

DYNAMIC

ENGLISH GRAMMAR

&

COMPOSITION

10

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Edited by

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Preface

Dynamic English Grammar and Composition has been designed according to the new English Curriculum prescribed by the Curriculum Development Centre. The series comprises of ten textbooks from grade one to grade ten. The present book is an amalgamation of survey of rules, structures and forms presented in lucid modern English and illustrated with numerous examples.

The aim of this book is to bring about a change in teaching and learning English grammar and composition-a change that will enable the learners to use grammar in context using both inductive and deductive approaches aiming to develop four language skills immensely. Practice in composition tasks will help to develop the learner's writing skills. It will encourage to writing their own thoughts, ideas and feelings.

This new edition contains huge examples and their application to communicative approach that will increase the quality learning of English grammar. It is thought that this change will improve the standard and acceptability of the book and I will consider the attempts fruitful if students find the book fruitful.

I have left no stone unturned for the meaningful presentation of subject matter to make it reader friendly. Detailed description of grammatical structures and adequate exercises on them, plenty of guided and free writing composition with enough practice questions, an adequate amount of vocabulary related sections and as much as necessary self study materials have been presented in the following chapters.

I am thankful to Shubharambha Publication Pvt. Ltd. for their encouragement, co-operation and help in preparing this book.

At last, I would like to assure all the concerned teachers, students and readers that constructive comments and suggestions shall be tremendously appreciated and incorporated in the upcoming edition.

The Author

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Test Specification Grid

Compulsory English

Full Marks: 100

Theory: 75

Practical: 25

The Secondary Level Compulsory English Curriculum is based on language skills and aspects. Unlike the grids of other core subjects, language skills are considered as different areas of learning. The examination specification grid of this course reflects the assessment part of the curriculum. It assists test item developers to design valid test items that will measure the attainment of the learning outcomes set in the curriculum. It also gives the type and number of test items required to measure a particular skill. Twenty five percent weightage is allocated for listening and speaking skills which are tested conducting practical tests. Forty percent weightage is allocated for reading, and thirty five percent weightage is allocated for writing. The language functions are tested under speaking, grammar is tested within writing, and vocabulary is tested within reading. For the students with visual, speech and hearing difficulties, alternative testing devices are used.

| Competence Level (Knowledge/Understanding) and Performance Level (Practical Abilities) | |
|--|---|
| Listening : 10 Marks | Speaking : 15 Marks |
| Time: 20 Minutes | Time: 15 Minutes |
| <p>Type of Test items</p> <ol style="list-style-type: none"> Multiple choice with answers or pictures Fill in the blanks Ordering Matching <p>Short answer questions (Items should be prepared in such a way that the answers can be given in not more than 4 words and it should be stated in the instruction with an example.)</p> <p>Materials</p> <p>Sound Files</p> <p>Interviews, conversations, short discussions/talks, adverts/commercials, reports, announcements, news, detailed directions, stories, operating instructions, messages, weather forecast, personal profiles, short narratives, recorded or broadcast audio material</p> <p>Note: The sound files should be authentic and clearly articulated with average speed of delivery.</p> <p>Number of Sound Files</p> <p>Three sound files carrying 4, 4, and 2 marks respectively will be used and the last sound file will be used to test sounds, stress and intonation.</p> <p>Length of the Sound File</p> <p>Maximum three minutes</p> <p>Total Number of Test Items: 10</p> <p>Weighting per Item: 1</p> <p>For the students with speech and hearing difficulties any two of the following types of question can be asked each containing five marks:</p> <ol style="list-style-type: none"> Paragraph writing Picture describing Dialogue writing Developing a story from the given outlines <p>For students with visual difficulties , listening questions designed for all students will be provided.</p> | <p>Type of Test items</p> <p>Each student at the beginning of speaking test should be asked some very general questions to make the students feel comfortable. The following types of test items will be used to assess the speaking skill:</p> <ol style="list-style-type: none"> General interview (3 marks) (Ask any three questions on personal/common/familiar topics.) Cued situation (4 marks) (Give students at least two cued situation so that they will speak at least two sentences each using appropriate language functions/structures.) Speaking on a given topic (4 marks) (Give a topic to the students, give them some time to think, and ask them to speak on the same.) Describing pictures, charts, maps, tables, etc. OR, Narrating a sequence of events (4 marks) (Ask any one question where students are required to speak at least 8 sentences.) For the students with visual difficulties give them the same three test items mentioned above, i.e. general interview, cued situation and speaking on a given topic. But instead of describing pictures, charts maps, tables, etc. ask them to narrate a sequence of events or to tell a story that they have heard, read or created. For the students with speech and hearing difficulties, give them an unseen comprehension passage carrying 15 marks. Time: 10-15 minutes per students <p>For students with visual difficulties</p> <p>Interview: 3 marks</p> <p>Verbal response on a given situation:4 marks</p> <p>Speak on a given topic:8 marks</p> |

| Reading : 40 Marks | Writing: 35 Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---------------|-------|-------|--|----------------|---|-----------------|---|-------|---|-------|---|------|---|--------------------|--|----------|--|--------------|--------------|----------|-----|-------------|-----|---------|-----|-----------------|-----|-------|-----|-------|-----|------|-----|-------------|-----|----------------|-----|-------------|-----|--------------------|--|----------|
| Time: 1:15 Hours | Time: 1 Hour | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of Texts 1. Two seen texts-(5+10)=15 2. Two unseen texts-(10+15)=25 Question Types: 1. Multiple Choice 2. Sequencing 3. Fill in the gaps (without choices) 4. Multiple matching 5. True/False 6. Short Answer questions (Items should be prepared in such a way that the answers can be given in not more than 4 words and it should be stated in the instruction with an example.) <i>Note: Each text from the textbook should contain only one type of test method and each text outside the textbook should not contain more than two types of test methods.</i> Materials: 1. Two seen texts from grade 10 textbook. 2. One unseen text carrying 10 marks: (Text types: news stories, menus, notices, manuals, advertisement, diary entry, e-mails, product guides, time table, etc.) 3. One unseen text carrying 15 marks: (Text types: stories, essays, letters, science articles, newspaper articles, book, film reviews, etc.) 4. NOTE: 1. Reading objectives Grade Ten English Curriculum should be measured. 2.Except short answer question, the types of questions should not be repeated in the two seen comprehension passages. 3. This is applied to the two unseen comprehension passages as well. Instruction: The instruction should be short, clear and of appropriate level of difficulty with reference to example. Each test method given in each reading text should contain an example at the beginning. Total number of test items: 40 Marks per item:1 | 1. Guided writing (I) (1x 5 = 5 Marks) Areas to be covered: directions, instructions, obligations and prohibitions, posters, electronic text messages, post cards, advertisements, messages of condolence, messages of congratulations, menus, recipes. (Ask one question from one of the above areas with sufficient guideline. Word limit for this writing will be 75 to 130 words.) 2. Guided writing (II) (1x5=5 Marks) Areas to be covered: interpretation of (charts, graphs, tables, lists, pictures), short stories (outlined), invitation letters, thanks giving letters , letter of regret, news stories, paragraphs (Ask one question from one of the above areas with sufficient guideline. Word limit for this writing will be 75 to 130 words.) 3. Free writing (I) (1x6= 6 Marks) Areas to be covered: Dialogue (with the situation given), paragraph on personal experiences, short stories (only provide either the beginning, ending , title or the moral), views and attitudes (on some current issues of importance) (Ask one question from one of the above areas. Word limit for this writing will be 100 to 150 words.) 4. Free writing (II) (1x 8 = 8 Marks) Areas to be covered: Letters, emails (personal/informal, official/formal) essays (descriptive or narrative), newspaper articles (on a given topic), reviews (of films, movies, books), brochures/leaflets (on places and events of historical/cultural/ religious/ social / or tourism importance) (Ask one question from one of the above areas. Word limit for this writing will be 150 to 200 words.) <table><tr><th>Question Type</th><th>Areas</th><th>Marks</th></tr><tr><td rowspan="5">Type (I): Reproduction (1x 6 = 6 Marks)</td><td>Transformation</td><td>2</td></tr><tr><td>Reported speech</td><td>1</td></tr><tr><td>Voice</td><td>1</td></tr><tr><td>Tense</td><td>1</td></tr><tr><td>Tags</td><td>1</td></tr><tr><td>Total marks</td><td></td><td>6</td></tr><tr><td rowspan="11">Type (II): Fill in the gaps with the grammar items in a contextual passage (0.5x10 = 5 Marks)</td><td>Areas</td><td>Marks</td></tr><tr><td>Articles</td><td>0.5</td></tr><tr><td>Preposition</td><td>0.5</td></tr><tr><td>Concord</td><td>0.5</td></tr><tr><td>Reported Speech</td><td>0.5</td></tr><tr><td>Voice</td><td>0.5</td></tr><tr><td>Tense</td><td>0.5</td></tr><tr><td>Tags</td><td>0.5</td></tr><tr><td>Conditional</td><td>0.5</td></tr><tr><td>Causative verb</td><td>0.5</td></tr><tr><td>Connectives</td><td>0.5</td></tr><tr><td>Total Marks</td><td></td><td>5</td></tr></table> | Question Type | Areas | Marks | Type (I): Reproduction (1x 6 = 6 Marks) | Transformation | 2 | Reported speech | 1 | Voice | 1 | Tense | 1 | Tags | 1 | Total marks | | 6 | Type (II): Fill in the gaps with the grammar items in a contextual passage (0.5x10 = 5 Marks) | Areas | Marks | Articles | 0.5 | Preposition | 0.5 | Concord | 0.5 | Reported Speech | 0.5 | Voice | 0.5 | Tense | 0.5 | Tags | 0.5 | Conditional | 0.5 | Causative verb | 0.5 | Connectives | 0.5 | Total Marks | | 5 |
| Question Type | Areas | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Type (I): Reproduction (1x 6 = 6 Marks) | Transformation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reported speech | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Voice | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Tense | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Tags | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total marks | | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Type (II): Fill in the gaps with the grammar items in a contextual passage (0.5x10 = 5 Marks) | Areas | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Articles | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Preposition | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Concord | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reported Speech | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Voice | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Tense | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Tags | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Conditional | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Causative verb | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Connectives | 0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Marks | | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

• • • Phonetic Symbols • • •

| Consonant Sounds | | | Vowel Sounds | | | | | |
|------------------|---|--------------------------|--------------|---------|---------|-----------|----------|-------------------------|
| Symbols | | Words | Symbols | | Initial | Medial | Final | Spelling |
| /k/ | क | king, pick, cat | /i: / | ई | eat | meat | see | ee, ea, ie, eo, e, ei |
| /g/ | ग | gate, ghost | /I/ | इ | it | sit | city | i, u, o, e, y, a |
| /ŋ/ | ङ | sing, sink | /e/ | ए | egg | pen | - | e, ie, ea, ue |
| /tʃ/ | च | chair, match | /æ/ | या | act | man | - | a |
| /dʒ/ | ज | jug, judge | /a: / | आ | arm | large | car | a, ear, ar |
| /z/ | ज | is, zoo, balls | /ə/ | अ | ago | perfect | the | a |
| /ʒ/ | ज | genre,pleasure, garage | /ʌ/ | अ | up | but | - | o, u, ou, u, oe |
| /t/ | ट | tree, mat | /ɜ: / | अः | earth | bird | sir | ir, ur, er, ear |
| /d/ | ड | do, middle | /ɒ/ | ओ | on | hot | - | o, a, ow |
| /ð/ | थ | thank, with | /ɔ: / | ओः | all | ball | saw | a, aw, au |
| /ð/ | द | those, breathe | /ʊ / | उ | - | book | - | u, ou, o, oo |
| /n/ | न | nose, man | /u: / | ऊ | ooze | move | two | o, oo, wo, ue, ou |
| /p/ | प | pot, map | Diphthongs | | | | | |
| | | | Symbols | Initial | Medial | Final | Spelling | |
| /f/ | फ | fan, potato, laugh | /eI/ | एइ | eight | same | say | a, ay |
| /b/ | ब | bag, bulb | /aI / | आई | ice | might | sky | uy, igh, ie, y, eye |
| /v/ | भ | van, save | / ɔI/ | ओई | oil | voice | boy | oy, oi |
| /m/ | म | man, same | / lə/ | इअ | ear | real | here | ear, eer, ere |
| /j/ | य | yak | /ʊə/ | उअ | - | influence | poor | our, ocr, ure |
| /r/ | र | red, carry | /eə/ | एअ | area | chair | rare | air, ear, ere, eir, are |
| /l/ | ल | late, sell | /aʊ / | आउ | out | loud | cow | o, ow, ew |
| /w/ | व | walk | / əʊ/ | अउ | old | home | go | ou, ow |
| /ʃ/ | श | shoes, sugar, wish, chef | | | | | | |
| /s/ | स | sun, miss | | | | | | |
| /h/ | ह | house, yahoo | | | | | | |

Read the following description.

Charlie the Brave

Charlie is **a** teacher and his wife, Maria is **an** artist. One of **the** main differences between **the** two is that Charlie has no imagination well perhaps **a** little whereas Maria has **the** most vivid imagination you could think of. Now imagination is **an** essential quality if you're **an** artist but sometimes it can lead to problems. Take **the** night before last, for example. It was **a** fine summer night and you could see **the** moon and **the** stars quite clearly; it was shortly before **the** longest day of **the** year. Charlie was sitting in **a** deckchair enjoying **the** warm summer air when he felt something touch his shoulder; it was Maria's hand and he could tell immediately she was **a** little worried about something. He had noticed this sensation **a** hundred times before. He asked her what **the** matter was and she replied that there was **a** strange thing on **the** jacket that was hanging in **the** bedroom. Now you must remember that they had both lived in **the** West Indies and had seen **a** lot of strange creatures in their house before. But now they were living in — England and so Charlie just laughed and said he would have **a** look at **the** thing. He left **the** garden and made his way to **the** bedroom. He could see **a** jacket hanging in **the** bedroom and went up to it to have **a** closer look at **the** thing. **The** moment he touched it, **the** thing sprang into— life. Now Charlie experiences — fears like **the** rest of us but when this creature opened its wings, he jumped out of his skin and ran screaming from **the** room like **a** small child doing about 100 miles **an** hour. What **a** fuss you may say and **the** brave among you may well regard such behaviour as pathetic but — bats bring out **the** worst in many people. For **a** moment **the** next-door neighbours thought that Charlie was murdering his wife because of **the** noise they could hear. In fact **the** bat was **the** one that was frightened and it fluttered its wings and flew from one side of **the** bedroom to **the** other. Eventually Charlie managed to trap **the** bat in **a** box and went out into **the** front garden clutching **the** box as if it had **a** bomb inside it, took off **the** lid and **the** bat, obviously delighted to be free, flew away into **the** dark. Eventually Maria, who had been playing **the** guitar while Charlie was upstairs, asked Charlie if he had found out what **the** thing was. Oh, nothing to worry about, he said casually hoping that **the** terror could not be seen in his eyes, it was just **a** bat.

By Alan Townend- English Grammar through Stories

Do you Know?

The coloured words **a**, **an** and **the** are articles. They are demonstrative adjectives. There are two types of articles in English. They are indefinite **a**, **an** and definite **the**.

Speaking Practice

Answer these questions based on the given description.

- Who is Charlie ?
- Who is Maria?
- What is imagination?
- What could you see quite clearly?
- What did Charlie do with the bat?
- What is the difference between 'a bat' and 'the bat'?

Listening Practice

Repeat these words after your teacher.

| A | An | The | No articles |
|------------|-------------------|-------------------|--------------|
| a book | an old man | the Bible | some money |
| a sister | an entrance | the Rising Nepal | few people |
| a mechanic | an urn | the Panama Canal | many books |
| a pen | an octopus | the Pacific ocean | lots of love |
| a cow | an icicle | the Ranas | much sugar |
| a hen | an American | the poor | less time |
| a week | an M.A student | the last | all boys |
| a day | an eye specialist | the sun | both schools |
| a year | an ambulance | the North | several men |
| a bat | an operator | the radio | no students |

Grammar Focus: Indefinite Article: A, An

1. Indefinite article 'a' is used before a singular countable noun beginning with a consonant sound.

Example: a cow, a desk, a house, a one eyed man, a university boy, a usage, a eucalyptus tree, a utensil, a U-turn, a user, a useless machine, a one-way ticket, a useful book, a ewe, a union, a European, a unique creature, a unicorn, a unanimous plan, a eulogy, a unit, a one-eyed boy, a UN spokesman, a UK plane, a US soldier, etc.

2. Indefinite article 'an' is used before a singular countable noun beginning with a vowel sound.

Example: an elephant, an umbrella, an aero plane, an orange, an applicant, an hour, an honest man, an heir, an heiress, an X-ray machine, an honorable person, an heirloom, etc.

3. Indefinite article 'a' 'an' is used with English alphabets and abbreviations when they are separately read out.

Example: an MA, an MP, an MBBS, an HA, an FM, an LLM, an M. ED, an NGO, an MBA, a 'B', a 'D', an 'F', an 'H', an I.A, an M.A, an LG, an SP, a B.ED, an SOS, an SDO, a UFO, a TOEFL score, a UNESCO office, a WHO officer, etc.

4. Indefinite article 'a' 'an' is used when a noun belongs to a group/community, profession and expresses the meaning 'a kind of' even though they are uncountable nouns Examples:

Noam Chomsky is a linguist.

Bill Gates is an entrepreneur.

Mrs. Sharma is a nurse.

He is a Newar.

Gold is a useful metal.

Milk is a drink.

Iron is a metal.

5. 'A' 'an' is used to say how a person looks like.

Manisha's a little Hitler.

Rohan is an honourable person.

Rina is **an** enthusiastic learner.

Ritesh is **a** violent person.

6. 'A' 'an' is used when talking about prices, quantities and rates.

They cost it 50p **a** kilo.

I can type 50 words **a** minute.

He was driving at 50 miles **an** hour.

7. With some phrases:

Examples: as **a** rule, have **a** pity, to have **a** knowledge, to make **a** guess at, to have **a** pain/ cough/fever/headache/ **a** talk/ **a** rest/ **a** walk/ **a** noise/ to have **a** bath/ **a** drink, to pay **a** visit, on **an** average, be in **a** temper, to give **a** warning, to take **an** interest, have **a** say, at **a** glance, etc.

Grammar Focus: Definite Article: The

Definite article 'the' is used:

1. when something is mentioned for the second time.

He is wearing **a** hat. **The** hat is made in Japan.

I saw **an** ugly man yesterday. **The** man was very tall.

2. before the names of things which are unique and only one: the earth, the sky the universe, the moon, the great wall, the Jupiter, etc.

3. before superlative degree: Mt. Everest is the highest peak in the world. Which is the coldest place in Nepal? She is the most beautiful of all in school.

4. abstract nouns qualified by an adjective or an adjectival phrase or clause : The Wisdom of Solomon is famous. The intelligence of Einstein is very strong.

5. before ordinal numbers: the first, the second, the fifth, the last, the next, etc.

6. before the name of musical instruments: the guitar, the flute, the madal, the harmonium, etc.

7. before the names of river, seas and oceans: the Nile, the Red Sea, the Pacific Ocean, etc.

8. before the names of groups of island: the British Isles, the West Indies, etc.

9. before the names of mountain ranges: the Himalayas, the Alps, etc.

10. before the plural names of countries: the Netherlands, the Philippines, the UK, the USA, etc.

11. before the names of canals: the Suez Canal, the Gandak Canal, etc.

12. before the names of deserts: the Sahara, the Thar, the Gobi, etc.

13. before the names of Newspapers: the Kathmandu Post, the Washington Post, the Republica, etc.

14. before a period of decades: the fifties, the sixties, the eighties, etc.

15. before the names of directions and poles: the south, the North Pole, the east, the west, etc.

16. before the names of periods of history: the modern Age, the stone Age, the Victorian age, etc.

