

New Nepal

# English Reader

## ***Teacher's Book***

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For Grade 4 & 5

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# **English Reader 4**

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# How to use this Manual?

This teacher's resource book is especially prepared to facilitate joyful teaching of New Nepal English Reader series from Grades 1 to 5. The Readers are in use in scores of English medium schools across the country, and this manual is written in response to various queries and requests of the classroom English teachers and school principals. The language activities presented in the students' book and workbook are self-explanatory; teachers have appreciated the functional task oriented language exercises in the books of our series. The actual reading passages representing diverse areas of knowledge and genres, however, require additional resources for teachers who often do not have access to a good library to consult for information and teaching insights. Therefore this Teacher's Book is focused to understanding the text and widening the horizon of learning of both teachers as well as students. It also contains tips and sample solutions to language/grammar/structure exercises.

Each and every lesson of Grades 1 to 5 of the Reader has been covered under the following broad headings:

**Warming up:** The purpose of this section in the Reader is to provide warm-up exercises and hands-on practice on vocabulary or structures that frequently occur in the lesson. The key to a successful pre-teaching activity is to engage students on a specific task at hand, irrespective of whether they are able to solve questions or not. The solutions to quizzes, puzzles, and language exercises provided in this book aim at equipping teachers with readily available information. Therefore, a successful teaching session requires that teachers avoid the temptation of providing prompt answers to students without providing students with opportunity and time to practise by themselves. Rather, teachers should encourage and help students to come up with their own responses. The solutions and answer keys, therefore, should be used as the last resort. Many questions in this section are open and accept alternative answers. Teachers should use their discretion and encourage students who come up with alternative responses.

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

**Reading:** This section explains in brief what the reading passage aims at and what area of human experience is focused on in the text. A nature poem, a short story on value of education, an essay or a narrative exploring the psychology of young mind, a short drama about social class, a book summary of famous classics - all would be better understood and discussed with ease if the teachers can feel confident about broader

background of their writing. Teachers are expected to peruse this brief section and prepare for the class teaching before they actually enter the classroom.

### **How to Use This Teacher's Book?**

**About the Writer:** More than fifty percent of the reading passages in each Reader were written by writers from many parts of the world over the period of the last fifty years. Not every writer included in the Readers is equally well known in spite of their good work. And teachers who studied their English literature courses with focus on author as the creator of the text felt uneasy for not getting some clues about the nationality, personal interests, range of work and even personal information about the writers. We are sure it would come as a surprise to many of us teachers to find out that Lois Lowry is an American woman writer of children's literature who explored sibling rivalry among young children and their awe about the ageing process.

**Practising grammar:** This book provides answer keys to most of the exercises in this section. However, we insist that teachers should avoid dictating readymade answers to students without giving them adequate time to work. Teachers should judiciously use the answer keys as part of their own preparation and accept alternative answers that follow the given structure in the exercises.

**Writing:** This book occasionally gives solution to writing tasks. These answers are meant to be samples; the teachers are advised to encourage students in writing and come up with alternative responses. We must bear in mind that children can be very creative and they often produce admirable answers.

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

Students need an extended practice to develop competency in using appropriate vocabulary and language structure. Teachers should refer to the Activity Book to allow students practise the language skill they have learned in the Reader. Cross-references in the manual indicate appropriate exercises in the Activity Book.

This resource book reflects the concerns and comments of many dedicated teachers across the country with whom we had the pleasure of interacting in the past several years. We thank them heartily and hope that it fulfils much of their expectations from a teacher's book. We also would like to appreciate the comments and suggestions of other colleagues who patiently looked through the first draft. Atharai Publication deserves all our appreciation for bringing out this revised and updated manual.

**January 2014, Kathmandu**

# Teaching Strategies

## Focused Activities

- Warming up
  - New vocabulary
  - New structures
- Reading
- Playing with words
- Working with the text
- Practising Grammar
- Listening and speaking
- Learning English sounds
- Writing
- Reflecting
- Weight and evaluation

### What's in Book One?

**Warming Up:** The section works as a warm-up exercise preparing students to effectively deal with the reading material and language exercises that follow. This section is broadly grouped into two sub-sections: “New Words” and “New Structures”. The first sub-section, through a variety of creative and interesting activities such as clustering, gap-filling, anagrams, unscrambling, word puzzles, helps students build active vocabulary specific to a theme, language context, or an area of human interest. The second sub-section presents new language structures dominantly used in the reading so that students get enough practice on key structures they encounter in the “Reading” section.

**Content:** Book One of *New Nepal English Reader* introduces very young learners of English language to a variety of language structures through meticulously selected reading materials that resonate with the typical experiences young children undergo while growing up. The new titles given to each lesson beginning with “My” give a personal touch to the “Content.” The first lesson, “My Pet,” for instance, addresses in a humorous way children’s anxious experience of going to school and leaving home behind. Making connection between students’ reading experience and their real life-situations has been the principal rationale behind the selection of reading materials. Therefore, each lesson allows teachers to introduce the relevant language skills creatively and contextually by having students relate them to their own life. Other lessons such as “My Community” and “My Visit to the Zoo” draw upon students’ knowledge of such places of recreation and connect what they read with their experience. As you have noticed by now, a number of lessons also present typical cultural experiences such as witnessing a wedding or being part of a family, thus allowing teachers to initiate conversation about “familiar topics” before they actually deliver the lesson to young children.

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

**Communicative Skills:** In each lesson, by means of structured models of speaking and listening exercises, students practise using the grammar items and vocabulary learned in the lesson. It is important that we frequently use the text as an example to show how certain grammar items are used in a communicative context.

### Teaching Strategies

Over the years, we have had opportunity to interact with scores of experienced teachers across the country. Our interaction with teachers of English, who have taught the *New Nepal English Reader* and those who were about to adopt it for the first time, in course of orientations, workshops, and informal conversations, led us to believe that we spell out the concept, philosophy, and rationale behind the Reader and share with teachers some of the teaching strategies we had in mind while designing this series.

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

### Warming up

Besides practising the pre-designed exercises on vocabulary and language structures included in the text, teachers may design activities to utilize students’ knowledge about culture. Students bring their own knowledge and experiences in class that need to be built upon, challenged, and expanded. “Warming up” allows teachers to link what we teach students to what they already know. As they teach in a unique cultural context, the predesigned activities in the *Reader* should not be taken as another exercise that we have to deal with. Rather, the pre-designed activities are only possible models for teachers to design activities that address their own teaching contexts. For this, we anticipate teachers to review the entire lesson in advance and use activities, either included in the *Reader* or of their own design, in order to see the link between what students learn from the lesson and what they already know. Teachers may facilitate this experiential connection by:

- Asking students to talk about their experiences (doesn’t have to be in English) related to the lesson
- Asking students to draw or sketch places or make a list of historical places, famous personalities, books they have read, movies they have watched (depending on the nature of the lessons.)
- Assigning students mini-projects such as making a family tree, pasting pictures in a display board, presenting information on the blackboard, and/or engaging them in role plays.

Whatever activities we want them to do before reading a specific lesson, the key is to get them to talk and open up for the forthcoming lesson and language exercises. This allows students to be pro-active and participatory, the essential prerequisites for a successful language teaching.

### Reading

The Reader abounds in interesting and thought-provoking texts that can be used to achieve

the dual objective of imparting students with “cultural literacy” and familiarizing them with important language skills. As most of the language-related exercises are based on dominant grammar structures used in the texts themselves, teachers may use readings as examples of communicative contexts for teaching the grammar items.

### **i) Connecting readings to language practice**

For productive teaching, it is advised that teachers should notice the connections between reading materials and language exercise that follow them and keep reinforcing the major language items being dealt with in a given lesson. For example, the poem “Daisy” uses “colour expressions” as a focused language item. First, students enjoy reading the poem and become familiar with colour words. Then, they learn more colour words in the vocabulary section and move on to practise using them with “stative verbs.” The communicative skills session then shows students how to talk about colours and compare things in terms of their qualities. In the “Writing” section, they get an opportunity to practise writing, using “colour expressions” they have already learned. Finally, “Reflecting” section will avail them with a chance to relate the new knowledge to their own tastes, likes and dislikes.

### **ii) Reading for cultural literacy**

Book One of the *Reader* includes interesting and stimulating texts—poems, stories, and informative prose pieces. Given the age of the children the book is intended for, the reading texts aim at giving them the flavor of authentic English expressions while imparting limited and yet important information about their surroundings and culture. Therefore, it is important that teachers focus more on making reading enjoyable for children than having them always concentrate on “themes” and “meanings.” It is significant that children enjoy reading and feel the rhythm of language. The alternative use of Nepalese and English names is a deliberate choice so as to provide both authentic and personalized touch of the target language, i.e. English.

### **iii) Emphasis on the reading process**

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

### **Vocabulary (Playing with Words)**

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



technique of vocabulary acquisition, although it has been used widely. The *Reader*, hence, emphasizes the importance of active acquisition of vocabulary. While teaching each lesson, it is advisable to make a list of TARGET WORDS (not the all-inclusive list of words used in the lesson) and show the children contextual use of each word. For active learning, teachers can design a variety of activities that allow students to share words they already know, instead of asking them to memorize words indiscriminately. Besides pre-designed activities in the *Reader*, teachers may use some of the following activities:

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

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

### Language-in-use

“Language-in-use” is one of the major features of the *Reader* and in fact, the defining language teaching philosophy of the series. Unlike traditional English text books, the *Reader* emphasizes the usage of grammar items in a specific communicative context, hence the term “Practising Grammar.” Book One introduces children with very basic and yet important grammar items such as “demonstratives,” “stative verbs,” “action verbs,” “possessives,” “adjectives,” and “location prepositions.” The Book assumes that it is important for children to know how and where to use the grammar items they have learned. For this, the *Reader* adopts a dual strategy of teaching language skills—recognition and usage. While teaching “language skills” and “grammar items,” teachers should consider focusing more on the “communicative function” of language items by providing students relevant situations and contexts for the use of each item. For example, in the story “Poldy Goes to Sea-Beach,” children become familiar with the grammar items “can” and “can’t” through repetitive use of these items in the text. After students are thoroughly familiar with the words, teachers should move on to explain by means of different activities such as acting, explaining, and exemplifying, the function of these items: expressing ability. At this level and age, students are not expected to form complete sentences. Rather, the focus should be in testing whether students know the usage of language structures and are able to give at least one word answer to questions and situations that require to test someone’s or their own “ability” to do something.

## Listening and speaking

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

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

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

## Writing

Book One presupposes that children who attend English medium schools come to Grade One having already acquired the skills of tracing and drawing lines and writing letters. The “Writing” sections in the Book build upon students’ already acquired skills at holding a pencil, drawing lines, and writing letters. It is not expected that children at this level will be able to write composition of a certain length. The Guided Writing exercises in each lesson, therefore, require children to supply a single word, arrange words in a sentence, recognize colour words, and complete sentences with one or more words. Effective writing instruction requires that we avoid criticizing students’ writings and grammar errors. Rather, writing pedagogy has to be encouraging, participatory, and nurturing. While teaching writing, teachers should consider highlighting positive aspects of student writings and be suggestive than prescriptive when it comes to pointing out errors.

## Reflecting

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

## Weight and evaluation

For Grade One, we anticipate roughly 150 hours of teaching; teachers are advised to give approximately 40% weight to listening, 40% to speaking and 10% each to reading and writing. For lower grades (first, second, and third), continuous assessment of each child’s progress is recommended. Ideally, each teaching session should incorporate informal “evaluation” schemes of a sort, such as quick questions, mini-quizzes, reading aloud, or writing words and sentences. Please refer to the Teachers Guide for model questions.

# Aiming Higher

## 1. Warming up

### A. New words

### 2. Fill in the gaps with appropriate “wind words.”

- I need a wind-gauge. I want to know how fast the wind is blowing.
- I could not sleep well. The wind-chimes kept me waking all night.
- You should put on a windcheater while riding a bike.
- Don't believe Harish. He is such a windbag!
- Don't go outside. The wind-chill will freeze you.
- The company made a windfall profit this year.

## 2. Reading

This short poem describes an imaginative experience of walking on the Moon. While it addresses childhood dream or fantasy, it also invites critical thinking about gravity, space exploration, etc. Arouse curiosity in students with questions about space travels.

## 4. Working with the text.

### A. Answer the following questions.

- He's walking on the Moon.
- He's six times lighter on the Moon.
- He can jump six times higher.
- She's bouncing on the moon.
- She's like a wind-caught tennis ball.
- She feels she'll never fall on the ground.

### B. Think and answer.

- Because the moon has less gravitational force (about one-sixth (1/6)) than the earth.
- Because she feels like a weightless tennis ball.

## 5. Practising grammar

Paul is older than Charles. Sally is younger than Paul. Albert is older than Sally. Charles is younger than Sally. Paul is younger than Eric. Eric is older than Albert.

Who is the oldest?

Oldest: Eric

Who is the youngest?

Youngest: Charles

A. Now supply the comparative and superlative forms of the following adjectives.

	Positive	Comparative	Superlative
Ans:	clean	cleaner	cleanest
	cheap	cheaper	cheapest
	small	smaller	smallest
	near	nearer	nearest
	big	bigger	biggest
	hot	hotter	hottest
	safe	safer	safest
	dirty	dirtier	dirtiest
	far	farther	farthest

B. Identify the types of these adjectives and write their comparative forms in the correct column.

-er	-ier	more	irregular
old	easy	important	good
nice	sunny	expensive	bad
cheap	noisy	comfortable	
warm	lucky heavy		
quiet			
far			
smart			
tall			
fast			
smart			

C. Complete the sentences. Use the correct forms of these adjectives.

beautiful expensive high interesting tall

- A giraffe is taller than a man.
- A car is more expensive than a television.
- Detective stories are more interesting than algebra.
- A mountain is higher than a hill.
- A peacock is more beautiful than a peahen.

D. Write sentences from the prompts using the superlative forms of the adjectives.

- Claire is the kindest person I know.
- Friday is the busiest day of the week.
- The Soaltee Crown Plaza is the nicest hotel in the town.
- This watch is the cheapest in the shop.
- Alan is the most successful salesman in the company.

# Unit 2

## Different Abilities

### 1. Warming up

#### A. New words

- Find and Circle words related to hunting in the puzzle below. You can search for the words horizontally, vertically and diagonally.

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

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

- |         |   |   |
|---------|---|---|
| arrow   | - | a thin stick with a point at the end                    |
| catch   | - | animal or bird a hunter gets                            |
| gazelle | - | an animal like deer                                     |
| hunter  | - | a person who catches or kills animals or birds for food |
| jungle  | - | an area with a lot of trees                             |
| trap    | - | a tool to catch animals                                 |

## B. New Structures

Offer help in the following situations. Use "Let me..." (Variations are possible.)

- b. Let me help you to cross the road.
- c. Let me receive the phone for you.
- d. Let me open the door.
- e. Let me solve the problem for you.
- f. Let me cook the food today.
- g. Let me take her to the doctor.

## 2. Reading

The following story about an intelligent blindman teaches students the meaning of self worth. They learn that people with disabilities are in fact differently able. Human virtues such as wisdom and kindness come from deeper insight than body strength.

## 3. Playing with words

B. The following sets of words nearly mean one of the words you have just learned. Can you tell which one?

- |                                |   |       |
|--------------------------------|---|-------|
| shack, shed, cabin             | - | hut   |
| lance, spike, javelin          | - | spear |
| rim, border, limit             | - | edge  |
| clever, judicious, intelligent | - | wise  |

## 4. Working with the text

A. Write "True" or "False."

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

B. Answer the following questions.

- a) The blind man lived with his sister in a hut in a village on the edge of the forest.
- b) The blind man was very clever and all his sense organs functioned properly except the eyes.
- c) The blind man's sister was married with a hunter.
- d) The hunter said that a man without eyesight was useless.
- e) The blind man asked the hunter to take him hunting in the forest.
- f) The hunter did not take the blind man on hunting saying that he was of no use.

## 5. Practising grammar

B. How would you ask your friends about the following?

- a) get up (what time)

Ans: What time do you get up?

b) breakfast (what time/ what)

Ans: What time do you take breakfast? / What do you take for breakfast?

c) lunch (what/ where)

Ans: What do you have for lunch? / Where do you take your lunch?

d) go to bed (what time)

Ans: What time do you go to bed?

e) weekend (what/ where)

Ans: What do you do during the weekend? / Where are you going this weekend?

f) holiday (what/ where)

Ans: What are you doing on holidays? / Where are you going for your holidays?

## 9. Writing

Encourage the students to create the story by looking at the pictures.

# Unit 3

## Learning Through Mistake

### 1. Warming up

#### A. New words

Rearrange each word to derive a colour word.

silver	blue
tan	green
ruby	lemon
teal	scarlet
magenta	crimson

### 3. Playing with words

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

- |    |            |   |   |
|----|------------|---|---|
| a. | edge       | : | the outside limit or boundary                 |
| b. | passers-by | : | persons who are going past somebody/something |
| c. | amazement  | : | great surprise                                |
| d. | feast      | : | party   |
| e. | gazelle    | : | a small deer                                  |
| f. | set off    | : | started                                       |
| g. | tug        | : | to pull something hard                        |
| h. | clearing   | : | an open area                                  |
| i. | crimson    | : | dark red                                      |
| j. | warfare    | : | conflict, fighting                            |

#### B. How many words do you know that mean similar to 'amazement'? You can ask your teacher for help.

Ans: Astonishment; bewilderment; puzzlement; awe; wonder, etc.

#### C. The words 'green', 'crimson' and 'gold' name colours. How many other colours can you name?

Ans: Black; White; Pink; Red; Orange; Yellow; Blue; Indigo; Violet; Brown; Gray; Maroon; Purple; Silver, etc.

#### D. The word 'anger' defines a state of feeling. You perhaps know that such words are called abstract nouns. List as many abstract nouns as you can from the story.

Ans: Advice; amazement; darkness; difference; anger; hatred; warfare; shame; love; kindness; gentleness, etc.



**E. Use the following phrases in sentences of your own: (Answers may vary.)**

- set off : The farmers set off for the market early in the morning.
- carry on : The detective carried on with his work even after the criminal was arrested.
- go across : We went across the river to see our relatives.

**4. Working with the text**

**A. Answer the following questions.**

- a) The blind man lived with his sister in a hut in a village on the edge of the forest.
- b) The blind man was very clever and all his sense organs functioned properly except the eyes.
- c) The blind man's sister was married with a hunter.
- d) The hunter said that a man without eyesight was useless.
- e) The blind man asked the hunter to take him hunting in the forest.
- f) According to the blind man, there is anger, hatred and warfare in the world because the world is full of so many people who take what is not theirs.

**B. Think and answer. (Answers may vary.)**

- a) No, what the blind man says is not possible. He means that he uses his mind and other sense organs to understand things.
- b) From this story, we learn that people who cannot see, hear or speak can also be intelligent and do amazing things that normal individuals may find difficult.

**5. Practising grammar**

**Pretended that you are flying in an aeroplane. Now, ask for the following things. Begin with 'Can I have...?'**

Can I have some bread, please?

Can I have some butter, please?

Can I have some sugar, please?

Can I have some tissues, please?

Can I have some orange juice, please?

Can I have some water, please?

Can I have some tea/coffee please?

**Make offers for the following. Begin with “Would you like...?”**

Would you like some coffee?

Would you like some tea?

Would you like some butter?

Would you like some drinks?

Would you like some apples?

Would you like some apple juice?

## **9. Writing**

**Imagine that you are the blind man in the story and retell it in your own words.**

I live with my sister in a village. I cannot see with my eyes. I do not know what it means to see things with one's eyes. But God has made me as intelligent as other normal people. I am very sensitive and I can easily sense what is happening around me. But few people understand how I am so different from other blind individuals. Many people are shocked to learn that I can do things like others. They often ask me how I do all those things despite my blindness. And I honestly reply them, “I see with my ears.”

# Unit 4

## Ageing

### 1. Warming up

#### A. New words

Can you match the expressions with their meanings?

put away	:	to send to a prison or a mental hospital
put behind	:	to forget an unpleasant experience
put aside	:	to save money for a purpose
put down	:	to land (specially an airplane)
put off	:	to cancel
put up	:	to let someone stay at your home

**Use the correct phrasal verb to complete the following.**

- a) My parents have put some money aside for my education.
- b) Don't worry about it. Just put it behind.
- c) Our school put off the sport event owing to rain.
- d) Why don't you put the jacket on? It's cold outside.
- e) Put the notebook away. You might lose it.

