry goods to Chewa.
- (d) Much progress in schooling can now be observed in Chewa village.
- (e) Many young people live in the village which helps the village to develop.

C. Read the passage and answer the following questions.

- (a) Where did the water for drinking come from under the project?
- (b) Why was it not possible for every family to use solar power for electricity?
- (c) What changes can you see in the village in terms of communication?
- (d) Why do many young people from Chewa go abroad?
- (e) What differences can we see in people's lifestyle?

4. Ways with words

A. Read the passage and find the words that give closest meanings to the following.

- (a) plans or schemes for development _____
- (b) cultural event _____

- (c) easy and handy to carry along with _____
- (d) related to the sun _____
- (e) out of the ordinary _____

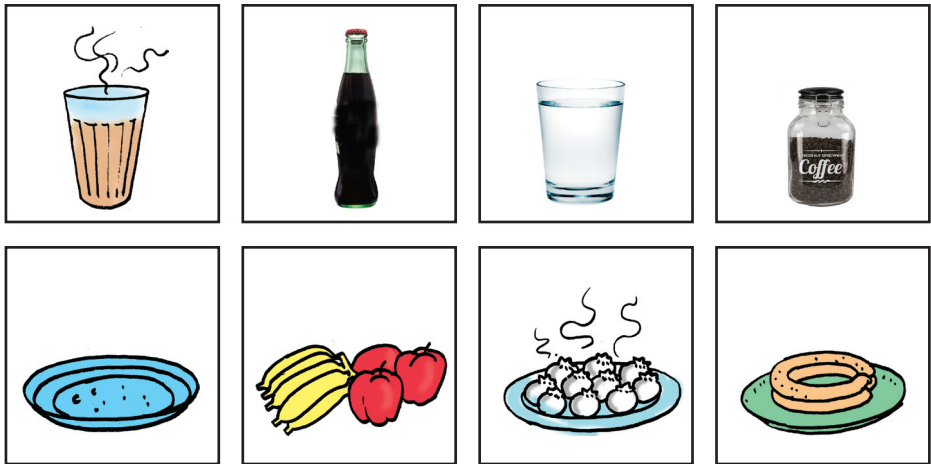
B. Find the words in the passage that give similar meaning to the followings.

time	.....	unusual	.....
fetch	.....	reside	.....
doubt	.....	hoped	.....

5. Have your say

A. Listening

Indira has just arrived in her maternal home. Her mama offers her different drinks and foods. Tick the pictures of the items she prefers to have.



B. Speaking

Write your wishes first and share among friends. Examples:

- a. I wish there was a computer lab in my school.
- b. I wish I had a brother.

c. I wish my father had a car.

**Now mingle in the room and meet any ten friends.
Listen to their wishes and complete the sentences.**

a. Friend A wished.....

b. Friend B wished.....

c. Friend C wished.....

d. Friend D wished.....

e. Friend E wished.....

f. Friend F wished.....

g. Friend G wished.....

h. Friend H wished.....

i. Friend I wished.....

j. Friend J wished.....

Study this poem

I wish I knew what you were thinking,
I wish I could read your mind,
I wish that we were together now,
I wish I could call you mine.

I wish I could make you understand,
I wish I could make you see,
I wish that I could be with you now,
I wish that you were here with me.

I wish I could tell you how I feel,
I wish I could tell you I love you,
I wish you would look me back in the eyes,
I wish you would say “I love you, too.”

I wish I didn't have to only dream of you,
I wish I could be with you all the time,
I wish I could stay in your arms forever,
I wish I could say all the things on my mind.

- Kristen

C. Conversation Practice

(a) Practise in pairs.

A: I wish I had a TV set at home.

B: Oh! Really? Why a TV set?

A: Well, I could watch cartoon films.

B: I wish I did not have teachers.

A: Really? Why's that?

B: You know! I would not have to do so much homework.



(b) Talk to your partner.

A: Excuse me! I think you are going to take part in story writing.

B: Not really! I'd rather take part in essay writing.

A: Do you like black ink or blue ink to write with?