17. before the family names and castes: the Rana, the Gurung, the Brahmin, the Tamang, etc.

18. before the names of holy books: the Ramayana, the Bible, the Quran, the Geeta, etc.

19. before the names of nationalities/religions/ races/ positions or posts: the Chinese, the Hindus, the Black, the Prime Minister, the principal, the class teacher, etc.

20. before a noun modified by a 'phrase' or 'clause': The boy, who is in a black coat, is a university student. I like the pen which is made in Nepal.

21. **before the name of the adjectives that represent social groups:** the old, the unemployed, the blind, the deaf, the young, the rich, the poor, the sick, the homeless, the elderly, etc.
22. **before special meals:** the birthday party, the wedding anniversary party, etc.
23. **before parts of day:** the morning, the afternoon, the evening, etc.
24. **before the names of ships and aeroplanes:** the Mary Celeste, the Titanic, the Buddha Air, etc.
25. **before the names of hotels, restaurants, theaters, cinemas, clubs:** the Soaltee, the Guna Cinema, the Lion's Club, the Rastriya Nach Ghar, etc.
26. **before the names of scientific innovations:** the telephone, the television, the computer, the radio, etc.
27. **before the names of political parties:** the Congress, the CPN-UML, the Forum, the Labour Party, the Communist Party, etc.
28. **before the name of the historic events:** the Martyrs' Day, the Independence Day, etc.
29. **before the names of the museums and libraries:** the National Museum, the American Library, the Science Museum, etc.
30. **before the names of the parts in the house:** the kitchen, the bedroom, the study room, the dining room, the toilet, etc.
31. **some other examples:**
 Pokhara is known as the Cherapunji of Nepal.
 The sooner it is done, the better result it produces.
 The more you work hard, the more you earn.
 Some of / a few of / most of the students passed the exam.

Repetition of the Article

The secretary and treasurer has gone on leave.

The secretary and the treasurer have gone on leave.

Here the first sentence clearly indicates that the nouns secretary and treasurer refer to the same person. The repetition of the article in the second sentence indicates that the nouns refer to two different persons.

Winston Churchill was a great orator and statesman. (Here the reference is to one person – Churchill.)

There were on the jury among others a great orator and a great statesman. (Here the reference is to two different persons.)

Grammar Focus: No Articles

We do not use article before:

1. **uncountable and abstract nouns used in a general sense.**

Honey is sweet. (NOT The honey is sweet.)

Sugar is bad for your teeth.

Wisdom is better than riches.

Virtue is its own reward.

Note that uncountable nouns take the article the when used in a particular sense.

Would you pass the sugar? (= the sugar on the table)

2. **plural countable nouns used in a general sense.**

Children usually rush about.

Computers are useful machines.

Note that plural nouns take the article the when they are used in a particular sense.

Where are the children? (Whose children? Our children)

3. the names of countries, people, continents, cities, rivers and lakes.

India is **a** democratic country. (~~NOT The India ...~~)

Paris is **the** capital of France. (~~NOT The Paris ...~~)

4. the names of meals.

Mother is cooking **lunch**.

Dinner is ready.

Note that we use a when there is an adjective before breakfast, lunch, dinner, etc. We use the when we are talking about a particular meal.

I had **a late dinner** yesterday.

The lunch we had at the restaurant was very good.

5. the names of languages.

Can you speak **English**? (~~NOT Can you speak the English?~~)

They speak **French** at home.

6. school, college, university, church, bed, hospital, prison, etc. when these places are used for primary purpose.

His dad is still in **hospital**.

We learned English at **school**.

He is at **university**.

I go to **temple** every day.

He usually goes to **bed** at 10 pm.

Note that 'the' is used before these words when the reference is to the building or object rather than to the normal activity that goes on there.

I went to **the hospital** to see my friend.

I went to **the temple** to observe its architecture.

7. the names of days and months.

Saturday is the holiday in Nepal.

January is the first month of the year.

8. the names of diseases, games, colours and possessive pronouns.

He died of **AIDs**.

Cricket is a popular game.

My favourite colour is white.

I like his hair style.

Grammar Focus: Common Errors

| Incorrect | Correct |
|---|------------------------------------|
| We live in village. | We live in a/the village. |
| She works in pub. | She works in a/the pub. |
| He is best player in the team. | He is the best player in the team. |
| She is fastest runner. | She is the fastest runner. |
| The Paris is big city. | Paris is a big city. |
| I live in the Kathmandu. | I live in Kathmandu. |
| The iron is a useful metal. | Iron is a useful metal. |

| | |
|--|---|
| The gold is yellow. | Gold is yellow. |
| We should not make noise. | We should not make a noise. |
| I have an urgent business. | I have some/urgent business. |
| Do you sell eggs by kilo or by dozen? | Do you sell eggs by the kilo or by the dozen? |
| Indus is largest river in Pakistan. | The Indus is the largest river in Pakistan. |
| He is M .A. in the English. | He is an M.A. in English. |
| Muslims read Holy Quran every day. | The Muslims read the Holy Quran every day. |
| This is a news to me. | This is news to me. |
| I am student of Nepal Police School. | I am a student of the Nepal Police School. |
| The both sisters are in ninth class. | Both the sisters are in the ninth class. |

Additional Practice: Read these sentences.

A poor diet will ultimately lead to illness.

*This is **an** ultraviolet lamp.*

***The** teacher gave me **an** ultimatum.*

*She had **a** warm smile and **an** unaffected manner.*

*He set **an** unapproachable target.*

***The** umpire's decision is final.*

*He has **a** unanimous voter's group for his support.*

*There has been **an** unaccountable increase in cases of **the** disease.*

***The** people I met there were very friendly.*

***The** jury reached **a** common verdict at **the** most awaited case.*

*Retirement is **an** unaffordable luxury for any workers.*

***The** author is **a** Pulitzer Prize honouree.*

*It is **a** user manual.*

*I felt **an** utter fool.*

***The** effects of global warming are catastrophic.*

*It is **a** useless room.*

*There has been **an** unannounced increase in bus fares.*

*She is **a** member of **a** union*

*He has **a** urinary infection.*

*He has **an** unalterable belief on god.*

***The** prospects for **the** immediate future are good.*

*Her father was **a** stern unbending man.*

*They presented **an** unanswerable case for more investment.*

***The** director is standing on her immediate right.*

***The** computer has **a** USB port.*

*I bought **an** urn filled with hot soup.*

***The** immediate cause of death is unknown.*

*She felt **a** deep sadness.*

*He is **an** uptight teenager.*

*It's **a** party for **the** new honourees.*

It was **a** three-hour exam.
 She was treated as **an** honorary woman.
The system is in imminent danger of collapse.
 Mirrors in **a** room often give **an** illusion of space.
 It will take about **an** hour to get there.
The earth is illuminated by **the** sun.
 There is **a** user manual of **the** new computer.
 I have received **an** SOS message.
The play offers some illuminating insights into **the** King's character.
 I must buy **a** Unique Selling Point.
 It was **an** ill-timed visit.
The only light in **the** room came from the fire.
 He lives in **a** utopian society.
 It is **an** unattainable target.
The decision of government is **a** U-turn on education policy.
 Mr. Raman is **an** unappreciated person.
The advertisements are intended to improve **the** company's image.
 China has **a** unified transport system.
 Mrs. Thapa sang **an** unashamedly sentimental song.
The house was painted in **an** unappealing shade of Yellow.
 He made **a** unilateral decision.
 One of **the** major parties has **an** unassailable lead in **the** local election.
The tiny window was **the** only source of light.
 He represents **a** united group of people.
 It is **an** authorized biography.
The ultimate decision lies with **the** parents.
 There is **a** unisex hair salon.
An unbalance diet leads to obesity.
The nights are getting longer.
 Investing in **a** unit trust reduces risks for small investors.
 Mrs. Sushila Karki is **an** unbiased judge.
The heat was getting to be too much for me.
 TU is **a** university in Kathmandu.
The king had **an** unblemished reputation in **the** past.
The phone has been ringing for half **an** hour.
 I saw **a** walker with **a** lump.
 There is **an** unbroken chain of events.
 It was **the** best day of my life.
A black hen lays **a** white egg.
 He has **an** uncanny ability to see **the** areas of problem.
 What's **the** matter with you?
A civil denial is better than **a** rude grant.
 We had **an** unbelievable time in Pokhara.

A. Put a, an, the or nothing where necessary.

1. _____ sun gives us light and heat.
2. A son is _____ old age support of his father.
3. Can you tell me which _____ steepest peak is?
4. Abhishek has come from _____ UK.
5. Could you close _____ door please? It is very cold here.
6. Crown Prince Charles of Great Britain is _____ heir to the throne.
7. Cruelty is _____ universal attitude of human beings.
8. Asmita sold _____ horse and _____ wonderful animal.
9. He got _____ award of Rs. 10,000.
10. Aditya had got _____ many useful books.
11. Mr. Shrestha is _____ honourable teacher.
12. Anish is _____ university student.
13. Abdul is _____ inheritor to the throne of Bhutan.
14. He is _____ worst person I've ever seen.
15. Bibas is _____ CDO.
16. I bought _____ ewe in Dhunche Bazaar.
17. Bandana bought _____ novel yesterday. _____ novel was very inspiring.
18. I don't want to miss _____ opportunity to be _____ doctor.
19. Deepa drinks tea twice _____ day.
20. I feel shame to live on _____ charity of foreigners.
21. Dipendra gave Rs. 200 to _____ aged beggar .
22. I had sent you _____ postcard from Sydney.
23. Garima has a picture of _____ Alps.
24. Kisor has a picture of _____ Hanging Garden.
25. Mahib has put on _____ attractive uniform.
26. Mausam went to _____ open field to play.
27. It is _____ one rupee note.
28. Mihang wrote _____ useful article.
29. Nabin plays _____ flute well.
30. Niraj plunged deep into _____ ocean.
31. Malaysia is on _____ equator.
32. Pramila is _____ honest woman.
33. Pranita is _____ third girl of our class.
34. Now, we cannot live without _____ telephone.
35. Once a tiger was asleep in _____ forest. It was _____ warm sunny day.
36. Prasanna saw _____ cute ape in the zoo.
37. Once there lived _____ beggar. _____ beggar was blind.
38. Our _____ principal has gone out.
39. _____ book you gave me on Saturday was very interesting.
40. Milk is _____ wholesome food.

B. Put a, an, the or nothing where necessary.

1. People recite _____ Geeta every morning.
2. Plants release _____ oxygen
3. My sister is _____ M.A. student.
4. Please bring _____ ashtray.
5. Mrs. Regmi has _____ good bike.
6. Pratik has _____ great deal of important documents.
7. He is _____ one handed boy.
8. She is _____ one-eyed girl. So we should help her.
9. Jessica is _____ Eurasian girl.
10. The Karnali is _____ greatest River in Nepal.
11. _____ lion is _____ king of beasts.
12. _____ Nile is _____ longest river in the world.
13. I played _____ cricket yesterday.
14. _____ students have established _____ union.
15. _____ sun is _____ star.
16. Their life depends on _____ sea.
17. There are a lot of customers in _____ restaurant.
18. There is _____ FM station in my village.
19. Rameshwor saw _____ ass yesterday.
20. There is _____ temple in the village.
21. Urdu is not _____ easy language.
22. 'Water' is _____ uncountable noun.
23. We can watch the stars with the help of _____ telescope.
24. Prinsa had lunch in _____ very nice restaurant last Saturday.
25. We live in _____ society.
26. We need to do more for _____ poor.
27. We need _____ water for living.
28. Kathmandu is _____ capital of _____ Nepal.
29. _____ Earth moves round _____ sun.
30. _____ Mahabharat is _____ holy book of Hindus.
31. There is _____ playground in _____ center of _____ town.
32. _____ Principal explained _____ whole problem to _____ guardians.
33. Rajshree is looking for _____ girl. _____ girl is her sister.
34. Do you remember _____ place where you were born?
35. This is _____ home of our uncle.
36. She went to _____ temple to see her friend.
37. _____ honesty is _____ best of all virtues.
38. He came back home on _____ foot.
39. What _____ beautiful garden it is!
40. There is not _____ cloud in _____ sky.

C. Put a, an, the or nothing where necessary.

1. _____ Bagmati is _____ sacred river.
2. He suddenly took _____ U-turn.
3. Which is _____ biggest river in Nepal?
4. Let us discuss _____ matter seriously.
5. _____ honest man speaks _____ truth.
6. I first met him _____ year ago.
7. Srilanka is _____ island.
9. Sanskrit is _____ complicated language.
10. Rashma got _____ most expensive birthday present.
11. The student has come school without _____ umbrella.
12. India is one of _____ most industrial countries in Asia.
13. _____ second chapter of the book is very interesting.
14. _____ word to _____ intelligent is sufficient.
15. One evening _____ saint came to my door.
16. Wisdom is _____ gift of heaven.
17. There is _____ little hope of his recovery.
18. We heard _____ sweet bells over the bag.
19. Rohit had _____ great genius, sagacious and incentive.
20. The rose is _____ sweetest of all flowers.
21. The horse is _____ noble animal.
22. _____ Banyan is _____ kind of big tree.
23. Sabita has got _____ unique computer.
24. We go to _____ temple to pray.
25. There is _____ auditorium hall in our village.
26. I like playing _____ guitar.
27. There is _____ university in Pokhara.
28. Sanu Kaji is _____ energetic leader.
29. Iron is _____ useful matter.
30. No political leader can make Nepal _____ Utopia.
31. Our English teacher is not _____ European.
32. She is _____ I.A. in English.
33. Saugat is going away at _____ end of this month.
34. Mt. Everest is _____ highest peak in the world.
35. Shreejal learns to play _____ violin at school.
36. I met _____ one-handed man on the way.
37. Satis bought _____ ewe yesterday.
38. She is _____ open minded student.
39. _____ girl in red skirt is my sister.
40. _____ moon causes tides.

D. Put a, an, the or nothing where necessary.

1. _____ Statue of Liberty was gift of friendship from France in _____ United States.
2. _____ tiger that killed a man yesterday was really frightening.
3. _____ chimpanzee is _____ endangered species.
4. _____ ubersexual tourist visited our school today.
5. Gold is _____ expensive metal.
6. Our local health centre has _____ MBBS doctor.
7. Atlantic Ocean is _____ hugest ocean.
8. We played _____ volleyball yesterday.
9. Som is _____ expedient member of his family.
10. Subina recites _____ Bible every morning.
11. Because of _____ things man has discovered, we live longer.
12. Who is _____ smartest teacher of your school?
13. _____ school is very near my home.
14. I have _____ black and white dog.
15. Sumit is _____ better poet than novelist.
16. She is _____ honour to this profession.
17. We need someone with _____ excellent knowledge of German.
18. Suraj has _____ deep distrust of strangers.
19. My parents gave me _____ good education.
20. Susmita has _____ thorough understanding of the subject.
21. Lake Victoria is one of _____ largest lakes in Africa.
22. We have _____ U-shaped room.
23. _____ Himalayas are _____ example of _____ folded mountain range.
24. Sahara is the largest desert in _____ world.
25. Mandarin is _____ official language of _____ People's Republic of China.
26. London is on _____ Thames.
27. _____ British Museum attracts thousands of visitors each day.
28. _____ match between Korea and Nepal was _____ one-sided game.
29. Utsav gave the beggar _____ one rupee note.
30. I got _____ important message.
31. Iraq lies in _____ Middle East.
32. Carol is _____ US citizen.
33. We have used _____ unanimous strategy to cope with this problem.
34. They have _____ one-pound coin.
35. She heard _____ outcry from below.
36. I keep myself busy in _____ kitchen every morning.
37. He likes such _____ one thing that entertains me.
38. I like _____ coffee most.
39. He needs _____ good rest.
40. It is _____ urgent message.

E. Put a, an, the or nothing to complete the following paragraph.

Take out ____ large bowl, ____ smaller bowl, ____ electric food-mixer, ____ large plate, and ____ wooden spoons. Have ready ____ flat cake, five egg whites, ____ sugar, and ____ liter of ice cream. You need ____ freezer and ____ oven.

Place ____ cake on ____ plate. Put ____ ice cream in ____ large bowl. Beat it with ____ electric food-mixer until it is ____ little soft. Pile ____ ice cream on ____ cake in ____ pretty shape. Then put ____ ice cream and cake back into ____ freezer. Freeze ____ ice cream until it is solid. While ____ ice cream is freezing, put ____ egg whites in ____ smaller bowl. Beat ____ egg whites until they are stiff. While you are beating, slowly add two thirds ____ cup of sugar. Beat until ____ sugar is dissolved and ____ egg whites are very stiff. Turn ____ oven on very hot. Take ____ cake out of ____ freezer. Spread ____ egg whites over ____ ice cream. Cover all ____ ice cream carefully. Put ____ cake into ____ oven and bake it for three minutes, until ____ egg whites are golden brown. Remove ____ dessert and serve it immediately with ____ chocolate sauce. ____ ice cream is still frozen, but ____ egg whites are hot. ____ cold ice cream gives this dessert its name, "Baked Alaska."

F. Put a, an, the or nothing to complete the following paragraph.

When ____ person takes ____ trip to ____ beach, he should bring ____ things to make ____ trip more pleasant. He will need ____ towel, ____ Frisbee, ____ books, ____ food, ____ suntan oil, ____ sunglasses, ____ money, and ____ radio. I always bring ____ friend along, too. We sit on ____ towel, read ____ books, eat ____ food, and listen to ____ radio.

Then we play with ____ Frisbee. Of course, we spend ____ money, too. When you go to ____ beach at Miami, be careful of ____ sun. ____ sun is strong and hot. Stay in ____ water as much as you can. If ____ sky is clear, ____ danger of sunburn is great. If ____ sky is cloudy, you can stay out longer. Always check ____ weather before you go to ____ beach.

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|---------------|--|
| 1. abscess | guidance, support of a person or an organization |
| 2. accrue | official declaration that is true |
| 3. adieu | auxiliary; supplementary |
| 4. aegis | out of the ordinary |
| 5. affidavit | wipe out |
| 6. ancillary | black top |
| 7. anomalous | ability to understand and decide things quickly and well |
| 8. annihilate | swelling, a swollen and infected area in your body or skin |
| 9. asphalt | accumulate, to increase over a period of time |
| 10. acumen | farewell, goodbye |

Read the following description.

How I got that Job ?