#### B. New Structures

**Write how you felt in the following situations. Use 'get' followed by an adjective. (Answers only)**

- b) I got tired.
- c) I got so mad that I punched the person doing it.
- d) I got quite excited.
- e) I got upset.
- f) I got frightened and screamed for help.

### 2. Reading

This short poem, through genteel humour, pokes fun at the grown up world from a child's perspective. A simple activity such as asking students to discuss importance of looking at things from different angles or perspectives could be an ideal warm-up activity.

### 3. Playing with words

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

- a. dye - colour
- b. grind - to break something into very small pieces
- c. cider - a drink made from the juice of apples
- d. dragonfly - an insect with a long thin body
- e. crawl - to move forward by dragging oneself
- f. loon - a large bird that eats fish and has a cry like a laugh
- g. crazy - very excited
- h. dumplings - small balls of flour mixed with fruits

#### B. Grandpa dropped his glasses in a pot of dye. The dye was purple. When he put the glasses on again, he saw everything purple. There are ten things, the poem tells us, that grandpa found purple. Make list of those things.

sky	fires	hill	cider
mill	Adeline	doll	dragonflies
apple	dumplings	spoon	

#### C. In the poem, 'dye' (line 2) rhymes with 'sky' (line 4) and 'hill' with 'mill'. What are other rhyming pairs in the poem?

doll - wall                      loon - spoon

### 4. Working with the text

#### A. Answer the following questions.

- a) Grandpa dropped his glasses in a pot containing dye.
- b) The men were grinding juice of apples in the mill.
- c) Adeline was playing with a doll.
- d) Grandpa saw purple apple dumplings at the supper table.
- e) 'Eating purple apple dumplings' surprised grandpa the most.

#### B. Think and answer.

- a) No, everything hadn't really become purple. They looked so because grandpa's glasses were covered with a purple dye. So everything seen through his glasses looked purple.

### 5. Practising grammar

#### 1. Complete these sentences with 'all', 'everybody' or 'everyone.'

- a) Everyone

- b) Everybody
- c) All
- d) All
- e) Everybody
- f) Everyone
- g) Everybody
- h) All
- i) .All
- j) Everybody

2. Write **somebody, someone, anybody, anyone, nobody** or **no one** in the spaces.

- a) anybody, nobody
- b) Someone
- c) anyone
- d) No one
- e) Someone
- f) anyone

## 7. Learning English Sounds

Complete the sentences with “f-words” or “v-words.”

- a. half      b. loaves      c. wife...wives      d. leaves...leaf      e. thief/thieves

## 9. Writing

Let the students create a poem or a story by imagining the situation the given. Encourage them for their self-writing.

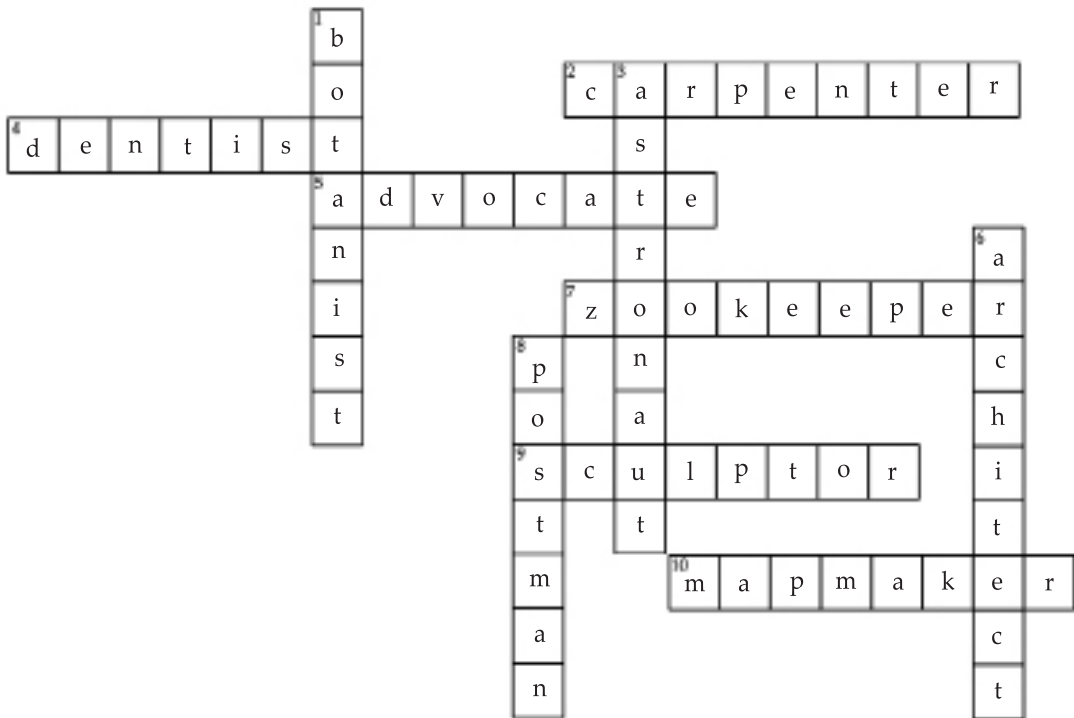
# Unit 5

## Name and Fame

### 1. Warming up

#### A. New words

Below is a cross-word puzzle about places and buildings. Can you solve it?



### 2. Reading

The following biography of Araniko tells students about some of his wonderful exploits and his contribution to Nepali architecture. While teaching this lesson, we may even design a mini biography project in which students write a photo essay about a historical person they like.

### 3. Playing with words

#### B. The following are some words you need to describe people. Learn them and add as many words as you can.

Ans: complexion    build    face    eyes    nose  
pale    fat    flat    black    crooked

fair	thin	square	blue	flat
dark	stout	freckled		hooked
lean	oval			
stooped	long			
slim				

**D. Match the following.**

- Ans: a) long face                      b) curly hair  
       c) fair complexion                d) flat nose                      e) blue eyes

**4. Working with the text**

**A. Answer the following questions.**

- Kublai Khan wanted to build a golden stupa in Lhasa as a tribute to his teacher Pags-pa.
- The king of Nepal faced a great difficulty in selecting the most skilled artist to lead the mission.
- The king of Nepal selected Araniko as the leader of mission because he possessed extraordinary skills in architecture.
- The emperor of china tested Araniko by asking him to repair a copper statue of a Sung emperor.
- Araniko was given a silver plate to wear because he painted a series of portraits of Chinese emperors and impressed everyone in China.
- The important works of Araniko are the white pagoda, Archway of Yungtang, etc.

**B. Think and answer. (Answers may vary.)**

- Kublai Khan was a great lover of art and architecture. In my view, Nepalese architects were famous at that time so he asked Nepal to send the architects to Lhasa.
- The writer calls Araniko "an uncommon genius "because he was equally good at painting sculpture and architecture.

**5. Practising grammar**

**A. Now make as many sentences as you can from the following table as shown in the example.**

- Ans: He has long dark hair.  
       He has got a round face.  
       He has got a crooked nose.  
       He doesn't have a flat nose  
       He has got short hair.

He has got a long face.

## **6. Listening and speaking**

### **Listening**

- A. Listen to the introduction to the British royal family and answer the following questions.**
- a) The name of the British queen is Elizabeth.
  - b) Prince Philip is the queen's husband.
  - c) The queen has three sons and one daughter.
  - d) The three sons of the queen are Prince Charles, Prince Andrew and Prince Edward.
  - e) The daughter's name is Princess Anne.
- B. Listen to the record again. Then write True or False against the statements below:**
- a) F      b) T      c) F

## **9. Writing**

Encourage the students to find out more information about the famous person they have chosen to write the biography and support them to write themselves.



# Unit 6

## Staying Healthy

### 1. Warming up

#### A. New words

The following are some words related to health and sickness. Put them in appropriate box.

illness	treatment	people	injury
ache	hospital	midwife	bruise
headache	injection	surgeon	cut
pain	surgery	nurse	wound
cold	dose	doctor	graze
fever	plaster	dentist	
flu	clinic		
	medicine		
	ward		
	checkup		
	heal		

#### B. New structures

Express lack of ability in the following situations. Use “too” with “to-infinitive.”

- b) I am too busy to talk.
- c) I am too sick to water the plants.
- d) I am too young to buy cigarettes.
- e) I am too weak to carry a load.
- f) I am too smart to jump off the wall.
- g) I am too short to pick the berries.

### 2. Reading

This short play, while focusing on everyday occurrence such as sickness and treatment, allows students to learn significant expressions generally used in situations such as calling to a hospital, talking to a health worker, etc.

### 3. Playing with words

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

- a. clinic : a place where a doctor checks up patients
- b. receptionist : a person who receives visitors in an office

- c. magazine : a booklet that contains articles, photographs, etc.
- d. prescription : piece of paper on which a doctor writes medicine for the patient.
- e. chemist : a person who prepares/sells medicines

**B. Complete the following sentences choosing suitable words from the box given below.**

- a) Brenda was telephoning the clinic.
- b) The receptionist said that the doctor was very busy.
- c) Doctor Potter asked Harry to take the prescription to the chemist.
- d) A patient gets medicine by showing the prescription to the chemist.
- e) Harry could not go to work due to terrible headache.
- f) There was a long queue before Harry.

**4. Working with the text**

**A. Answer the following questions.**

- a) Harry felt sick, his chest hurt, his eyes ached and he got a headache.
- b) The surgery opened at half past ten.
- c) Harry's doctor was Potter.
- d) Harry went to the surgery in the car.
- e) There were five patients in front of Harry.
- f) Harry didn't like to read a magazine because he was not feeling well.
- g) He had to take one teaspoonful of medicine every four hours.

**B. Think and answer. (Answers may vary.)**

- a) Yes, I think he was right, because we should go to the doctor before taking any kinds of medicines.
- b) The doctor advised Harry to taking bed rest and have lots of hot drinks. No, he didn't go to work on that day because he was not feeling well.

**C. Write True or False at the end of the following sentences.**

- a) Brenda was terribly ill. F
- b) The doctor replied on the telephone that he was very busy. F
- c) The receptionist gave Harry a ticket to see the doctor. T
- d) There were 17 patients before Harry. F
- e) Harry was advised to take four teaspoonfuls of medicine every hour. F
- f) He will have lots of hot drinks T

**5. Practising grammar**

**A. Add a suitable tag question at the end of the following sentences.**

- Ans: a) Bindu wrote a letter, didn't she?
- b) The fireman rang the bell, didn't he?

- c) The cat chased a rabbit, didn't it?
- d) I broke a plate, didn't I?
- e) Charlie fell off his bicycle, didn't he?
- f) He gave the man his address, didn't he?
- g) The dog bit me on the arm, didn't it?
- h) Amy bought a pair of red sunglasses, didn't she?
- i) The men caught a deer, didn't they?

**B. Add suitable tag questions to the following sentences.**

- Ans: a) They come from Patan, don't they?
- b) He catches the 5.30 bus for school, doesn't he?
- c) James rides his bike too fast, doesn't he?
- d) You play volleyball, don't you?
- e) Reetu prefers coffee to tea, doesn't she?
- f) The shop opens at 9 am, doesn't it?
- g) Barbara lives in London, doesn't she?

**C. Study the tense of the verbs in the following sentences carefully. Then add a suitable tag question to each of them.**

- Ans: a) The bird took a piece of bread, didn't it?
- b) He came home from school, didn't he?
- c) Engineers build bridges and houses, don't they?
- d) I love ice-cream, don't I?
- e) Lots of people hate it, don't they?
- f) William married Anne, didn't he?
- g) He died in Stratford upon Avon, didn't he?
- h) She cooked a Spanish omelette, didn't she?
- i) I don't smoke, do I?
- j) They didn't see us, did they?

**9. Writing**

Encourage the students to write about their own experience.

# Unit 7

## The Wonderland

### 1. Warming up

#### A. New words

The following words nearly mean smile. Can you match the words with their meanings?

grin	:	to smile widely
beam	:	to have a happy big smile
smirk	:	to smile in a silly way

The following words mean nearly the opposite of smile. Can you match the words with their meanings?

frown	:	to make an angry expression with your eyebrows
grimace	:	to make an ugly expression with your face
scowl	:	to look at somebody in an angry way

#### B. New structures

Complete the following. Use either 'too many' or 'too much'.

- |             |             |             |
|-------------|-------------|-------------|
| a. too many | b. too much | c. too many |
| d. too much | e. too much | f. too much |
| g. too many |             |             |

### 2. Reading

Alice in Wonderland is a famous novel written by Lewis Carroll whose real name was Charles Lutwidge Dogson. The book describes Alice's adventures in a dream. She lands into a world of wonders where a rabbit keeps a watch and animals compete for prizes. Alice grow either bigger or smaller instantly by eating from two different ends of amushroom. Here is apart of the story.

### 3. Playing with words

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

Ans: a. Duchess : the wife or widow of a Duke

b. sneeze : have a sudden noisy burst of air out through the nose and mouth

c. grin : to smile widely, especially with the mouth open

d. croquet : a game played with wooden balls and wooden hammer

#### B. Soup is a hot drink. How many other hot and cold drinks can you name?

Ans:

Coffee	Fanta
Tea	Coke
Milk	Pepsi
Chocolate	Frooti
Lemonade	Juice
	Lassi
	Cold coffee

**C. The word 'grin' refers to an expression that is close to a smile. How many other words do you know that mean smile or laugh.**

Ans: beam      chortle      chuckle      grin      giggle      guffaw      leer      roar  
 simper      smirk      snigger      titter

**D. The word 'pepper' sounds like 'paper.' List five pair of words having the same or similar sound.**

Ans: fair      –      fare  
 hare      –      hair  
 no      –      know  
 so      –      sew  
 see      –      she

**E. Do you know a word that means the same as 'mad'?**

Ans: crazy (Alternatives are possible.)

#### **4. Working with the text**

**A. Answer the following questions.**

- When Alice went in, the Duchess was sitting on a very small chair with a baby in her arms.
- When Alice was in front of the Duchess she thought if girls could speak first to duchesses, or they must wait for the duchesses to speak to them.
- The Duchess was going to play croquet with the Queen.
- Alice asked the Cheshire cat which way she must go from there.
- The cat said that Hatter and March Hare were mad.
- The baby became a pig.

**B. Think and answer. (Alternative answers are possible.)**

- No, I don't agree with what the cat says.
- Before sleeping, people think about different kinds of things, so they have dreams about those things.

## 5. Practising grammar

1. Answer these questions about the pictures. Use **in**, **at** or **on** with the words below the pictures.

- a) on the bottle
- b) at the traffic light
- c) on the shoulder of the man
- d) in Paris
- e) on the wall
- f) on the stairs
- g) at the gate
- h) on the gate
- i) on the road / in a queue
- j) on the seashore

2. Fill in the blanks with **in**, **on** or **at**.

- Ans:
- a) Let's meet at the station.
  - b) There's a big spider on the ceiling.
  - c) What have you got in your hand?
  - d) I have a friend who lives at a small village in the mountains.
  - e) Who is that man standing at the door?
  - f) I sat on the grass.
  - g) Have you seen the notice on the notice board?
  - h) Look at those people swimming in the river.

## 9. Writing

Look at the following picture and write a paragraph describing where things are.

Ans: The tap is on the wall. The cooking utensils like frying pan, spoon, etc. are hanging on the wall. The gas stove and wash basin are on the slab. There is a stool on the floor.

# Unit 8

## Being Kind to Animals

### 1. Warming up

#### A. New words

Draw lines to make compound words. Then use the new words to complete the sentences. (Answers only)

- |               |                 |             |
|---------------|-----------------|-------------|
| a. sunflower  | b. rattle snake | c. passport |
| d. weatherman | e. watermelon   | f. daydream |
| g. crosswalk  | h. fireworks    |             |

#### B. New structures

#### B. Fill in the blanks with the present perfect forms of the verbs in the bracket

- She has done her homework.
- They have sold their old car.
- Nobody has helped us.
- The cow has given birth to a baby calf.
- The bird has flown a way.

### 2. Reading

Through the voice of a likeable animal, hare, the poem inspires us to appreciate nature and our environment. For an interesting pre-reading activity ask students to share their views on human activities such as hunting and deforestation.

### 3. Playing with words

#### A. The poem gives a list of places where the hare lives. Find them out.

Ans: woods, bogs, reeds of marsh, etc.

#### B. The word 'hare' and 'hair' are pronounced alike. Write one word each to the right of the following words similar in sound.

Ans:    fair        fare        there        their  
          full        fool        right        write  
          eat        it        dear        deer

#### C. Below is a list of words used in the poem. Write a word that has a similar meaning and write next to the word.

Ans:    woods        :    jungle, forest        mad        :    crazy, insane  
          remember    :    recall, recollect        murder    :    kill, slay

### 4. Working with the text

#### A. Answer the following questions.

- In fact, the hare lives in the jungle.
- The 'you' in the poem refers to the readers.





# Unit 9

## Cultural Sites

### 1. Warming up

#### New words

1. Write down the word to describe the following people.
  - a. Someone who studies science? Scientist
  - b. Someone who studies zoology? Zoologist
  - c. Someone who studies botany? Botanist
  - d. Someone who studies geography? Geographer
  - e. Someone who studies sociology? Sociologist
  - f. Someone who studies language? Linguist
2. The following are similar words made of a root and a suffix. Can you separate the suffix and the root?

mathematician	mathematics	cian
criminologist	criminology	ist
numerologist	numerology	ist
ornithologist	ornithology	ist
physicist	physics	ist
herbalist	herbal	ist
anatomist	anatomy	ist
astrologer	astrology	er

### 3. Writing

Encourage and support the students to use the dictionary and find out meanings of given words.

#### B. New structures

##### Pair work

**Your partner describes the following situations to you. You will have to make the correct guess.**

- Partner : I hear a lot of noise. I can see people running here and there.  
 You : There must have been a gang fight.  
 Partner : Look at that bird. It seems unable to fly.  
 You : It must have been injured it.  
 Partner : I feel like vomiting. My head is spinning.

- You : Your blood pressure must have gone down.
- Partner : I saw Alisa walk away. She was dressed up.
- You : She must have gone to a party.
- Partner : I saw a lot of riot police in the street today.
- You : There must be a political protest today.
- Partner : I see no one around in school.
- You : It must be a holiday.

*Now, you describe the situations. Your partner guesses differently about them.*

## 2. Background

This lesson imparts students with historical/legendary story of Swyambhunath and its panoramic surroundings. Photos and images could help students visualize the place and connect to the lesson.

## 3. Playing with words

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

- Ans: a. legend : very old story
- b. saint : a holy person
- c. approach : reach nearby
- d. shrine : a place where people come to worship
- e. geologist : scientist who studies the earth

If 'Z' is at the centre, write in which directions the other letters are.

- a) A is to the north of Z
- b) B is to the south of Z.
- c) C is to the east of Z.
- d) D is to the west of Z.
- e) E is to the north-east of Z.
- f) F is to the south-east of Z.
- g) G is to the south-west of Z.
- h) H is to the north-west of Z.

## 4. Working with the text

### A. Answer the following questions.

- a) Swayambhunath temple is located in Kathmandu.
- b) The word 'Swyambhu' stands for the self-born one.
- c) When Manjushri saw the lotus for himself, so great was his desire to approach it that he cut the valley wall and drained the water away.
- d) One has to climb up a flight of 365 winding steps to reach the temple of Swyambhunath.

- e) A view of the colourful Tibetan style gateway, three big statues of Gautam Buddha in meditation, lush trees, etc. make climbing up the stairs rewarding.
- f) There are monkeys, agile and squeaking on both sides of the stairs hanging and gliding among the branches of the trees. That's why tourists call Swyambhunath the monkey temple.
- g) The great white pearl of the stupa is streaked with the colours of worship which stands for creation. A square, golden tower painted on four sides with the all seeing eyes of the Buddha rests upon it. And above the tower is the soaring spire of thirteen gold rings. There are hundreds of prayers wheels fixed onto a metal fence around the stupa.
- h) The full moon day of Baishakh is special because Buddha Jayanti falls on this day. Thousands and thousands of devotees come to pay homage to Swyambhunath on this day.