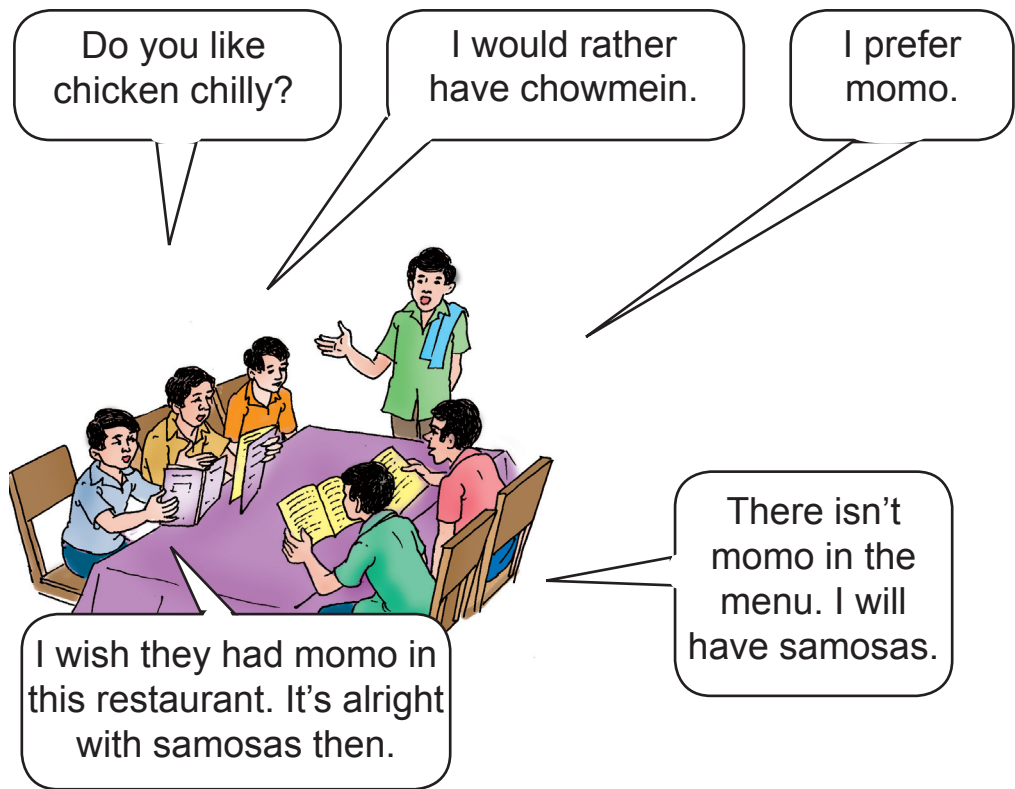
B: I prefer blue ink.

A: Do you use a gel pen or a ball point pen?

B: I don't like either. I prefer ink pens.



6. Time for grammar



A. Create a dialogue

Read the speech balloons and develop a dialogue for conversation.

B. Learn and act out

Based on the dialogue, play the role of customers in a restaurant.

7. Study skills

Work in pairs. Write 10 questions to ask your teachers. Questions may be about anything you like. For example; everyday life, earth, wildlife, study, family, God, death, etc. Remember that these questions may be very difficult for your teacher to answer.

8. Writing

Make as many sensible sentences as you can to match with your preference.

I'll have	black tea.
I like	cream doughnut.
I don't like	playing football.
I prefer	volleyball.
I'd rather have	to live in a city.
	to live in a village.
	milk coffee.

9. Test yourself.

Based on the situations given, write the appropriate expressions.

- (a) (You don't have a bicycle. You hope to have one.)
I
- (b) (Your friend offers you Coke but you like Fanta)
I
- (c) (Your friends got prizes but you didn't. You also hoped to get some.)
.....
- (d) (You can choose one thing for Khaja; biscuits or doughnut.)
.....

10. Project work

Meet 10 different people in your community/village. Ask them what they wish to have in the village. Make a chart of their answers and display in the classroom. Begin like this:

- (a) Thuli aunty wished there was a water tap near her house.
(b)

6



Famous People

Expressing wants and needs, expressing intentions

Biographies, personalities

1. Starter

Can you think of an influential person? What facts do you know about the person? What is this person known for? What is the person's family background?

When you collect factual information about a person and write it down it is called a biography.



What does the book on the right tell us?

2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

pursue	to follow
opportunity	chance
degree	award for completion of study
influential	having influence or power
elected	chosen by voting
house of representative	the lower house of the parliament
minister	head of a government department
monarchy	direct rule by the king
head of state	the person with the highest position in a country

Let's read the biography of Dr Ram Baran Yadav.

3. Read and answer

A. Read the passage and answer these questions orally.

- (a) Who is the first President of Republic of Nepal?
- (b) When did he become the President?

Dr. Ram Baran Yadav: The First President of Nepal

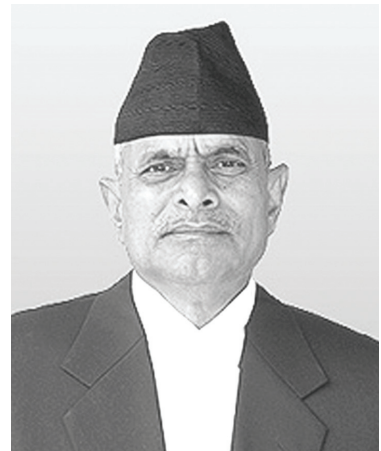
Dr. Ram Baran Yadav was born to a simple farming family in Sapahi village of Dhanusha district on 4th February, 1948. He grew up to become a medical doctor and later to become the first President of Nepal.