At the time I was living **in** a small village **about** 25 miles **from** London. I could reach **to** London **in** half an hour **by** train there. If you went **by** car it would take **about** three times as long and you would sit **in** your stationary car **for** ages **before** you go anywhere especially if you travelled **in** the morning rush hour. I had to make a choice **between** the car and the train. I had seen an advertisement **in** a national newspaper, which had asked **for** someone who had some knowledge **of** computing, had worked **at** least **for** two years **in** car sales and finally was not afraid **of** travelling **up** and **down** the motorway **to** London every day **from** a place not far **from** where I lived. It was quite different **from** the job I had **at** the time. The interview was to take place **at** 10 am **on** a Monday morning **in** January. **Throughout** the weekend I could not make up my mind whether to travel **by** car or **by** train. **At** the end of Sunday I had decided it was going to be the car. **In** the end I had convinced myself that this was the best choice because **after** all the job was to do **with** cars. **On** the day **of** the interview I got up **at** 6 a.m. as I was terrified **of** being late. I usually woke **up** early because the noise **of** the traffic as it rattled **past** my bedroom window was very loud **in** the morning. I looked **out of** the window and realized why there was a thick blanket **of** snow **on** the road **on** that particular morning and it was still snowing heavily. I thought **of** going **by** train. When I telephoned **to** the station, I was informed that all services had been cancelled. I asked **by** whom they had been cancelled. I never knew the answer **to** that question because I had been cut **off**. Obviously I had to think **over** my plans for the day. I looked **down at** my snow-covered car **from** my bedroom. **After** breakfast I managed to brush **off** all the snow **from** the car and **by** a good stroke **of** fortune I managed to get it started **at** the third attempt. I drove **along** the road that led up **to** the motorway **with** a light heart because everything seemed to be going well. It was **almost** fun **with** the sun shining **through** the clouds and the snow gently falling down **onto** the car. Suddenly, I saw an enormous queue **of** cars one **behind** the other. I realized I was stuck **right in the middle of** a huge traffic jam. **In** my mind I started to go **through** the qualities that were needed for the job. **Among** the requirements were: ability to work **under** pressure, calmness **in** the face of difficult circumstances and a determination to see a job **through to** the end. I reviewed the situation. It was 9 a.m. **by** now and **on** a normal day the drive would take **about** forty-five minutes. **On** a day like this it would be impossible to estimate. I decided to relax. After all nobody else could travel so why should I worry **about it?** **Within** five minutes the traffic was moving again and for the next two miles I was driving **along** the motorway **at** quite a good speed. I skidded **off** the road and **into** the bank **by** the hard shoulder. There was a loud bang and steam started to pour **from out of** the car bonnet. I glanced **at** my watch. It was fifteen minutes to ten and there were still **about** 10 miles to go. Fortunately I had my mobile phone **with** me and called the car assistance firm, who promised to come as soon as possible. I also phoned the firm I was supposed to be having an interview **with**, apologized and said I might be a little late. They didn't sound very friendly. One hour later the repair people came and towed it **away** to a garage and dropped me **off at** the nearest railway station. I reached my destination **at** 11.30 a.m. just one and a half hours late. Despite some unanswered tough questions, they offered me the job because I had shown presence **of** mind and determination. I was feeling very pleased **with** myself. Apparently I had shown ability **above** the average and had scored well **over** any other candidate. It wasn't **until** I had been there **for** three weeks that I found out the truth. I had been the only candidate who had managed to get to the interview **on** that snowy day ten years ago.

By Alan Townend- English Grammar through Stories

Do you Know?

The coloured words in the given description are prepositions. Prepositions are mostly little words that are used before a noun or pronoun to show its relation to some other word in the sentence. In other words, prepositions link a noun or pronoun to another noun or pronoun in a sentence. Prepositions are used to show when something happens, where something happens or where something is going to .

Speaking Practice

Answer these questions based on the given description.

- Where was the narrator living at that time?
- What had the advertisement asked for?
- When was the interview to take place?
- At what time did he wake up on the interview day?
- What were the requirements for the job?
- When did the narrator reach his destination?

Listening Practice

Repeat these prepositions after your teacher.

| | | | | | |
|--------|---------|--------|--------|------|---------|
| on | in | at | to | for | by |
| about | above | over | behind | from | since |
| beside | between | below | into | onto | through |
| after | before | beyond | near | of | off |
| away | around | during | past | with | up |

Grammar Focus: Common Prepositions

IN

Before months: in January, in Baishakh, etc.

Before years: in 2007, in 1998, etc.

Before seasons: in spring, in summer, in winter, etc.

In + period of time: in a few minutes, in two years, in a week, in two months, etc.

Place (comparatively larger): in Nepal, in Kathmandu, in Europe, in the world, etc.

Things worn on the body: in a blue sari, in a red cap, in a tie, etc.

Surrounded by something: in the ground, in the car, in the paint, in the bed, in an armchair, in the lock, etc.

Somebody's job or profession: in army, in driving, in teaching, in business, etc.

To show state or condition: in love, in trouble, in good repair, in a hurry, in debt, in misery, in poverty, etc.

Stages of life: in the childhood, in the womb, in the adulthood, etc.

With means of exchange: in cash/goods, etc.

With phrasal verbs: fill in, deal in, interested in, accurate in, backward in, absorbed in, engaged in, deficient in, experienced in, correct in, successful in, call in, fall in, get in, live in, set in, turn in, dwell in, succeed in, etc.

With some expressions: in a line, in a row, in the sky, in a photograph, in a mirror, in the sun, in the shade, in other words, in addition to, in comparison to, etc.

ON

Before days: on Sunday, on Friday, on Saturday, etc.

Before dates: on 5th Sept., on 24th of this month, etc.

Special occasions: on my birthday, on Christmas day, on the parents' day, etc.

Topic: on pollution, on dowry system, on democracy, on environment, etc.

Over something: on the wall, on the table, on the notice board, on my head, etc.

To denote position: on the floor, on the ground, on the menu, on the list, on a map, etc.

Means of transportation: on a bus, on a cycle, on a train, on a motorcycle, on foot, etc.

Supported by something: on the foot, on the hook, on her back, etc.

To describe an activity or state: I am on vacation. I am on my business. We are on holidays. I bought a book on loan.

Being worn: Put your coat on. I didn't have my glasses on.

With some phrasal verbs: act on, depend on, go on, impose on, keep on, live on, pass on, put on, rely on, walk on, switch on, turn on, carry on, etc.

AT

Before parts of day: at night, at noon, at dawn, at midnight, at dusk, at sunrise, at sunset, etc.

Before time shown by watch: at eight, at five o'clock, at quarter past three, etc.

Before name of festivals: at Dashain, at Tihar, at Id, at Fagu, etc.

Before age: at twenty, at the age of sixty, etc.

Before points: at the bus stop, at the airport, at the platform, at the traffic lights, at the top, at the bottom, at the end of the party, etc.

Small areas: at Bagbazar, at Lagankhel, at Pulchowk, at Dallu, etc.

Other places: at the door, at the end, at the corner of the street, at reception, at home, at campus, at the meeting, etc.

With price, speed, degree: at 90 mph, at 300, at 0 degree C, at 100 degree C, etc.

What somebody is doing or happening: I am at lunch. The country is now at war.

Where somebody works: at bank, at school/collage, at T.U, etc.

With time adverbials: at present, at this moment, at the same time, etc.

With phrase: look at, aim at, laugh at, point at, good at, bad at, smile at, angry at, knock at, arrive at, wonder at, get at, etc.

TO

In the direction of something: I walked to the office. It fell to the ground. It was on the way to the station. He's going to Paris. It is my first visit to Africa. He pointed to something on the opposite bank. Her childhood was spent travelling from place to place.

Located in the direction mentioned from something: Place the cursor to the left of the first word. There are mountains to the north.

As far as something: The meadows lead down to the river. Her hair fell to her waist.

Reaching a particular state: The vegetables were cooked to perfection. He tore the letter to pieces. She sang the baby to sleep. The letter reduced her to tears. His expression changed from shock to joy.

The end or limit of a range or period of time: A drop in profits from \$105 million to around \$75 million I'd say he was 25 to 30 years old. I like all kinds of music from opera to reggae. We only work from Monday to Friday. I watched the program from beginning to end.

Before the start of something: How long is it to lunch? It's five to ten.

person or thing that receives something: He gave it to his sister. I'll explain to you where everything goes. I am deeply grateful to my parents. Who did she address the letter to? To whom did she address the letter?

Directed towards: It was a threat to world peace. She made a reference to her recent book.

In honour of somebody/something: It is a monument to the soldiers who died in the war. Let's drink to Julia and her new job.

FOR

Who is intended to have or use something: There's a letter for you. It's a book for children. We got a new table for the dining room. This is the most suitable place for me.

In order to help somebody/something: What can I do for you? Can you translate this letter for me? I took her classes for her while she was sick. Soldiers are fighting for their country

Concerning somebody /something: They are anxious for her safety. Fortunately for us, the weather changed.

In support of somebody /something: Are you for or against the proposal? They voted for independence in a referendum. There's a strong case for postponing the exam. I'm all for people having fun. 'What does she think about the move?' 'She's all for it.'

to show purpose or function: This is a machine for slicing bread. Let's go for a walk. Are you learning English for fun or for your work? What did you do that for?

to show a reason or cause: The town is famous for its cathedral. She gave me a watch for my birthday. He got an award for bravery. I couldn't speak for laughing. He didn't answer for fear of hurting her.

In order to obtain something: He came to me for advice. For more information, call this number. There were over fifty applicants for the job.

to show a length of time: I'm going away for a few days. That's all the news there is for now.

to say how difficult, necessary, pleasant, etc. something is: It's useless for us to continue. There's no need for you to go. For her to have survived such an ordeal was remarkable. The box is too heavy for me to lift. Is it clear enough for you to read?

to show who can or should do something: It's not for me to say why he left. How to spend the money is for you to decide.

BY

point of time: I will have passed the exam by 2075 BS. I will have reached there by tomorrow.

In passive voice before an agent: Football was played by students. Our organization is helped by an INGO.

To denote position: Ram is sitting by me. The book rack is by the cupboard.

To indicate a means of transport or a route system: travel by bus/ car / train/ plane/ travel by air/ land / sea, etc.

To pass through something or place: I went out by the back door. He came by country roads, not by motor ways.

With the means of doing something through: May I pay by cheque? You can contact me by letter/ telephone.

FROM

Place or direction from which somebody/something starts: I am from Nepal. The bus goes from Kathmandu to Dhading.

who sent or gave something: I got a letter from my boss. There was a gift from my friend.

protection or prevention: Protect people from robbery. Save the children from abuses.

To make a distinction: Why are living things different from non-living things?

Indicating a cause: I'm suffering from fever.

ONTO

with verbs to express movement on or to a particular place or position: Move the books onto the second shelf. She stepped down from the train onto the platform.

to show that something faces in a particular direction: The window looked out onto the terrace.

TOWARDS

In the direction of somebody /something: We were heading towards the City Centre. She had her back towards me.

Getting closer to achieving something: This is a first step towards political union.

Closer to a point in time: I will be there towards the end of April.

In relation to somebody /something: He was warm and tender towards her. Our attitude towards death is different.

With the aim of obtaining something: The money will go towards a new school building.

AGAINST

Opposing or disagreeing with somebody /something: That's against the law. She was forced to marry against her will. The school teachers are against the principal.

Without any advantage: The evidence is against him. Her age is against her.

Close to, touching or hitting somebody /something: Put the piano there, against the wall. The rain beat against the windows.

In order to prevent something from happening: There is an injection against rabies. They took precautions against fire. Are we assured against burglary?

With something in the background, as a contrast: His red clothes stood out clearly against the snow. The love story unfolds against a background of civil war.

Comparison between two things: You must weigh the benefits against the cost. Check your receipts against the statement. What's the rate of exchange against the dollar?

PAST

Gone by in time: in past years/centuries/ages, in times past, the time for discussion is past.

Gone by recently; just ended: I haven't seen much of her in the past few weeks. The past month has been really busy at work.

Belonging to an earlier time, past events: From past experience I'd say he'd probably forgotten the time. Let's forget about who was more to blame—it's all past history.

UP

To or in a higher position somewhere: She climbed up the flight of steps. The village is further up the valley.

Along or further along a road or street: We live just up the road, past the post office.

Towards the place where a river starts: There is a cruise up the Rhine.

Over

Partly or completely covering the surface: She put a blanket over the sleeping child. He wore an overcoat over his suit. She put her hand over her mouth to stop herself from screaming.

In or to a position higher than but not touching: They held a large umbrella over her. The balcony juts out over the street. There was a lamp hanging over the table.

Across something: There is a bridge over the river. They ran over the grass. They had a wonderful view over the park.

During something: We'll discuss it over lunch. Over the next few days they got to know the town well. She has not changed much over the years. He built up the business over a period of ten years. We're away over the New Year.

In relation to something: We have an argument over money. It is a disagreement over the best way to proceed.

By means of something: We heard it over the radio. She would tell me over the phone.

ABOVE

At or to a higher place or position than something/somebody: The water came above our knees. We were flying above the clouds. A captain in the navy ranks above a captain in the army. They finished the year six places above their local rivals.

More than something: Temperatures have been above average. We cannot accept children above the age of 10.

Too good or too honest to do something: She's not above lying when it suits her. He's above suspicion.

BELOW

At or to a lower level or position: He dived below the surface of the water. Please do not write below this line. Skirts will be worn below the knee.

Of a lower amount, standard, rank or importance: The temperatures remained below freezing all day. Her work was well below average for the class. A police sergeant is below an inspector.

UNDER

In, to or through a position that is below something: Have you looked under the bed? She placed the ladder under the window.

Less than; younger than: An annual income of under Rs. 10,000 is not sufficient for survival. It took us under an hour. Nobody under 18 is allowed to buy alcohol.

who or what controls, governs somebody /something: The country is now under martial law. She has 20 staff working under her.

Experiencing a particular process: The hotel is still under construction. The matter is under investigation.

Affected by something: The wall collapsed under the damage. I've been feeling under stress lately.

BENEATH

Under somebody /something: They found the body buried beneath a pile of leaves. The boat sank beneath the waves.

Not good enough for somebody: He considers such jobs beneath him. They thought she had married beneath her.

OFF

Down or away from a place: I fell off the ladder. Keep off the grass! Scientists are still a long way off finding a cure. We're getting right off the subject.

To say that something has been removed: You need to take the top off the bottle first! I want about an inch off the back of my hair.

Away from work or duty or price: He's had ten days off school. They knocked Rs. 10,000 off the car.

INTO

To a position in or inside something: Come into the house. She dived into the water. He threw the letter into the fire.

to show a change in state: The fruit can be made into jam. Can you translate this passage into German? They came into power in 2008. She was sliding into depression.

About or concerning something: I had an inquiry into safety procedures.

Used when you are dividing numbers: Five into five is twenty five.

AMONG

Surrounded by somebody /something: There is a house among the trees. They strolled among the crowds. I found the letter among his papers. You're among friends now.

Being included or happening in groups of things or people: A British woman was among the survivors. He was among the last to leave. This attitude is common among the under-25s. Discuss it among yourselves first.

ABOUT

On the subject of somebody/something: We are talking about the book. I am writing an essay about 'nationalism'.

At a time near, at approximately: There are about 500 students in my school. We reached there at about 5:30.

Near to a place: I was lost somewhere about Ratna Park yesterday.

WITH

Having or carrying something: a boy with curly hair, a man with a stick, a coat with a belt, a child with a broken leg

Indicating the tool or instrument used: draw with a pencil, cut it with a knife, feed the baby with a spoon

In the company of something/somebody: I live with parents. They went on holiday with a friend.

Indicating the manner or circumstance: I'll do it with pleasure. I welcomed her with open arms.

With adjectives: angry with, pleased with, satisfied with, delighted with, furious with ,etc.

THROUGH

Moving or passing from one side to the other: A river flows through my village. You can see the germs through microscope.

By means of; because of: You can get success through persistent hard work.

Beginning to the end: The children cannot stay in the concert through the night.

OF

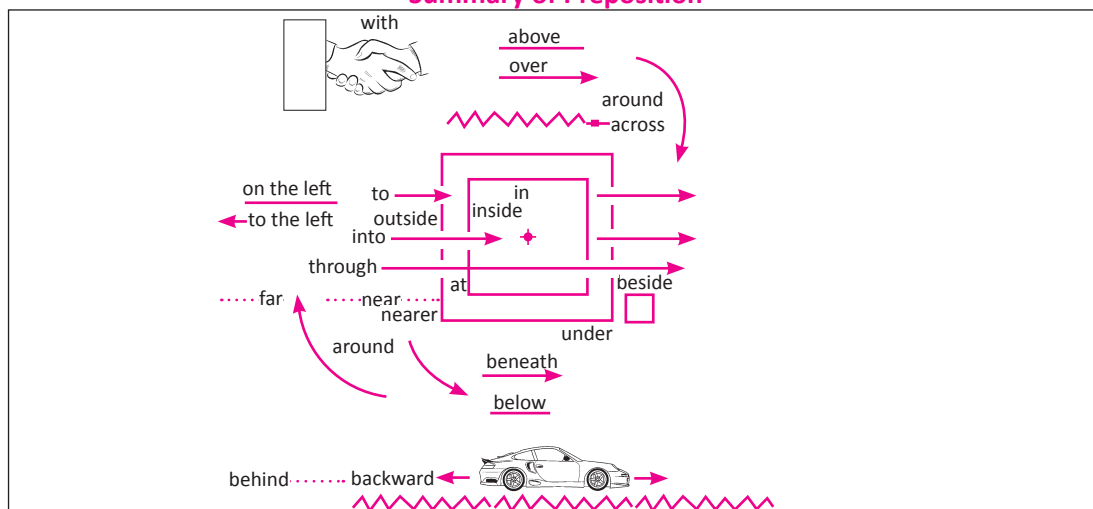
Belonging to somebody or something: He is a friend of Mohan. It is the love of a mother for her child. There is a great role of the teacher. the lid of the box, the director of the company, a member of the team, the result of the debate, etc.

Coming from a particular background: A woman of Italian descent, the people of Wales, etc.

with measurements and expressions of time, age, etc: two kilos of potatoes, an increase of 2%, a girl of 12, the fourth of July, the year of his birth, have a walk of an evening, etc.

after nouns formed from verbs. The noun after 'of' can be either the object or the subject of the action: the arrival of the police, criticism of the police, fear of the dark, the howling of the wind, etc.

Summary of Preposition



Grammar Focus: Prepositions with Different Words

| | |
|----------------|--|
| ABOUT | care , complain , do , dream , speak , hear , read , remind , talk , tell , think , walk , warn, concern, awful, lazy, dream, excited, hear, worry, anxious, just, look |
| ACROSS | swim, walk, run, go |
| AFTER | crave, hanker, look, run |
| AGAINST | fight, hit, lean, offend, speak, struggle, vote |
| AMONG | divide, quarrel, share |
| AT | aim , arrive , fire , glance , hint , jeer , laugh , look , point , shoot , shout , smile , stare , throw , wait , wink, arrive, good, bad, annoyed, gazed, angry, adept, rejoice, shock |

| | |
|----------------|---|
| BY | abide, live, complete, finish |
| DOWN | drive, fall, go, sail, slide |
| FOR | answer, apologize, apply, ask, blame, call, care, crave, forgive, leave, look, punish, search, thank, wait, yearn, anxious, eager, inclined, prepared, ready, customary, fit, notorious, proper, sorry, destined, grateful, penitent, qualified, useful, beg, canvass, feel, hope, long, mourn, start, prepare, sue, wait, wish, affect, ambition, anxiety, apology, appetite, candidate, capacity, compensate, contempt, desire, fitness, fondness, need, passionate, pity, pretext, surety |
| FROM | absolve, abstain, come, differ, escape, hear, hide, prevent, prohibit, protect, recover, run away, suffer, conceal, cease, exclude, derive, differ, emerge, exclude, preserve, refrain, intervene, borrow, absent |
| IN | accurate, backward, correct, defective, deficient, diligent, fertile, interested, lax, successful, experienced, prompt, verse, believe, delight, empty, enlist, excel, increase, persist, interest, aid, decline, count, appear, hide |
| INTO | break, bump, burst, come, crash, cut, dive, divide, drive, fall, fly, jump, pour, put, run, split, turn |
| OF | desirous, devoid, envious, fond, greedy, ignorant, proud, regardless, negligent, irresponsible, lame, scared, sick, sure, suspicious, terrified, tired, void, weary, worthy, boast, disapprove, dispose, repent, taste |
| OFF | break, burn, close, cut, drive, drop, fall, fence, finish, fly, get, go, keep, lop, pay, run, set, sleep, switch, take, turn, walk, wipe |
| ON | blame, call, carry, comment, concentrate, decide, get, insist, live, put, rely, smile, spend, stand, switch, turn, urge, compliment, depend, determine, dwell, embark, enlarge, impose, line, resolve, base, congratulate |
| OUT | blow, come, go, leave, look, pick, run, shout, throw |
| OVER | argue, cost, discuss, drop, fall, get, go, hand, hold, jump, knock, put, roll, speak, think, travel, trip |
| PAST | go, jog, walk, hurry |
| THROUGH | drive, get, lost, rain, run, sat, sold, wade, walk |
| TO | accede, agree, answer, apologize, apply, attend, belong, break, bring, complain, correspond, describe, explain, force, forget, go, happen, hope, invite, jump, keep, like, listen, need, occur, prefer, promise, reconcile, reply, send, shout, speak, submit, talk, try, throw, wish, write, yield, acceptable, addicted, affectionate, alien, common, contrary, due, faithful, indebted, favorable, necessary, opposite, prior, responsible, accessible, adequate, agreeable, analogous, comparable, deaf, equal, foreign, indifferent, liable, obedient, reduced, suitable, accustomed |
| UNDER | crawl, go, labor, stand |
| UP | add, catch, clean, climb, cover, dig, drive, get, give, go, grow, hurry, keep, lock, look, mix, pick, put, ring, run, save, shut, stay, tie, turn, wake, walk, wash |

| | |
|----------------|--|
| WITH | assist, agree, break, collide, comply, concord, correspond, deal, dot, fill, overwhelm, play, provide, quarrel, sleep, stay, supply, acquainted, afflicted, busy |
| WITHOUT | come, do, drive, go, speak, start |