**B. Think and answer.**

- a) Yes, because scientists also believe this story.
- b) No, it is not good to call such a holy place the monkey temple. People don't go to Swyambhu to see monkeys but they go there to see the stupa, Swyambhunath temple and other religious and artistic materials and to offer prayers.

**5. Practising grammar**

**A. To give street directions, you need to use location words like in front of, beside, opposite to, behind, etc. Look at the map below and say where the following things are located.**

- Ans:
- a) The temple is behind the hospital.
  - b) The supermarket is to the left of the school.
  - c) The school is opposite to the pond.
  - d) The garden is beside the pond.
  - e) The hospital is in front of the temple.
  - f) The pond is between the garden and the zoo.

**B. To give directions, along with location words you need to use some of the following expressions.**

- ⇒ Go along the road and take a turn on your right.
- ⇒ Go down the road and take the second turning on the left.
- ⇒ Go down the road and take the first turning on the left.
- ⇒ Go straight and take the first turning on the right.
- ⇒ Go along the road and take the first turning on the left.
- ⇒ Go straight and take a turn on the right.

### C. Asking for directions

Ans: To ask about directions, we often use the following expressions.

- ⇒ How can I get to the Dragon World? Where exactly is the Dragon World (located)? Can you tell me the way to the Dragon World?
- ⇒ How can I reach Shankar Dev Campus? Where is Shankar Dev Campus exactly? Can you tell me the way to Shankar Dev Campus?
- ⇒ How can I get to children's park? Where is the children's park exactly? Can you tell me the way to children's park?

## 9. Writing

**Write how to get to these places from where you are now.**

- a) Your house

Ans: Go along the road. Take a turn on your right. Move along the street and take the first turning. My house is just in front of you.

- b) Your brother's school

Ans: Go along the road and take a turn on your left. After you pass the first block, you'll see a bank. My brother's school is just opposite the bank.

- c) Post office

Ans: Go along the road and take a turn on your right. You will see the post office after you cross the first block.

- d) Your school library

Ans: Go along the path. Take a turn on your left. The library is at the end of the corridor.

# Unit 10

## Blome Game

### 1. Warming up

#### A. New words

Can you complete the following to form similes?

- a. As hungry as a horse
- b. As brave as a lion
- c. As clever as a fox
- d. As cool as a cucumber
- e. As heavy as lead
- f. As light as feather
- g. As soft as silk

### 2. Reading

The poem Mr. Nobody beautifully captures the childhood psychology of blaming others for our mischievous behaviour. Asking students to list some of the pranks they enjoy playing on others and then explaining how such activities may lead to bad consequence.

### 3. Playing with words

#### B. Read the poem again and match the following.

##### Group A

books  
doors  
damp wood  
feet  
papers  
pins  
ink  
boots  
finger marks

##### Group B

are torn  
are left ajar  
is put upon the fire  
bring in mud and soil the carpet  
are mislaid or tossed  
are scattered afar  
is spilled  
are left around  
are made upon the door

### 4. Working with the text

#### A. Offer short responses with "Yes, I do" or "No, I don't" to the following questions.

- |               |                 |                 |
|---------------|-----------------|-----------------|
| a. Yes, I do. | b. No, I don't. | c. No, I don't. |
| d. Yes, I do. | e. No, I don't. | f. No, I don't. |

**B. Answer the following.**

- a. In the poem, who do you think is the funny little man?

Ans: The funny little man in the poem is anyone who does the mischief in everybody's house.

- b. Why can't we see the person who does the mischief?

Ans: We can't see the person who does the mischief because he/she never admits it.

- c. Write three things that Mr. Nobody does.

Ans: Mr. Nobody breaks the plates, tears the books, pulls the buttons of our shirts, etc.

**C. Write as many reasons as you can think of. Begin with because.**

- a. Because the person is afraid of being punished.
- b. Because the person feels shame.
- c. Because the person feels humiliation.
- d. Because he/she is not habituated to do so.
- e. Because he/she thinks this is not mistake.
- f. Because he/she thinks that he/she can hide the reality.
- g. Because he/she is upset from the mistake he/she has done.

**5. Language in use**

**B. Ask questions using the clues given below.**

- b. Who broke the glass?
- c. Where are you from?
- d. When is your birthday?
- e. Why is/was he arrested?
- f. What is cheese made of?
- g. How old are you?
- h. What time did the film start?

**C. Make questions with "who" or "what".**

- a. What did you fall over?
- b. What does this word mean?
- c. What happened?
- d. What are you worried about?
- e. Who gave you this letter?
- f. What did Sony give you?
- g. What did Nalina tell you?
- h. Who telephoned him?
- i. What fell off the tree?
- j. What can I do for you?

**9. Writing**

Encourage the students for their self writing. Let them write about the person they know themselves.

## 1. Warming up

### A. New words

Write at least five sentences describing what's happening in the restaurant. You must use the words given above.

- The waitress is taking order.
- A waiter is delivering the food.
- The man is tasting the food.
- A waiter is standing at the waiting area.
- The chef is looking out of the kitchen.
- The diners are having food.

### B. New structures

Complete the sentences below with the correct “-ing” form of the verbs given in brackets. (Answers only)

travelling.....seeing.....trying.....taking.....going.....flying.....  
sitting.....passing.....reading.....listening

## 2. Reading

This story is an adapted version of a fable that has a neat moral lesson: that is, too much greed leads to death. For a good pre-reading activity ask students how much they value money or asking about the good and bad things about money.

## 3. Playing with words

- A. A bar is a place where people can buy and drink beer, wine and other kinds of drinks. How many other places can you name where people can eat, drink and sleep?

Ans: Hotel                      Lodge                      Guest House                      Inn  
Restaurant                      Cafe                      Motel

- B. The words ‘bar’ and ‘man’ make ‘barman’. Can you make five words with ‘man’ as a part in them?

Ans: Fisherman                      Fireman                      Policeman                      Gunman Salesman

- C. Death is not a living being like us. It is only an idea or a concept. Can you list some other words that name ideas or concept?

Ans: Love	Hatred	Happiness	Sorrow
Kindness	Success	Greed	Pride

#### **4. Working with the text**

##### **A. Who said the following to whom?**

- a) Barman to the three young men
- b) First young man to his friends (other two young men)
- c) Old man to young men
- d) First young man to his other friends
- e) First young man to other young men
- f) Third young man to second man
- g) Second young man to himself
- h) Second young man to himself

##### **B. Answer the following questions.**

- a) The three young men liked to eat and drink a lot.
- b) From the bar of the Grand Hotel they saw some men who had the body of a dead man.
- c) The first young man decided to find death and kill him after his friend's death.
- d) The old man didn't want to live because he got fed up with life.
- e) Death was under a tree, upon the mountain.
- f) They found a lot of money there.
- g) They wanted to take all the money to their houses.
- h) The first and third young men planned to kill the second young man.
- i) The second young man bought the rat-poison because he wanted to kill his friends.
- j) The young men were very greedy. So, greed was the cause of the young men's death.

##### **C. Think and answer.**

- a. The old man said so because he knew human beings are selfish and greedy. And 'money' is the cause of all evils - selfishness, greed, hatred, revenge, murder, etc. The story reveals this human weakness and suggests human misery, suffering and tragedy will continue until man gets rid of it.



Yes, I agree with the old man because the money under the tree becomes the cause of the young men's death.

- b. After reading this story we learn that too much greed can end our life.
- c. Yes, it does. Death does not always come to us as an ugly being that we imagine it to be like.

## 5. Practising grammar

### A. Write sentences about what Archana is going to or not going to do.

- a) She's going to row on the Phewa Lake.
- b) She is going to sleep late every day.
- c) She is not going to telephone her office everyday.
- d) She is going to eat delicious, healthy food.
- e) She is going to go driving every evening.
- f) She is going to have a really good time.

### B. Write questions and short answers about the weekend plans of Dinesh, Ramesh and Sujan.

- a. Are Ramesh and Sujan going to get up early?  
No, they aren't.
- b. Is Dinesh going to play tennis in the morning?  
Yes, he is.
- c. Is Dinesh going to watch a movie on Saturday?  
No, he is not.
- d. Is Sujan going to get up early on Saturday?  
No, he is not.
- e. Are Sujan and Ramesh going to do any homework on Sunday?  
Yes, they are.

## 9. Writing

Encourage the students for their self writing.

## Space and Fantasy

### 1. Warming up

#### A. New words

Can you match the following “space words” with their meanings?

space heater	:	an electric device to heat a room
backspace	:	a key in the computer keyboard
cyberspace	:	a place where electronic messages exist
spacebar	:	a bar in a keyboard of a computer
space-age	:	very modern and advanced
space walk	:	a period of time during which an astronaut spends time in space outside the spacesuit
spacecraft	:	a vehicle that travels in space
space shuttle	:	a spaceship that travels between the earth and space
space warp	:	a situation (in stories) in which it is possible to travel faster than time

### 2. Reading

This imaginative story about space exploration touches upon children’s feeling and sentiment. And as such, the story offers an occasion for students to familiarise themselves with important aspects of space exploration.

### 3. Playing with words

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

Ans:	a.	float	:	to move slowly on water or air
	b.	echo	:	the reflection of sound
	c.	satellite	:	an object that moves round another one in space
	d.	protect	:	to make sure that something is not in danger
	e.	ghost	:	the spirit of a dead person

#### C. Fill in the blanks choosing the words from the box below.

- The earth floats in space like a big green and blue ball.
- The supervisor heard something scraping on the metal of the spacesuit.
- A spaceship travels in space carrying people in it.

- d) The supervisor could see a small satellite coming towards them.
- e) The supervisor sometimes gets bored inside the space station.

**D. Find a suitable word in group B to make a compound word with each of the words in group A.**

Ans:

space	ship
tom	cat
station	supervisor
control	panel
sun	light
radar	screen

**4. Working with the text**

**A. Answer the following questions.**

- a) The earth looks like a big green and blue ball from the space station.
- b) They were building part of the station when someone called from the satellite control office.
- c) The supervisor saw a small satellite coming towards them through his binoculars.
- d) He met Tommy in the space station.
- e) The sun's light is very dangerous in space because it is very bright and it can damage our eyes in a second.
- f) Bernie Summers was a space scientist.
- g) Spacesuits are very expensive. So people don't throw the spacesuit away after an accident.
- h) He screamed as loud as he could, pulled himself away from the soft thing and hit his head on the control panel when something patted him softly on the back of his neck.
- i) The doctors were playing with three kittens when he came back to sense.
- j) No, Tommy was not really a tom-cat. It was a female cat.

**B. Think and answer. (Answers may vary.)**

- a) I think the supervisor remembered Bernie Summers because he died in space. His spacesuit was broken. After the accident, Bernie Summers' spacesuit had been repaired. The supervisor was thinking whether the spacesuit he was wearing belonged to Bernies Summers or his ghost was trying to get back into it.

- b) No, all animals wouldn't like living in space because they are less adaptable than humans.

**C. Read the following statements about the story. Write 'T' if they are true and 'F' if they are false.**

- |  |   |
|--|---|
| a) The supervisor never gets bored inside the space station. | F |
| b) He often went out of the station.                         | F |
| c) There was a small echo on the radar screen.               | T |
| d) The spacesuit had a special sunshade for protection.      | T |
| e) The supervisor felt cold sweat on his forehead.           | T |
| f) He fainted and fell forward when he saw the ghost.        | F |
| g) The strange scraping noises were made by the kittens.     | T |

**5. Practising grammar**

**A. Complete the following sentences with 'will' using the verbs given below.**

- Ans: a) It's raining. Don't go out. You will get wet.
- b) Goodbye. I expect we won't meet again before long.
- c) Don't worry about your exam. I'm sure you will pass.
- d) I've got some good news. You will never believe it.
- e) If you don't eat anything now, you will be hungry later.
- f) Why don't you try on this jacket? It will look nice on you.

**B. Now complete the following sentences using will + V<sup>1</sup>.**

- a. A : Oh, I've just realized I haven't got any money.  
B : Haven't you? Well, don't worry I will lend you some. (I/lend)
- b. A : I don't know how to use this camera.  
B : It's quite easy. I will show you. (I/show)
- c. A : What would you like to eat?  
B : I will have a sandwich, please. (I/have)
- d. A : Anu is in hospital.  
B : Oh, really? I didn't know. I will go to see her. (I/go)

**6. Listening and speaking**

**Listening**

**A. Listen to the record about Peter, Ann and John and write 'True' or 'False' at the end of the following statements.**

a) T    b) F    c) T    d) T    e) F

**B. Listen to the passage again and say:**

- a) They chose cream paint for the woodwork and chocolate for the wall to redecorate their sitting room.
- b) I think they wanted John to help them if he was free.
- c) No, John was not really going to theatre. He told a lie because he did not want to help them.

## **7. Learning English sounds**

**Choose the correct numbers of silent letters and underline the words with silent letters in each of the following sentences.**

a. On Wednesday night Sarah visited us.

Ans: 3

2. Drivers are reminded to switch off their engine.

Ans: 2

3. After they examined the body, detectives were sure he had been murdered.

Ans: 2

4. I have no doubt you'll see some fantastic cheetahs.

Ans: 2

5. Damn! I've just slammed my thumb.

Ans: 2

6. I saw that handsome plumber. I tried to be subtle so he did not know I was looking at him.

Ans: 4

## **9. Writing**

Encourage the students for their self writing.

## Fun with Food

### 1. Warming up

#### A. New words

Add “-y” to the following nouns to change them into adjectives.

might	-	mighty	sketch	-	sketchy
skin	-	skinny	smoke	-	smoky
wind	-	windy	craze	-	crazy
sun	-	sunny	curl	-	curly
flop	-	floppy	star	-	starry
sand	-	sandy	water	-	watery

### 2. Reading

Dorothy Baruch’s lovely poem about “popcorn” resonates with children’s sense of “fun” and “food”. The rhythmic tone of the poem allows us to deal with important aspects of poetic language such as alliteration, onomatopoeia, and so on.

### 3. Playing with words

#### A. The word ‘popcorn’ consists of two words: pop and corn. Now match the words in column A with those in column B to get appropriate compound words like popcorn.

<b>Ans:</b>	<b>A</b>	<b>B</b>
	hail	stone
	watch	man
	shop	keeper
	bed	time
	cat	walk
	good	bye

#### B. Alliteration is the repetitive use of words that begin with the same sound in a sentence. Write three words each beginning with the same sound.

- |    |       |   |      |       |      |
|----|-------|---|------|-------|------|
| a. | song  | = | sun  | saw   | sum  |
| b. | gun   | = | girl | gap   | goal |
| c. | tower | = | town | towel | top  |
| d. | cat   | = | car  | cap   | cup  |
| e. | girl  | = | gate | goat  | god  |
| f. | hend  | = | hat  | hen   | hero |

#### 4. Working with the text

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

- a) The popcorn man puffs up popcorn at the park.
- b) The popping machine is inside his cart.
- c) The corn is dry, yellow-brown in colour before it is popped.
- d) The corn is white in colour after it is popped.
- e) The dry yellow-brown corn is put in a popping machine. After sometime, the heat changes it into soft white puffy popcorn.
- f) I think the popcorn will be sold to the people who like to eat it.
- g) The 'T' in the poem is the buyer of popcorn.

##### B. Think and answer

- a. Hop, Pop, Puffy, Fluffy, Flaky

#### 5. Practising grammar

##### A. Now answer the following questions using the words given below: (Allow students to come out with different sentences provided that they follow the correct structure.)

- a) I go to my uncle's home twice a week.
- b) I drink tea twice a day.
- c) I go swimming thrice a month.
- d) I go to the park twice a week.
- e) I go on holiday once a year.
- f) I draw pictures once a week.
- g) I eat out in restaurants twice a month.

##### B. Now ask similar questions to your friends in the class.

*Ans:*

- ⇒ How often do you go to your grandparents' house?
- ⇒ How often do you brush your teeth?
- ⇒ How often do you go hiking?
- ⇒ How often do you go to picnics?

**D. Complete the following pairs with a contradictory statement.**

Ans: I want to walk to school. But my school is too far to walk.

I want to play tennis in my room. But my room is too small to play tennis.

I am wearing a jacket. But it is too hot to wear it.

**E. Complete the following sentences in a similar way.**

Ans: a) If you want to be a pilot, you should join a course in aviation.

b) If you want to be a player, you should join a sports club.

c) If you want to travel across the world, you should save a lot of money.

**9. Writing**

Encourage the students for their self writing.



# Unit 14

## The Magical Flight

### 1. Warming up

#### A. New words

Complete the sentences with correct phrasal verb.

- Hold on Rohan. I want to go with you.
- The chief guest held forth on the importance of education for hours.
- The final sports meet has been held off.
- I have applied good glue on it. The part will definitely hold up.
- Hold the gun down. It scares me.
- Your poor Nepali might hold you back.
- I don't think the plants will hold out the summer heat.

#### B. New structures

Explain the reason for the following general advice. Use "so that."

- Look both ways while crossing the street so that you don't get run over.
- Never talk to strangers so that they don't deceive you.
- Don't go out after dark so that you don't face danger.
- Always carry an umbrella so that you don't get wet.
- Drink a lot of water during summer so that there is enough water in your body.
- Take a camera while travelling so that you can take pictures if you wish.
- Don't eat stale food so that you don't fall sick.

### 2. Reading

The classic story belonging to Greek mythology deals with human ambition and innovation and yet shows the consequences of excess pride and ambition.

### 3. Playing with words

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

Ans:

- |             |   |  |
|-------------|---|--|
| a) conquer  | – | defeat, take control                   |
| b) dreadful | – | very bad                               |
| c) fierce   | – | angry                                  |
| d) escape   | – | to get away from a dangerous situation |
| e) inventor | – | one who invents something              |
| f) horror   | – | a feeling of great fear                |

**C. Fill in the blanks in the following sentences choosing the suitable word given in the box.**

- a) The city of Athens was conquered by Minos.
- b) Seven young men and women from Athens were sacrificed at regular intervals.
- c) These us escaped from the labyrinth after killing the monster.
- d) Icarus was bewitched with the magic of flying.
- e) Small downy fragments fluttered from the wings.
- f) The larger feathers drooped and fell.
- g) Daedalus buried the dead body of his young son in Icaria.

**D. Make sentences about yourself using the following words.**

Ans:

- a) interval : During the interval we went out to have our lunch.
- b) thrilled : I was thrilled while reading the detective novel.
- c) dreadful : It was dreadful to hear your father's death.
- d) bewitched : I was bewitched with the magic of swimming.
- e) young : She is fifty but she looks young.
- f) save : We all need to save money for future.
- g) rage : Because of rage, I could not control
- h) memory : His memory was almost lost.

**4. Working with the text**

**A. Answer the following questions.**

- a) Minos was a cruel king who ruled over the island of Crete.
- b) He demanded seven young men and women from the Athenians to sacrifice to a terrible monster called the Minotaur.
- c) The Minotaur had a bull's head and a human body. It was a dreadful beast, so strong and fierce that it was kept in a deep maze called labyrinth.
- d) Theseus proved a match for the Minotaur because he killed the monster and escaped from the maze.
- e) King Minos punished Daedalus by shutting him and his son up in a high tower overlooking the sea.
- f) Daedalus and Icarus used wax to make their wings.
- g) Daedalus asked his son not flying too high because the sun could melt the wax.
- h) When Icarus flew higher and higher, the sun melted the wax and he fell into the sea.
- i) No, Daedalus couldn't save his son.
- j) The place was called Icaria because Icarus was buried there.

**B. Think and answer.**

- a) Because the maze made by Daedalus was very ordinary and Theseus easily escaped from labyrinth by killing the monster.
- b) Icarus was foolish because he didn't know that the sunlight would melt the wax and he would fall down.
- c) We shouldn't be foolish like Icarus. We should not be proud and over excited.

**C. Read the following carefully and write the name of the person who did it.**

- |   |                 |
|---|-----------------|
| Ans: b) Designed the labyrinth              | <u>Daedalus</u> |
| c) Killed the Minotaur                      | <u>Theseus</u>  |
| d) Shut up Daedalus in a high tower         | <u>Minos</u>    |
| e) Made the wings of wax and feathers       | <u>Daedalus</u> |
| f) Beat his wings frantically               | <u>Icarus</u>   |
| g) Buried the dead body of Icarus in Icaria | <u>Daedalus</u> |

**5. Practising grammar**

**A. Now answer the following questions based on the preceding paragraph using 'because.'**

- a) Why do many children go to the temple?