Dr. Yadav completed his school education in Dhanusha district. Later, he came to Kathmandu to pursue his education.

He was very interested in studying medicine. He got the opportunity to fulfil his dream when he joined Calcutta Medical College. From there, he received his MBBS degree. He continued his education in Chandigarh and finished his MD degree.

He was interested in politics even in his college days. Later, he became the personal doctor to B. P. Koirala, the first elected Prime Minister of Nepal. Mr Koirala was an influential leader and politician. This led to Dr. Yadav becoming an active politician.

Dr. Yadav got elected to the House of Representatives from Dhanusa district in 1991 elections. He held the position of Health



Minister from 1991 to 1994. He also became the Health Minister later from 1999 to 2001.

After the monarchy ended in 2008, the country decided to elect a President as the Head of State. Dr. Yadav won the election and on 23 July 2008 he was sworn in as the first President of Nepal.

B. Tick (✓) the correct option.

(a) Dr. Ram Baran Yadav came from afamily.

- (i) business (ii) service
- (iii) farming (iv) political

(b) Dr. Yadav was educated in at first, then in and later in

- (i) Dhanusha, Kathmandu, Chandigarh
- (ii) Kathmandu, Dhanusha, Calcutta
- (iii) Kathmandu, Calcutta, Chandigarh
- (iv) Dhanusha, Kathmandu, Calcutta

C. What happened in these dates in the life of Dr. Yadav? Write a sentence for each date given.

4 February, 1948	
1991	
1991 to 1994	
1999 to 2001	
2008	

D. Answer these questions.

(a) Which position did Dr. Ram Baran Yadav hold before he became the President?

- (b) Look up a dictionary and find out the full forms of MBBS and MD. Which is higher?
- (c) Who is B.P. Koirala?

4. Ways with words

Fill in the spaces choosing the correct word from the table.

pursue	Health Minister
opportunity	monarchy
degree	Head of State
influential	elected

- (a) After school I shall _____ my studies in a good college.
- (b) _____ is the system of having a king.
- (c) In Nepal the President is the _____.
- (d) Dr. Ram BaranYadav was the _____ before he was _____ the President.
- (e) Generally, a person with a university _____ is more likely to become an _____ person.
- (f) There is a saying in English, ‘_____ knocks only once at your door.’

5. Have your say

A. Listen, discuss and answer

Listen and answer these questions.

Task 1

1. The girl wished that she had a
(a) stone (b) brick (c) hammer (d) nail
2. A nail was jutting out from the
(a) chair (b) hammer (c) table (d) wall
3. A brick could be used
(a) to build a wall (b) to hit the chair
(c) to shape the hammer (d) instead of the hammer

Task 2

1. Where does the boy want to go for a holiday?
2. Has he been there before?

Task 3

1. What is the boy's intention?
2. What is his reason behind the intention?
3. In what way is the girl's intention different from the boy's?

B. Expressing wants and needs

Look at these conversations.

Conversation 1:

Indira : What do you want to be when you grow up ?

Mandira : I want to be a pilot. I want to fly in the air
and I want to see the world. What about you?

Indira : I think I will stay in my village. I want to use
new methods in farming.

Conversation 2:

Som : I need to buy a new pen. This one is not writing well.

Dendy : I just bought one yesterday. But I forgot that the ink is gone.

Som : Why don't we go to the stationery shop in the afternoon?

Dendy : That's an excellent idea.



In the first conversation the two girls are expressing what they want to do. In the second conversation two boys are expressing what they need.

Practise both conversations with a partner. Then, talk to your partner in the same way about yourself.

C. Expressing intentions

Conversation 1:

Tanka: What do you want to be when you grow up?

Top: I want to be a pilot. So, I am going to study science when I go to college. What about you?

Tanka: I am going to study agriculture. I am going to farm cash crops.

Conversation 2:

Mina: My pen is not writing well.

Asha: So, what are you going to do?

Mina: I am going to buy a new one.

When you have decided what you are going to do, it's your **intention**.

Talk to your partner saying what you are going to do and why.

D. Conversation practice

- (a) Work in pairs. Ask your partner what he or she wants to do when he or she grows up. Make some notes and share your partner's wants with the class.
- (b) It is Friday evening. You have a two-day holiday ahead. Discuss in a group and make a plan how you want to spend your weekend. Share your intention with the class.
- (c) Everyone will be going home after school. Work in pairs and try to guess what your partner will be doing in the evening.
- (d) You want to write a biography of a person you admire. You need to ask some questions. In a pair act out the scene where one person asks the questions and the other answers.

6. Time for grammar

Work with a partner and write a response using want to.