Grammar Focus: Prepositions with Other Phrases

| | |
|---------------|--|
| ABOUT | book about, about the war, do something about, like about the movie, special about you, what about her, flung about the place |
| ABOVE | above a dollar, above mine, above the shop, above average, aged nine and above, rises above zero |
| AFTER | quarter after six, a walk after lunch, after this week, life after death, day after tomorrow, after midnight, day after, ran after him |
| AMONG | among the five, among the trees, among the crowd, talk among yourselves, |
| AT | at the beginning, at the table, at his feet, at lunch, free at lunchtime, at the age of sixty, at the moment, at last, driving at 100 mph, at 10%, country at war, at regular intervals, surprised at the news |
| BELOW | the houses below us, skirts below the knee, down below, see below |
| BY | stories by the writer, all by myself, enter by this door, by listening to him, grabbed me by my arm, back by two o'clock, must be in by ten, side by side, by the time I arrived, twelve by ten in size, increased by 10 %, sold by the thousand, stood by her side, paid by cheque |
| DURING | during the holidays, during the war, during the night, during the weekend |
| FOR | for a dollar, message for you, prize for the winner, for ten minutes, not for sale, time for dinner, clothes for washing, for murder, for tonight, for two reasons, walked for miles, play chess for years |
| FROM | from here, postcard from Jumla, from his pocket, the flight from, a mile from here, made from wood, prices start from Rs./10, from bad to worse, died from injuries, risk from cancer, from the evidence, different from mine, from our point of view, shelter from rain, banned from driving, truth kept from him |
| IN | in a traffic jam, pain in my back, in a hurry, in a week's time, in the mirror, in exchange for, in great danger, in the queue, life in the 1870s, in his youth, in my view, a champion in him, speak in English, watch in horror, in the crowd, in record time, in love, in this room, in private, written in ink, cut in two |
| NEAR | too near me, near enough to hear |
| OF | a friend of mine, colour of, a great deal of, fond of riding, unkind of you, face of an angel, a quarter of, both of us, all of us, woman of wealth, many of them, more of, most of, much of, none of them, plenty of, several of, the back of, the top of, pain of divorce, suffering of millions, of my own free will |
| OFF | a long way off, be well off, off the grass, off the road |
| ON | a book on palmistry, on fire, standing on my foot, no effect on him, run on batteries, on the phone, forty dollars on a shirt, on time, on page 45, got on my horse, improve on it, on his father's death |

| | |
|----------------|--|
| OVER | over fifty, develop over time, over the worst, over an argument, victory over, over the radio, run over by, he's over there |
| PAST | a quarter past, half past, past the age |
| SINCE | since 3 o'clock, since last week, since Monday, since she died, since the party |
| THROUGH | all through, through the door, slept through the lectures, get through the day |
| TO | five to eight, next to, went up to a stranger, told a story to him, drank himself to death, nursed back to health, nothing to him, stand back to back, keys to my car, old enough to, propose a toast to, sixty miles to a liter, to your liking |
| UNDER | under a tree, under age, under fifteen years old, under repair, under the control of, under the impression, under the influence of, under the table, under pressure to, ten soldiers under him |
| UNTIL | until 3 o'clock, until it's finished, until past midnight, wait until he's here |
| WITH | married with a child, trembling with fear, littered with paper, popular with the voters, went to war with, with me or against me, improve with age |
| WITHOUT | without doubt, without his help, without taking a break |

Grammar Focus: Common Errors

| Incorrect | Correct |
|--|--|
| Who is in the phone? | Who is on the phone? |
| He was trembling in rage. | He was trembling with rage. |
| I am pleased at you. | I am pleased with you. |
| He is angry upon me. | He is angry with me. |
| We traveled in train. | We traveled by train. |
| What is the time in your watch? | What is the time by your watch? |
| I would like visit Washington D.C. | I would like to visit Washington D.C |
| I congratulated her for her success. | I congratulated her on her success. |
| I go to school by foot. | I go to school on foot. |
| The snake was killed by a stone. | The snake was killed with a stone. |
| She washed her face in water. | She washed her face with water. |
| There was an interesting show at TV. | There was an interesting show on TV. |
| To where shall I send it? | Where shall I send it to ? |
| I am ill since three months. | I have been ill for three months. |
| She always felt inferior than her younger sister. | She always felt inferior to her younger sister. |
| This material is superior than that. | This material is superior to that. |
| He was prevented to come. | He was prevented from coming. |
| I met with your friend. | I met your friend. |
| He insisted to pay. | He insisted on paying. |

Additional Practice: Read these sentences.

I was asleep **until** the phone woke me up.

They felt lonely **after** their children left home.

We always have a good breakfast **before** we go to work.

I like all kinds of food **except** Upma.

You should eat fruit **instead of** candy.

The cowboy rode **into** the setting sun.

The tiger jumped **onto** my face.

Shakespeare died **in** 1616.

He walked **off**.

No, you can't watch a video. It's **past** your bedtime already.

The football rolled **down** the hill.

They borrowed money **from** the bank.

The jury had a lot of doubts **about** the evidence.

There's a wooden floor **underneath** the carpet.

Some geese flew **over** their house.

John and Sarah were hiding **inside** the wardrobe.

There was a tree **beside** the river.

A man was walking his dog **along** the riverbank.

The freeway goes right **through** the city.

We were travelling **towards** Miami.

These streets are less busy **than** downtown streets.

I am **aware of** the problem.

She **insisted on** paying **for** the meal.

I'm **pleased with** my level of success.

Andrew smiles **like** his mother.

We're **playing against** the league champions next week.

Ram **blamed** me **for** what happened.

The freeway goes **right** through the city.

I got **carried away** and started **shouting at** the television.

He was **befuddled by** drink.

Traffic can cause **damage to** the environment.

She was **called away** from the meeting to take an urgent phone call.

It was a title **bestowed upon** him by the king.

I visited my grandparents **during** the summer.

The house is **between** the two streets.

He **made up** the news.

We have not seen our waiter **since** we arrived.

Add up all the money I owe you.

She lives **near** the school.

The tiger jumped **onto** my face.

Helen **got into** acting purely by accident.
Last week, I worked **until** 9pm every night.
My soccer team played well **during** the championship.
My favourite restaurant is **next to** the shoe store.
I'll do my homework **before** dinner.
She **ran down** the hill.
He **pounds** nails **with** a hammer.
I made this bookmark **for** Mom.
She's **determined to** taking part.
Don't be **jealous of** others.
We were **amazed at** her sweet voice.
She plays tennis **on** Fridays.
I often get sleepy **in** the afternoon.
We **apologize for** the late departure of this flight.
These dogs are **loyal to** their master.
The war was **carried into** enemy territory.
Cut the cake **into** five pieces.
There was a tree **beside** the river.
Sally was sitting **under** a tree.
The boys chased **after** each other.
A little more independence **from** him would help.
He **hopes for** a raise in salary next year.
I cannot go to the party so **count** me **out**.
The neighborhood streets are less busy **than** downtown streets.
I always **try to** be **polite to** people.
I don't know what is the **key to** success.
They worked until **past** midnight.
They **borrowed** money **from** the bank.
The injured were **carried away** on stretchers.
Extensive tests have been **carried out** on the patient.
He has proved he can **carry through** on his promises.
She was completely **taken aback** by his anger.
She lives **near** the school.
We were **at** the foot of the hill.
The thief was hiding **behind** the cupboard.
He trembled **with** anger.
Smoking is injurious **to** health.
He fell **into** the well.
She walked **towards** the market.
The moon moves **around** the earth.

A. Fill in the blanks with the correct prepositions given in brackets.

1. _____ March 1953, Russia invaded Turkey. (On/In/Since)
2. A pen is different _____ a pencil. (than/from/and)
3. Can you point the arrow _____ (to/at/on) the bird?
4. Abishek lives about two miles _____ (away from/at/in) the town.
5. Could you please take _____ your shoes before you enter? (of/off/out)
6. Cut the cucumber _____ three pieces. (in/to/into)
7. Abiral got married _____ an Indian girl. (by/with/to)
8. A picture of two babies is hanging _____ the wall. (in/on/over)
9. Aren't you tired _____ dancing so much? (in/of/by)
10. Please describe about London _____ me. (for/to/with)
11. Can you throw the pen _____ (on/at/to) me?
12. Congratulations _____ your grand success! (for/on/at)
13. Did you pay by cheque or _____ cash? (by/with/in)
14. Do you believe _____ ghosts? (on/in/at)
15. A sword was hanging _____ my head. (over/above/on)
16. Do you have a house in Kathmandu to live _____ (in/on/for)?
17. Do you have any taste _____ music? (of/ at/ in/ for)
18. Add some names of students _____ (in/on/to) the list.
19. Aman was accused _____ theft. (by/ of/ to/ in)
20. The tiger jumped _____ the trap.(into/onto/on)
21. Don't blame me _____ the accident. (for/on/at)
22. Don't go out _____ (to/in/under) the rain. Please wait for a while.
23. A wise man never relies _____ others. (in/on/to)
24. Don't laugh _____ (of/at/in) the poor.
25. Don't worry, nothing happens _____ you. (on/in/at/to)
26. Alina was born _____ 2060 B.S. (in/ on/ by)
27. Go _____ the bus stand and look around. (in/ after/ towards)
28. Alan is true _____ his name. (to/ for/ with)
29. Binod died _____ fever. (in/ for/ of/ for)
30. Bibek always quarrels _____ (with/ by/ for) his wife.
31. Biplob apologized _____ (to/on/for) me for being late.
32. Anisha goes to school daily. But, she doesn't go there _____ (in/on/at) Saturday.
33. Babin is accused _____ (at/in/of) theft.
34. Have you ever been _____ the capital city of Nepal?(in/to/at)
35. Bhubendra pointed the finger _____ me. (in/at/to/towards)
36. Shristi is _____ (at/in/by) the sari today.
37. Sunila is a girl _____ eighteen years. (of/in/on)
38. Binaya is cutting mangoes _____ (by/in/with) his knife.
39. Ganesh can't do anything. Please look _____ him. (for/to/after)
40. Bishow fell _____ the ladder and broke his arm.(out/up/off)

B. Fill in the blanks with the correct prepositions given in brackets.

1. Denish goes to market _____ (on/by/in) a horse.
2. Kamal got married _____ the age 20. (at/on/in)
3. He got _____ (in/by/into) the car and drove away.
4. Dip has a B.E. Degree _____ Pulchowk Engineering College. (by/from/to/of)
5. Kamala came here _____ foot. (by/ to/ on/ with)
6. I could not understand it. Please explain it _____ me. (for/to/with)
7. The freeway goes _____ through the city. (right/along/across)
8. Laxmi spends a lot of money _____ cosmetics. (on/in/at)
9. She went to Allahabad _____ (by/from/on) train.
10. The teachers are always kind _____ us. (to/for/at)
11. Mukta was born _____ (on/at/in) January.
12. My father lives in Budhathum _____ (to/by/with/of) my mother.
13. Nisha has a dream _____ being a rich person. (on/of/in)
14. Pramod has been living here _____ last week. (since/ by/ before/ after)
15. I have been searching _____ a job. (for/to/of)
16. Prashant has been _____ school for ten years. (in/ to/ at)
17. Prashna has been learning Korean language _____ 2012. (since/for/from)
18. Osan is excited _____ (for/about/with) going abroad.
19. Preeti is fond _____ music. (of/off/with/on)
20. Upendra is free _____ anxieties. (with/ from/ of)
21. Rupak is good _____ (in/for/at) football.
22. Roshan prevented him _____ (for/to/from) speaking.
23. I sometimes dream _____ you. (about/of/on)
24. The child reminds me _____ my school life. (of/about/on)
25. Purnima tied the string _____ my waist. (from/to/round/ into)
26. Sanam travels _____ (on/by/in) air.
27. There's a wooden floor _____ the carpet. (underneath/above/over)
28. Lalu was killed by a lunatic _____ a dagger. (with/from/by)
29. Saroj writes _____ (with/by/for) a pencil.
30. Yam is famous _____ his dancing skills. (in/for/to)
31. Here is the pen that you were looking _____ (to/ at/ for/ in).
32. The bridge _____ the Nile River is very nice. (up/over/above)
33. The students are supplied _____ good stationeries. (in/with/of)
34. Herman is eager _____ learn English. (on/to/by)
35. Showrup always meets her _____ the way to work. (in/on/at/to)
36. Shahanshil is poor _____ mathematics. (on/in/at)
37. Sabita is not annoyed _____ (at/for/with) her behaviour.
38. Suraj is not interested _____ Nepali films. (on/in/at)
39. The driver is not responsible _____ (with/for/to) the accident.
40. The fan is hanging _____ (on/under/below) the ceiling.

C. Fill in the blanks with the correct prepositions given in brackets.

1. Surakshya reminded me _____ my village. (of/about/on)
2. The firemen are going to put _____ (of/off/out/up) the fire.
3. Supriya reminds the Manager _____ the meeting. (of/about/on)
4. The street is crowded _____ the tourists. (by/with/of)
5. I was shocked _____ what I saw. (at/by/with/of)
6. Listen _____ your teacher well. (with/to/for)
7. Smarika got married _____ (to/with/for) an American lad.
8. Mira met him _____ (in/to/on/at) the airport.
9. She always quarrels _____ (by/with/over/between) her husband.
10. Sujan has specialized _____ conflict theory. (in/to/into)
11. Aastha passed _____ (away/on/by) in childhood.
12. Manoj came here _____ the occasion of Vijaya Dashami. (in/on/at)
13. My pen was broken _____ three pieces. (in/to/into)
14. My school starts _____ (at /in/to/on) 10 in the morning.
15. The truck crashed _____ the wall. (in/to/into)
16. Anudit is looking _____ a good house. (for/to/of)
17. They are small children. Please take care _____ them. (of/ about/on)
18. They suspected him _____ stealing money. (on/of/off)
19. Aayush is living _____ my house. (in/ on/ at/ by)
20. Lina is looking forward _____ meeting _____ you soon. (to/with/for)
21. Mohan is standing _____ the wall. (in/at/towards/against)
22. The house belongs _____ my uncle.(by/for/to)
23. Anisha has gone to India. She is _____ business. (in/ on/ at)
24. I am pleased _____ (with/for/in) her performance.
25. I am writing an essay _____ "Discipline in the Society".(in/on/to)
26. I apologize to them _____ my mistake. (for/on/at)
27. Anup bought this shirt _____ Rs. 400. (in/at/for)
28. I have heard _____ the accident which happened last week. (of/about/on)
29. Ashish has opened a school _____ the poor students. (to/for/by)
30. The bathroom is _____ the kitchen.(opposite/against/by)
31. The jury had a lot of doubts _____ the evidence.(about/on/for)
32. Can we go _____ (on/in/into) your taxi?
33. Arbin is fed up _____ the same food. (by/with/of)
34. I've lived in the village for twenty years. I am tired _____ (by/of/in) living here.
35. It has been raining _____ last week. (from/since/for)
36. It's my compliment _____ your hard work. (in/on/for)
37. The high-definition television fell _____ the dirty street.(onto/into/to)
38. My soccer team played well _____ the championship tournament.(during/at/on/in)
39. Sandwiched _____ the canned goods and the milk, the bread was smashed. (between/among/with)
40. Keep on writing letters _____ me. (with/to/for)

D. Fill in the blanks with the correct prepositions given in brackets.

1. Students are abided _____ rules. (to/with/by)
2. A girl went _____ them _____ a bike. (by/past/in/on)
3. You can count _____ me if you need help. (on/in/into)
4. Are you hooked _____ any television series? (on/in/into)
5. We are not fascinated _____ Nepali films. (to/in/at)
6. They want to apologize to them _____ their mistake. (for/on/at)
7. Bibek bought this shirt _____ a supermarket. (in/at/to)
8. Denga has been searching _____ job. (for/to/of)
9. This exercise is beneficial _____ your health. (in/to/for)
10. Bishal hasn't read _____ the conflict in Italy. (of/about/on)
11. They will arrive here _____ the 5th of July. (at/in/on)
12. Try to phone me _____ lunchtime. (in/on/at)
13. Durgesh didn't go _____ holiday last year. (on/in/for)
14. Eroj's sister is fond _____ (at/of/off) watching T.V.
15. Nawaraj Sir always goes to school _____ (in/by/on) bus.
16. Nepalese people are famous _____ their bravery. (on/for/about)
17. My room is attached _____ (of/on/to/from) his room.
18. Hichan is _____ (at/in/by) the door now.
19. Please concentrate _____ your job. (in/on/at)
20. Please remind me _____ today's schedule. (of/about/on)
21. Kabindra will have posted the letter _____ tomorrow. (by/on/at)
22. Tej will have finished it _____ (for/at/from/by) next day.
23. Rita spread the cloth _____ (on/at/of/over) the table.
24. Raj was blamed _____ the damage. (to/for/with)
25. The boy put a sweet _____ (in/into/out of/from) his pocket.
26. Lakesh does not rely _____ the others. (for/on/at)
27. We saw an old man _____ red beard lying on the road. (with/in/on)
28. Manish talked a lot _____ the politics today. (of/about/on)
29. What is wrong _____ (by/in/for/with) you?
30. Why are you silent? Speak _____ me. (with/to/for)
31. Wisdom is regarded as the gift _____ (from/of/by) heaven.
32. Mandil is dancing _____ the concert. (in/on/at)
33. Lokendra is responsible _____ these problems. (on/for/about)
34. You can apply _____ the post. (for/to/at)
35. You can succeed _____ journalism field. (on/in/the)
36. You'll find our house _____ the end of the next street. (by/at/in)
37. Why do people believe _____ God? (on/in/the)
38. The book fell _____ the floor. (onto/into/to)
39. The soccer player leaped _____ the ball. (onto/into/to)
40. Are you complaining _____ me? (for/to/against)

E. Complete the given passage with the correct prepositions.

Show jumping is an Olympic sport _____ which both men and women can participate and compete. As soon as the contestants ride _____ the ring, you can't help but be impressed by the clothes they are dressed _____. _____ their head they wear a neat black riding hat to protect them if they fall _____ the horse while jumping _____ the jumps placed _____ the ring. _____ their neck they wear a cravat tucked _____ the front of their crisp white shirts. _____ this shirt, they wear a close fitting plain dark-coloured, or tweed, jacket, and of course they wear jodhpurs, those distinctive white or cream trousers, tight _____ the waist and legs but stretchy to enable them to move freely while getting _____ and _____ the horse and riding. They also wear knee-high shiny black boots. They really do look splendid as they strut _____ the spectators _____ their gorgeous gleaming horses!

F. Complete the given passage with the correct prepositions.

_____ Wednesday, the flight _____ Biratnagar was delayed _____ five hours because of bad weather. _____ 6.30, after a wait of one and half hours, even though the rain had stopped, the runway was still flooded and the crew decided to wait _____ it was cleared. _____ this time several incoming flights had been turned away. _____ 6:30 _____ 7:00, the airport staff worked frantically to clear _____ the water. The passengers had been informed that there might be a delay but they were not happy _____ having _____ wait _____ so long _____ the plane. One of the passengers said, "I, m quite infuriated! My brother has been waiting _____ Biratnagar _____ half past six. He cannot be expected to stay the whole night, so I' m going to have to take a taxi when I finally arrive".