Ans: Many children go to the temple with their elders because they see the elders going everyday.

- b) Why do some children keep playing around the temple?

Ans: Some children keep playing around the temple because they don't know what worship means.

- c) Why don't some children believe in god?

Ans: Some children don't believe in god because they have never seen god in their lives.

**B. Why do you think these people did what they did?**

- a) Mr. Shrestha sold his car.

Ans: Because he wanted to pay his loan.

- b) Pravin failed the exam.

Ans: Because he didn't study well.

- c) Naresh stopped smoking.

Ans: Because he fell ill.

- d) Melina caught a cold.

Ans: Because she ate a lot of ice-cream.

e) My sister started learning Japanese.

Ans: Because she wanted to go to Japan.

**C. Join the sentences in Group A with the suitable reasons in Group B using 'because.'**

**Group A**

I see them quite often.

We didn't hear the door bell.

I went to bed early.

We have decided to sell our car.

We decided to go out to eat.

They went for a walk by the lake.

We came in very quietly.

**Group B**

We were quite bored with eating at home.

We don't use it very often.

The view there was splendid.

They live in my neighborhood.

We didn't want to wake anybody up.

I was tired.

We were asleep.

- I see them quite often because they live in my neighborhood.
- We didn't hear the door bell because we were asleep.
- I went to bed early because I was tired.
- We have decided to sell our car because we don't use it very often.
- We decided to go out to eat because we were quite bored with eating at home.
- They went for a walk by the lake because the view there was splendid.
- We came in very quietly because we didn't want to wake anybody up.

**D. Now ask questions so as to get the following responses.**

- a. Why didn't you take the key?
- b. Why were you absent yesterday?
- c. Why did he feel tired?
- d. Why did he feel sick?
- e. Why did they run away?
- f. Why did she not attend the meeting?
- g. Why were her feet swollen?
- h. Why did you buy a new bicycle?

**9. Writing**

Let the students write their own experience.

# Unit 15

## Obedience

### 1. Warming up

A. *New words*

b. Complete the following table. One has been done for you.

Verb	Past forms	Ways of making past forms
walk	walked	adding 'ed'
run	ran	replacing 'u' with 'a'
hurry	hurried	dropping 'y' and adding 'ied'
spend	spent	replacing 'd' with 't'
carry	carried	dropping 'y' and adding 'ied'
play	played	adding 'ed'
swim	swam	replacing 'i' with 'a'
tire	tired	adding 'd'
take	took	replacing 'ake' with 'ook'

A. *New structures*

B. Now complete the following sentences. Use past forms of the verbs in the box.

- b. opened
- c. started, finished
- d. wanted
- e. happened
- f. rained
- g. enjoyed, stayed
- h. died

Complete the following sentences. Use past forms of the verbs in the box:

- b) It was hot in the room, so I opened the window.
- c) The concert started at 7.30 and ended at 10.00 o'clock.
- d) When I was a child, I wanted to be a doctor.
- e) The accident occurred last Sunday afternoon.
- f) It's a nice day today but yesterday it rained all day.
- g) We enjoyed our holiday last year. We stayed at a very nice place.
- h) Minu's grandfather died when he was 90 years old.

## 2. Reading

This highly popular French fairy tale captures children's imagination about adventure since taking survival and growing up. The story has a happy ending, thus providing justice to the most admirable character.

## 3. Playing with words

B. Match the words with their meanings.

Ans:

- |    |         |   |                         |
|----|---------|---|-------------------------|
| a) | warn    | – | inform against danger   |
| b) | imitate | – | copy                    |
| c) | leap    | – | jump high               |
| d) | plenty  | – | a lot of                |
| e) | roar    | – | make a long, loud sound |
| f) | wicked  | – | bad, evil,              |
| g) | escape  | – | get away from a place   |

## 4. Working with the text

A. Answer the following questions.

- Red Riding Hood went to the forest to take a basket of food for her grandmother.
- Her mother warned her to hurry back through the forest before it was dark as hungry wolves came on the prowl.
- Red Riding Hood swung her basket on her arm while walking through the forest.
- While she was walking she thought that it was such a happy day.
- When the wolf saw Red Riding Hood walking alone he thought if he was lucky and fast enough, he could have a good feed.
- Grandmother couldn't recognize the wolf's voice because the wolf was imitating a girl's voice.
- The wolf said that big ears were all the better to hear her with, big nose was all the better to smell her with, and big teeth were all the better to eat her with.
- Red Riding Hood was saved because the woodcutter chased the cowardly wolf away.

B. Think and answer.

- No, it is not wise for Red Riding Hood's mother to send a little girl alone carrying food for her grandmother.
- Yes/No (The answers can vary).

## 5. Practising grammar

### D. What did you do yesterday? Write positive or negative sentences.

(have a shower) .....

Ans: I had a shower or I did not have a shower.

(do homework) .....

Ans: I did my homework or I did not do my homework.

(go jogging) .....

Ans: I went jogging or I did not go jogging.

(watch television) .....

Ans: I watched television or I didn't watch television.

(visit a doctor) .....

Ans: I visited a doctor or I didn't visit a doctor.

## 6. Listening and speaking

### A. Listen to the conversation and match the following.

A

B

Man : two eggs, a slice of toast and a cup of coffee.

Woman : a glass of orange juice, two slices of bread and two cups of nice hot tea.

Boy : toast, tomatoes and tea.

Girl : doesn't eat breakfast.

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

- a) The people are talking about what they eat for breakfast.
- b) There are four members in the family.
- c) Mother cooks breakfast for the family.
- d) The girl takes a snack at ten o'clock.

## 9. Writing

Let the students write their own experience.

## Model Question

Full Marks: 100

Pass Marks: 40

Time: 3 Hours

### Part A

#### Listening

20 Marks

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

1. Listen to the record between a boy and a girl (Lesson III) and write 'True' or 'False' against these sentences. (Alternatively, the teacher can read the transcript at the end of the book and ask the children to do the exercise.) 5×1=5
  - a. The boy went to a department store yesterday. ....
  - b. The girl worked at the department store. ....
  - c. The girl liked the store very much. ....
  - d. The store had lots of things to choose from. ....
  - e. The store was very expensive. ....
2. Listen to the conversation among members of a family (Lesson XV) and answer the following questions. 5×1=5
  - a. What are the people talking about?
  - b. How many members are there in the family?
  - c. Who cooks breakfast for the family?
  - d. Who eats toast, tomatoes and tea?
  - e. Who takes a snack at ten o'clock?
3. Listen to what the teacher says and write in your answer sheet. 5×1=5
  - a. The phone is ringing.                      b. Sony gave me this letter.
  - c. I want some fruits.                          d. I woke in a space station.
  - e. I have too many books in the bag.
4. Listen to what your friend speaks about and report it to the teacher/class.    5  
(To test the children on this question, ask one child to speak about something and the other to report about it.)

### Part B

#### Speaking

20 Marks

#### Activity 1: Speak on a Topic

1. Speak in few sentences about any one of the following topics: 5
  - a. Your family      b. Your best cartoon show      c. The game you like most

#### Activity 2: Reading

2. Read the first two paragraphs of the story The Blind Man and the Hunter.    5



### Activity 3: Reporting/Narration

3. Suppose you are Little Red Riding Hood. Tell the story in brief. Begin the story as: One day mom told me grandma was very ill... 5

### Activity 3: Interview

4. Suppose your teacher is Daedalus. Interview him about how he escaped from the tower and how Icarus drowned in the sea. 5

## Part C

### Language and Usage

1. Complete the sentences. Use the correct forms of these adjectives. 5×1=5
- |           |           |      |             |      |
|-----------|-----------|------|-------------|------|
| beautiful | expensive | high | interesting | tall |
|-----------|-----------|------|-------------|------|
- a. A giraffe is ..... than a man.  
b. A car is ..... than a television.  
c. Detective stories are ..... than math problems.  
d. A mountain is ..... than a hill.  
e. A peacock is ..... than a peahen.
2. Make questions with the prompts given below. 5×1=5
- a. get up (what time)  
b. lunch (what/where)  
c. go to bed (what time)  
d. breakfast (what/what time)  
e. holiday (what/where)
3. Add a suitable tag question at the end of the following statements. 4×1=4
- a. Bindu wrote a letter, .....  
b. The fireman rang the bell, .....  
c. I broke a plate, .....  
d. The men caught a rabbit, .....
4. Fill in the blanks with in, on or at. 5×1=5
- a. Let's meet .....the station.  
b. I sat ..... the grass.  
c. There's a big spider ..... the ceiling.  
d. I have a friend who lives ..... a small village ..... the mountains.
5. Complete the following sentences with 'will' using the verbs given below. 5×1=5
- |         |      |     |      |      |    |
|---------|------|-----|------|------|----|
| believe | pass | get | meet | look | be |
|---------|------|-----|------|------|----|
- a. It's raining. Don't go out. You.....wet.  
b. Goodbye. I expect we ..... again soon.

- c. Don't worry about your exam. I'm sure you .....
- d. I've got some good news. You ..... never ..... it.
- e. If you don't eat anything now, you ..... hungry later.
6. Add '-y' to the following nouns to change them into adjectives. 4×0.5=2
- |       |       |       |       |
|-------|-------|-------|-------|
| might | ..... | craze | ..... |
| sun   | ..... | curl  | ..... |
7. Complete the following sentences. Use the past forms of the verbs in the box. 4×1=4
- |       |      |       |      |
|-------|------|-------|------|
| occur | want | brush | open |
|-------|------|-------|------|
- a. I ..... my teeth three times yesterday.
- b. It was hot in the room, so I ..... the window.
- c. When I was a child, I ..... to be a doctor.
- d. The accident..... last Sunday afternoon.
8. Use any five of the following words and phrases in sentences of your own. 5×1=5
- |          |         |         |  |
|----------|---------|---------|--|
| carry on | imitate | put off |  |
| grin     | float   | hold on |  |

## Part-D

### Reading Comprehension

1. Answer any five of the following questions in brief. 2×5=10
- Where and with whom did the blind man live?
  - Where did grandpa drop his glasses? What did he see at the supper table?
  - Why did the king of Nepal select Araniko as the leader of the mission?
  - What did Alice ask the Cheshire Cat?
  - What does the hare tell the gentleman?
  - What does the word Swyambhu stand for?
  - What was the cause of the young men's death?
2. Read the following passage and answer the questions that follow.

Do you like visiting historical places? Isn't it wonderful to visit the ancient cities of Nepal and see the beautiful temples, palaces and buildings? As you enjoy the splendid art of such monuments you are filled with respect for those talents of past who created them. There were many of them. But among those, one who became famous not only in Nepal but also in Tibet, China, Mongolia and as far as Indonesia was Araniko.

During Araniko's time, which was thirteenth century A.D., there was a renowned emperor in China named Kublai Khan. He was a great lover of art and architecture. Once he wanted to build a golden stupa in Lhasa for his teacher Pags-pa. In 1260 A.D., he decided to ask Nepal to send skilled architects to supervise the work.

- I. Match the following:

5 × 1=5

wonderful	a building that has special historical importance
splendid	famous and respected
monument	excellent; very good
renowned	to be in charge of somebody/something and make sure that everything is done correctly, safely, etc.
supervise	very good, pleasant or enjoyable

- II. Answer these questions in brief. 5 x 1=5
- What happens when you splendid art of historical monuments?
  - Which are the countries where Araniko was famous?
  - When did Araniko live?
  - Who was the Chinese emperor at that time?
  - Why did Kublai Khan want to build a golden stupa in Lhasa?

### Part-E

#### Writing

11. If you were to fly like a bird or like Daedalus, 5
- what would you like to do?
- what places would you like to visit?
- what things would you do that you can't do now?
- how would you feel flying over land?

**New Nepal**

# **English Reader 5**

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# Teaching Strategies

## Focused Activities

- Warming up
  - New vocabulary
  - New structures
- Reading
- Way with words
- Practising grammar
- Listening and speaking
- Writing
- Titbits
- Reflecting
- Weight and evaluation

### What's in Book Five?

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

**Content:** Book Five of the *New Nepal English Reader* offers young learners of English language a variety of language structures presented through stimulating reading materials that build upon the reading competency children have already acquired in the previous Grades. The reading materials directly address children's sense of curiosity and appeal to their imaginative minds. The *Reader* also includes informative prose pieces on Nepalese culture, history, and arts. While building upon students' cultural repertoire, the texts included in the *Reader* expand their knowledge of literature, culture, and the immediate surroundings. The lessons such as “Story” and “Thought and Action,” for instance, not only appeal to children's immediate experience of getting education, but also allow teachers to initiate productive discussions on a variety of issues related to students' lives and concerns. As you must have noticed by now, many texts connect students' reading experience with their real life situations and cultural repertoire they already possess. The chapter headings represent the spirits of both reading and other skills included in the chapter. Therefore, having students process the meaningful information that the texts contain on the basis of their own cultural experience can be an effective teaching strategy. For this, teachers may consider using pre-reading activities that somehow bridge students' cultural knowledge with the new information they receive by reading the texts. As the language-related drills and exercises are mostly based on the language structures used in the text, each lesson allows teachers to introduce the relevant language skills creatively and contextually. The *Reader* generously offers students a taste of the classics of children's literature that emphasize the positive values such as honesty, hard work, and human sympathy.

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

**Communicative Skills:** In each lesson, by means of the structured models of conversation and listening exercises, students practise using the language structures and vocabulary learned in the lesson. It is important that we frequently use the text as an example to show how certain grammar items are used in a communicative context. The “Having fun” section added in this edition allows students to learn the humourous side of the language item they have newly acquired. Everything learned thus far boils down to “Reflecting” so, as to make learning a holistic endeavour.

### Teaching Strategies

Over the years, we have had opportunity to interact with scores of experienced teachers across the country. Our interaction with teachers of English, who have taught the *New Nepal English Reader* and those who were about to adopt it for the first time, in course of orientations, workshops, and informal conversations, led us to believe that we spell out the concept, philosophy, and rationale behind the *Reader* and share with teachers some of the teaching strategies we had in mind while designing this series.

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

### Pre-reading (Warming up)

Besides practising the pre-designed exercises on vocabulary and language structures included in the text, teachers may design activities to utilize students’ knowledge about culture. Students bring their own knowledge and experiences in class that need to be built upon, challenged, and expanded. The “Pre-reading Activities” allow teachers to link what we teach students to what they already know. As we teach in a unique cultural context, the pre-designed activities in the *Reader* should not be taken as another exercise that we have to deal with. Rather, the pre-designed activities are meant to be possible models for teachers to design activities that address their own teaching contexts. For this, we anticipate teachers to review the entire lesson in advance and use activities, either included in the *Reader* or of their own design, in order to see the link between what students learn from the lesson and what

they already know. Teachers may facilitate this experiential connection by:

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

Whatever activities we want them to practise before reading the text, the key is to get them to talk and warm up for the lesson and language exercises that follow. Such activities enable teachers to conduct a pro-active and participatory class, the essential prerequisite for a successful language teaching session.

## Reading

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

Connecting readings to language practice: For productive teaching, it is advised that teachers exploit the link between reading materials and language exercises that follow them and keep reinforcing the major language items focused in the text. The poem, “Rat Race,” in a humorous way presents human sense of “success” from the perspective of a rat and introduces students with important language structures such as “likes” and “dislikes.” The “Practising grammar” section further reinforces the language structure (“likes” and “dislikes”) predominantly used in the text to talk about preferences. In the “Listening and speaking” section, students learn to talk about their own likes, dislikes, and preferences. In the “Titbits” section, they get an opportunity to practise, using the language items they have already learned. Finally, “Relfecting” section will avail them with a chance to relate the new knowledge to their own tastes, likes and dislikes. Thus, teachers should consider emphasizing the link between language used in the text and the language skills students learn through the subsequent grammar-related drills and exercises.

Reading for cultural literacy: Book Five of the *Reader* includes interesting and stimulating texts—poems, stories, and informative prose pieces. Given the age of the children the book is intended for, the reading texts aim at giving children the flavour of authentic English expressions while imparting important knowledge about their culture and surroundings. Therefore, it is important that teachers focus more on making the experience of reading

enjoyable for children than having them always concentrate on “themes” and “meanings.” For a successful language teaching, it is significant that children enjoy reading and feel the rhythm of language. The alternative use of Nepalese and English names is a deliberate choice so as to provide both authentic and personalized touch of the target language, i.e. English.

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

### **Vocabulary (Playing with words)**

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

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



- o “Words of the Day” method can be handy in motivating students to learn new words; for this, teachers may select two to four new words for each day and devote some time explaining, discussing, and using those words in class.

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

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

“Practising grammar” is one of the major features of the *Reader* and, in fact, is the defining philosophy of the series. Unlike traditional English text books, the *Reader* emphasizes the usage of grammar items in a specific communicative context, hence the term “language-in-use.” Book Five introduces children with the usage of important grammar items such as “lot/a lot/much” “ought to/must,” “prefixes/suffixes,” “direction prepositions,” and “should/would.” These items emphasize the functions such as talking about degree and quantity, expressing obligations, and making deductions. The Book assumes that it is important for students to know how and where to use the grammar items they have learned. For this, the *Reader* adopts a dual strategy of teaching language skills—recognition and usage.

While teaching “language skills” and “grammar items,” teachers should consider focusing more on the “communicative function” of language items by providing students relevant situations and contexts for the use of each item. For example, while teaching grammar items such as “a lot/much” the focus should be more on explaining how this item is used to talk about degree and quantity than dealing with them as the isolated language structures. After students become able to recognize the grammar items and their communicative functions, teachers should focus on providing students appropriate context for using the grammar items learned.

### **Listening and speaking**

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

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

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

## **Writing**

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

## **Titbits**

This is a newly added section which provides some moments of fun for students. These fun-filled dialogues, jokes or ‘fun with pun’ pieces add both cultural and linguistic skills to make students more creative and critical thinkers.

## **Reflecting**

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

## **Weight and evaluation**

For Grade Five, we anticipate roughly 150 hours of teaching; teachers are advised to give approximately 25% weight to listening, 30% to speaking, 25% to reading and 20% to writing. For lower grades (first, second, and third), continuous evaluation of each child’s progress is recommended. However, in the fifth Grade, a combination of continuous evaluation and periodic testing can be an effective way of assessing students’ progress. Ideally, each teaching session should incorporate informal “evaluation” schemes of a sort such as quick questions, mini-quizzes, reading aloud, or writing words and sentences.

## 1. Warming up

### A. New words

a. Add un-, im-, or dis- to the following words.

able	:	unable	coil	:	uncoil
polite	:	impolite	kind	:	unkind
honour	:	dishonour	moral	:	immoral
approve	:	disapprove	do	:	undo
colour	:	discolour	wind	:	unwind
tidy	:	untidy	practical	:	impractical

b. Find at least three words each that take the following prefix.

Un	:	unlucky	unreal	unsafe
Im	:	imperfect	impossible	impure
Dis	:	disqualify	disorder	disrespect
In	:	indoor	inhuman	inside
Anti	:	antibiotic	anticlockwise	antivirus

c. The above poem emphasizes the importance of study. There are different types of books available in the market. Select the right word to name the following types of books.

1. A book about someone's life and achievement.....biography
2. A book about imaginative future life with robots and machines.....science fiction
3. A book that lists words and their meanings.....dictionary
4. A book that records someone's travelling experience.....travelogue
5. A book that records someone's daily activities and observations.....diary
6. A long poem with a storyline and characters.....epic
7. A book in which the writer tells his or her own life story.....autobiography

B. New structure: 1) much 2) much 3) much 4) much 5) much  
6) much 7) many 8) much

## 2. Reading

This poem was written by English poet Eleanor Farjeon, who was the author of children's stories, plays, poetry, biography, history, etc.

The poem tells us that books are the sources of knowledge and wisdom. Books record historical events, scientific progress, etc. which can be read by millions for thousands of years. Reading books is a good pastime. A good book always guides us in our life.

### 3. Playing with words

Learn the meanings of these words and use them in your own sentences.