- (a) The child is hungry. She **wants to eat** something.
- (b) I am thirsty. I
- (c) I feel so cold. I
- (d) Shyam has passed BA. He
- (e) Dila is going to Kathmandu. She

- (f) Yaman thinks joining army is good. So, he
- (g) Our headteacher is holding a meeting. He
- (h) My parents are worried about my study. They

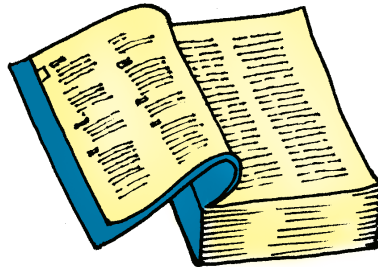
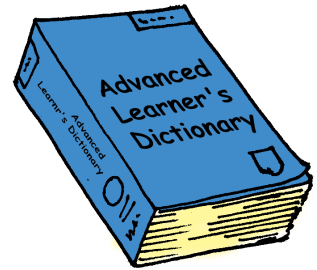
7. Study skills

Do you have a dictionary? What is its name? How often do you use it? What do you use it for?

With a good dictionary you can do the following:

- (a) look up the meaning of a word
- (b) check the spelling of a word
- (c) check the plural of a noun or past tense of a verb
- (d) check the part of speech of a word
- (e) find examples of the use of a word

Go back to the list of the words you read in the beginning of the lesson and choose three words you like. Then, fill in the gaps below.



Word	1.	2.	3.
Meaning of the word			
Different forms of the word			
Parts of speech			
Example sentences			

8. Writing

Look at the example biography written from the information given in the box.

Name	Devaki Mahato
Place of birth	Tandi
Date of birth	24 th January, 1977
School attended	Janata Secondary School Nursing Campus, Sanepa
Job/work	Nurse at Patan Hospital
Childhood memories	brought a wounded crow home and got scolded by her parents. But cared for it till it was able to fly.
What the person wanted to be as a child	wanted to join the medical field
Interest and hobbies	bead jewellery collection
advice for young people	study what interests you



Devaki Mahato was born on 24th January 1977. The place where she was born is called Tandi. It is located five kilometres south of the Mahendra Highway. She went to Janata Secondary School for her initial education. Even when she was a child, she was very interested in caring for other people and animals. Once she brought back a wounded crow to her house. Everyone scolded her but she took care of it until it flew. She always wanted to study medicine after school. Fortunately, she got a scholarship to study nursing at the Nursing Campus in Sanepa, Lalitpur. She is presently working at Patan Hospital and continuing her dream of caring for sick people. Apart from her job, she also likes bead jewelry. She has quite a collection at her home. She wants the young people to follow whatever they are interested in.

- (a) Now write a similar biography on someone that you know. Prepare a table before you write.

Autobiography

The life story that we write about other people is called a biography. But, what do we call it if we write a story of our own life? The story about the self is called an **autobiography**.

We forget many things that happened a long time ago. How are we going to write our **autobiography** if we forget? The best way is daily diary writing. In the diary we write about what happened throughout the day and how we felt.

- (b) Write a diary for one day. Start from what happened in the morning till the time you are about to go to sleep. Try to make your writing interesting.

9. Test yourself

Look at the box and complete the sentences given below. One has been done for you.

first men to build and fly an aeroplane
author of the book 'Muna Madan'
great football player
one of the first men to climb Mt. Everest
author of the national anthem of Nepal
first man on the moon

- (1) I know Pradeep Kumar Rai because he is the composer of the national anthem of Nepal.
- (2) I know Tenzing Norgay because
- (3) I know Neil Armstrong because
- (4) I know Wright Brothers because
- (5) I know Laxmi Prasad Devkota because
- (6) I know Pele because

10. Project work

Let's try to write a biography of someone else. We shall need some information before we start. First, decide on whom you are going to write about. Talk to the person and note down key information as given below.

Name

Place of birth

Date of birth

School attended

Job/work

Childhood memories

What the person wanted to be

Interest and hobbies

Advice for young people

After you have finished collecting the information, write a biography of the person.

7



Festivals in Nepal

Asking for and giving permissions and expressing obligation

1. Starter

Look at the picture below and talk with your friends what the people in the picture are doing.

Make a list of the festivals that you celebrate in your community.



Share the list with your friends and add the festivals that people in Nepal celebrate. Briefly talk about what they do in those festivals.

2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

celebrate	to show that a day or an event is important by doing something special
raising fund	collecting certain amount of money for a particular purpose
theme	the subject or main idea
promise	to tell someone that you will definitely do something
united	being together as a unit
youngsters	young people
curious	desire to know about something
dance number	a song to which you can dance

Let's read how some people celebrate Deusi in Nepal.

3. Read and answer

A. Read the passage and answer these questions orally.

- What did the little boy ask his mother?
- What are different people doing in the picture?

DEUSI

"Mum, can I go to play Deusi with my friends?" asked the little boy. His mother was not happy with the idea. But it was the time of Tihar festival. Playing Deusi was an important part of celebrating Tihar.