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|------------------|---|
| 1. baguette | necessary or right to do something |
| 2. baroque | a spicy fish soup |
| 3. battalion | a small bird of a parrot family |
| 4. bitumen | belonging to the middle class |
| 5. blancmange | hard but easily broken |
| 6. brittle | a cold dessert that looks like jelly |
| 7. bourgeois | a black sticky substance used for covering roads or roofs |
| 8. budgerigar | a large group of people |
| 9. bouillabaisse | decorative |
| 10. behove | a loaf of white bread |

Read the following dialogue.

- Prem:** This textbook is really confusing, **isn't it?**
Paru: Do you think so? I prefer it to the old one, **don't you?**
Prem: Maybe, but I still can't understand this chapter on palmistry, **can you?**
Paru: The teacher hasn't explained it yet, **has he?**
Prem: No, but we should be able to figure it out from the book, **shouldn't we?**
Paru: I suppose so. Never mind, why don't you just wait until we do it in class?
Prem: You are a worrier, **aren't you?**
Paru: Yes, I suppose I am. Sorry.

Do you Know?

The part of sentence in the coloured words like **isn't it?**, **don't you?**, **can you?**, **has he?**, **shouldn't we?** and **aren't you?** used in the dialogue are question tags.

Speaking Practice

Answer these questions based on the given dialogue.

- What are question tags?
- Which punctuation is used in tags?
- What form of verbs are used in tags?
- What is a positive tag?
- What is a negative tag?
- Which verbs are used in tags?

Listening Practice

Repeat these contractions after your teacher.

| Word | Contraction | Word | Contraction |
|----------------------|----------------|-------------------------|----------------------------|
| am/'m | aren't.....? | had + v3 | hadn't.....? |
| are/'re | aren't.....? | had better not | had.....? |
| can | can't.....? | has + v3 | hasn't.....? |
| command | will you? | has to /have to /had to | doesn't/don't/didn't.....? |
| could | couldn't.....? | has/have/had+ noun | doesn't/don't/didn't.....? |
| dare not | dare.....? | have + v3 | haven't.....? |
| dares | doesn't.....? | let(me/us/him/her/them) | will you? |
| do | don't.....? | may | mayn't.....? |
| does | doesn't.....? | might | mightn't.....? |
| did | didn't.....? | must | mustn't.....? |
| don't/ never + v + o | will you? | needed | didn't.....? |
| 'd + better | hadn't.....? | needs | doesn't/needn't.....? |
| 'd + have + v3 | wouldn't.....? | shall | shan't.....? |
| 'd + rather | wouldn't.....? | should | shouldn't.....? |
| 'd + v3 | hadn't.....? | used to + v1 | didn't.....? |

| | | | |
|-----------------|--------------|------------------|----------------|
| 's + been + v4 | hasn't.....? | v1 | don't.....? |
| 's + being + v3 | isn't.....? | v2 | didn't.....? |
| 's + ing | isn't.....? | v5 | doesn't.....? |
| 's + noun | isn't.....? | will | won't.....? |
| 's + p.p. (v3) | hasn't.....? | would rather not | would.....? |
| had + noun | didn't.....? | would/'d + v1 | wouldn't.....? |

Quick Tip: Tag questions are a very common feature of spoken English and are used mostly as a social convention, inviting a response from the other person. They are used to elicit a response or just as a statement. Tags are also used for asking for an agreement or confirmation. Tag is not a separate sentence; it is a part of sentence.

Grammar Focus: Rules of Question Tag

- There should be comma (,) at the end of the statement.**
He plays football, doesn't he?
- A tag should begin with small letter.**
She eats an apple, doesn't she?
- Affirmative statement has a negative tag and negative statement has a positive tag.**
Ram works hard, doesn't he? (Positive statement-Negative tag)
We aren't running on the ground, are we? (Negative statement-Positive tag)
- Nouns as subject of the statement should be changed into pronoun.**
The girls were in white dress, weren't they?
We have a car, don't we?
People live in house, don't they?
These boys are honest, aren't they?
- If there is auxiliary verb in the statement, the same auxiliary verb should be repeated in the tag. Here is a list of auxiliary verbs.**

| Present Form | Past Form |
|--------------|--------------|
| is/am/are | was/were |
| have/has | had |
| do/does | did |
| shall/will | should/would |
| can/may | could/might |
| must | had to |

You **are** making noise, **aren't** you?
You **ought to** read this novel, **oughtn't** you?
He **will** fail the test, **won't** he?
Rica **can** sing a song, **can't** she?
We **do** our task, **don't** we?

6. If there is no auxiliary verb in the statement, **do, does or did** is used in the tag according to the subject, number and form of the verb.

Sub +v1 (base form) = don't

Sub +v2 (past form) = didn't

Sub +v5 ('s' or 'es' form) =doesn't

Rita works hard, doesn't she?

People love music, don't they?

Roman sang a beautiful song, didn't he?

7. If the subject of the statement is **'this' or 'that'** the pronoun in the tag is **'it'** but if the subject is **'these' or 'those'**, the pronoun in the tag is **'they'**.

This is a nice book, isn't it?

That is your concern, isn't it?

These are the things I need, aren't they?

Those are my books, aren't they?

8. If there is **'You and I'** together in the subject of the statement, the pronoun in the tag should be **'we'**.

You and I are relatives, aren't we?

You and I were working in a shop, weren't we?

9. If the verb **'have'** is used as a main verb the tag will be as given below.

Have = do: We have lunch at 12, don't we?

Has = does : She has me do it, doesn't it?

Had = did: I had a headache yesterday, didn't I?

10. Imperative sentences take **will you** as a tag. But in the case of **'Let's', 'shall we'** is used.

Close the window , will you?

Never take drugs, will you?

Don't make a noise, will you?

Get it done, will you?

Please, help me, will you?

Have this yourself, will you?

Let us play, will you?

Do it, will you?

Let's not play there, shall we?

Turn off that switch, will you?

Let's have a cup of tea, shall we?

Come here, will you?

11. A sentence having two clauses takes a tag according to the former clause.

I wish he would pass the exam, don't I?

I don't think he will come here, do I?

It is said that 5% of total children are out of school, isn't it?

12. If there is **sub+'d+rather+v1** and **sub+'d+better+v1** in the statement the tag will be **wouldn't** and **hadn't** respectively.

You'd better take the exam, hadn't you?

He'd rather consult doctor, wouldn't he?

13. Sentence with negative words such as **neither, no, none, no one, nothing, scarcely, barely, hardly, hardly ever, seldom, never, rarely, nobody, not often, infrequently** are always followed by a positive tag.

Nobody writes homework, do they?

These students never play volleyball, do they?

Ram and Anita hardly pass the exam, do they?

Nothing happened, did it?

Neither of the students had lunch, did they?

None of them enjoyed the film, did they?

14. **Singular auxiliary verbs (is, was, has, does) change to plural auxiliary verbs (are, were, have, do) to form tags if the subjects of the statements are somebody, someone, nobody, no one, everybody, everyone, anybody, anyone, none, neither, etc.**

Everyone likes swimming, don't they?

Everybody likes her, don't they?

No one respects a criminal, do they?

Neither of the books is good, are they?

Somebody has got my purse, haven't they?

15. **If the subject of the statement is everything, anything, something, nothing, all + singular verb, the pronoun in the tags is 'it'.**

Everything is ok, isn't it?

All is fine, isn't it?

Something is wrong to you, isn't it?

Grammar Focus: Common Errors

| Incorrect | Correct |
|---|--|
| I have many problems, haven't I? | I have many problems, don't I? |
| He has a nice car, hasn't he? | He has a nice car, doesn't he? |
| They had their lunch, hadn't they? | They had their lunch, didn't they? |
| We have to go there, haven't we? | We have to go there, don't we? |
| You had to convince her, hadn't you? | You had to convince her, didn't you? |
| Govinda has to be careful, hasn't he? | Govinda has to be careful, doesn't he? |
| You'd better take the exam, wouldn't you? | You'd better take the exam, hadn't you? |
| I am alright, amn't I? | I am alright, aren't I? |
| Don't tell a lie, do you? | Don't tell a lie, will you? |
| Let's have a cup of tea, will you? | Let' have a cup of tea, shall we? |
| Everyone likes him, doesn't he? | Everyone likes him, don't they? |
| I shall be late this evening, shalln't I? | I shall be late this evening, shan't I? |
| He cut his finger, doesn't he? | He cut his finger, didn't he? |
| He hardly speaks English, doesn't he? | He hardly speaks English, does he? |
| He used to smoke, usedn't he? | He used to smoke, didn't he? |
| This is a beautiful house, isn't this? | This is a beautiful house, isn't it? |
| That was a terrible accident, wasn't that? | That was a terrible accident, wasn't it? |
| One should study hard, shouldn't they? | One should study hard, shouldn't one? |
| Nobody has awareness, has they? | Nobody has awareness, do they? |

A. Add a suitable question-tag to these sentences.

- | | |
|--|--|
| You mustn't read this question, _____? | We all have to write a short story, _____? |
| We must obey the rule, _____? | We have to go there, _____? |
| Milan doesn't need to go home, _____? | Samikshya has to see a doctor, _____? |
| Smoking ruins our health, _____? | John has to stop it, _____? |
| Most people cannot go to Africa, _____? | Subash saw somebody, _____? |
| Finding a job isn't easy, _____? | Abin went somewhere last night, _____? |
| They always sleep after lunch, _____? | Sangam has something to do, _____? |
| You're coming with us, _____? | Anju told somebody about it, _____? |
| Nawaraj is late this morning, _____? | They put it somewhere, _____? |
| The hotel was quite good, _____? | There is a cat in the room, _____? |
| Subashree cooks well, _____? | Somebody wants to meet him, _____? |
| You can't tell the difference, _____? | I saw somebody I knew, _____? |
| Nilam does his work very well, _____? | Anjush brought something, _____? |
| This isn't very pleasing, _____? | Thakur gave it to someone, _____? |
| Nitesh likes quiet places, _____? | Susan is very thin, _____? |
| Puja doesn't play the piano, _____? | They need twenty-five dollars, _____? |
| They didn't hurt the child, _____? | They look at the stars, _____? |
| There were accidents yesterday, _____? | We take photographs, _____? |
| Tourists used to come here, _____? | I like Mina as she's very friendly, _____? |
| Rachana needn't go home, _____? | He usually travels by plane, _____? |
| Rashila dared to jump, _____? | Anupam writes detective stories, _____? |
| They daren't do that, _____? | They go to the gym after lunch, _____? |
| Ribi doesn't dare to do that, _____? | Anuj goes to bed early, _____? |
| Rikesh saw the film, _____? | Bibas is a very intelligent person _____? |
| Everything is good, _____? | We were at the party yesterday, _____? |
| You aren't good today, _____? | She has a wallet, _____? |
| She smokes 5 cigarettes a day, _____? | Roy has got a new job, _____? |
| Rohan had had a great time there, _____? | We have no problem, _____? |
| They shall book the ticket, _____? | I have been to Kathmandu, _____? |
| He has to work tomorrow, _____? | Bibek scarcely goes to party, _____? |
| Rishi has many friends here, _____? | Grisma has no experience, _____? |
| You live up in the town, _____? | They had a baby last year, _____? |
| Ritisha studies with you, _____? | Jeevan had been to China, _____? |
| Rohit will be back later, _____? | We'd better go there on time, _____? |
| Sabina left at two o'clock, _____? | They are very beautiful women _____? |

B. Add a suitable question-tag to these sentences.

- | | |
|---|---|
| There's some milk in the fridge, _____? | This is a very incredible story , _____? |
| Both men look very much alike, _____? | Jonas took them somewhere, _____? |
| I'm your best friend, _____? | I liked something about her, _____? |
| Sailesh has seen that movie, _____? | I have to work today, _____? |
| They have to come back later, _____? | Ritesh wants to buy a computer _____? |
| Wait please, _____? | Mary is a very friendly person _____? |
| One should study hard, _____? | These shoes are very expensive _____? |
| Kapil has to meet her, _____? | The movie was very exciting _____? |
| Kristina and I had to say it, _____? | Ann likes apples and pears, _____? |
| I have a new pen, _____? | We go to temple everyday, _____? |
| Labish has a grammar book, _____? | Ramesh gets up at 6:45 everyday _____? |
| Manamulya had some problems, _____? | Reema dares to tell a lie, _____? |
| We must be honest, _____? | Ritu visits her parents every month, _____? |
| Manoj has to be here at 2 o'clock, _____? | They have to write many letters, _____? |
| You don't have to follow him, _____? | Roshna has to wait a few minutes, _____? |
| Nikesh has to fill a form, _____? | Sajan usually talks about football, _____? |
| Sudarsan didn't have to go there, _____? | Sachin wears his father's shoes, _____? |
| Niraj has your ticket, _____? | It takes me an hour to get there, _____? |
| Everything seems all right, _____? | Sijan goes there three times a week, _____? |
| Nisha has got to leave, _____? | Bipin plays golf with his boss, _____? |
| Mohan plays football, _____? | Shreya writes about her trips, _____? |
| You didn't have any lessons today, _____? | Mary has to come with him, _____? |
| Rabin is on holiday, _____? | Sudan has to study tonight, _____? |
| We see it on a daily basis, _____? | Aryan won't object, _____? |
| Priyanka doesn't know your father, _____? | Nobody knows the matter, _____? |
| There are three boys here, _____? | This will work to solve our problem, _____? |
| I am not disturbing you, _____? | You haven't got a headache, _____? |
| Someone has let the dog in, _____? | Don't burst that balloon, _____? |
| Raj may read this book, _____? | You do go to school, _____? |
| She is a charming girl, _____? | The moon goes round the earth, _____? |
| I am a poor person, _____? | Live and let other live, _____? |
| They are very good people, _____? | Sudip barely comes to me, _____? |
| Nothing was good at the party, _____? | Let's have a talk, _____? |
| Rajan comes here every day, _____? | I have a headache now, _____? |

C. Add a suitable question-tag to these sentences.

| | |
|---|------------------------------------|
| She can speak French well, _____? | Nobody knows about it, _____? |
| They will be here early, _____? | None did well, _____? |
| Hiramani left at two o'clock, _____? | Neither of them plays well, _____? |
| I was a very stupid person _____? | I am not well, _____? |
| This trip is very interesting _____? | I am an engineer, _____? |
| She is very pleasant, _____? | Several boys use drug, _____? |
| This music is very romantic _____? | Manners make a man, _____? |
| These exercises are very difficult _____? | Birds make nest, _____? |
| This whisky is very good, _____? | Parents are like gods, _____? |
| These girls are very beautiful _____? | Dogs are best pets, _____? |
| Do it yourself, _____? | Cats ate rats, _____? |
| You just keep quiet, _____? | Cows are grazing, _____? |
| Please help the needy people, _____? | Horses were running, _____? |
| Have a cup of tea, _____? | We merely sleep, _____? |
| None helped me last year, _____? | Everybody knows me, _____? |
| That boy ran very fast, _____? | She barely drinks alcohol, _____? |
| You dare not stay here, _____? | We never set out there, _____? |
| There are no people, _____? | You need not stay here, _____? |
| Sushmita said nothing, _____? | Nothing is interesting, _____? |
| Sujal'd rather play basketball, _____? | I hardly sing a song, _____? |

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|-----------------|--|
| 1. cadaver | a drug found in tea and coffee |
| 2. caffeine | a dead human body, carcass |
| 3. calypso | thick liquid from your nose and throat during a cold |
| 4. catarrh | a Caribbean song on a subject of current interest |
| 5. chauffeur | the contrast between the light and shadow |
| 6. chiaroscuro | to drive somebody in a car as your job |
| 7. coalesce | extremely large |
| 8. colossal | to join or come together |
| 9. concede | an expert on the matters of beauty or quality of art |
| 10. connoisseur | to admit that something is true or logical |

Read the following description.

The flowering plants known as geraniums **grow** in the wild as well as in gardens. They are popular as houseplants or in hanging or standing pots. **There are** many different varieties of geranium. **Most of them have** strong fragrances. **Several of them produce oil that scents** like roses. **The oil is** used in perfumes, soaps, ointments, dusting powders, and other products.



Geraniums belong to a scientific family called Geraniaceae.

Within that family **there are** several groups of plants called geraniums. **The group, or genus, called Geranium includes** North American wildflowers known as cranesbills. **The group** called Pelargonium **includes** the garden flowers that **people** commonly **raise** and **call** geraniums. **Plants** from all the groups **are** common in mild, somewhat moist climates in North America, Europe, and Africa.

Source: Encyclopedia Britannica, 2010

Do you Know?

In the above given description, the coloured words are in subject-verb agreement pattern. Singular subject must always agree with singular verb and plural subject must always agree with plural verb.

Speaking Practice

Answer these questions based on the given description.

- Where do the flowering plants grow?
- Why are they popular?
- What is the scientific family of Geraniums called?
- Where is geranium oil used?
- How does the geranium oil scent like?
- What does the group pelargonium include?

Listening Practice

Repeat these singular and plural subjects after your teacher.

| Singular Subjects | | | | Plural Subjects | | | |
|-------------------|-----------|-----------|---------|-----------------|------------|--------|---------|
| everyone | much | everybody | one | both | few | many | several |
| everything | whichever | anybody | woman | feet | teeth | mice | men |
| noone | whatever | anything | mother | women | lice | geese | oxen |
| nobody | he | either | father | children | police | people | cattle |
| nothing | she | neither | brother | gentry | public | they | these |
| someone | it | each | sister | those | girls | boys | apples |
| somebody | the boy | every | school | you and I | I and they | data | leaders |
| something | the girl | little | apple | Raj and me | workers | brooms | cups |
| anyone | the man | this | that | schools | parents | hands | mobiles |

Grammar Focus: Rules of Concord

1. Singular subjects take singular verbs.

The earth moves round the sun.
He was absent yesterday.
She is kind and cooperative.
The school has a beautiful garden.

2. Plural subjects take plural verbs.

Cows eat grass.
At this time yesterday they were watching TV.
We are human.
These boys have very good appearance.

3. Modal auxiliary verbs such as will/would/ can/ could/shall/should/may/might / ought to/ must/need to/dare to/used to, etc. are always followed by plural verbs even if the subject is singular.

I will visit Pokhara next month.
He would sing a song.
She can sing a song alone.
They could do nothing except watching the scene.
What shall I do for you?
You should work hard.
He may be a good father but he's a terrible husband.
He might get there on time, but I can't be sure.
They ought to apologize for their mistake.
He must finish the work.
All you need to do is complete this form.
He didn't dare to tell what he thought.
We used to go sailing on the lake in summer.

4. Two or more nouns or pronouns joined by 'and' often require a plural verb.

She and I are working together.
Are your father and mother job holder?
Fire and water do not agree.

But, if the noun suggests one idea to the mind or refers to something, the verb is singular.

Time and tide waits for no man.
Bread and butter is his only food.
Slow and steady wins the race.
Rice and Potato is my favorite food.

5. Two or more subjects joined by 'as well as', 'with', 'together with', 'along with', 'accompanied by', 'including', 'in addition', 'no less than', etc. take verb according to the former subject.

Silver as well as gold **is** a precious metal.
The father as well as his sons **is** industrious
The shop, with its articles, **was** burnt down.

The ship, along with its crew, **was** saved.

I, together with my assistants, **am** busy in works.

The text is accompanied by a series of stunning photographs.

There is, in addition, one further point to make.

The guide contains details of no less than 150 hiking routes.

No one, besides James, **knows** it.

Kate, and not you, **has** won the prize.

James, together with his friends, **was** present.