- A. wonder – I wonder what would happen if there were no books in the world.  
 fancies – Children love to dwell in the world of fancies.  
 melts – The ice in the Himalayas melts faster in the summer than in winter.  
 unlocks – If you insert this key into the keyhole, the door will unlock easily.
- B. Do the following activities.
- a) wonder (n) – There are many wonders of genetic science.  
 wonder (v) – People in the past often wondered how days and nights were caused.
- b) books – looks rise – eyes  
 away – play end – friend  
 page – age chair – there  
 box – unlocks covers – lovers
- c) The word 'fancies' in the fourth line means 'imagination'.  
 Did I really hear someone come in, or was it only my fancy?

### 4. Working with the text

#### A. Make a list of things that happen when we read a book.

New ideas and people rise in our fancies and our eyes.

We sail along the page to some other land or age.

Now write at least three other things (not mentioned in the poem) that happen when we read a book.

It's advised to seek students' responses to this question.

#### B. Answer the following questions.

- a) According to the author, our books are storehouses/ worlds of wonder.
- b) When one opens the books, he is exposed to novel ideas, thoughts, people and places.
- c) When I read a book, my mind is filled with fancies.
- d) The author compares a book with a magic box.
- e) A child unlocks the magic box of a book with a touch.

### 5. Practising grammar

1. Fill in the blanks with a lot of, many or much. More than one answer may be correct in some cases.

- |                           |                                |
|---------------------------|--------------------------------|
| a) a lot of shampoo       | b) many/a lot of cassettes     |
| c) a lot of/much money    | d) a lot of/much tea           |
| e) a lot of/many T-shirts | f) a lot of/much juice         |
| g) a lot of/many dresses  | h) a lot of/much perfume/scent |
| i) a lot of/many books    | j) a lot of/many people        |

## 6. Listening and speaking

### A. Listening

#### 1. Listen to the record about Moti Ram Bhatta and complete the sentences given below.

- Moti Ram Bhatta was born in Kathmandu in 1923 B.S.
- He used to write poems whenever he was free.
- Moti Ram had to go to India for his higher studies.
- He came back to Kathmandu in 1951.
- He also published the Ramayana written by Bhanu Bhakta Acharya.

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

- He published a Nepali magazine from Kashi.
- The name of the magazine was Gorkha Bharat Jeevan.
- He was given the title of 'Yuvakabi' (the youth poet).
- He died at the age of 30 in 1953 B.S.
- The passage is a biography of poet Moti Ram Bhatta.

## 9. Writing

Ask the students to read any book of their interest. They can find the book from library or from the seniors or in their family. Encourage and support them to write on the basis of the questions given.

# Unit 2

## Adventure and Risks

### 1. Warming up

#### B. New structures

#### b. Fill in the blanks with must or mustn't.

1. She is ill, so she must see the doctor.
2. It is raining. You must take your umbrella.
3. You mustn't throw litter on the stairs.
4. This is a secret. You mustn't tell anybody.
5. You mustn't make a noise in the library.
6. We must hurry or we will miss the bus.
7. You must eat fruits and vegetables.
8. The baby is sleeping. You mustn't shout.
9. You must be friendly to everybody.
10. You mustn't walk on the grass.

#### C. Imagine your friend is going on a trip to Pokhara. Tell your friend what he or she must or mustn't do. You may also add more tips.

He must take an umbrella.

He mustn't swim in the Lake Phewa.

He must boat in the Lake Phewa.

He mustn't walk alone during the night.

He mustn't talk to strangers.

He must visit the Mountain Museum.

He mustn't stay in a hotel all the time.

He must go fishing in the lake.

### 2. Reading

Gulliver in Lilliput is an extract from a book named Gulliver's Travels. Gulliver's Travels is a great satire in English literature, and a favourite children's story. It was published in London in 1726 under the name of Lemuel Gulliver, supposedly a ship's surgeon and later a captain. In reality, Jonathan Swift, the witty dean of St. Patrick's Cathedral in Dublin, Ireland, wrote the book.

In the book, Dr. Gulliver describes his fantastic adventures in distant lands. The story begins with a shipwreck. Gulliver, the only survivor, swims ashore. He finds himself in Lilliput, where the people are only 15 centimeters high. But the Lilliputians take themselves

very seriously. In writing the emperor's description of this country, Swift makes fun of his own land, and of all people who take themselves too seriously. After many adventures, Gulliver leaves Lilliput.

Gulliver's second voyage takes him to Brobdingnag. The people there are tremendous giants. Gulliver becomes the pet of a little girl nine years old, and not above 40 foot high, being little for her age. He has terrifying experiences in this country. The third part of the book describes Gulliver's voyage to several strange lands. The fourth part tells of the country of the Honyhnhnms, the wise, talking horses.

### 3. Playing with words

**Learn the meanings of these words and use them in your own sentences.**

- |            |  |
|------------|--|
| storm      | – The storm destroyed all the farmers' crops.                              |
| seaman     | – The seaman took the ship safely across the Atlantic.                     |
| frightened | – When the principal entered the class, all the students were fright need. |
| entrance   | – A watchman stood at the entrance of the building.                        |

#### B. Do the following activities.

- a) Find words which carry meaning similar to 'storm'.

Ans: gale; cyclone; thunderstorm; tornado; hurricane; typhoon

- b) Do travel, voyage and journey mean the same thing? Look up the dictionary and find out whether they have same or different meanings.

Ans: 'travel' means – go from one place to another

'voyage' means – a long journey by sea or in space

'journey' means – travel from one place to another, it can be a long or short distance

- c) What is the opposite of 'entrance'?

Ans: 'Exit' is the opposite of entrance.

- d) Use the following in your own sentences.

turn over – The car fell off the road, turned over and burst into flames.

walk through – The hunters walked through the woods to the other side.

lie down – The jailor ordered all the prisoners to lie down on the ground.

climb up – The thief climbed up the wall and entered my room.

### 4. Working with the text

#### A. Answer the following questions.

- a) Gulliver was a doctor on the ship.
- b) Antelope sank in the sea due to a sea storm.

- c) He saved his life in the sea with the help of a small boat.
- d) Gulliver couldn't move next morning because his body was tied with ropes by the Lilliputians.
- e) They were about 15 cm tall.
- f) They were brave little men.
- g) They made a big bed and fixed wheels to it and then he was pulled with the help of thousands of horses.
- h) Gulliver was called man-mountain because he looked like a mountain in front of the tiny people.
- i) Gulliver didn't harm them, but treated them in a friendly manner. So they became his friends.

**B. Think and answer.**

- a) It's a fiction, an imaginative story. Because there are no such people as Lilliputians in our world. Such beings may exist in other planets.

**5. Practising grammar**

**A. Complete the sentences with 'both', 'either' or 'neither'.**

- a) 'Do you want tea or coffee?' Either. I really don't mind.'
- b) 'What day is it today, Monday or Tuesday?' 'Neither. It's Wednesday.'
- c) 'There are two apples here. Do you mind which I take?' 'No, take both/either.'
- d) 'Where did you go for your holidays, Pokhara or Lumbini?' 'We went to both the places. A week in Pokhara and a week in Lumbini.'
- e) 'Where is your father? Is he at home or in office?' 'Neither. He's away on holiday.'

**B. Complete the sentences with both/neither/either of us/them.**

- a) I asked two people the way to Ghantaghar but neither of them could help me.
- b) I was invited to two parties last week but I didn't go to either of them.
- c) There were two windows in the room. It was very warm, so I opened both of them.
- d) Sarah and I play tennis together but neither of us can play very well.
- e) I tried two bookshops for Gulliver's Travels but neither of them had a copy.

**9. Writing**

Ask the students to write about their friends in the same way as it is given in the paragraph.



# Unit 3

## Human Nature: Selfishness

### 1. Warming up

#### A. New words

- b. Following are words related to either spring or winter. Mark the words as you read the story and put them in the right column. Some words might belong to both.

Spring	Winter
play	white
garden	wall
beautiful	dusty
flowers	hard
red	stones
white	north wind
sweetly	rain
happy	ice
wonderful	snow
birds	weeping
singing	afraid
music	run away
joy	tears
flying	

- c. Now add at least five words of your own to the list.

Ans: Spring: bloom; blossom; breeze; bud; butterfly; grass; nest; rain; rainbow; raincoat; showers; sunshine

Winter: blanket; chill; coat; cough; fire; fireplace; firewood; fog; gloves; hailstone; heater; jacket

### 2. Reading

The Selfish Giant was written by Irish writer Oscar Wilde. Wilde was a playwright, poet and author of numerous short stories and one novel. Known for his biting wit, he became one of the most successful playwrights of the late Victorian era in London, and one of the greatest celebrities of his day. Several of his plays continue to be widely performed, especially *The Importance of Being Earnest*.

Wilde is immortalized through his works, and the stories he wrote for children, such as

The Happy Prince and The Selfish Giant, which are still vibrant in the imagination of the public.

The Selfish Giant tells the story of the giant who built a wall around his beautiful garden to keep children out. It was always winter in the garden, for no other season would venture there. Then one morning, a special child brought Spring back, and the giant's heart melted along with the snow.

The story highlights the importance of love and compassion in human life.

### 3. Playing with words

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

wander	–	roam	beautiful	–	pretty
hurry	–	rush	wonderful	–	fantastic
wound	–	injury	watch	–	see

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

giant	–	small	quietly	–	noisily
selfish	–	kind	winter	–	summer
garden	–	desert	love	–	hate

#### C. Write at least five words that nearly mean "sadness."

Ans: unhappiness; sorrow; gloom; misery; dejection

### 4. Working with the text

#### A. Write "true" or "false."

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

#### B. Answer the following questions.

- The garden was beautiful and large. All the trees were covered with red and white flowers.
- The giant was very angry. He drove all the children out of his garden and built a tall wall around his garden, and put up a notice warning children not to enter his garden.
- After the children stopped coming, the garden no longer looked beautiful. All the trees became bare. They were covered with snow and ice. Birds refused to sing and spring never came to his garden.
- He saw that his trees had again borne flowers and fruits. Birds began singing and the whole atmosphere looked charming and beautiful, as children came to the garden again.
- Because he realised that his selfishness was the cause of the ugly condition of his garden. Flowers refused to bloom, spring never came, and birds stopped singing. He understood that no flower can be more beautiful than children.

## 5. Practising grammar

A. Now advise your friend in three different ways (as in the example above) in the following situations. (Responses may vary.)

a) Your friend has a fever.

- i) Why don't you visit the doctor?
- ii) You should take medicine.
- iii) If I were you, I would see a doctor.

b) Your friend is poor in G.K.

- i) Why don't you take your teacher's help?
- ii) You should read some reference books.
- iii) If I were you, I would learn things by heart.

c) Your friend is too fat.

- i) Why don't you start dieting?
- ii) You should stop eating fatty food.
- iii) If I were you, I would consult a dietician.

d) Your friend is going to a party.

- i) Why don't you hire a suit from the laundry?
- ii) You should take a bouquet of flowers.
- iii) If I were you, I would take a beautiful gift.

B. Suppose your younger brother or sister is staying in a hostel. Write a letter to him/her advising about the following things.

- a) study                      b) discipline                      c) diet

Ans:

June 25, 2013

Dear sister,

I'm glad to hear that your English is improving. You fared so badly in your last annual exam. I was quite disappointed to see your report card. Your hostel warden has informed me that now you're devoting more time to your studies. When dad heard about your progress he was quite surprised. He has sent you an English novel David Copperfield by Charles Dickens which, I think, you will like very much.

I know that you are a grown up girl now. And you know what is good and bad. Your improvement in English shows that you've become more matured than before. But still, being your brother, I would like to give you a piece of advice which will help you to improve in your studies. First, you need to develop a reading habit. Read as much as you can, and anything that you find interesting like stories, newspapers, novels, magazines, etc. They will improve your language. Second, cultivate a habit of writing. If you write your diary regularly, you can express yourself better. I am sending you a diary, please do maintain it. You can also gain a lot if you write letters, stories, etc. At

last, listen to the radio, especially English programmes on the BBC, CNN, or daily news in English. They are very helpful to improve your language.

Finally, I would like to remind you to follow the hostel rules and be careful about your diet. Meanwhile, you may not know how much we all miss you here. Papa and mama send you a warm remembrance, and best wishes for your birthday. Sunil is feeling very lonely in your absence. He sends warm regards and love to you. We all are looking forward to seeing you at Dashain.

Your loving brother

Ramji

**C. Write an appropriate prohibition to the following situations using either 'You can't' or 'You are not supposed to ...'**

a) You are sitting in an exam-hall.

Ans: You are not supposed to make a noise in the examination hall.

b) You are driving a car.

Ans: You can't cross the speed limit.

c) You are in a restaurant.

Ans: You are not supposed to bring your pet to a restaurant.

d) You are going to fly an aero plane.

Ans: You are not supposed to smoke in the plane.

**D. Write two sentences each for the following situations using 'ought to' and 'ought not to'.**

a) You seem to be poor in English.

Ans: You ought not to spend more time in preparing other subjects than English.

You ought to take help from your English teacher.

b) Janaki wants to be a good mother.

Ans: You ought not to pamper your child.

You ought to take your children out during the weekends.

c) Your mother looks thirsty.

Ans: You ought not to keep her waiting.

You ought to give her water.

d) Your school is very near from your home.

Ans: You ought not to take the school bus.

You ought to reach your school in time.

e) You are sick.

Ans: You ought not to go to your office today.

You ought to see your physician.

## 9. Writing

Write a dialogue between two friends who are advising each other on how to prepare for the final exams. Use expressions you have learned in this unit.

- Harriet : Hi Neil, how are you?
- Neil : I'm fine, thank you. And you?
- Harriet : I'm fine, too. How's your preparation going on?
- Neil : It's going well. But I'm not very good in English.
- Harriet : Don't worry. Your English isn't that bad as others in our class. You speak very well. You just need to pay little more attention to your writing.
- Neil : Yes, you're right. My writing isn't as good as yours. I tried a lot but I couldn't improve it.
- Harriet : But I think you should focus more on exam tips.
- Neil : Would you mind explaining what it means?
- Harriet : Not at all. It means you need to know about marking schemes, time management and solving the model questions.
- Neil : Thanks for your advice.
- Harriet : You are welcome. Bye, see you in the class tomorrow.
- Neil : Bye.

# Unit 4

## Human Nature: Geenrosity

### 1. Warming up

#### A. New words

Complete the sentences using the correct phrasal verb.

- Anup is working hard. I guess he will pull ahead of everyone in class.
- Can you pull off the car? I need to buy some medicine.
- Why do you always pull her down? She is a nice girl.
- Don't worry. You will pull through very soon.
- The teacher pulled Bikas and Ravi apart. Both of them were bleeding.

#### B. New structures

Write what you will do in the following situations.

- I think I will give her free tuition.
- I think I will volunteer.
- I think I will talk to him.
- I think I will give free football calss.
- I think I will donate some money.

### 3. Playing with words

#### A. Circle the word that does not fit in the set.

- |             |          |           |          |
|-------------|----------|-----------|----------|
| a. happy    | glad     | pleasant  | woeful   |
| b. selfish  | selfless | kind      | generous |
| c. sad      | gloomy   | miserable | jolly    |
| d. giant    | tiny     | huge      | enormous |
| e. horrible | hideous  | ugly      | stunning |

#### B. Make sentences using the idioms listed above.

- |                     |   |  |
|---------------------|---|--|
| pull a fast one     | : | Ritesh pulled a fast one on Karun.                 |
| pull somebody's leg | : | Amrit always pulls Samir's leg.                    |
| pull your socks up  | : | Aditi is pulling her socks up.                     |
| pull your weight    | : | "You must pull your weight," the boss told Pragya. |

### 3. Working with the text

#### A. Give reasons for the following. Use "Because..."

- The giant pulled down the wall because he wanted children to come to his garden.

- b. The spring stopped coming to the garden because the giant did not allow the children to come and play in the garden.
- c. Children did not know about the little child because they had never seen him before.
- d. The giant loved the little child because he had kissed him.
- e. The giant did not hate the winter because he knew that the spring was sleeping and the flowers were resting.
- f. The children ran away because the giant shouted at them.

**B. Answer the following.**

- a. The trees covered with flowers, the birds came and sang.
- b. They saw the giant playing with the children in the most beautiful garden they had ever seen.
- c. The giant was not fully happy because the little boy whom the giant loved did not come to the garden.
- d. The giant saw a wonderful sight when he looked out of the window. In the farthest corner of the garden there was a tree covered with beautiful white flowers. Its branches were golden, and silver fruit hung down from them. And the little boy he loved was standing under the tree.
- e. The little child had not visited the garden because he was actually a god in disguise.

**C. Think and answer**

- a. I think the little boy is the god.
- b. The giant was able to go to heaven after his death because of his generosity towards the children.

## 5. Practising grammar

Complete the sentences using "as...as."

- b. My shoes are new but yours are newer.  
Your shoes are not as old as mine.
- c. It's cold today but yesterday was colder.  
It isn't as cold today as it was yesterday.
- d. Jack is younger than he looks.  
Jack isn't as old as he looks.
- e. I spent less money than you did.  
I didn't spend as much money as you did.
- f. He knows more than his sister does.  
His sister does not know as much as he does.

- g. My father earns more than my brother does.  
My brother doesn't earn as much as my father does.

**Rewrite these sentences using "than."**

- a. It isn't as cold as yesterday.  
It is warmer today than yesterday.
- b. Your house isn't as big as ours.  
Your house is smaller than ours.
- c. The chair isn't as expensive as the table.  
The table is more expensive than the chair.
- d. I don't earn as much money as my wife does.  
My wife earns more than I do.
- e. Rabin isn't as good in maths as Pravin.  
Pravin is better than Rabin in maths.
- f. I'm not as busy this week as I was last week.  
I was busier last week than I am in this week.

## **7. Learning English sounds**

**Underline the /b/ sound and circle the /v/ sound.**

<u>b</u> everage	vegeta <u>b</u> les	<u>b</u> eehive
expensive	talkative	volley <u>b</u> all
venoms	inevita <u>b</u> le	o <u>b</u> servatory

## **9. Writing**

Encourage the students for their self writing. Let them create their own story on basis of the given questions.



# Unit 5

## Seasons and Activities

### 1. Warming up

#### B. New structure

#### a. Match the following.

In autumn	it is rainy and wet.
In winter	it is very cold and snows.
In spring	it is warm and pleasant.
In summer	it is hot and sunny.

#### b. Read the definitions and supply appropriate terms from the box.

1. They can be grey or white.	clouds
2. It has got various colours and you can see it after the rain.	rainbow
3. You can see it in the sky during the day.	sun
4. This is frozen water that comes from clouds.	snow
5. Where there is a lot of this, you can fly your kite.	wind

### 2. Reading

The Umbrella Brigade is a poem written by American poet Laura E. Richards. Richards was born in Boston, USA, to a high-profile family. During her life, she wrote over 90 books, including children's stories, biographies, poetry, and others.

In 1917, Laura won a Pulitzer Prize for *Julia Ward Howe, 1819-1910*, a biography, which she co-authored with her sister, Maud Howe Elliott. Her children's book *Tirra Litra* won the Lewis Carroll Shelf Award in 1959.

In this poem, she captures children's experience on a rainy day when they march out with gumboots and umbrellas. The children can easily identify with the situation presented in the poem.

### 3. Playing with words

#### B. Write down at least nine such words below.

ping pong, tata, tick tock, ding dong, boom, ting, hiss, hush, sizzle, splash, cuckoo, thud, bow wow, etc.

#### C. Can you think of some words that rhyme with the following?

knee ⇒	ghee	fee	free	tree	see
meet ⇒	sheet	greet	fleet	feet	street
fun ⇒	gun	run	sun	pun	shun
fool ⇒	tool	pool	school	stool	cool
tie ⇒	lie	pie	cry	shy	fry
man ⇒	ran	pan	tan	ban	can
go ⇒	lo	so	pro	bro	no

sing ⇒ thing bring string ding cling  
out ⇒ shout about snout bout gout

#### 4. Working with the text

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

- The rain falls 'pitter patter' on the window pane of the school-room.
- We should not be afraid of rain because it harms nobody.
- One should walk dashing and splashing the water away.
- I think all types of people - children and adults, males and females- are walking in the rain.
- Umbrellas are made to cover oneself from rain or sun. They serve us and keep us safe from rain. They safeguard us against rain.