"Who will be with you?" she asked. She wondered if he will be safe with friends.



“I will be with my friends from school. Even our teacher will be there. We are raising fund for the school library,” he replied. His mother was happy to hear that. Raising money for the library was a good idea. It wasn’t like in the previous years. The youngsters just went for a picnic with the money that they raised.

“What are you going to do there?” she asked again. Now she was more curious in what the boys were doing.

“Oh! We have practised some songs and dance numbers. Of course there will be the Deusi song as well. The theme this year is ‘unity’. We shall be singing and dancing to show how important it is to be united. We will also give some messages during this Deusi. The main message is for people from different religions. We want all people to celebrate each others’ festivals. At least be a part of it and understand it.”

“That sounds nice. Do you think everyone will agree?” the mother asked.

“I don’t know about others. But few friends from class seven have made a promise. We shall be going to each other’s homes during major festivals. We shall enjoy

Buddha Purnima, Id, Ubhauri, Lhosar, Christmas, Tihar, Maghi among other festivals. Our teacher says that this will help us to understand more about different cultures of Nepal. This will also help us to be more united.”

“I think that is an excellent idea. Go on now. But don’t be late.”

“I won’t mum,” the boy shouted happily as he ran out of the door.

B. Fill in the blanks with the correct words from the text.

- (a) The boy wanted to go to play with his friends.
- (b) Last year, the youngsters spent the Deusi money on
- (c) This year they want to raise fund for the school
- (d) The theme of this year’s Deusi is
- (e) The students of grade seven have agreed to celebrate major
- (f) The mother was to know what the grade seven students were doing.

C. Answer these questions.

- (a) What is the theme of this year’s Deusi?
- (b) Did the mother allow the boy to go for Deusi?
- (c) How did the youngsters spend the Deusi money in the previous years?
- (d) Why do the students want to play Deusi this year?
- (e) What major festivals do the students want to celebrate from this year?

4. Ways with words

Fill in the blank with the correct words from the list below.

promise, youngsters, united, curious, celebrate

- (a) We can do so many things in the community if we all are together.
- (b) We need to respect and each other's festivals to have peace in the community.
- (c) The enjoy music and dance.
- (d) Our head teacher was to know what we planned to do next month.
- (e) My father has made a to buy me a new bag if I pass the exam.

5. Have your say

A. Listen and answer

Listen to the conversation and mark T for true and F for false statements.

- (a) The conversation is between two brothers.
- (b) The boy wants to watch TV.
- (c) The boy has already completed the English homework.
- (d) The boy wants to watch the news.
- (e) The boy is tired.
- (f) Father did not allow the boy to watch TV.

B. Read the following questions. Then, listen to the conversation again and answer these questions.

- (a) What does the boy want to do?

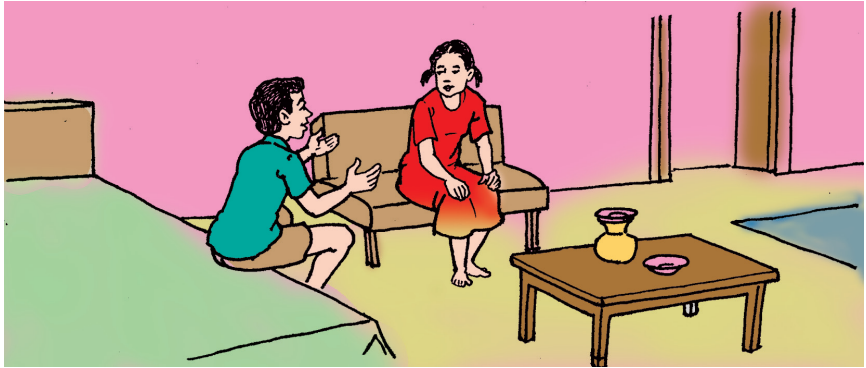
- (b) Which homework has the boy completed?
- (c) What is the name of the programme that the boy wants to watch?
- (d) What is the programme about?
- (e) How long is the programme?

C. Asking for and giving permission

- (a) Read the following dialogue with your friend.

A: Hi Payal. How are you?

B: I am good Pramesh. How are you?



A: I am good. Is that your dad's new mobile phone?

B: Yes, it's a new brand. He bought it yesterday.

A: Good. Can I see it?

B: Yes, you can. Here you are.

A: It looks very good. May I switch it on?

B: Sure. Please go ahead.

A: Thanks. It's cute and handy.

B: Yes, it is.

A: Oh, it has so many functions. Can I connect to the internet?

B: No, sorry. It does not have SIM card now.

A: Oh, OK.

In the conversation above, Payal and Pramesh are talking about the mobile phone and Pramesh is asking Payal for her permission to see and use her dad's mobile phone. Payal gives permission to see the mobile phone.

(b) Read the following sentences:

Can I go out please?