6. Some nouns ending in –s are plural in form, but singular in meaning like:

a. Field of study/subjects: mathematics, linguistics, statistics, economics, ethics, politics, gymnastics, athlete

b. Diseases and Injuries: measles, shambles, rabies, AIDS, mumps, tuberculosis, syphilis, paralysis, crisis, diabetes, shingles, rickets, etc.

c. Games and Sports: rounders, table tennis, checkers/ draughts, noughts and crosses, musical bumps, fives, billiards, bowls, darts, dominoes, etc.

Politics is a dirty game.

Syphilis gets worse over a period of time.

Physics is my favorite subject.

Linguistics is the scientific study of language.

Ethics is a branch of philosophy that deals with moral principles.

Darts is often played in British pubs.

A musical bump is a child's party game.

Rounders is played by two teams using a bat and ball.

7. Some nouns like staff, cattle, livestock, people, vermin, poultry, sheep, deer, salmon, fish, police, outskirts, stairs, arms, swine, gentry and clergymen take plural verb.

The staff in this school are very helpful.

Cattle were first domesticated in Neolithic times.

This is a market where livestock are bought and sold.

There were a lot of people at the party.

Vermin are birds and mammals that prey on game.

They keep/raise poultry on the farm.

The Sheep are grazing in the field.

Most male deer have antlers.

They live on the outskirts of Kathmandu.

How many stairs are there up to the second floor?

The police are unable to investigate the case.

But a sheep/ deer/ fish/ policeman/ clergyman takes singular verb.

He bought a sheep yesterday.

A deer is coming to the village.

This fish tastes funny.

A policeman is running on the road.

A clergyman is a male priest or minister in the Christian Church.

8. **Two or more nouns qualified by each or every, joined by 'and' require singular verb.**

Each and every dog has its day.

Every teacher, parent and student is conscious about quality education.

Every girl and every boy is in school uniform.

9. **If the subject of a sentence begins with 'either of / neither of / each of / one of / everyone of + plural nouns, it must be followed by singular verb.**

Either of the women is beautiful.

Neither of these two boys is good at English.

Each of these books is written by foreign writers.

One of the girls is so brilliant in this class.

Every one of the students entertains my class.

10. **Two or more nouns/pronouns corrected by 'either.....or.....' and 'neither.....nor.....' take verb according to the latter subject.**

Either Sony or I am ready to do it.

Neither you nor Amrita helps me.

Either he or they have many problems.

Neither Rita nor her friends are good at singing.

11. **Phrases beginning with -a crowd of / a band of / a group of / a herd of / a flock of / a gang of / a regiment of / a set of / a team of / a pack of / a pride of +plural nouns take both plural and singular verbs.**

A whole crowd is/are going to the ball.

A group of girls is / are kidding each other.

A herd of deer is/ are grazing on the ground.

A flock of sheep is/ are coming.

12. **Phrases beginning with a chain of / a bunch of / a bouquet of / a batch of / a galaxy of / a series of / a packet of +plural nouns generally take singular verb.**

A bunch of flower is on the table.

13. **Subjects that are about specific quantity or amount, distance, measurement and arithmetic sums often have a singular verb.**

Ten miles is a long distance.

Ten meters of cloth is required to cover the area.

Eighty thousand rupees is enough for my study.

Twelve hours equals to a day.

Six months is enough to finish this task.

Three plus three equals six.

Twenty minus five is fifteen.

Eighty dollars is a lot of money.

14. **Plural noun which is a proper noun for some single object or some collective unit must be followed by a singular verb.**

The United States has a big navy.

The Arabian Nights is still a great favourite.

Tom and Jerry is a famous cartoon.

- 15. Some nouns like scissors/ shorts/ pants/ jeans/ trousers/ binoculars/ tongs/ pliers take a plural verb but a pair of trousers/ shorts/ pliers/ pants/ jeans/ binoculars/ tongs/ pliers take a singular verb**
 The scissors are blunt.
 The pliers are on the table.
 A pair of scissors is blunt.
- 16. Collective nouns such as committee, crew, government, parliament, jury, staff, family, team, audience may take either singular or plural verb.**
 The team is / are trying best to win the match.
 The audience is / are so excited
 The audience was/were clapping for five minutes.
 The committee has/have decided to close the restaurant.
 None of the passengers and crew was/were injured.
 The present government is against corruption.
 The government has/have been considering further tax cuts.
 The jury has/have returned a verdict of guilty.
 Almost every family in the country owns a television.
 The German parliament is called the 'Bundestag'.
 Three staff members were suspended after the incident.
 He is a staff reporter for 'The Himalayan Times'.
- 17. The subject of a sentence beginning with some of / most of / all of / a few of / a lot of + plural nouns take a plural verb but some of / most of/ all of + uncountable nouns take a singular verb.**
 Most of the students are good at mathematics.
 A few girls have participated in the competition.
 Most of the rice looks stale.
- 18. Indefinite pronouns as subjects have the following type of agreement:**
Always Singular: anyone, everyone, someone, no one, everybody, anybody, nobody, somebody, everything, nothing, anything, something, each, every, either, neither, much, little, one, another, enough, other
Always Plural: both, few, many, several, others
Either singular or Plural: more, most, none, any, all, some
 Someone is knocking at the door.
 Nothing was wrong.
 Nobody knows him.
 None killed him.
 Neither of them is a hard worker.
 Either of them comes to me tonight.
- 19. Gerund and to-infinitive as subject is always followed by singular verb.**
 Reading is useful for us.
 Seeing is believing.
 Learning is doing.
 Smoking is injurious to health.
 To err is human.
 To travel around the world is exciting.

20. Agreement in Different Structures

| | |
|--|--|
| WH + plural verb + plural noun | Who are these men? What are the boys doing? |
| WH + singular verb + singular noun | What has happened to you? Who was liable to do this? |
| No + plural noun + plural verb | No laborers are needed for it. |
| No + singular noun + singular verb | No laborer is needed for it. |
| A number + plural noun + plural verb | A number of boys are absent today. A number of students in the class are forty. |
| The number + plural noun + singular verb | The number of boys today is eighteen. The number of students in the class is forty. |
| There + singular verb + singular noun | There is a guest in the restaurant. |
| There + plural verb + plural noun | There are five doctors in the room. |
| Many a + singular noun + singular verb | Many a good man has been addicted to drugs. |
| Many a + plural noun + plural verb | Many a good men have been addicted to drugs. |
| Here + singular verb + singular noun | Here comes the leader. |
| Here + plural verb + plural noun | Here are some books. |
| Pair + singular noun + singular verb | The pair of shoes is missing. A pair of shoes belongs to me. |
| Couple + plural noun + plural verb | I saw a couple of men get out. A couple of dresses need to be ironed. |

Grammar Focus: Common Errors

| Incorrect | Correct |
|---|---|
| The police has recently caught them. | The police have recently caught them. |
| Either of the girls are beautiful. | Either of the girls is beautiful. |
| Neither of the boys are good at English. | Neither of the boys is good at English. |
| Each of these books are written by me. | Each of these books is written by me. |
| One of the students are good at studies. | One of the students is good at studies. |
| Everyone enjoy nature. | Everyone enjoys nature. |
| The teacher and accountant are coming. | The teacher and accountant is coming. |
| The teacher and the accountant is coming. | The teacher and the accountant are coming. |
| A number of students has gone to visit. | A number of students have gone to visit. |
| The number of boys here are twenty. | The number of boys here is twenty. |
| Many a good boy are addicted to drugs. | Many a good boy is addicted to drugs. |
| Silver as well as gold are a precious metal. | Silver as well as gold is a precious metal. |

Additional Practice: Read these sentences.

A golden retriever **is** one of those dogs that is always faithful.

Aman and Eroj **go** to the beach to surf with their friends.

All of my goals **are** being met and surpassed.

Almost all of the newspaper **is** devoted to advertisements.

At the end of the story, **they were living** happily ever after.

Each of the vacation homes **is** furnished with pots and pans.

Either Gupta or I **am** responsible for allocating the funds.

Every one of the dancers **is** very limber.

Five dollars **is** all I have to my name.

His dogs, which are kept outside, **bark** all day long.

A pair of paints **is** in the drawer.

Is it possible that John, as well as his family, **is** missing?

My problem, compared to others, **has** a great significance.

Neither of the lawyers **is** willing to take the case.

Neither she nor they **were** willing to predict the election results.

None of them **are** coming home tonight.

None of this **is** your business.

One-third of the city **is** experiencing a blackout tonight.

Some of my goals **have** yet to be met.

Taxes on interest **are** still deferrable.

The anguish of the victims **has** gone unnoticed.

The folder, not the letters, **was** misplaced.

The group of children from that school **has** never seen the ocean.

The majority of the state **is** Republican.

The mother duck, along with all her ducklings, **swims** so gracefully.

The original document, as well as subsequent copies, **was** lost.

The teacher or student **is going** to appear on stage first.

There **are** maps hanging on the walls.

Three-fourths of the pies **have** been eaten.

Does anyone else **want** to ask questions?

Everyone **has** a chance to be there.

Someone **is** crying for help.

No one **was** selected for the tournament.

Everybody **knows** that I am a teacher.

Is there **anybody** who can solve this problem?

Nobody **speaks** the truth here.

Somebody **has** been locked there inside the toilet.

Everything **is** perishable.

Nothing **matters** to them apart from their work.

Is there **anything** in these stories?

There **is something** to communicate between us.

A. Select the correct form of the verb to complete the given sentences.

1. The principal as well as his staff _____ (was/were/have) there.
2. The quality of these books _____ (is/are/were) very good.
3. The rhinoceros _____ an endangered animal. (are/is/was)
4. A number of women _____ (is/are/has) walking in the street.
5. All his luggage _____ lost. (was/were/have)
6. Each of the boys _____ (is/are/have been) playing.
7. Listen! Someone _____ (is/are/were) knocking at the door.
8. A teacher of many subjects _____ (is/are/am) essential for us.
9. Neither Ram nor I ____ (has/have/had) understood the question till now.
10. Pal and Hitesh _____ (is/are/am) the best teachers of our school.
11. Either of the students _____ in the park yesterday. (is/was/were)
12. What _____ (are/is/was) you planning to do these days?
13. The principal and in charge _____ coming. (is/are/have been)
14. The principal and teacher _____ (has/have/had) arrived.
15. Which one of these books _____ (is/are/were) yours?
16. Writing too much _____ (is/are/were) good for the students.
17. A packet of cigarettes _____ not enough for me. (is/are/were)
18. You as well as he _____ responsible for this action. (is/are/was/were)
19. All I want in my life _____ (is/are/were) peace and prosperity.
20. Your glasses _____ (are/were/is) not good in my opinion.
21. A number of fools _____ (is/am/are/have) present here.
22. Each of the boys _____ (is/was/are/were) here on time yesterday.
23. You had a baby so _____ (had/did/have) she.
24. Each of them _____ (has/have/had) problems.
25. Either of the boys _____ strong enough to carry it. (is/am/are)
26. Either Ram or I _____ (is/are/am) coming.
27. Everyone who _____ (come/comes/came) to my house becomes happy.
28. Fifty kilos of rice _____ (is/has/are) enough for our family.
29. Five kilometers _____ a long distance to walk. (is/are/were)
30. I work hard and so _____ (does/do/is) my sister.
31. Many a student _____ bought that book. (has/have/are)
32. You, who _____ my friend, should not worry about me. (is/are/was)
33. My sister and I _____ (was/were/has/have) at the station together.
34. Name or fame _____ difficult to earn. (is/am/are)
35. You, who _____ (is/am/are/have) tall, can reach the top.
36. Neither Ganesh nor his friends _____ playing here. (is/are/was)
37. Nobody _____ (try/tries/have tried) to solve this problem.
38. None of the boys _____ (have/has/had) finished the class work yet.
39. Not only the players but also their instructor _____ been invited. (has/have/is)
40. One dozen tomato _____ rupees forty. (cost/costs/costing)

B. Select the correct form of the verb to complete the given sentences.

1. Two thirds of the book _____ torn. (is/are/has)
2. Two trucks of stone _____ enough for this action. (is/are/was/were)
3. Several letters _____ being written by the students. (is/am/are)
4. She and I _____ busy now. (is/are/was/were)
5. She completed the homework and so _____ (do/had/have/did) you.
6. The leader, with his assistants _____ (is/am/are) coming here today.
7. The minister, along with his officials, _____ (is/are/am) visiting the town.
8. The Netherlands _____ a European country. (is/am/are)
9. The news published in The Kantipur Daily _____ (is/are/were) very important.
10. The number of girls in this class _____ 29. (is/are/was)
11. The rise and fall of anything _____ natural. (is/are/were)
12. The teacher and the account _____ (is/am/are) present today.
13. People _____ (speaks/speak/speaking) English all over the world.
14. Rita or her brothers _____ (has/have/was) taken it.
15. Several aircraft _____ produced in Europe every year. (have/are/is)
16. Neither Sushil nor Hom _____ (are/is/am) present today.
17. Neither the man nor his friends _____ (was/were/had) injured in the accident.
18. The number of Ministers _____ fifty six now. (is/are/was)
19. The poet and philosopher _____ dead. (is/has/are)
20. One of my friends _____ (has/have) been working with me these days.
21. One of the boys _____ not done his homework today. (has/have)
22. One of the students _____ absent. (is/am/are)
23. The manager along with his staff, _____ today. (come/comes/is coming)
24. Two of the girls in our class _____ (is/am/are/have) very naughty.
25. We could _____ (do/does/did) that easily.
26. Ten kilos of rice _____ (was/is/were) bought yesterday.
27. The majority of the voters _____ (is/are/am) absent.
28. Man and woman _____ complementary to each other. (is / are)
29. Plenty of mangoes and bananas _____ available in this season. (is / are)
30. A dictionary and an atlas _____ missing from the library. (is / are)
31. The leader as well as his brothers _____ to the same tribe. (belong / belongs)
32. Cats and dogs _____ not get along. (do / does)
33. The brothers as well as their sister _____ good at their studies. (are / is)
34. The students accompanied by their teacher _____ gone on a picnic. (have/has)
35. A lot of houses _____ collapsed in the storm. (has / have)
36. The children as well as their mother _____ missing. (is / are)
37. A large sum of money _____ stolen. (was / were)
38. My counselor and my English instructor _____ agreed to help me. (has/have)
39. Businesses around the country _____ to expand. (continue/continues)
40. The questions on this test _____ unfair to me. (seem/seems)

C. Select the correct form of the verb to complete the given sentences.

1. Each of us _____ hard, but I think that I work the hardest. (study/studies)
2. In the United States, many mothers _____ full-time. (work/works)
3. My employer _____ health insurance. (provide/provides)
4. A local artist _____ watercolors of her garden. (paint/paints)
5. Our team's shortstop never _____ a hit. (get/gets)
6. My homework _____ a lot of time. (take/takes)
7. Many musicians _____ more than one instrument. (play/plays)
8. My oldest sister _____ all the time. (eat/eats)
9. John _____ soccer every day after school. (play/plays)
10. The evidences _____ valid to me. (seem/seems)
11. Some mother _____ their children to daycare every day before work. (take/takes)
12. Children's Playgrounds _____ the oldest playground in the United States. (is/are)
13. Some midterms _____ more difficult than final exams. (is/are)
14. Our Student Union _____ not provide many places to meet people. (do/does)
15. My backpack _____ all of my books and supplies. (carry/carries)
16. The child _____ with her toys. (play/plays)
17. Most teachers _____ you with your assignments. (help/helps)
18. A teenager often _____ for freedom. (long/longs)
19. It _____ a lot in winter. (snow / snows)
20. That television announcer _____ with a Texas accent. (speak/speaks)
21. My husband _____ a motorcycle, but he prefers to drive his car. (own/owns)
22. My roommate _____ to the radio all the time. (listen/listens)
23. Antiques _____ in value every year. (increase/increases)
24. The building _____ lots of repairs. (need/needs)
25. Bob _____ stupid when he and his buddies drink too much. (act/acts)
26. Judy's CD collection _____ all of her guests. (impress/impresses)
27. This blizzard _____ to be the worst that I can remember. (has/have)
28. I _____ pretty sure school will be canceled tomorrow, too. (is/am/are)
29. Gender discrimination in hiring practices _____ often hard to prove. (is/are)
30. Neither of those mattresses _____ comfortable. (feel/feels)
31. Here _____ the first two pages of the essay. (is/are)
32. Every year my husband _____ me on my birthday. (surprise/surprises)
33. Jennifer _____ her children to school every morning at 8:00. (take/takes)
34. I think the movie _____ scary. (sound/sounds)
35. Shirley _____ in a small town near Chicago. (live/lives)
36. All my sisters _____ chocolate to ice cream. (love/loves)
37. He _____ a fine by driving so fast. (risk/risks)
38. The train _____ to St. Louis every day at noon. (goes/go)
39. My personal trainer _____ at a local college. (work/works)
40. The weather report _____ depressing. (look/looks)

D. Select the correct form of the verb to complete the sentences.

1. He _____ we should buy a new car. (think/thinks)
2. One neighborhood cafe _____ free coffee before 7 a.m. (serve/serves)
3. The house _____ (is/are/was) built five years ago.
4. It _____ (is/are/am) next to a hillock.
5. Our house _____ (has/have) three rooms.
6. My brother and I _____ (has/have) a room for ourselves.
7. We _____ (has/have) a bunk bed.
8. My bed _____ (is/am/are) the lower one because I _____ (is/am/are) younger.
9. My brother _____ (has/have) the upper bed as he _____ (is/am/are) older than me.
10. Dogs _____ (bark/barks) when they _____ (is/are) hungry.
11. But my dog _____ (bark/barks) at strangers.
12. Every evening, I _____ (take/takes) my dog for a walk.
13. We usually _____ (go/goes) to the park.
14. Many students _____ on research projects together. (work/works)
15. Tonight the Elton John concert _____ at 8:00. (begin/begins)
16. Most teenagers _____ tired of school in the senior year. (grow/ grows)
17. Sunflower seeds and peanuts _____ required for this bird-food mix. (is/are)
18. The jokes in that movie _____ not at all funny. (is/are)
19. Collaboration and feedback _____ electronically through employee e-mail accounts and networking technology. (happen/happens)
20. The cat and the dog _____ curled up together. (sleep/sleeps)
21. Schools _____ closed everywhere because of the snow in the roads. (is/ are)
22. My family _____ a lot of shoveling to do. (has/have)
23. Either Monday or Friday _____ like a good day for the meeting. (seems/ seem)
24. Everybody at my new school _____ friendly. (is/are)
25. _____ you helped other students with their papers before? (Has/Have)
26. A colourful assortment of toys _____ shoppers. (attract/attracts)
27. At night it _____ (keep/keeps) a watch in our house.
28. Dad _____ (feed/feeds) our dog.
29. We _____ (walk/walks) back home.
30. When the sky _____ (turn/turns) dark, we _____ (walk/walks) back home.
31. My dog _____ (play/plays) with the pets of my friends.
32. I _____ (play/plays) with my friends.
33. Ruby and her mother _____ cakes and cookies for a local restaurant. (bake/bakes)
34. In your opinion, what _____ my paper's biggest problems? (is/are)
35. The ice cubes in the punchbowl _____ melted. (has/have)
36. The red dot on foreheads _____ that women are married Hindus. (indicates/indicate)
37. All my neighbours _____ outside shoveling or playing in the snow. (is/are)
38. We _____ (is/am/are) living in this house for the last four years.
39. We _____ (are/were/was) younger when we came to this house.
40. I _____ (is/was/were) four years old when my father died.

E. Read the following paragraph and correct any subject-verb agreement errors.

My sister live on the ground floor of a two-story apartment and hate living there. For one thing, many cat in her neighborhood howl right below her bedroom window all night and knock over her garbage cans. One cat wait patiently outside her door until she open it and then pounce on her feet, ruining her stockings. But the people living upstairs be even worse than the cats. The mother cat start fire almost every month because she forget to turn off the stove when she leave the kitchen, and the daughter faithfully practice her gymnastics every evening just as my sister sit down to study. Even more annoying, the father park his car in my sister's parking space and peek in every time he go past her front window, so she always have to keep her curtains closed. All in all, living there have not been a pleasant experience for my poor sister.