#### 5. Practising grammar

##### 1. Make one sentence each using the following frequency words. (Sentences may vary.)

once a day    several times a year    occasionally    always    never    seldom

- We should take a bath once a day. In monsoon, it rains at least once a day.
- I always do my homework.
- We take exams several times a year.
- Poor people never get good treatment.
- I occasionally go to the theatre.
- I seldom visit my school canteen.

#### 6. Listening and speaking

##### C. Listening

##### 1. Listen to the description about water and write 'True' or 'False' against the following statements.

- We can live without water. (false)
- Rain is the main source of water. (true)
- All water is not safe for drinking. (true)
- Cholera, dysentery and typhoid are airborne diseases. (false)

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

- Water is important because we need water every day for various purposes from drinking to washing.
- Cooking, bathing, washing, cleaning, etc. are various uses of water.
- Rain, pond, lake, river, etc. are different sources of water.
- If we drink polluted water, we may suffer from various water-borne diseases like cholera, dysentery, typhoid.
- We can prevent waterborne diseases by drinking boiled and filtered water.

# Unit 6

## Satisfaction

### 1. Warming up

#### A. New words

Can you solve the puzzle? All words are related to fishing!

##### Across

2. harpoon
4. fillet
6. gaff
8. allure

##### Down

1. troll
3. reef
5. trawl
7. net

### 2. Reading

This is a moral story from India. It deals with greed and warns of its serious consequences. Gopal and Nataki were a poor couple. Gopal went to the river every day to get fish. One day Gopal caught a big fish in his net. But the fish requested him to put him back in the water. So Gopal put it back and went home. He told Nataki about the fish that talked. Nataki told Gopal to go to the river next day, get the fish in his net and ask for some food and a new dress for her. Gopal did as she told him to do and they got what they asked for. But Nataki was a greedy woman and she always asked for something more. The fish kept granting her wishes but she at last wanted the whole country and wished to be its Queen. But the fish said she couldn't have everything she wanted and everything they got disappeared right away. At the end, they found themselves in the condition they were in before Gopal came across the fish.

### 3. Playing with words

#### A. Write a word that has an opposite meaning to each of the following.

like	-	dislike
happy	-	unhappy
beautiful	-	ugly
open	-	close(d)
kill	-	save
right	-	wrong
servant	-	master

#### B. You can get adverb by adding “-ly” to an adjective. Add “-ly” to the following adjectives and make sentences using each of them.

sad - sadly      serious - seriously

slow	-	slowly	nice	-	nicely
quick	-	quickly	bad	-	badly
beautiful	-	beautifully	happy	-	happily

Rupesh left the room sadly.

Satish writes slowly and carefully.

Dipesh runs more quickly than Ritesh.

Ronaldo scores the goals beautifully.

We all need to study seriously.

Kriti has done the work nicely.

Some rich people treat poor people badly.

We need to accept defeat happily.

#### 4. Working with the text

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

- Gopal and Nataki lived in a small house near a river.
- They regularly ate fish.
- When Gopal saw the big fish, he thought that they were going to have enough food that day and the next.
- The fish provided food, dress, house, servants and money for her.
- Her demand for the country and her wish to be the Queen makes her lose everything she had.
- Nataki is a very greedy woman. She is never happy with what she has; she always desires for more.

##### B. Think and answer. (Answers may vary.)

- The fish did not appear at the end as it was fed up of Nataki's increasing demands. It wanted her to learn that she should be happy with what she has.
- From this story we learn that we should not be excessively greedy. We should learn to be happy with what we have.

#### 5. Practising grammar

##### A. Change the following questions into wh-questions.

- Is she doing her homework? (What)  
Ans: What is she doing?
- Are we going to eat out tonight? (Where)  
Ans: Where are we going to eat tonight?
- Was she walking very fast? (How)

Ans: How was she walking?

- e. Did Gopal ask for some loan? ( Why)

Ans: Why did Gopal ask for some loan?

- f. Are you a relative of the principal? (What)

Ans: What is your relation with the principal?

- g. Were you talking to a thief? (Who)

Ans: Who were you talking to?

- h. Did you come to Nepal last year? (When)

Ans: When did you come to Nepal?

- i. Have you borrowed your sister's pen? (Whose)

Ans: Whose pen have you borrowed?

- j. Will Romila come to your party? (Who)

Ans: Who will come to your party?

**B. Ask any six questions about your friend using 'wh-words'.**

Let the students make their own questions. Support and encourage to make them Wh questions.

**C. Rewrite the following as indirect questions.**

- a. What time does the play start?

Ans: Do you know what time the play starts?

- b. Has the plane taken off?

Ans: Do you know whether the plane has taken off?

- c. Was Sandip with his wife?

Ans: Do you remember if Sandip was with his wife?

- d. When is he going to France?

Ans: Do you know when he is going to France?

- e. When is she getting married?

Ans: I would like to know when she is getting married.

**D. Make five indirect questions. Begin with the prompts given.**

- a. Do you know what time she comes home?

- b. Do you know whether the school will open tomorrow?

- c. Do you remember if Mahesh came to school yesterday?

- d. Do you know where I can buy some medicine?

- e. I would like to know if you can come to the party.

**9. Writing**

Let the students make their own wishes. Encourage them for their self writing.

# Though and Action

## 1. Warming up

### A. New words

Do you know your maths words? Rearrange the letters to form meaningful words.

factorization	ordinal	divisible	equivalent	remainder
divisor	simplify	percent	half	quarter
ratio	part	factor	fraction	dividend

### B. New structures

Make appropriate requests in the following situations.

- Can you give me a haircut?
- Could you solve this problem for me?
- Will you help me carry my backpack up the hill?
- Would you mind if I drank some water from your bottle?
- Can you give me a ride to school?
- Can you come to my house?
- Could you help to put on the tie?

## 2. Reading

Homework is a story written by Indian writer R. K. Narayan. Narayan is among the best known and most widely read Indian novelists writing in English.

Narayan was born in Madras, South India, in 1906, and educated there and at Maharaja's College in Mysore. His first novel, *Swami and Friends* and its successor, *The Bachelor of Arts*, are both set in the enchanting fictional territory of Malgudi and are only two out of the twelve novels he based there. In 1958 Narayan's work *The Guide* won him the National Prize of the Indian Literary Academy, his country's highest literary honour.

In addition to his novels, Narayan has authored five collections of short stories, including *A Horse and Two Goats*, *Malgudi Days*, and *Under the Banyan Tree*, two travel books, two volumes of essays, a volume of memoirs, and the re-told legends *Gods, Demons and Others*, *The Ramayana*, and *The Mahabharata*.

Narayan who lived till the age of ninety-four, died in 2001. He wrote for more than fifty years, and published until he was eighty seven.

In this story from *Swami and Friends*, he portrays the ordeal a boy undergoes in front of his father when he fails to do a simple calculation.

## 3. Playing with words

- B. When we put 'un-' in front of 'ripe', we get a new word 'unripe'. 'Unfair' and 'unsure' are other words formed in the same way. List some words which give us new words

**when we add 'un' before them.**

un-sung	un-holy	un-expected
un-limited	un-happy	un-even
un-fold	un-healthy	un-equal
un-lucky	un-hurt	un-educated
un-friendly	un-fit	un-tidy
un-able	un-do	un-dress

- C. When we add '-ly' to 'utter', we get 'utterly' and when we add '-ly' to 'strange', we get 'strangely'. How many words can you make in the same way?**

bitterly	shyly	proudly
heavily	slowly	carefully
sincerely	fairly	hopefully
strongly	quickly	painfully
urgently	shortly	recently

- D. Use the following phrases in your sentences:**

for a while	:	The principal came to our class, talked for a while and then told us to read our books.
if only	:	I will attend the party if only my father gives me some money to buy a present.
look over	:	He looked over the fence and saw a large crowd coming towards his house.
have half a mind	:	She had half a mind to buy the house.
instead of	:	The teacher should focus on class work instead of giving a lot of home-work.
burst into	:	She burst into tears when she heard her best friend passed away.

#### **4. Working with the text**

- A. Answer the following questions.**

- Swaminathan was in his father's room because his father wanted him to practise some arithmetic problems.
- A new thought came to his mind every time he read it.
- He felt like smiling.
- He decided to help him with the sum.
- Swaminathan was unable to do the sum because his teacher never taught him to solve those kinds of problems in school.
- Father seemed to delight in torturing, punishing, abusing, and harassing him.
- He felt there was no urgency to know the answer. He thought there was something wrong with his father.
- The best way to know the price was to go to the market and find it out by himself (his father).

- i) He took about half an hour to solve the sum.

**B. Think and answer. (Answers may vary.)**

- a) Swaminathan keeps on gazing at the sum because he has never practised that kind of sum in his school. His teachers have not taught him and his father generalized the child's learning capacity and speed. I think he is like many other students. The problem asked to him was really difficult for a child like him.
- b) The father's treatment was very impractical. He couldn't understand the child psychology. His manners were not child-friendly.  
Parents can help a lot in their children's studies. They should be friendly and behave according to children's interest. No child should be forced to do work beyond his mental capacity. This can have negative consequences/effects on their minds.
- c) He knew that he was wrong and he couldn't solve the problem. This can also be the result of his mental fear that his father will beat or punish him severely.

**5. Practising grammar**

**Write the following questions in reported speech.**

- a) Rupesh asked Tina where Pravin had gone.  
b) A man asked which way the post office was.  
c) Tom asked what the time was.  
d) The interviewer asked where he lived.  
e) My father asked what I wanted.  
f) Kitty asked where Carol lived.  
g) Nick asked how old I was.  
h) The shopkeeper asked which one I wanted to buy.

**9. Writing**

You have probably faced a difficulty in solving a problem as Swaminathan does in the story. Write in short about the thoughts that came to your mind at the difficult moment. (This is just a sample. Students may come up with different views.)

Ans: I think we all are like Swaminathan to some extent. No child is born learned; we all learn by seeing others. However, the adults and elderly people very often fail to understand us. They think that we are not mentally capable like them. They want us to solve difficult problems, no matter what our age is. This has been a tradition, a practice deeply rooted in our society.

I've also come across similar situations many times. Once in Class IV I was asked a very simple question by my science teacher, but for me it was a great challenge. He asked me to explain how the respiratory system functioned in human body. But he hadn't taught us about it before, and no one in the class could answer that question. My mind was filled with several thoughts. At one time, I wondered why students first can't ask the same question to the teacher. I felt very bad since I was very embarrassed in front of the class.



# Unit 8

## Pace of Life

### 1. Warming up

#### A. New words

Below are some compounds that begin with the word "race." Can you match them with their meanings?

race car	:	a car specially built for racing
race course	:	a track where horses race
race-goers	:	persons who go to horse races
racehorse	:	a horse specially bred and trained to compete in races
racetrack	:	a track where a person or animal races
raceway	:	a track for racing cars

### 2. Reading

Rat Race is a poem written by John Agard. John Agard (born 21 June 1949 in British Guiana) is an Afro-Guyanese playwright, poet and children's writer, now living in Britain. In 2012, he was selected for the Queen's Gold Medal for Poetry.

This poem is written from a rat's perspective where the speaker mocks human beings for their wrong use of the term 'rat race'. The poem states that a rat is not involved in an endless, self-defeating, or pointless pursuit as human beings do. It compels us to rethink about our hurry-hurry lifestyle that gives us heart attacks and suggests us living with minimum of stress.

### 3. Playing with words

#### A. The rat in the poem says humans suffer 'heart attacks'. List at least four diseases that human commonly suffer from.

- a) Cancer                      b) Tuberculosis                      c) Depression                      d) Diabetes

#### B. The terms "rat race" and "heart attack" are compounds. Can you think of three more compound words for each of the following?

rat	:	rat poison	rug rat	rat bag
heart	:	heartbeat	heartbreak	heart wood

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

rat race	:	meaningless competition among humans
rush	:	to move or do something with great speed
heart attack	:	a sudden illness in which the heart stops working
haste	:	speed in doing something as you don't have time

bowler hat	:	a hard black hat with a curved brim and round top
relax	:	to rest while doing something enjoyable

#### 4. Working with the text

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

- I think the speaker in the poem is a rat.
- Human beings are always in a haste.
- The three questions in the poem addressed to humans are:  
Ever seen a rat in a bowler hat rushing to catch a train?  
Ever seen a rat with a briefcase hurrying through the rain?  
Isn't it a fact that all that hurry-hurry gives you humans heart attacks?
- According to the poem, humans are different from rats because humans are always busy in their lives. They hurry from here to there, as a result they feel stress and suffer from various problems. In contrast, rats always enjoy and relax without worries and troubles.

##### B. Think and answer

- I think humans are always in haste because they are very busy all the time. They have to rush from one work to another. They have very limited time for leisure and entertainment.
- No, I think other animals are not in a haste as humans.

#### 5. Practising grammar

The answers to all three questions may vary from person to person.

#### 6. Listening and speaking

##### B. Listening

##### 1. Listen to the conversation and complete the following.

- Sony goes to the town five times a month.
- She usually goes shopping. Sometimes, she goes to a cinema.
- Ruchi never goes to the town.
- She says it is dirty and noisy.
- Rohan goes to the town five times a week.

##### 2. Now answer these questions based on the conversation.

- Why does Sony go to the town?  
Ans: For shopping, watching movies, etc.
- Why doesn't Ruchi go to the town?  
Ans: Ruchi doesn't go to the town because she finds the town noisy and dirty.
- Why does Rohan go to the town regularly?

Ans: Rohan goes to the town regularly because he works there.

d) How does he go?

Ans: He goes by train.

e) Who visits the town most frequently?

Ans: Rohan visits the town most frequently.

## **9. Writing**

**The rat says it hates hurrying for work like humans do. Write six things that you think a rat would like doing.**

The rat would like to eat cheese.

The rat would like to sleep in the sun.

The rat would like to play in the grass.

The rat would like to tease the cat.

The rat would like to wreck peoples granary.

# Unit 9

## National Heroes

### 1. Warming up

#### A. New words

Search the words listed in the box below. All words are related to war and battle.

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

#### B. New structures

- a. At      b. on      c. beside      d. opposite to      e. under      f. in  
g. On      h. on      i. under

### 2. Reading

This lesson is based on the life of Amarsingh Thapa. Amarsingh Thapa was one of the great heroes of Nepal who selflessly contributed and sacrificed his life for his country. He played an important role in all the battles fought against the British soldiers. He conquered Garhwal and extended the boundary of Nepal up to Satlej River. Amarsingh

Thapa's life inspires us to dedicate our life for the betterment of our nation.

### 3. Playing with words

#### B. Match the following.

- |            |                       |
|------------|-----------------------|
| a. conquer | defeat, win           |
| b. fierce  | violent, cruel, angry |
| c. retreat | to go back            |
| d. reverse | opposition            |
| e. launch  | to begin              |
| f. glory   | great name or honour  |

#### C. Do the following activities.

##### a. Look up the meanings of 'fight', 'battle' and 'war' and use the words in your own sentences.

Ans: fight : violent confrontation or struggle

There was a fight among the members of mountain and plain tribes.

battle : a sustained fight between large organised armed forces

The Nepalese troops fought very bravely against British soldiers in the battle in Deuthal.

war : a state of armed conflict between different countries or different groups within a country Nepalese troops went to help the British during the first and second world wars.

##### b. The word 'territory' has been used with different meanings in the passage. How many possible meanings can you suggest?

Ans: territory : area, region, frontier

##### c. Can you suggest a word used in the passage that has a similar meaning as 'retreat' ?

Ans: retreat : withdraw

### 4. Working with the text

#### A. Answer the following questions.

- Amarsingh is considered a national hero because he fought bravely for the glory and honour of the country.
- Amarsingh's only interest in life was to extend Nepal's territory.
- Prithivi Narayan Shah looked after Amarsingh when he was a child because his father was killed in a battle when Amarsingh was still small.
- Nepal's boundary on the west reached the banks of the Satlaj River at Amarsingh's time.
- Amarsingh was unable to conquer Killa-Kangra because the Sikhs came to help Kangra.
- He was consolidating his position in the newly won territories.

- g) Major-General David Ochterlony was the commander of the Company soldiers.
- h) He treated Amarsingh as a brave warrior or hero.
- i) Amarsingh disapproved of the Sugauli Treaty because he felt it was an unequal treaty and would hurt Nepal's dignity and pride.
- j) Nepal accepted the Sugauli Treaty on 4 March 1816.
- k) Amarsingh died at Gosainkunda in 1816.

**B. Think and answer. (Answers may vary.)**

- a) Prithivi Narayan Shah was an ambitious, witty and farsighted king. From a small Gorkha state, he conquered all the princely states and unified them into his kingdom which we call Nepal today. As a responsible, able and just king, he provided justice and love to his subjects. His thirst to expand Nepal's territory far and wide remained the goal of his followers.
- b) Ochterlony was a British General who led the East India Company troops against Amarsingh Thapa. He was a brave and clever major who foiled the Nepalese troops and forced them to accept the unequal Sugauli Treaty in 1816 A.D. He treated Amarsingh Thapa as a true warrior, and allowed him to return to Kathmandu with all the honours of war.
- c) I don't think it was a right decision. (Alternative views possible.)
- d) He was a great warrior, patriot and true son of Nepal.

**5. Practising grammar**

Complete the following exercise. Use the right direction word.

- a. to      b. from      c. at      d. to      e. in      f. off
- g. into    h. out of      i. to      j. in

**6. Writing**

Encourage the students for their self writing. Let them create a biography of person they know on the basis of the points given.

**1. Warming up****A. New words**

Complete the following sentences with correct idiom or phrase from the table.

- a. The teacher loves when we start out with questions.
- b. Rabina felt hurt. She was jumped in.
- c. A big rat jumped out when I opened the box.
- d. I missed many classes. I will have to catch up with my reading.
- e. Let me catch my breath. I just ran all the way to school.
- f. You need to start over because you began it wrongly.
- g. Don't jump the queue. There're people who came before you.

**B. New structures**

Conjugate the verb in brackets in the correct tense used in the real or unreal conditional.

- a. If she knows the time, she will come to the meeting.
- b. She would attend the meeting if she had time.
- c. Peter will say 'Yes' if you ask him.
- d. Unless he finishes soon, he won't be able to come.
- e. If he were the president, he would invest more in education.
- f. What would you do if you were president?
- g. She will travel by the bus if she has a choice.
- h. If I thought I could do it, I would do it.
- i. Alan would invite Mary if it was his party.
- j. She won't marry Peter if he asks her.

**2. Reading**

This story from Arabian Nights, like 'You Can't Have Everything You Want', warns us against selfishness and greed. It shows us that greed and temptation always bring disaster and ruin to mankind so we should learn to satisfy ourselves with what we have. It gives us a lesson that not wealth but love, sympathy and kindness are more valuable and important to make our life happy.

**3. Playing with words****A. Use the following in your own sentences.**

- |            |  |
|------------|--|
| come up to | : Why don't you come up to the hills during your holidays? |
| bury       | : The old man was buried at the village cemetery.          |
| fly off    | : The birds flew off the tree.                             |

break off : Samir took a piece of iron and broke off the lock.  
walk up and down : The teacher walked up and down the room in agitation.

**B. Find a word opposite to each of the following.**

remember	forget	master	slave
narrow	wide	beautiful	ugly
sadness	happiness	married	unmarried

**C. Fill in the following sentences with suitable adverbs, or adverbial clauses from the test.**

- It was a gaint bird flying satraight towards him
- Suddenly it jumped out into the room.
- He had lost his queen forever .
- He played, he wept, and he never laughed again.
- I have waited so long. But you have come at last and I am happy now.

**4. Working with the text**

**A. Answer the following questions.**

- Salem was the son of a rich man.
- He lost all his father's wealth by living a luxurious life. He spent it on buying expensive clothes, eating and drinking, singing and dancing.
- After he became poor, he took to pottering. He tried to find work but he failed so he started carrying things for people in the streets.
- The house looked poor from outside but, inside it was very beautiful. The rooms had high ceilings and floors of coloured stones. There was a lonely garden in the middle, and he could hear the noise of running water and the song of the birds.
- The old man told him not to open the locked door if he wanted to live a happy life.
- He could not be happy because he always thought about the locked door. He wanted to see in and find out what was hidden inside. He thought there might be more wealth hidden in the room.
- He saw a dark narrow passage.
- A giant bird carried him across the sea.
- She told him not to open the door.
- His greed brought him to the same place where he worked for the old man. A bird carried him and left him in the same place near the sea.