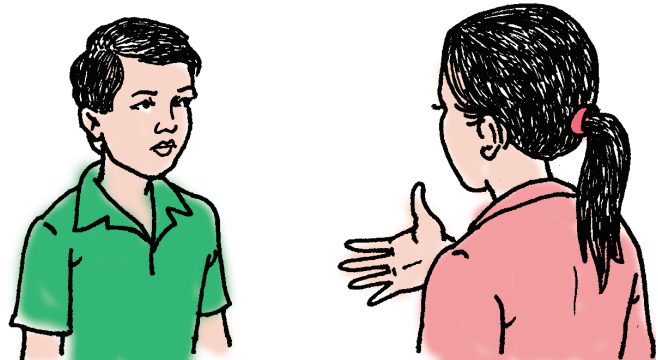
Yes, you can.

May I open the window please?

Yes, you may.

Will you let us talk?

Yes, I will.



These are the expressions we use while asking for and giving permission. Similarly, if you do not give permission or deny permission, you can also say

No, you can't.

No, you may not.

No, I won't.

D. Conversation practice

(a) Practise the following dialogue.

Preeti: Mummy, can I listen to the music?

Mother: No, honey. You should go to bed now.

Preeti: May I read a story before I sleep?

Mother: Sure! But only one story.

Preeti: Ok mum. Thanks a lot.

(b) Look at the following example:

You feel cold and you want to close the window.

Boy 1: May I close the window?

Boy 2: Yes, you may.

Write similar dialogues for the situations given below.

(a) You want to sit down.

(b) You want to use your friend's telephone.

(c) You want to use your friend's toilet.

(d) You want to taste the food.

(e) You want to look at your friend's photo album.

Practise the dialogues in pairs.

Work in pairs. Talk about similar situations as above asking for and giving/denying permission.

E. *Expressing obligations*

Look at the following sentences:

- (a) I have to finish my homework before I go to bed.
- (b) I must go home now. It's late.
- (c) He must work hard to pass the exam.
- (d) We must respect our parents and teachers.
- (e) Sonam is ill. She has to see a doctor this evening.
- (f) I should wear warm clothes because it is very cold.

These sentences express obligation. When it is necessary to do something we use obligation. We use “must”, “have to” and “should” to express obligation. The negative of these obligations will be “mustn't”, “don't have to” and “shouldn't”.

F. *Read the following expressions.*

Should I do it now?

Yes, you should./No, you shouldn't.

Must I say this?

Yes, you must./No, you mustn't.

Do I have to write this?

Yes, you have to./No, you don't have to.

6. Time for grammar

Complete the following sentences with the appropriate expressions.

- (a) We follow the rules in school. (must/must not)
- (b) Students ask questions if they do not understand the lesson. (can/cannot)
- (c) The doctor said that I have cold drinks because I have a running nose. (should/should not)
- (d) My teacher give permission to be absent from the class without any reason. (may/may not)
- (e) We keep the environment clean. (should/should not)
- (f) They eat all the food if they are not hungry. (have to/don't have to)

7. Study skills

Go to the library and make a list of the books that you would like to read. Select one book that you would like to read first and read that book during your free time. Make notes on the following points as you read that book.

- (a) What is the name of the book?
- (b) Who is the author of the book?
- (c) What is the book about?
- (d) What did you like about the book?
- (e) Would you recommend the book to your friends? Why? Why not?

8. Writing

Look at the paragraph below about the Buddha Jayanti.

Every year, the Buddhists celebrate Buddha Jayanti in Nepal to mark the birth, enlightenment and the death of Lord Buddha. The celebration takes place on Baisakh Purnima. On this day, people remember Buddha for his contribution to the peace in the world. Special celebration takes place in Lumbini, the birth place of Buddha. There are prayers and worships in the Buddhist shrines such as Swoyambhu and Boudhanath. People light butter lamps in the monasteries and there are peace rallies in the streets.

Now write similar paragraph on a festival that is celebrated in your community.

9. Project work

In this lesson, you read that grade seven students played Deusi to raise money for the school library. You can also do similar activity to have English books in your school library. In your community people celebrate different festivals and there are many social events. Talk to your friends, parents and your relatives and fill in the following table. One example is done for you.