F. Find and correct any subject-verb agreement errors in the following paragraph.

The typical elementary-school teacher are a woman. More men are going into elementary teaching today, but the percentage of male teachers remain low. One of the reasons are financial. Men with college degrees often makes more money doing things other than teaching; however, the stereotypes about teaching is at least as important. Many young men in college never considers elementary teaching. They may assume that women are "just naturally better" at working with young children, but patience and kindness is qualities not found only in females. Men can be wonderful elementary teachers. Both the boys and girls in their classes grows up knowing that men can be both strong and caring. Also, the boys in the class learns a lot about how to be a good father. The children and the community all wins when there are positive male role models in the classroom.

G. Fill in the blanks with the correct forms of verbs.

The Rocky Mountains, on the border of the provinces of Alberta and British Columbia, ____ (have) many attractions for tourists. One attraction ____ (be) the Columbia Icefield. This huge field of ancient ice ____ (cover) 125 square kilometers. The Athabasca, Stutfield and Dome glaciers ____ (make up) the Icefield. As the ice ____ (melt), the water ____ (flow) into four major river systems. These systems ____ (be) in Columbia, Fraser, Mackenzie and Saskatchewan. The melt water ____ (flow) down these rivers into three different oceans, the Pacific, Arctic and Atlantic. This high point in a continent's water system ____ (be) called a "hydrological apex", and the Columbia Icefield ____ (be) one of the only, two such apexes in the world. Tourists ____ (visit) the icefield from April to October each year. Walking tours and Snow coach tours ____ (be) available.

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|-----------------|--|
| 1. decrepit | amateur ,dabbler |
| 2. dilettante | weak, feeble |
| 3. dissect | accordingly, suitably |
| 4. duly | cut up |
| 5. dungeon | a large brightly coloured garden flower of ball size |
| 6. dahlia | a dark underground room used as a prison |
| 7. dachshund | dried out |
| 8. desiccated | a small dog with a long body and short legs |
| 9. definite | get worse further |
| 10. deteriorate | crystal-clear |

Read the following story .

A Lazy Boy

Once upon a time there was an old woman who was very old. She didn't have husband as he had already died. But she had a son and a daughter. Her son was lazy but her daughter was very active and smart. They lived in a village.

One day, when her daughter was not at home, the old woman was very hungry. She wanted to eat something. She called her son and said, "Please prepare some chicken soup for me". "Chicken Soup! What a good idea! Yummy, I'd love to have it. But, I don't know how to make it." The son replied. He said, "Give me fifty rupees if you like to have soup. I can buy the soup for you from the nearest soup."

"Fifty rupees is a big amount for me!", the old woman said, "We have soup at home. Why do we need to buy it again? You can make it, can't you? Last week you made it yourself. Do you remember? If you make it, we will have together. You also like chicken soup, don't you?"

"No, mother, I'm not hungry today. I even don't like chicken soup. It's bad for stomach," the boy said. The boy didn't prepare soup because of his laziness. He was just trying to escape.

Soon the old woman's daughter came and she made soup for her mother and herself. The soup was prepared very deliciously. The boy's mouth watered when he smelt the soup. "What a delicious taste of soup!", the mother said. But the old woman did not allow him to have even a drop. She said, "Don't look at me". I am having soup". The woman made him realize his mistake. Then he realized his mistake and he was really very sad.

Moral: Laziness is harmful for everyone.



Do you Know?

A sentence is a set of words that expresses a complete thought. It must have a subject and a verb, but it may or may not have an object. A sentence that makes a statement begins with a capital letter and ends with a period. There are mainly four kinds of sentences in English language. They are declarative, interrogative, exclamatory and imperative.

Speaking Practice

Answer these questions based on the given story.

- Are all sentences same?
- How many sentences have full stops?
- How many sentences have question marks?
- How many sentences have exclamation marks?
- Are there any sentences starting with main verbs?
- What are the sentences that start with WH words called?

Listening Practice

Repeat these sentences after your teacher.

| Assertive | Negative | Interrogative | Imperative |
|------------------|-------------------------|----------------------|--------------|
| I play a game. | I donot play a game | Do I play a game? | Play a game. |
| He sings songs. | He doesnot sing songs. | Does he sings songs? | Sing songs. |
| They helped us. | They didnot help us. | Did they help us? | Help us. |
| We go there. | We donot go there. | Do we go there? | Go there. |
| You write poems. | You do not poems. | Do you write poems? | Write poems. |
| She cooks food. | She doesnot cook food. | Does she cook food? | Cook food. |
| Raj winked eyes. | Raj didnot wink eyes. | Did Raj wink eyes? | Wink eyes. |
| You walk fast. | You donot walk fast. | Do you walk fast? | Walk fast. |
| Tej speaks well. | Tej doesnot speak well. | Does Tej speak well? | Speak well. |

Grammar Focus: Types of Sentences

1. **A declarative or affirmative sentence makes a statement.**

He studies in the USA.
The children are swimming.
The telephone rang.
Everyone will be there soon.

2. **An interrogative sentence asks a question about person thing or reason.**

Where are the twins?
Are you going shopping today?
What is your name?

3. **An exclamatory sentence expresses surprise, strong feeling or emotion of an individual.**

What an amazing view you have from up here!
How stupid I am!
What a lovely weather!

4. **An imperative sentence gives an order.**

Please sit down.
Tell me the truth.
Never tell a lie.
Don't go too near the sea.
Let him sing a song.
Wait a minute, please.

Grammar Focus: Sentence Transformation

A sentence that has an auxiliary verb takes 'NOT' instantly after the auxiliary verb when it is changed into negative and auxiliary verb comes at the initial position of the sentence when it is changed into interrogative.

I have learnt a grammar lesson. **(Statement)**

I haven't learnt a grammar lesson. **(Negative)**

Have I learnt a grammar lesson? **(Interrogative)**

They are playing football. **(Statement)**

They are not playing football. **(Negative)**

Are they playing football? **(Interrogative)**

He will visit temple tomorrow. **(Statement)**

He won't visit temple tomorrow. **(Negative)**

Will he visit temple tomorrow? **(Interrogative)**

If there is a main verb in a sentence, auxiliary verbs DO, DID and DOES are used for V1, V2 and V5 respectively while changing them into negative and interrogative.

We have our dance class at 11 am. **(Statement)**

We don't have our dance class at 11 am. **(Negative)**

Do we have our dance class at 11 am? **(Interrogative)**

He lost his bicycle yesterday. **(Statement)**

He didn't lose his bicycle yesterday. **(Negative)**

Did he lose his bicycle yesterday? **(Interrogative)**

Krishna speaks English well. **(Statement)**

Krishna does not speak English well. **(Negative)**

Does Krishna speak English well? **(Interrogative)**

When have (has, have and had) verb means possession, do verb is used for transformation.

Mrs. Sharma has a beautiful daughter. **(Statement)**

Mrs. Sharma does not have a beautiful daughter. **(Negative)**

Does Mrs. Sharma have a beautiful daughter? **(Interrogative)**

We have a beautiful garden in our house. **(Statement)**

We don't have a beautiful garden in our house. **(Negative)**

Do we have a beautiful garden in our house? **(Interrogative)**

Gautam had a beautiful car. **(Statement)**

Gautam did not have a beautiful car. **(Negative)**

Did Gautam have a beautiful car? **(Interrogative)**

Sentences containing has to / have to and had to take does, do and did for transformation.

A good merchant has to be aggressive in today's competitive market. **(Statement)**

A good merchant doesn't have to be aggressive in today's competitive market. **(Negative)**

Does a good merchant have to be aggressive in today's competitive market? **(Interrogative)**

We have to submit the project on time. **(Statement)**

We don't have to submit the project on time. **(Negative)**

Do we have to submit the project on time? **(Interrogative)**

You had to meet him. **(Statement)**

You did not have to meet him. **(Negative)**

Did you have to meet him? **(Interrogative)**

Transformation of imperative sentences

Compose a song. **(Imperative)**

Don't compose a song. **(Negative)**

Will you compose a song? **(Interrogative)**

Let me tell you a joke. **(Imperative)**

Don't let me tell you a joke. **(Negative)**

Will you let me tell you a joke? **(Interrogative)**

Let's have a party tonight. **(Imperative)**

Let's not have a party tonight. **(Negative)**

Shall we have a party tonight? **(Interrogative)**

Transformation of sentences into negatives

| Affirmative | Negative |
|------------------------------|--|
| a few / very few | not many |
| a lot of/enough | much (uncountable), any (elsewhere) |
| all | none |
| already/just/lately/recently | yet |
| always/ever | never |
| and so | and neither |
| any of/some of/most of | none of |
| anyone | no one/none-object |
| as soon as | no sooner.... than |
| as ... as | ...not so |
| eitheror... | neither ...nor... |
| everyone | no one/none |
| if | unless |
| must | need not (necessity), must not (prohibition) |
| often/usually | seldom |
| only/alone | none but |
| some | no (in the beginning) |
| somebody | nobody |
| someone | no one |
| something | nothing |
| sometimes | never (negative), ever (question) |
| still | any longer/anymore |
| too/also/as well | either |

Examples

| Affirmative | Negative |
|--|--|
| Very few students learn Latin now. | Not many students learn Latin now. |
| He bought a lot of story books. | He didn't buy any story books. |
| All of them are smart boys. | None of them are smart boys. |
| He has already passed his driving test. | He hasn't passed his driving test yet. |
| She always combs her hair. | She never combs her hair. |
| He wrote a poem and so did his brother. | He didn't write a poem and neither did his brother. |
| Some/most of the boys are playing. | None of the boys are playing. |
| Anyone could do it. | No one could do it. |
| As soon as the teacher came, we stood up. | No sooner the teacher came than we stood up. |
| Nim is as clever as Niraj. | Nim is not so clever as Niraj. |
| Either he or his friends are honest. | Neither he nor his friends are honest. |
| Everyone is unique. | No one is unique. |
| If you go to the theater, you will see the drama. | Unless you go to the theater, you won't see the drama. |
| You must exercise daily. | You neednot exercise daily. |
| They often/usually complain about the quality of sanitation. | They seldom complain about the quality of sanitation. |
| Only I visited the museum. | None but I visited the museum. |
| Some students will go to the zoo next Friday. | No students will go to the zoo next Friday. |
| Somebody was knocking at the door. | Nobody was knocking at the door. |
| Someone has called you. | No one has called you. |
| Something is required for me. | Nothing is required for me. |
| They sometimes go for hiking. | They never go for hiking. |
| He is still with us. | He is not with us any longer/anymore. |
| Krishal likes apples, too. | Krishal doesn't like apples, either. |

A. Change the following sentences into negative and interrogative.

| Affirmative | Negative | Interrogative |
|---------------------------------|----------|---------------|
| Sony writes an essay. | | |
| Sony is writing an essay. | | |
| Sony has written an essay. | | |
| Sony has been writing an essay. | | |
| Sony wrote an essay. | | |

| | | |
|---------------------------------------|--|--|
| Sony was writing an essay. | | |
| Sony had written an essay. | | |
| Sony had been writing an essay. | | |
| Sony will write an essay. | | |
| Sony will be writing an essay. | | |
| Sony will have written an essay. | | |
| Sony will have been writing an essay. | | |

B. Change the following sentences into negative and interrogative.

| Affirmative | Negative | Interrogative |
|--|----------|---------------|
| My mother cooks food. | | |
| My mother is cooking food. | | |
| My mother has cooked food. | | |
| My mother has been cooking food. | | |
| My mother cooked food. | | |
| My mother was cooking food. | | |
| My mother had cooked food. | | |
| My mother will cook food. | | |
| My mother will be cooking food. | | |
| My mother will have cooked food. | | |
| My mother will have been cooking food. | | |
| My mother is going to cook food. | | |

C. Change the following sentences into negative and interrogative.

| Affirmative | Negative | Interrogative |
|--------------------------------------|----------|---------------|
| The dog chews bone. | | |
| The dog is chewing bone. | | |
| The dog has chewed bone. | | |
| The dog has been chewing bone. | | |
| The dog chewed bone. | | |
| The dog was chewing bone. | | |
| The dog had chewed bone. | | |
| The dog had been chewing bone. | | |
| The dog will chew bone. | | |
| The dog will be chewing bone. | | |
| The dog will have chewed bone. | | |
| The dog will have been chewing bone. | | |
| The dog is going to chew bone. | | |

D. Change the following sentences into negative and interrogative.

1. The assistant presses her lips.
2. She kisses him on the lips.
3. A thousand people are there.
4. He has an abhorrence of waste of any kind.
5. He is a man of extraordinary abilities.
6. The whole building is soon ablaze.
7. Cars and buses are set ablaze during the riot.
8. He has already boarded the plane.
9. The judge describes the attack as an abominable crime.
10. We are served the most abominable coffee.
11. She treats him abominably.
12. They are licking their lips at the thought of clinching the deal.
13. He is driving at 50 miles an hour.
14. I am waiting for about an hour.
15. He arrives at about ten.
16. The children are rushing about in the garden.
17. Her books are lying about on the floor.
18. The papers are strewn about the room.
19. The accident has brought his career to an abrupt end.
20. There is absolute proof.
21. They are protesting against the government.
22. I have been learning computer since last month.
23. He has a new bike these days.
24. We have a very nice restaurant in Thamel.
25. Ryan has an apartment in Kathmandu.
26. He has to post this letter soon.
27. We have to be aware of the world population growth.
28. We must have punctuality at all times.
29. It may rain tomorrow.
30. I shall feel obliged to you.
31. They should consider the company's new rules.
32. She might betray you.
33. We can do it ourselves.
34. Mr. Regmi can speak English fluently.
35. I will visit Biratnagar next week.
36. He gazed at her with pure adoration.
37. He waved to the adoring crowds.
38. Gold rings decorated his fingers.
39. The children garlanded themselves with flowers.
40. We have to respect them.

E. Change the following sentences into negative and interrogative.

1. The survivors were adrift in a lifeboat for six days.
2. He was accused of committing adultery.
3. There were only three of us on the advanced course.
4. She had the advantage of a good education.
5. Being tall gave him an advantage over the other players.
6. It would be to your advantage to attend this meeting.
7. The new regulations will work to our advantage.
8. She took advantage of the children's absence to tidy their rooms.
9. We had full advantage of the hotel facilities.
10. The photographer showed him to advantage.
11. Many teachers would like to be more adventurous and creative.
12. He overcame many personal adversities.
13. The doctors are affiliated with the Relief Fund.
14. Ram had a deep affinity with nature.
15. She nodded in affirmation.
16. All of them could afford £50 for a ticket.
17. She felt she could afford it.
18. He had got the money to go on the trip.
19. They get their staff selected.
20. The whole building was soon aflame.
21. I started to feel afraid of going out alone at night.
22. She was afraid of upsetting her parents.
23. The boy said what he believed.
24. They had already fired three people.
25. He ran after her with the book.
26. She was left staring after him.
27. The police are after him.
28. We were rowing against the current.
29. The rain beat against the windows.
30. They took precautions against fire.
31. He started playing the piano at an early age.
32. Let's go there.
33. Help them.
34. Sing a song.
35. Let her go.
36. Get it done.
38. Have it yourself.
39. Let's help each other.
40. Do it right now.

F. Change the following sentences into affirmative and interrogative.

1. She didn't speak English with an accent.
2. Noone called me.
3. She hasn't decided to accept the job.
4. They didn't accept the court's decision.
5. The accident didn't happen at 3 p.m.
6. We hardly quarrel with each other.
7. Everything didn't go according to plan.
8. Neither he quarrels nor does he tell a lie.
9. None of the boys are honest.
10. Nobody is perfect.
11. No one is coming with us.
12. He didn't go to the swimming pool.
13. They didn't have dinner at nine o'clock.
14. Adam didn't run 500m race.
15. Helen didn't eat too many sweets.
16. I didn't buy the newspaper in the shop.
17. We didn't get up at eight o'clock.
18. I don't like coffee.
19. I am not living in Paris.
20. They are not coming from Spain.
21. They don't have work in a bank.
22. They don't get up at eight o'clock.
23. We mayn't go to the cinema on Friday.
24. You mustn't read the newspaper every day.
25. He can't go to school in France.
26. We couldn't watch TV in the evening.
27. I shan't have a shower in the morning.
28. She shouldn't drink alcohol.
29. They won't visit their parents at the weekend.
30. You wouldn't study English very often.
31. It doesn't rain here in the summer.
32. We mightn't go out on Tuesday nights.
33. He doesn't like cabbage.
34. The sun doesn't go round the earth.
35. She doesn't play the piano.
36. He is not a good boy.
37. They are not working now.
38. I have not got a pen.
39. He has not got a car.
40. You had not seen us.

G. Change the following sentences as indicated in the brackets.

1. But they had no money. (Affirmative)
2. Do you nourish your friendship? (Affirmative)
3. My lack of vision is my strength. (Negative)
4. He always answered. (Negative)
5. His voice was pleasant. (Interrogative)
6. Was it beautiful piece? (Affirmative)
7. Academic institutions are less secure. (Negative)
8. Maya must not do this work. (Affirmative)
9. This one was probably for his mom. (Negative)
10. We have been unworthy followers. (Interrogative)
11. Isn't there a court order against this? (Affirmative)
12. They shared their clothes and toys. (Negative)
13. Kapil hurried to her. (Negative)
14. Accept your friends as they are. (Negative)
15. Take a deep breath and open the mouth wide. (Negative)
16. Don't keep fingering the spot on your face. (Interrogative)
17. Keep bags in between, rather than besides your feet. (Negative)
18. Get a thorough medical check-up before you go. (Interrogative)
19. Open schools and monasteries for the people. (Interrogative)
20. Allow your friends to be themselves. (Negative)
21. Don't speak what should not be shared. (Affirmative)
22. Don't let yourself be used by your friends. (Affirmative)
23. Some people are afraid to make friends. (Interrogative)
24. He was pleased with the results. (Negative)
25. It is a wonderful piece of art. (Interrogative)

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|------------------|--|
| 1. ebullient | excited, enthusiastic and full of energy |
| 2. eccentric | a type of festival held in Wales |
| 3. ecstasy | overstate, make too much of |
| 4. epitome | speed up |
| 5. exhilarate | entrance |
| 6. expedite | a perfect example of something |
| 7. eisteddfod | great happiness, bliss |
| 8. effervescence | strange or unusual |
| 9. exaggerate | cheerful; happy |
| 10. enthrall | to make somebody feel very happy and excited |

Read the following texts.

My monster is very cute. It is friendly and kind to others as long as it is not hungry. It eats anything it sees when it is hungry. It has five rows of small sharp teeth. It has three big eyes. It has four arms and two strong legs. Do you like my monster? Please come to visit it in Kathmandu if you like it.

Joey, the big fat, ugly crocodile was lying just below the surface of the muddy water in a hot swamp. He was hungry. It had strong jaws but it did not have any chances to use them. Joey was hungry but he knew that if he wanted to eat, he had to be patient. He watched and waited silently.

Tom will go to Pokhara next week. He will stay there for 5 days. He will have a lot of fun there. He will visit different places and meet many people there. He will go for paragliding and try rock climbing, too. He will have a nice time there.

Do you Know?

The given texts represent present, past and future tenses.

Speaking Practice

Answer these questions based on the given texts.

- How many tenses are there in English?
- Which tense does the first text represent?
- Which tense does the second text represent?
- Which tense does the third text represent?
- What verbs in the text represent present tense?
- What verbs in the text represent past tense?
- What verbs in the text represent future tense?