**B. Think and answer.**

- The old men's house was an unhappy place because like other humans the old men were also greedy and selfish like Salem. They too had not experienced and learned that satisfaction lies within, not outside.
- Every man is selfish and greedy. The world is made up of such people and



they've made the world an unhappy place. Greed and temptation always brings disaster and ruin to mankind. We should learn to satisfy ourselves with what we have. Not wealth but love, sympathy and kindness are more valuable and important which can make our life happy and blissful.

## 5. Practising grammar

Put in 'so', 'such' or 'such a' in the following blanks:

- a) He's difficult to understand because he speaks so quickly.
- b) I like Tom and Ann. They are such nice people.
- c) It was a great holiday. We had such a good time.
- d) Everything is so expensive these days, isn't it?
- e) I have to go. It's already so late.
- f) Rabin always looks good. He wears such nice clothes.
- g) I can't decide what to do. It's such a difficult problem.

## 9. Writing

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

# Unit 11

## Scientific Invention

### 1. Warming up

#### A. New words

Complete the following with the flight-related words.

- We boarded the plane in Kathmandu.
- We paid the airfare in Nepali currency.
- I want to be a pilot and fly planes.
- I felt sick during the flight, so the airhostess gave me medicine.
- After 24 hours' flight, I am having a jet lag.
- I met her at the gate while waiting for my plane.
- I lost my baggage while returning home from Delhi.

### 2. Reading

This short essay presents the details of the lives of the Wright brothers who invented aeroplane and revolutionised travelling. It is hoped the biography of Wright brothers will encourage children to explore the lives of other inventors and scientists and enhance their understanding of science and technology.

### 3. Playing with words

#### B. Make a list of at least six words using the prefix 'mis-'.

misbehave	misplace	misfortune
mislead	misread	mismanage

#### C. Make a list of at least six words using the prefix 'dis-'.

dislike	disagree	disappear
discolour	distrust	disadvantage

#### D. Add prefixes 'mis-' or 'dis-' to the following words.

dislike	misunderstanding
disadvantage	misfortune
misbehaviour	distrust/mistrust
displace/misplace	discolour
dissatisfied	distaste

### 4. Working with the text

#### A. Answer the following questions.

- The Wright brothers, Orville Wright and Wilbur Wright, invented the aero plane

in 1903 AD.

- b) The duration of the first day flight was 59 seconds and the distance covered was 12 feet.
- c) The Wright brothers first learnt everything about air pressure and air currents.
- d) They further explored how to make planes with the greatest lifting powers and balance.
- e) Orville was more fortunate because he lived longer to see great progress of the investigation that they had made.

B. No, they were not. They were not develop and advanced like that of modern time.

## 5. Practising grammar

A. Write two explanations for the conditions below using **must** and **can't**.

- a) Her room's light is on.  
So, she can't be asleep.  
So, she must be awake/ reading.
- b) He is not wearing a uniform.  
So, he can't be a policeman.  
So, he must be a common man.

B. Answer the following questions using **must/can't** and **because**.

- a) It must be his birthday today because everyone is giving him cards and gifts.
- b) She must be working in an office because she wears a T-shirt with a company's logo.
- c) He can't be a student because I see him playing whole day in his house.
- d) She can't be a teacher because she has never attended colleges.
- e) He must be an artist because he has many paintings in his house.
- f) She can't be coming to the party because she isn't in the town now.
- g) It must be a holiday today because all the teachers are on strike.

## 6. Listening and speaking

A. Listen to the record and fill in the blanks in the following sentences.

- a) The cotton comes from a plant that grows in many tropical countries.
- b) The wool is obtained from sheep.
- c) Silk is obtained from an insect named silk worm.
- d) Nowadays, artificial fibres are widely used.

B. Now answer these questions based on the conversation.

- a) The passage is about the materials used in our clothes.
- b) The three sources of materials for making clothes are - plant, animal and artificial fibre.

- c) We get silk from an insect known as silk worm.
- d) Nylon, terylene, synthetics.

## 9. Writing

**Write a paragraph about your friend who did not come to your birthday party using must/can't with because. Describe why he may have been absent. (Each student may come up with a different version.)**

Last Sunday was my birthday. As usual I arranged a party in the evening and I had invited all my friends. I had personally phoned my best friend Pratik. He assured me that he'd be there. As the party began all the friends arrived. However, my eyes were desperately looking for Pratik but he could be seen nowhere. "He can't forget my invitation," I thought. I waited till the party ended but he didn't show up. He must have been ill because he was working day and night for his exams. He must be lying in his bed. He can't be trying to disappoint me. He can't be a bad friend because he had always helped me in difficulty.

(Let the students create a mini-biography of their favourite inventor themselves)

# Unit 12

## Transformation

### 1. Warming up

#### A. New words

Food, stood, could, should and would rhyme with good.

Now colour the words that rhyme with enough.

Rough, laugh, fluff, stuff and tough rhyme with enough.

### 2. Reading

The Caterpillar was written by English poet Christina Rossetti. She was born in London in 1830. Rossetti is best known for her ballads and her mystic religious lyrics. Rossetti's best-known work, *Goblin Market and Other Poems*, was published in 1862. The *Prince's Progress and Other Poems*, appeared in 1866 followed by *Sing-Song*, a collection of verse for children, in 1872 (with illustrations by Arthur Hughes).

The Caterpillar is a wonderful poem for a child to memorize and study. It is short, simple and concrete, yet contains many poetic and literary elements that even a child can grasp easily.

First, read the poem several times and just enjoy the words and images. The poem is very concrete and accessible; everyone has seen a caterpillar inch along. Everyone has seen toads and birds. Reading and enjoying "The Caterpillar" might be enough, but there is so much more to gain from this little poem.

Notice the rhyme scheme. Rossetti writes in rhyming lines (including the two-word units "spy you" and "by you!").

Notice the punctuation. The first two lines contain no commas within or between the lines. The caterpillar is hurrying and so should the reader. Don't pause between the first and second lines. Then there is a comma between the "shady leaf" and the "stalk." Pause with the caterpillar as it ponders two possible places for its chrysalis.

Notice the line length. The lines alternate between short and long, like the scrunch-up-and-stretch-out motion of a caterpillar or inchworm.

Notice the Christian imagery. The butterfly is a common Christian symbol for resurrection. The caterpillar appears to die when it becomes a chrysalis and returns glorious as a butterfly. "Spin and die to live again a butterfly" on one level is about a caterpillar spinning its cocoon, but on another level, it might refer to a spinster who appears to have missed her opportunity on earth, but will be resurrected gloriously in heaven. This point may be over the heads of children, but the best children's poetry also works for adults.

### 3. Playing with words

#### A. Learn the meanings of these words and use them in your own sentences.

stalk : Most plants grow on stalks.

hover : The bird hovered above the tree.

- spin : The silk worm spins a soft fibre.
- C. rabbit - white crow - black  
 monkey - brown pigeon - black  
 duck - white snake - white/brown  
 bear - black yak - black  
 elephant - gray rhino - gray

#### 4. Working with the text

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

- A caterpillar is an insect which later grows into a butterfly.
- One could see a caterpillar in its favourite place at the shady leaf or stalk, or anywhere one goes for a walk.
- It was brown and furry.
- It gets a new life in the form of butterfly so it spins and dies.

##### B. Think and answer. (Various answers are possible.)

- What are the different stages in the life of a butterfly?

Ans: The different stages in the life of a butterfly are: caterpillar, chrysalis and butterfly.

- Some people don't like a caterpillar but love to see a butterfly. How do you feel about them?

Ans: A caterpillar looks ugly while a butterfly is harmless, and beautiful to look at. Colourful butterflies flying around you make the environment beautiful. Their innocence and delicacy charm many people.

I feel people who don't like caterpillars less sensitive.

#### 5. Practising grammar

We use **You should...**, **You ought to...**, and **It's a good idea to ...** to give advice to somebody.

- Your friend is going to appear an exam. Advise him/her using the expressions listed above.

Ans: You should read the instructions carefully.

You ought to carry your admit card.

It's a good idea to reach the examination hall some time earlier.

- Your friend is going for swimming/rafting. Advise him/her.

Ans: You should not try to swim in deep water.

You ought to take help of your guide.

It's a good idea to wear a life jacket.

- Your friend is going to India on tour for a month. Advise him/her.

Ans: You should see Taj Mahal in Agra.

You ought to carry your passport.

It's a good idea to travel by train.

4. You have a younger sister/brother at home. How would you advise her/him to be a good child?

Ans: You should help your father and mother.

You ought to keep your room clean.

It's a good idea to do some gardening during holidays.

## **9. Writing**

### **A. Write a poem on butterfly.**

Ans: Butterfly, Butterfly

How do you fly

Up in the sky, so high?

Butterfly Butterfly

Who coloured your wings

With so many hues?

Butterfly Butterfly

Will you come and play

Everyday with me?

# Unit 13

## The Space Being

### 1. Warming up

#### A. New words

Circle the words that mean big or see in the following puzzle.

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

#### B. New structures

We use present perfect tense to talk about recent past action. It is made up of has or have and V3. Put the verbs into the correct form as given in the examples.

- i. I have not worked today.
- ii. We have bought a new lamp.
- iii. We We have not planed our holiday yet.
- iv. Where have you been?
- v. He has written five letters.
- vi. She has not seen him for a long time.
- vii. Have you been to school?
- viii. School has not been started yet.
- ix. Has he spoken to his boss?
- x. No, he has not had the time yet.

### 2. Reading

The Space Being was written by famous English poet and a prolific writer of children's books Ted Hughes. Hughes was born on August 17, 1930, in Yorkshire, England. He published his first book, *The Hawk in the Rain*, in 1957. By the time he died on October 28, 1998 in London, England, he had written more than a dozen books, including poetry and non-fiction.



The Space Being extracted from Hughes' science fiction novel *The Iron Man* vividly shows us how a terrific dragon from space landed in Australia terrorising people on earth. Later the Iron Man that dwelt in England is transported to Australia and he challenges the dragon to a contest of strength. If the Iron Man can withstand the heat of burning petroleum for longer than the space being can withstand the heat of the sun, the creature must obey the Iron Man's commands forever more; if the Iron Man melts or is afraid of melting before the space being undergoes or fears pain in the sun, the creature has permission to devour the whole earth.

After playing the game for two rounds, the dragon is so badly burnt that he no longer appears physically frightening. The Iron Man by contrast has only a deformed ear-lobe to show for his pains. The alien creature admits defeat.

When asked why he came to Earth, the alien reveals that he is a peaceful "star spirit" who experienced excitement about the ongoing sights and sounds produced by the violent warfare of humanity. In his own life, he was a singer of the "music of the spheres"; the harmony of his kind that keeps the cosmos in balance in stable equilibrium.

The Iron Man orders the star spirit to sing to the inhabitants of earth, flying just behind the sunset, to help soothe humanity toward a sense of peace. The beauty of his music distracts the population from its egocentrism and tendency to fight, causing the first worldwide lasting peace.

### 3. Playing with words

#### B. Look up in the dictionary and find the difference between an "astronomer" and an "astrologer".

astronomer : an expert in or student of astronomy

astrologer : a person who uses astrology (study of the positions of the stars and the movements of the planets) to tell people about their character, about what might happen to them in the future, etc.

#### C. Find at least three words in the story that nearly mean "to see."

Ans: peer, stare, notice

#### D. Make a list of words used in the story that are accompanied by "terribly".

Ans:           Terribly black                      Terribly scaly                      Terribly knobby  
                   Terribly horned                    Terribly hairy                    Terribly clawed  
                   Terribly fanged

#### E. Can you match the phrases with their meanings?

in the twinkling of an eye	:	suddenly
blot something out	:	to cover something completely
stay up	:	to go to bed later than usual
prop something up	:	to prevent something from falling

### 4. Working with the text

#### A. Answer the following questions.

- a. The strange news was that one of the stars of the night sky had begun to change. A tiny star in the Constellation of Orion had suddenly begun to get bigger.
- b. All the people talked about the strange news in fear.
- c. The people were very much frightened as it could hit the earth and destroy it in the twinkling of an eye.
- d. The astronomers were watching it with frowns because it was an unusual phenomenon for them.
- e. The next strange thing that appeared in the giant star was a tiny black speck which grew bigger each passing day.
- f. The terrific dragon landed on Australia in such a way that the shock of its landing rolled round the earth like an earthquake, spilling teacups in London, jolting pictures off walls in California and cracking statues off their pedestals in Russia.
- g. The giant dragon sat, covering the whole of Australia, its tail trailing away over Tasmania into the sea, its fore-claws on the headlands of the Gulf of Carpentaria. And there the horror sat, glaring out over the countries of the world.

## 5. Practising grammar

### A. Fill in the blanks with the present perfect forms of the verbs in the brackets.

- a. I have bought a new jacket.
- b. The boy has shown great courage.
- c. You have written really beautifully.
- d. They have arrived just now.
- e. My parents have returned home.
- f. Pravin has passed his exams.
- g. Roshan has joined a new office.
- h. Our neighbours have built a new house.
- i. My sister has washed her dresses.
- j. I have finished doing my homework.

### B. Use the following words to make present perfect sentences.

- a. I have eaten too much.
- b. Our teacher has bought a new car.
- c. My father has started a new job.
- d. Emma has repaired the computer.
- e. The visitors have arrived.
- f. We have watched the latest movie.
- g. Rohit and Reeta have gone to the USA.
- h. We all have written stories.
- i. Our club has won the football match.

## 9. Writing

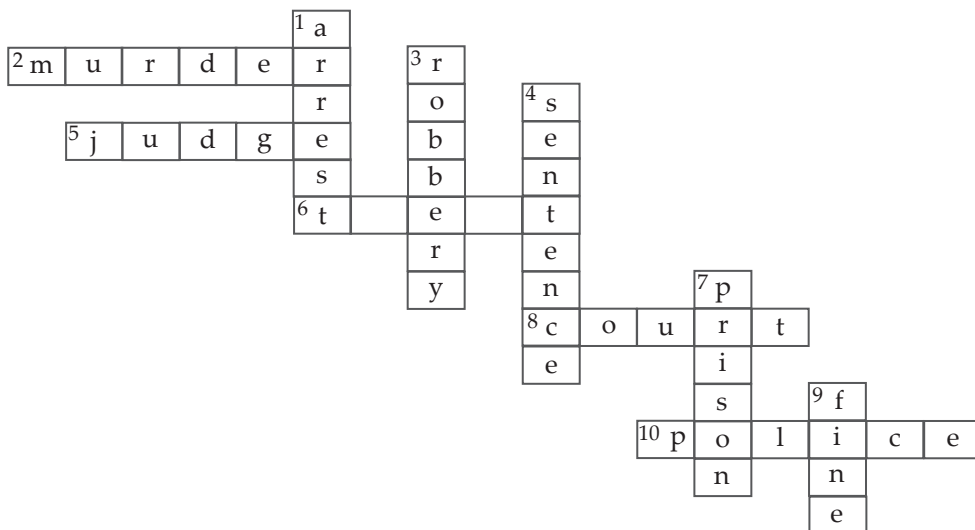
Encourage the students for their self writing. Let them create their own stories themselves.

# Crime and Punishment

## 1. Warming up

### A. New words

Following is a puzzle of words related to crime and punishment. Can you solve the puzzle?



### B. New structures

#### 1. Underline the correct words.

- We has to / have to answer the questions.
- Carol has to / have to go to the studio.
- Do you has to / have to leave now?
- No, I doesn't have to / don't have to.
- Ben doesn't have to / don't have to wait for Carol.
- He has to / have to help Paula.

## 2. Reading

Seventeen Oranges is a story written by Bill Naughton (June 12, 1910 - January 9, 1992), a British playwright and author, best known for his play Alfie.

Born in Ballyhaunes, County Mayo, he attended St Peter and Paul School in Bolton. Naughton worked as a weaver, coal-bagger and lorry-driver before he started writing. Although Alfie is the play with which he will always be associated, mostly because of the British film starring Michael Caine, he was a prolific writer, with various plays, novels, short stories and children's books to his name. His work also includes the novel

One Small Boy (1957), and the collection of short stories The Goalkeeper's Revenge: And Other Stories (1961).

Naughton died in 1992, in Ballasalla on the Isle of Man. There is today a "Bill Naughton Short Story Competition" in honour of the author.

In this humorous story, a boy caught stealing seventeen oranges eats all seventeen, including the peels and pips, while the policeman goes to find a witness locking him in a hut. The boy saves himself by eating the evidence but loses his love for oranges for good.

### 3. Playing with words

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

dock	:	a part of a port where ships are repaired or where goods are loaded onto or unloaded from them
furiously	:	with great anger
evidence	:	proof
pip	:	seed found in some type of fruits

#### B. When we add '-ly' to 'real' and 'usual' we get 'really' and 'usually' respectively. List at least six other '-ly' words in the story. Also show how they are formed.

Ans:	bad	+	ly	=	badly
	clear	+	ly	=	clearly
	wise	+	ly	=	wisely
	happy	+	ly	=	happily
	proud	+	ly	=	proudly
	slow	+	ly	=	slowly

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

Ans:	used to	:	I used to drive a toy car when I was a child.
	look somebody up	:	I look my English teacher up ( I respect him).
	pick up	:	The beggar picked up rags from the garbage heaps.
	look into	:	The bank robbery is being looked into by the police.
	walk in	:	A stranger walked into our house looking for his son.
	shout at	:	The manager shouted at the employees for gossiping in the office.

#### D. The words 'witness' and 'escape' can be used both as nouns and verbs. Make sentences to show these words in two different forms.

Ans:	witness (noun)	:	Were there any witnesses of the accident?
	witness (verb)	:	We were witnessing the most beautiful event.
	escape (noun)	:	The thief made an easy escape from the shop.
	escape (verb)	:	The criminal escaped the scene.

#### 4. Working with the text

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

- a) The storyteller worked for Swift Delivery Company.
- b) Pongo the police caught the storyteller because he had stolen some oranges from the dock.
- c) Pongo looked him up in a hut for half an hour.
- d) The storyteller kept quiet when the policeman asked him to speak because he knew that when a thief was caught, the best thing was to keep quiet. He got this idea from detective stories.
- e) He was anxious and frightened.
- f) He ate up all the oranges along with the peels and pips so that the evidence could be destroyed.
- g) Pongo couldn't send the storyteller to prison because he had no evidence. The writer had eaten up all the evidences.
- h) It made him sick. He suffered from diarrhoea. Finally, he gave up eating oranges.

##### B. Think and answer. (Answers may vary.)

- a) Yes, he can be considered a minor thief. He is different from other thieves because he never prepared himself before theft. He stole small things like fruits, but not expensive and precious items.
- b) He was clever enough to be a thief. His knowledge of reading detective stories has made him well-informed, and his inquisitiveness regarding his drive to steal made him an extra-ordinary man. Destroying the evidence is the first and last thing that experienced criminals do. By eating the oranges, peels and pips, he saved himself from going into prison.
- c) Yes, this incident had an effect on his behaviour. The storyteller never ate any oranges after this incident. It had brought a dramatic change in his life as it changed his view of life.

#### 5. Practising grammar

##### A. Yesterday you met your friend Rupesh. Here are some of the things Rupesh said to you. Change each of the sentences into reported speech. You can begin with 'Rupesh said..... You may have to change pronouns, too.

- a) Rupesh said that he was living in Dharan then.
- b) He said that his father wasn't very well.
- c) He said his exams were over.
- d) Rupesh said that he was going to Kathmandu soon.
- e) He said that he would tell Pravin to call me.
- f) He said that he hadn't seen our friends recently.

- g) He said that he had nothing to do.
- h) He said he wanted to go on holiday.

## 6. Listening and speaking

### A. Speaking

**Look at the picture and describe it in the simple past tense.**

Ans: A father and a daughter went to a park at the weekend. The weather was fine and the park looked really beautiful. The park was clean and well-maintained. The daughter asked her father to take her round the park. The father agreed and both of them enjoyed a lot.

### B. Listening

1. Listen to the conversation about the speakers' plans and write 'true' or 'false'.
  - a) True b) True c) True d) False
2. Listen to the conversation again and answer the questions that follow.
  - a) It's good. It's a nice and beautiful day.
  - b) One of the girls is going to the park.
  - c) Her father is taking her there.
  - d) No, she isn't.
  - e) I think she wants to go out because it's a beautiful day.