Month	Major festival	Reason to celebrate	Duration	Major activities
Baisakh	Buddha Jayanti or Buddha Purnima	To mark the birth, enlightenment and death of lord Buddha	One day, the full moon of Baisakh	prayers and worship in the Buddhist shrines burn butter lamps in the monasteries
Jestha				
Ashadh				
Shrawan				
Bhadra				
Aswin				
Kartik				
Mangshir				
Poush				
Magh				
Falgun				
Chaitra				

8

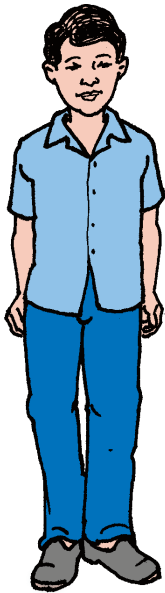


See the Difference

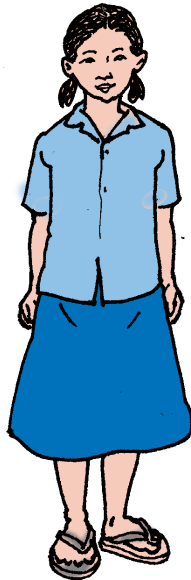
Comparing people, things, etc.

1. Starter

Look at this picture and compare the family members. Use the words tall, young, short, and old for comparison. Make as many sentences as you can.



Ashesh



Silvia



Bikas



Dipesh

Example:

Ashesh is the tallest boy in the family.

Ashesh is taller than Silvia.

Bikas is taller than Dipesh.

Silvia is taller than Bikas.

2. Let's learn these words

Learn the meanings of these words that appear in the passage below.

arrangements	provisions
recreation	activities done for amusement
enjoy	take pleasure from, like
cut off	not connected, far from
appreciate	experience and enjoy
vehicles	means of transportation - car, bus, jeep, trucks etc.
sympathy	showing kindness
prefer	like better

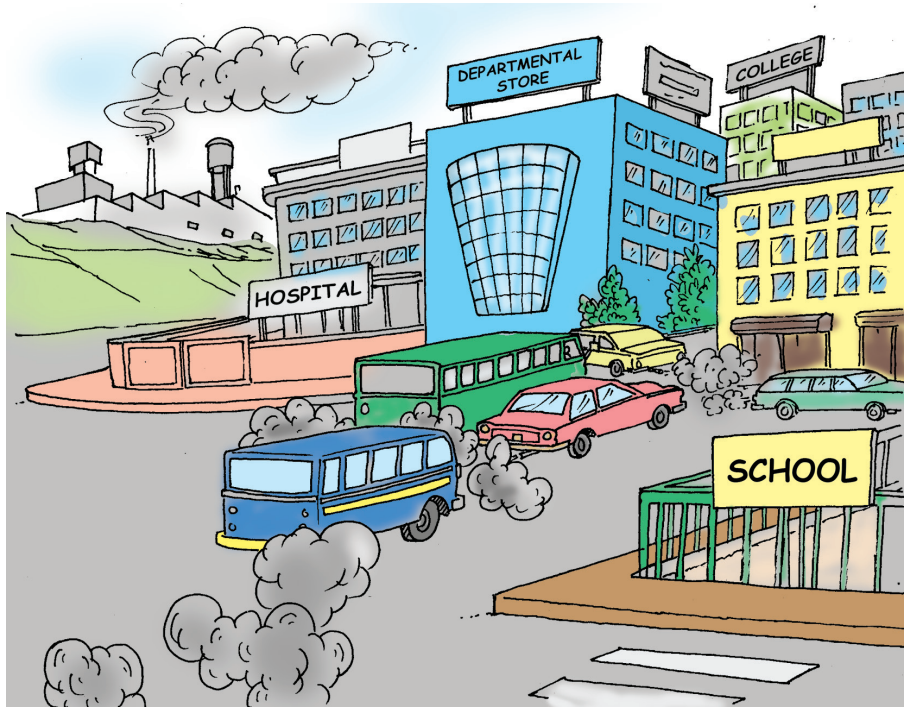
3. Read and answer

A. Read the following passage quickly and answer these questions orally.

- Which cities are mentioned in the passage?
- What two things does the writer compare?

CITY LIFE OR VILLAGE LIFE

Nepal is mainly a land of villages. There are more villages than cities in our country. Kathmandu, Pokhara and Biratnagar are the examples of the bigger cities in Nepal. On the other hand, Dharan, Butwal and Nepalgunj are smaller cities. Life in a city is different from the life in a village.



In big cities, we find better facilities for education. There are larger numbers of schools in a city than in a village. Universities and big colleges are in the cities. An ordinary family can also give their children good education.

Cities have more health facilities compared to villages. In every city, there are good hospitals. Many well-qualified doctors are there to serve the sick people.

Beside this, cities also provide amusement and recreation. In every city, there are a number of cinema halls. There are restaurants and hotels where we can get different food items. There are also many parks and gardens where we can enjoy natural beauty at its best.

The most important advantage of cities is the job opportunity they provide. Cities are centres of trade and commerce. There are big offices as well as large number of factories and mills. People with every kind of qualification can easily find jobs to suit them. No such

opportunities are available in villages. People depend mostly on agriculture there.

There are many other advantages of city life. There we get opportunities to mix up with people from every corner of the country and from all over the world. We meet people who have different nature, different ideas, and different ways of living and thinking. In this way, our outlook is broadened and our views are enlarged in a city than in a village.

Cities have many disadvantages too. In the cities, we cannot enjoy the beauty of nature as we do in villages. A city life is more artificial than a village life. People live cut off from nature. They cannot experience the charms of birds and flowers, or the beauty of the sunrise and sunset as in the villages.

City life is not as hygienic as a village life. Air pollution, water pollution and sound pollution have made the cities dirty. The smoke coming from factories and vehicles make the cities polluted. Besides, food in the cities is dirtier and more unhygienic than in the villages. We cannot get pure milk and ghee as in the villages. The villagers rarely suffer from such problems.

One has to face more difficulties in a big city than in a village. Life is very costly. A village life is simpler than a city life.

People in a city are not as friendly as the people in a village. They do not have much sympathy for others. That is why many people do not like to live there. At the same time many others prefer it because of its educational, medical and cultural advantages. It is all a matter of taste.

B. Read the passage and say whether these statements are true or false.

- (a) City life and village life are not very different. It's a matter of taste.

- (b) A city is a multicultural society.
- (c) In big cities, poor parents also can educate their children in expensive colleges.
- (d) Cities are healthier because there are more health facilities.
- (e) Villages have bigger gardens and parks than cities have.
- (f) In a village, it is more difficult for people to find jobs that best suit them.
- (g) People in villages are friendlier than the people in the cities.
- (h) A city life is more complicated than a village life.

C. Read the passage and answer the following questions.

- (a) How can you say there are more facilities for education in a city?
- (b) Why is a city better place for health services?
- (c) Where is it possible to enjoy the beauty of nature?
- (d) Why is a city life not as healthy as a village life?
- (e) What amusement does a city provide that a village does not?

4. Ways with words

- (a) Read the passage and find words that give similar meanings to the following words.

chance, job, unnatural, attraction, kindness

- (b) Find the opposites of the following words in the passage.

advantage, heaven, boredom, nutritious, wellbeing

- (c) Here are some meanings of the words from the passage. Find the words and fill in the crossword puzzle.

1 C							3 E
	2 T			4 D			

Across:

- export/import business or buying and selling enterprise (8)
- buy and sell business (5)

Down:

- make bigger/larger, increase (7)
- unclean or filthy (5)

5. *Have your say*

A. **Listening**

- (a) Listen to the story and say who was good at what.

Dolma	is good at	
Astamaya		
Mina		
Kabita		

B. Speaking

- (a) Talk to your partner and make two lists to fill in the following table.

Merits of city life	Merits of village life

- (b) Fun with riddles

Who am I?

My nose is longer than my leg.

My legs are as strong as pillars.

I am as useful as a lorry.

I am bigger than a buffalo.

Answer: elephant

Now, work in pairs and make your own riddles. Share your riddles in the class.

C. Conversation

Work in pairs to learn and share these facts.

- A: Mt. Everest is the highest mountain in the world.
Which is the smallest country in the world?
- B: Vatican is the smallest country in the world.
Which is the largest country in the world?

A: Russia is the largest country in the world.

Which is the fastest animal in the world?

B: The cheetah is the fastest animal in the world.

Which is the biggest animal in the world?

A: The blue whale is the biggest animal in the world.

Which is the longest river in the world?

B: The Nile is the longest river in the world.

6. Time for grammar

A. Rewrite the following sentences with appropriate form of the given words.

(a) This tree is than that tree. (tall)

(b) House C isamong the three. (big)

(c) Deepika isthan Malvika. (old)

(d) That pig isthan this pig.(fat)

(e) This stick is that stick. (long)

(f) Ms. Gurung can run Mr. Gurung. (fast)

(g) Maths book is than Nepali book. (expensive)

(h) A one rupee coin is than a five rupee coin. (light)

(i) A cup is than the tray. (pretty)

7. Study skills

Ask your uncle or aunt or any of your relatives for a book. Read it and prepare a book review. Share the review in the class. Mention the following: name of the book, its writer, date of publication, publisher and the country, brief summary of the book and why you like the book.

8. Writing

Write a paragraph on “Why I like city life / village life.”

9. Test yourself

Fill in the blanks with the correct forms of the adjectives given in the brackets.

- (a) My son can't lift this box. It is than he expected. (heavy)
- (b) A tiger is animal in the forest. (dangerous)
- (c) This dress is than the one we saw yesterday. (expensive)
- (d) My father is always busy. He is person I know. (busy)
- (e) It is today than it was yesterday. (hot)
- (f) Milk is a drink. (good)
- (g) A turtle is than a rabbit. (slow)
- (h) Who is student in your class? (intelligent)
- (i) Rakesh is much than his wife. (old)
- (j) The elephant is land animal in the world. (big)

10. Project work

Each one of you must have a book at your home or with some relatives of yours. Bring it to the class and make a small library. All of you can read and share different books.