## 9. Writing

**Children sometimes steal things for fun. But the grown-ups don't take it that way. As a result, the children have to face difficulty. Write about an incident in which you or somebody you know had faced an awkward situation because of a minor mischief.**

Ans: Children at early age cannot distinguish between good and bad acts. Their perception takes time to develop into more matured and experienced one. Unlike grown-ups, they enjoy themselves in doing funny, irrelevant, and sometimes disgusting acts. We learn by doing. Similarly, they slowly develop an ability to distinguish between good and bad things. And adults and grown-ups who always interfere in their learning stage can lead to grave consequences. Children are often harassed, punished and severely beaten for their mistakes, which is not a child-friendly culture. Children should be left to dwell in their own playful world of innocence, fun and pleasure.

Once my friend Ramesh was asked by his dad to bring a packet of fresh milk from the nearby shop. The weather was wet. It had been raining all night and morning. The road was slippery and he was walking carefully. While returning home, he stepped into the gutter and his milk packet burst and it spilled all over the road. When he came home crying, his father asked him the reason. He told him about the incident but his father abused and rebuked him for not walking carefully and spilling the milk.

# Unit 15

## The Beauty of Nature

### 1. Warming up

#### A. New words

Complete the table below by adding two more words to describe each object.

frozen lake	: clear lake	still lake	icy lake
downy flake	: silky flake	soft flake	fluffy flake
dark evening	: gloomy evening	moonlit evening	memorable evening
easy wind	: cold wind	chilly wind	easterly wind
little horse	: big horse	strong horse	racing horse

#### B. New Structures

#### A. Below are a few verbs in their base forms. Write their '-s' forms, '-ing' forms and '-ed' forms.

play	plays	playing	played
help	helps	helping	helped
press	presses	pressing	pressed
finish	finishes	finishing	finished
praise	praises	praising	praised
work	works	working	worked
use	uses	using	used
paint	paints	painting	painted
rent	rents	renting	rented
look	looks	looking	looked
wash	washes	washing	washed
stop	stops	stopping	stopped

### 2. Reading

'Stopping by Woods on a Snowy Evening' is written by the famous American poet Robert Frost, who was born in San Francisco on March 26, 1874. He moved to New England at the age of eleven and became interested in reading and writing poetry during his high school years in Lawrence, Massachusetts. He was enrolled at Dartmouth College in 1892, and later at Harvard, though he never earned a formal degree.

Frost drifted through a string of occupations after leaving school, working as a teacher, cobbler, and editor of the Lawrence Sentinel. His first professional poem, "My Butterfly," was published on November 8, 1894, in the New York newspaper The Independent.

In this highly popular poem, a traveller on horseback is passing through the woods on

the darkest snowing evening of the year. He is captivated by the beauty of the place but he tells us he has promises to keep and got things to do, people to see and places to go. He's got a long way to go before he can rest his head on his little pillow, so he had better get going. At another level, the poem can be read as a parable of every man's journey of life.

### 3. Playing with words

#### B. Read the poem again and make a list of rhyming words.

know	:	though	queer	:	near
shake	:	mistake	lake	:	flake
sweep	:	keep	near	:	year
deep	:	keep	sleep	:	sleep

### 4. Working with the text

#### A. Answer the following questions.

- The rider stops by the woods.
- The owner of the woods will not see him there because his house is far away in the village.
- I think the horse is confused because the rider's farmhouse has still not arrived. His master has stopped in the middle of the forest in the darkest evening of the year.
- The horse responds to the strangeness of the place by shaking its harness bells.

#### B. Think and answer. (Other answers are possible.)

- The writer cannot remain long in the lovely woods because he has promises to keep and duties and responsibilities to fulfill.
- He is a busy man. He is on his journey of life. He has no time to enjoy and take pleasure of the nature's beauty.

### 5. Practising grammar

#### 1. Suppose you are in the following situations. Make two quick decisions each.

- Tomorrow is a holiday.

Ans: I think I'll go to see my relatives.      I think I'll prepare for next week's test.

- You have a fever.

Ans: I think I'll visit a physician.      I think I'll take bed rest.

- You failed in one of your tests.

Ans: I think I'll take tuition.      I think I'll work harder to pass next time.

- It started raining suddenly.

Ans: I think I'll wait for a while.      I think I'll borrow an umbrella.

#### 2. Now decide not to do something with the structure 'I don't think I'll .....'

e.g. *drink tea.*



I don't think I'll do homework right now.

I don't think I'll get up early.

I don't think I'll go to see a movie.

I don't think I'll do some exercises.

I don't think I'll go to bed.

I don't think I'll drink coffee.

I don't think I'll wash the clothes.

I don't think I'll give a party.

**3. Talk about the following plans and intentions in a similar way. (Sample answers)**

- a) I am not very good at dancing. But I am going to learn it. I am requesting Miss Ragini for help. I am planning to take a dance class with her because I am intending to become a good dancer.
- c) I am having summer vacation. But I'm not going to stay home. I'm thinking of going to Pokhara. I'm thinking of requesting my dad for expenses. I am planning to talk to him because I am intending to spend my holidays in Pokhara.

**4. Write answers to each of the following questions as given in the example.**

Why are you packing your luggage?

I am intending to stay out tonight.

I am thinking of going on a trek today.

- a) Why are you selling your cows?

Ans: I am intending to buy a buffalo.

I am thinking of buying a buffalo.

I am going to buy a buffalo.

I am planning to buy a buffalo.

- b) Why are you changing your dress?

Ans: I am intending to go to a party.

I am thinking of going to a party.

I am planning to go to a party.

I am going to leave for a party.

- c) Why are you going to the town?

Ans: I am intending to buy some books.

I am thinking of buying some books.

I am planning to buy some books.

I am going to buy some books.

**9. Writing**

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

## 2. Reading

An Afternoon on the Beach is a one-act play that talks about a family outing. The family includes two children, their parents and grandmother who enjoy a deep bonding among themselves. In the play, Granny stays back in the cliffs while Mr Brown takes his wife and children to a cave which he says is used by smugglers to hide things from the ships. Meanwhile, a tide comes in and when they return to the cliff they don't see Granny there. They are very worried that they have lost her to the tide. But she had moved from the place where they left her and she is safe there. Their happiness knows no bounds when they find her.

## 3. Playing with words

- B. 'Seabeach' is a compound word. Match the words in Column A with those in Column B to get similar compound words.

horse ride	riverside	morning walk	night show	movie theatre
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- C. Make a sentence using each of the compound words you have made in the exercise above.

Horse ride	:	I have done horse riding.
River side	:	It is very interesting to go to river side
Morning	:	Morning walk is good for health.
Night show	:	Can you go to watch the night show?
Movie theater	:	Have you been to any movie theater?

## 4. Working with the text

- A. Answer the following questions.

- They are carrying a basket and a chair.
- Mr. and Mrs. Brown are holding their grand parent, so, they are not carrying anything.
- They find a nice place to sit near the cliffs.
- She wants to read and have a little sleep. She also wants to have tea and rest under the cool shade.

- e) He had promised to take them to the cave.
- f) The cave was famous because the smugglers often used it as a hiding place.
- g) The cave was popular in the place. It was located near the sea beach. During the tide, the water flowed into the cave. It was dark and scary. It was wet on the floor and had some holes on the walls. It was known as smugglers' cave. They used to hide things stolen/robbed from the ships in the cave. According to John, the smugglers hid their things in the holes.
- h) When they return to the cliffs from the cave, they are panicked because they do not see granny anywhere.
- i) The grandmother was sitting behind the rock in a shade near the cliff.  
She was there because she wanted to have a good rest.
- j) No. Because their granny was still alive and that was enough to make them happy.

**B. Think and answer. (Alternative answers are possible.)**

- a) Yes, I agree that young people often fail to understand the feelings of old people. Young people do not feel like old people. They have different feelings and attitudes towards each other. Young people are always aggressive, hot, carefree, adventurous and bother little about their lives. But the old people are cool, patient, calm, thoughtful and do not like to put their lives into problems.
- b) They were in a panic, and felt grieved when they didn't see Granny for some time.

## **5. Practising grammar**

**A. Use the following direction words in sentences of your own.**

- onto : The dog jumped onto the wall.
- in : We all live in a house.
- across : There is a hospital across our school.
- through : The thief jumped through the window.
- by : My mother sat by my side.
- towards : I saw the principal coming towards our class.

## **9. Writing**

Let the students write the story themselves.

## 1. Warming up

### A. New words

Fill in the crossword puzzle.

#### Across

4. supermarket
6. library
7. hospital
9. bank
10. post office
13. zoo

#### Down

1. fire station
2. park
3. apartment
5. restaurant
7. house
8. airport
11. school
12. church

## 2. Reading

The Scottish novelist, poet, essayist and travel writer, Robert Louis Stevenson was born on November 13, 1850 in Edinburgh, Scotland. He is best known for his evergreen works *Treasure Island*, *Kidnapped*, and *Strange Case of Dr Jekyll and Mr. Hyde*. Born to respectable middle class parents, Stevenson was the only child. He spent a difficult childhood suffering chronic health problems due to which he was mostly confined to bed.

Stevenson achieved great literary success beginning in the late 1870s. In 1878 he published *An Inland Voyage* followed by *Treasure Island* in 1883. *The Strange Case of Dr. Jekyll and Mr. Hyde* and *Kidnapped* were both published in 1886.

In 1889, Stevenson bought a 300-acre estate, Vailima, in the hills of Apia, Samoa where he lived for the rest of his life. Many of his most significant works have been written in Vailima. Stevenson died at the age of 44 a few hours after suffering a brain hemorrhage on December 3, 1894. By his own wish he was buried there, on the summit of Mount Vaea.

*Block City* talks about a common childhood pastime of building things out of blocks. The speaker in the poem, apparently a child, says he enjoys staying home and playing with blocks instead of going out and roaming around. He builds a city which appeals to children's imagination.

## 2. Playing with words

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

castle — a large strong building with thick high walls

palace	–	the official home of a king or queen
dock	–	a part of port where ships are repaired or where goods are put onto or taken off the ship
roam	–	to walk around without any definite aim
harbour	–	an area on the coast where ships can shelter
bay	–	a part of the sea surrounded by a curve of land

**B. Name five words each that rhyme with docks, home, sea, ride, wall, and way.**

docks	–	blocks	rocks	socks	locks	tucks
home	–	roam	foam	atom	tome	come
sea	–	me	tea	pea	bee	she
ride	–	side	aside	beside	died	lied
wall	–	fall	call	hall	mall	ball
way	–	may	they	lay	say	bay

**C. Use the following words in sentences of your own.**

dock	–	The police raided the dock last night.
roam	–	A gang of robbers roam around the village every night.
harbour	–	All the ships were halted at the harbour due to the bad weather.
bay	–	The Bay of Bengal lies to the east of India.

**4. Working with the text**

**A. Answer the following questions.**

- Children can build almost anything with blocks. They can build castles, palaces, temples, docks, etc.
- The sofa and carpet are mountains and sea respectively for the speaker.
- The speaker wants to build his own city.
- The main attractions of the city he has built are - it has a park, a school, a palace, a harbour, ships, steps, bay, etc.
- The speaker has built a beautiful palace with walls and pillars, a tower at the top, stairs coming down to the bay where his ships lie.

**B. Think and answer. (Answers may vary.)**

- The speaker is a young boy who likes playing with blocks inside his room. Like many other children, he is also inquisitive, creative and playful. He is imaginative and romantic. He enjoys playing in his room making his own palace, a park, a school, harbour, docks, bay, etc.
- In the poem 'Block City', the quality of sight is given special importance. The poem creates a visual image of imaginary city, castle, palace, school, park etc. in our minds.

## 6. Practising grammar

### A. Fill in the blanks with the past forms of the verbs in the brackets.

- a) The boy jumped into the lake.
- b) I met my uncle yesterday.
- c) The hare ran in front of the fox.
- d) She hung her frock on the peg.
- e) The clerk posted the letter.
- f) The fox did not find anything to eat.
- g) Did you go to Nagarkot last week?
- h) Did the ship sink in the sea?
- i) Emma passed her exam last year.
- j) When did you buy the new car?

### B. Complete the following newspaper story about a fire. Put in the simple past forms of the verbs. (Answers only)

died – started – saw – called – tried – was – arrived – fought – brought – entered – found

## 6. Listening and speaking

### B. Listening

#### 1. Listen to the conversation between a teacher and his student and complete the following sentences.

- Ans: a) The boy was late for the class.
- b) The boy had to come to school by a public bus.
  - c) The boy says that it was his fault.
  - d) According to the teacher, the boy hadn't missed much.
  - e) He told the boy to take his seat.

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

- a) What is the conversation about?  
Ans: It's about a boy missing the school bus.
- b) Who are the speakers?  
Ans: The speakers are a teacher and a student.
- c) Why is the student late?  
Ans: The student is late because he missed his bus.
- d) What is the student worried about?  
Ans: He is worried about his lessons.
- e) What does the teacher tell him at last?  
Ans: He tells him to take his seat and not to worry.

# Model Question

Full Marks: 100

Pass Marks: 40

Time: 3 Hours

## Part A

### Listening

15 Marks

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

1. Listen to the record about Moti Ram Bhatta (Lesson I) and complete the sentences given below. (Alternatively, the teacher can read the transcript at the end of the book and ask the children to do the exercise.) 5×1=5
  - a. Moti Ram Bhatta was born in ..... in .....B.S.
  - b. He used to write .....whenever he was free.
  - c. Moti Ram had to go to India for his .....
  - d. He came back to Kathmandu in .....
2. Listen to what the teacher says and write in your answer sheet. 5×1=5
  - a. He's in a hurry.
  - b. I am nervous.
  - c. I have to make a call.
  - d. I saw my car far in the grass.
  - e. He took the oar and rowed the boat.
3. Listen to the conversation between a teacher and his student (Lesson 17) and answer the following questions. 5×1=5
  - a. What is the conversation about?
  - b. Who are the speakers?
  - c. Why is the student late?
  - d. What is the student worried about?
  - e. What does the teacher tell him at last?

## Part B

### Speaking

15 Marks

#### Activity 1: Speak on a Topic

1. Speak in few sentences about any one of the following topics: 5
  - a. Your house
  - b. Your best teacher
  - c. Your hobby

#### Activity 2: Interview

2. Suppose your teacher is Salem in the story The Man Who Never Laughed Again. Interview him about his experience. 5

#### Activity 3: Reporting/Narration

3. Share your funniest childhood experience with your teacher/class. 5

## Part C

### Language and Usage

1. Fill in the blanks with many or much: 4×0.5=2
  - a. .... money
  - b. .... books
  - c. .... perfume
  - d. .... people
2. Fill in the blanks with must or mustn't. 4×0.5=2
  - a. It's raining. You..... take an umbrella.
  - b. You ..... make a noise in the library.
  - c. We ..... walk on the grass.
  - d. We ..... hurry or we will miss the bus.
3. What are the opposites of the following words? 4×0.5=2
  - a. giant .....
  - b. quietly .....
  - c. selfish .....
  - d. love .....
4. Rewrite the sentences using 'than'. 2×1=2
  - a. I don't earn as much money as my father does.  
My father.....
  - b. Your house isn't as big as ours.  
Your house.....
5. Fill in the blanks with the past forms of the verbs in the brackets. 4×0.5=2
  - a. I ..... my uncle yesterday. (meet)
  - b. The clerk ..... the letter. (post)
  - c. Emma ..... her exam last year. (pass)
  - d. ....you ..... to Nagarkot last week? (go)
6. Write the following sentences in reported speech. 2×1=2
  - a. Rupesh said, "My exams are over."
  - b. Sangya said, "I want to go on holiday."
7. Use the following words to make present perfect sentences. 2×1=2

Example: I/lose/ my keys.      I have lost my keys.

  - a. Our teacher /buy/ a new car
  - b. We all /write/ stories



8. Punctuate the following. 8X0.5=4  
 my own garden is my own garden said the giant  
 I will allow no one to play in it but myself
9. Use any four the following words and phrases in sentences of your own. 4×1=4  
 for a while      look over      instead of      evidence      furiously

### Part-D

#### Reading Comprehension

1. Answer any five of the following questions in brief. 2×5=10
- Why did the giant decide to pull down the wall?
  - Why should we not be afraid of rain?
  - Why, according to Swaminathan, was he unable to do the sum?
  - Why is Amarsingh considered a national hero?
  - What lesson do you learn from the story The Man Who Never Laughed Again?
  - What do you think is the message of the poem The Caterpillar?
  - Why do you think the horse in the poem Stopping by Woods on a Snowy Evening confused?

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

Aeroplane is no longer a wonder for many in today's world. But when they were first invented in 1903, it was a reality that was hard to believe. It became a reality through the vision, skill, courage and perseverance of two Americans, the brothers Orville Wright and Wilbur Wright.

On December 17, 1903, the Wright brothers, in a field at Kitty Hawk, North Carolina, flew for the first time in the history of mankind a power-driven flying machine.

The longest flight of that day was only fifty-nine seconds and the distance only eight hundred and twelve feet. Before this, man used to imagine flying the way birds did in the open sky.

- A. Match the following: 4x0.5=2
- |                                      |              |
|--------------------------------------|--------------|
| persistence in doing something       | mankind      |
| human beings considered collectively | wonder       |
| the ability to think about the       | perseverance |
| future with imagination or wisdom    |              |
| a feeling of amazement or admiration | vision       |
- B. Fill in the blanks choosing the correct words from the passage. 4x0.5=2
- Aeroplane is no longer a .....in today's world.
  - Wright brothers flew the first .....flying machine.

- c. The ..... first-day flight was only fifty-nine seconds.
- d. Man used to imagine .....the way birds did in the open sky.
- C. Answer these questions in brief. 4x1=4
  - a. Who invented the aeroplane and when?
  - b. How did aeroplane become a reality?
  - c. What was the duration and distance of the longest first-day flight?
  - d. Give a suitable title to the passage?

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

Butterflies are some of the most interesting insects on the planet Earth. There are more than seventeen thousand different kinds of butterflies! Butterflies come in all shapes and sizes.

Butterflies go through four main stages of life. The first stage is the egg stage followed by the larva stage. As a larva, or caterpillar, the future butterfly eats as much as possible. As it grows, it sheds its outer skin, or exoskeleton. This may happen four or five times. After a few weeks, the caterpillar enters the next stage of its life, the chrysalis stage. In the chrysalis, the caterpillar will liquefy into a soup of living cells. Then, it will reorganize into a butterfly and the metamorphosis is complete. In later parts of the chrysalis stage, you can see the forming butterfly through the chrysalis.

When the butterfly emerges from the chrysalis, it pumps its wings to send blood through them so that it can fly. Most butterflies only live a couple of weeks, just enough time to drink flower nectar and to mate. Some, like the Monarch Butterfly, however, may live many months.

- A. Use the underlined words in sentences of your own. 5x1=5
- B. Choose the correct answers. 5x1=5
  - a. What is the second stage of life for a butterfly?
    - 1. chrysalis                      2. butterfly
    - 3. larva                          4. egg
  - b. Which is true?
    - 1. There is only one kind of butterfly in the world.
    - 2. There are less than a thousand different kinds of butterflies in the world.
    - 3. There are about a thousand different kinds of butterflies in the world.
    - 4. There are more than a thousand different kinds of butterflies in the world.
  - c. Why does the caterpillar shed its skin?
    - 1. It is hungry.
    - 2. To defend itself against predators.
    - 3. The butterfly is coming.
    - 4. It is growing.

- d. In what stage does the metamorphosis happen?
1. chrysalis
  2. butterfly
  3. caterpillar
  4. egg
- e. Which of the following is NOT true?
1. Most butterflies live a short time.
  2. The butterfly may shed its skin 8 or 9 times.
  3. Caterpillars turn into a liquid in the chrysalis.
  4. Butterflies must wait until blood drains into their wings before flying.

### **Part-E**

#### **Writing**

1. Write a short conversation between two friends who are advising each other how to prepare for the final exams. 4
2. Suppose you meet someone who is going to fulfil your wishes. What things would you ask for? Also give reasons why you need them. 8
3. Who is your best inventor? Choose an inventor that you like most and write a brief biography. Include the following information:
  - a. name, birth date, place of birth
  - b. childhood, education, training
  - c. interesting things about the inventor's life
  - d. invention and its importance for us
  - d. why you consider the person as the best inventor 8