Listening Practice

Repeat these structures after your teacher.

| Tense | Structures |
|----------------------------|-------------------------------|
| Simple Present | s+v1/v5+obj |
| Present Continuous | s+is/am/are+v4+obj |
| Present Perfect | s+has/have+v3+obj |
| Present Perfect Continuous | s+has/have+been+v4+obj |
| Simple Past | s+v2+obj |
| Past Continuous | s+was/were+v4+obj |
| Past Perfect | s+had+v3+obj |
| Past Perfect Continuous | s+had been+v4+obj |
| Simple Future | s+will/shall+v1+obj |
| Future Continuous | s+will/shall+be+v4+obj |
| Future Perfect | s+will/shall+have+v3+obj |
| Future Perfect Continuous | s+will/shall+have+been+v4+obj |
| Going to Future Tense | s+is/am/are+going to+v1+obj |

Grammar Focus: Simple Present Tense

Read the following description.

It is time for recess. I **am** on the playground with my friends. First, we **play** hopscotch. Next, we **throw** a ball. Later, we **see** the swings, and we **race** over to them. I **pump** my swing faster and higher than my friends Jenish and Pemba. We **get off** and **run** to the slide. We **have** to wait in line for the slide. When my turn finally comes, I climb to the top of the ladder and **sit down** on the slide. I **push off** with my hands and **go down** very fast. I **laugh** because it **is** fun. Then the bell **rings**. I quickly **drink** some water and **wave** goodbye to Jenish and Pemba.

In the given description, the coloured words are in simple present tense. Simple present tense tells us about the things that are permanently true. Let's observe the following table:

| Subject | Auxiliary Verb | | Main Verb | |
|------------------|------------------|--------------------------|-----------|---------|
| I, We, You, They | | | like | coffee. |
| He, She | | | likes | coffee. |
| I, We, You, They | do | not | like | coffee. |
| He, She | does | not | like | coffee. |
| Do | I, we, you, they | | like | coffee? |
| Does | he, she | | like | coffee? |
| Affirmative | | Sub+v1/v5+obj | | |
| Negative | | Sub+do/does+not+v1+obj | | |
| Interrogative | | Do/Does +sub +v1+ obj +? | | |

SIMPLE PRESENT TENSE IS USED:

- **to express universal, general truths.**
The sun rises in the east.
Water boils at 100°C. Blood is red.
The earth moves round the sun.
- **to express habitual actions, regular actions.**
She takes a glass of milk every morning.
I always go to temple. He never has wine.
- **to express scheduled future actions, future actions with present time table.**
The bus leaves at 5 pm.
I take 5 o'clock plane tomorrow.
- **to express English proverbs and quotations.**
Man is mortal. Honesty is the best policy.
All that glitters is not gold.
- **to explain events in the live commentaries.**
Aryan controls the ball and kicks it away to the goal post.
- **to express timetable and travel management.**
Our school starts at 9 am. The match begins at 11 am.

- **in the sentence beginning with 'here' and 'there'.**
Here comes the bus.
There she goes.
- **with simple future tense, in the clauses of cause and effect.**
If you work hard, you'll pass the test.
If he comes to the party, she'll be happy.
- **to tell about someone's job or profession.**
He works in a bank.
Raman is an engineer.
- **to describe events, situations or actions described in stories, dramas, fictions, films, etc.**
In Muna Madan, Madan goes to Lhasa to earn money.
At last the hero kills the criminal.
- **with the following adverbs:**
always, seldom, daily, usually, occasionally, hardly, now-a-days, rarely, sometimes, never, generally, frequently, often, every day, every week, every month, every year, once a week, twice a day, thrice a month, whenever, after, every time, etc.

He always sleeps in the day time.

I can see her every time I visit the zoo.

Aryan frequently visits the temple.

We go for a picnic once a year.

She hardly drinks alcohol.

Whenever I need money, I remember you.

Grammar Focus: Present Continuous Tense

Read the following description.

I **am explaining** you a melodramatic scene that **is going on** at present. I think I **am being** a little over critical. I feel I **am not sitting** in the theatre. A couple **is sitting** on a bench and they **are having** an argument. The husband **is trying** to persuade her that he is right and she **is doing** her best to make him believe that he is wrong. It doesn't sound all that funny but the dialogue **is** so obviously **relishing** their roles. Everyone **is sitting** quietly and **waiting** for the curtain to go up. The old lady in the next seat **is adjusting** her hearing aid. The fanfare **is playing** and then nothing happens. Ten minutes go by. The audience **is becoming** distinctly uncomfortable. Comments like: 'What on earth **is going on**?' 'Are we **seeing** another play?' and 'Is anybody **doing** anything about it?' The fanfare **is playing** again. I get the impression that someone **is tapping** my knees but then I realize that it's the woman in front who **is moving** around. Again there is silence and then the curtains open at last to reveal a worried looking manager who **is standing** in the middle of the stage.

In the given description, the coloured words are in present continuous tense. Present continuous tense describes the things that are happening or existing for a period of time without interruption. Let's observe the following table:

| Subject | Auxiliary Verb | | Main Verb | |
|---------------|----------------|--------------------------|-----------|---------|
| I | am | | drinking | coffee. |
| We, You, They | are | | drinking | coffee. |
| He, She | is | not | drinking | coffee. |
| I | am | not | drinking | coffee. |
| We, You, They | are | not | drinking | coffee. |
| Am | I | | drinking | coffee? |
| Are | we, you, they | | drinking | coffee? |
| Is | he, she | | drinking | coffee? |
| Affirmative | | Sub+is/am/are+ v4+obj | | |
| Negative | | Sub+is/am/are+not+v4+Obj | | |
| Interrogative | | Is/Am/Are+sub+v4+obj+? | | |

PRESENT CONTINUOUS TENSE IS USED:

- **for an action going on at the time of speaking.**
The boys are playing in the ground.
The vehicles are running on the way.
- **for an action that is planned or arranged to take place in the near future.**
My sister is arriving tomorrow.
We are going to Kathmandu next month.
- **for a long- term process and development.**
The climate of the world is altering.
The pollution in Kathmandu valley is increasing day by day.
- **for a changing situation.**
My health is getting worse.
It is getting older.
- **for a temporary action which may not be actually happening at the time of speaking.**
I am reading a book of Shakespeare.
I am writing a book on grammar.
I am living in an apartment.
I am taking computer classes this month.
- **after short expressions that draw attention like: Stop! Listen! Look! Don't disturb! Don't cross the road! After 'but today, but now', etc.**
Look! He is coming here.
Hurry up! The bus is leaving.
Do not make a noise! The child is sleeping.
They always go to school on foot but today, but now they are riding on bicycles.

- with the following adverbs:

now, still, at present, at the moment, at this time, this morning, afternoon, evening, nextday, week, month, year, soon, in the near future, tomorrow morning, etc.

They are walking on the road now.

He is still sitting under the tree.

I am going overseas in the near future.

We are organizing a party this evening.

Grammar Focus: Present Perfect Tense

Read the following dialogue.

Deepa: Have you seen the ski shop that's just **opened** new branch in the High Street?
Mina: Yes, I have. It **has opened** it recently, hasn't it? I **haven't been** in there yet.
Deepa: I went there yesterday. It's really good. Look! I **have bought** some gloves. It is good for skiing. **Have** you **skied** lately or not?
Mina: No, I **haven't skied** for ages actually. I've **got** some skis - I've **had** them for years. I used to ski a lot when I was younger.
Deepa: Where **have** you **gone** so far?
Mina: We **have been** to Austria many times.
Deepa: I've **been** to Scotland twice, but I've never **done** any skiing abroad. I'm really looking forward to going to Italy.

In the above given dialogue, the coloured words are in present perfect tense. The present perfect tense is the form of verb that expresses an action done in a period up to the present. Let's observe the following table:

| Subject | Auxiliary Verb | | Main Verb | |
|------------------|------------------|---------------------------|-----------|---------|
| I, We, You, They | have | | drunk | coffee. |
| He, She | has | | drunk | coffee. |
| I, We, You, They | have | not | drunk | coffee. |
| He, She | has | not | drunk | coffee. |
| Have | I, we, you, they | | drunk | coffee? |
| Has | he, she, it | | drunk | coffee? |
| Affirmative | | Sub+has/have+v3+obj | | |
| Negative | | Sub+has/have + not+v3+obj | | |
| Interrogative | | Has/Have+sub+/v3+obj+? | | |

PRESENT PERFECT TENSE IS USED:

- to denote a completed action in the recent past.
I have just finished the work. She has just come from London.
- to denote recent past actions which have results in the present.
She has played volleyball. (She is sweating)
I have cut my finger. (It's bleeding)
- with 'since + point of time or for + period of time' to denote an action beginning at sometime in the past and continuing up to the present moment.
I haven't known them for 10 years.
I have joined the class for two months.

- **to express interesting incidents or experiences.**

I have seen a one-horned rhino in jungle.

I have spent two months in South Korea.

I have read Harry Porter.

- **for a new information or recent happening.**

They have just arrived from the party.

The prime minister has resigned.

- **with the following adverbs:**

already, recently, always, ever, lately, never, not + yet, just, today, this morning, since, for, all the time, etc.

They have never seen the sea.

They have recently published the book.

I have not written the document yet.

- **This is the first time, it is the first time + Present Perfect.**

This is the first time I've joined computer classes.

It is the first time Dip has travelled by plane.

- **Present Perfect + Since + Simple Past.**

I haven't met Roman since he passed the SLC.

He hasn't studied anywhere since he missed the annual exam.

Grammar Focus: Present Perfect Continuous Tense

Read the following dialogue.

Mina: I shall have to go into hospital some time to have an operation on my leg.
Mohan: Are you on the waiting list?
Mina: Yes, I've been waiting for three years.
Mohan: Three years! That's awful! You've been suffering all that time.
Mina: Well, I have to use the wheelchair, that's all.
Mohan: They've been cutting expenditure, trying to save money. It's not right.
Mina: My son David has written to them three times. He's been trying to get me in quicker. I don't know if it'll do any good.

In the above given dialogue, the coloured words are in present perfect continuous tense. The present perfect continuous tense is the form of verb that expresses an action that started somewhere in the past and is continuing up to now to the present. The action might continue up to the future too. Let's observe the following table:

| Subject | Auxiliary Verb | | Auxiliary Verb | Main Verb | |
|------------------|----------------|-----|----------------|-----------|---------|
| I, We, You, They | have | | been | drinking | coffee. |
| He, She | has | | been | drinking | coffee. |
| I, We, You, They | have | not | been | drinking | coffee. |
| He, She | has | not | been | drinking | coffee. |

| | | | | | |
|---------------|------------------|------------------------------|------|----------|---------|
| Have | I, we, you, they | | been | drinking | coffee? |
| Has | he, she | | been | drinking | coffee? |
| Affirmative | | Sub+has/have+been+v4+obj | | | |
| Negative | | Sub+has/have+not+been+v4+obj | | | |
| Interrogative | | Has/Have+sub+been+v4+obj+? | | | |

- **Present perfect continuous tense is used for an action this began at some time in the past and is still continuing.**

I have been waiting her for six hours.

She has been living in this village since 2061 B.S.

- **'Since +point of time', 'for +period of time + now', 'all +present time: all this morning, afternoon, evening, all this week, month, years'.**

She has been practicing dance all this morning.

We have been studying here since our childhood.

- **Used with these verbs: stay, live, wait, work, sleep, read, etc.**

She has been reading for ten hours.

I have been teaching here since 2007.

Grammar Focus: Simple Past Tense

Read the following description.

I have just had a terrible weekend! On Saturday I **was** so tired that I **slept** all morning. When I **woke up** I **had** a headache and my throat **was** sore. My body **ached** all over. My nose **ran** and I **coughed** a lot. My mother **took** my temperature but I **did** not have a fever.

My mother **made** me some soup for lunch and I **had** it in bed. I **drank** some juice. I **tried** to read a book but I **couldn't** keep my eyes open. I **lay** in bed all afternoon. I **drifted** in and out of sleep. I **drank** more juice. I **felt** miserable all afternoon. I **didn't** want to do anything.

I **got** out of bed at dinner time. My parents **ordered** pizza for dinner and I **was** able to eat some of it. I **drank** more juice! I **felt** a bit better after dinner so I **stayed** up. I **snuggled** under a blanket on the couch and **watched** some TV with my parents. I **fell** asleep in front of the TV.

The next morning I **felt** better but now my mother **had** a cold! She **looked** miserable. It was her turn to be sick

In the above description, the coloured words are in simple past tense. The simple past tense is used to describe the completed actions in the past. Let's observe the following table:

| Subject | Auxiliary Verb | | Main Verb | |
|------------------|------------------|------------|--------------|----------------|
| I, We, You, They | | | drank | coffee. |
| He, She | | | drank | coffee. |
| I, We, You, They | did | not | drink | coffee. |
| He, She | did | not | drink | coffee. |
| Did | I, we, you, they | | drink | coffee? |
| Did | he, she | | drink | coffee? |

| | |
|----------------------|---------------------------|
| Affirmative | Sub+v2+obj |
| Negative | Sub+did+not+v1+obj |
| Interrogative | Did+sub+v1+obj+? |

SIMPLE PAST TENSE IS USED:

- **to denote an action completed in the past.**
Manu's father died of cancer last year.
They passed the exam in 1999.
- **to express past habits.**
We went to temple every day. (But not now)
Harry ran miles every morning.
- **to express the historic events.**
Chandra Shumsher Built Tri-Chandra College.
Devkota wrote Muna Madan.
- **with when clause.**
When his father came in, he started reading the book.
When the bell rang, the teacher entered into the classroom.

with the following adverbials:

Yesterday, ago, last night, week, day, month, year, century, in the past, in + past time, just now, a few minutes ago, long time ago, three days ago, when, while, until, before, after, once, as soon as, 2005, etc.

We saw a Giraffe yesterday.
They visited the Taj Mahal last year.

Grammar Focus: Past Continuous Tense

Read the following description.

Last night I went to Nathan Phillips Square at City Hall in Toronto. It was a beautiful summer evening. It was warm and sunny. Lots of people were there because of the Pan Am games celebrations. I stood and watched the crowd.

Many people **were sitting** by the water. Some people **were talking** with friends or family. Lots of people **were taking** pictures.

A band **was playing** music on the stage. People **were standing** by the stage. They **were listening** to the music. Others were watching the performance on large video screens. Everyone **was enjoying** the summer evening.

In the above given description, the coloured words are in past continuous tense. Past continuous tense describes the things that were happening or existing for a period of time without interruption in the past. Let's observe the following table:

| Subject | Auxiliary Verb | Main Verb | | |
|----------------------|-----------------------|------------------|-----------------|----------------|
| I | was | | drinking | coffee. |
| We, You, They | were | | drinking | coffee. |
| He, She | was | | drinking | coffee. |
| I | was | not | drinking | coffee. |

| | | | | |
|---------------|-------------------------|-----|----------|---------|
| We, You, They | were | not | drinking | coffee. |
| Was | I | | drinking | coffee? |
| Were | we, you, they | | drinking | coffee? |
| Was | he, she | | drinking | coffee? |
| Affirmative | Sub+was/were+v4+obj | | | |
| Negative | Sub+was/were+not+v4+obj | | | |
| Interrogative | Was/Were+sub+v4+obj+? | | | |

PAST CONTINUOUS TENSE IS USED:

- **to denote an action going at sometime in the past.**
He was washing clothes all morning yesterday.
It was raining all day yesterday.
- **to refer to a temporary situation in the past.**
Rica was living with her uncle.
They were taking extra classes.
- **with while clause.**
The phone rang while I was eating rice.
- **It often occurs with 'all +past time'**

all day yesterday, all last night , Sunday, week, month year, at this time yesterday, at this moment yesterday, etc.

I was travelling by plane at this time yesterday.

They were painting the fence all day yesterday.

Grammar Focus: Past Perfect Tense

Read the following description.

Yesterday, my parents had a large family dinner at their house. Getting ready for thanks giving dinner takes a lot of work.

The day started well and by late afternoon we **had completed** most of the work. Everyone **had helped** to make the meal a success. We **had put** the turkey in the oven earlier that day so the house was starting to smell like roast turkey. The grandchildren **had finished** setting the table for Thanks giving dinner. My aunt **had made** two pies for dessert, a pumpkin pie and an apple pie. My brother and I **had peeled** the carrots and the potatoes. We **had** just **turned on** the stove to start cooking the vegetables when the power went out! The oven stopped working! We couldn't cook the vegetables! The turkey wouldn't finish cooking! We waited. We talked. We went for a walk.

We **had waited** two hours by the time the power came back on. We **had** almost **given up** hope. Dinner was late that night but it was a thanksgiving dinner that we won't forget.

In the above given description, the coloured words are in past perfect tense. The past perfect tense is the form of verb that expresses an action done in a period in the past. Let's observe the following table:

| Subject | Auxiliary Verb | | Main Verb | | |
|------------------|--------------------|-----|-----------|---------|--|
| I, We, You, They | had | | drunk | coffee. | |
| He, She | had | | drunk | coffee. | |
| I, We, You, They | had | not | drunk | coffee. | |
| He, She | had | not | drunk | coffee. | |
| Had | I, we, you, they | | drunk | coffee? | |
| Had | he, she, it | | drunk | coffee? | |
| Affirmative | Sub+had+v3+obj | | | | |
| Negative | Sub+had+not+v3+obj | | | | |
| Interrogative | Had+sub+v3+obj+? | | | | |

- **Past perfect tense is used to denote an action completed before a certain moment in the past.**
I had met him in Kathmandu in 2005.
I had seen him last three years before.
- **It is also used to show which of two actions in the past happened earlier than the other.**
The boy went home after he had completed the work.
The boy had completed the work before he went home.
When he reached home, his father had been taken to hospital.
- **Simple past for 2nd action, past perfect for 1st action**
The thieves had run away when the police arrived.
- **As soon as +past perfect simple past (If two actions happen in the past one after another)**
As soon as I had completed my work, I went for dinner.

Grammar Focus: Past Perfect Continuous Tense

The past perfect continuous tense is the form of verb that expresses an action that started somewhere in the past and was continuing up some point of time in the past. Let's observe the following table:

| Subject | Auxiliary Verb | | Auxiliary Verb | | Main Verb | |
|------------------|-------------------------|-----|----------------|----------|-----------|--|
| I, We, You, They | had | | been | drinking | coffee. | |
| He, She | had | | been | drinking | coffee. | |
| I, We, You, They | had | not | been | drinking | coffee. | |
| He, She | had | not | been | drinking | coffee. | |
| Had | I, we, you, they | | been | drinking | coffee? | |
| Had | he, she | | been | drinking | coffee? | |
| Affirmative | Sub+had+been+v4+obj | | | | | |
| Negative | Sub+had+not+been+v4+obj | | | | | |
| Interrogative | Had+sub+been+v4+obj+? | | | | | |

This tense is used for an action that began at certain point in the past and continued up to that time.

When I came here two years ago, Mr. Aman had already been working there for six months. She had been trying to get him on the phone.

Grammar Focus: Simple Future Tense

The simple future tense is the time that will come after the present or the event that will happen then. Let's observe the following table:

| Subject | Auxiliary Verb | | Main Verb | |
|------------------|---------------------------|-----|-----------|---------|
| I, We, You, They | will | | drink | coffee. |
| He, She, It | will | | drink | coffee. |
| I, We, You, They | will | not | drink | coffee. |
| He, She It | will | not | drink | coffee. |
| Will | I, we, you, they | | drink | coffee? |
| Will | he, she | | drink | coffee? |
| Affirmative | Sub+shall/will+v1+obj | | | |
| Negative | Sub+shall/will+not+v1+obj | | | |
| Interrogative | Shall/Will+sub+v1+obj+? | | | |

- **This tense is used for an action that has still to take place.**
I will go to Kathmandu next week.
He will be married soon.
- **It is used with 'If clause'**
If it rains, I won't go to office.
If I pass the exam, I will have the job.
- **I (don't) think, I (don't) expect, I am sure, probably + simple future tense.**
I think, he will surely pass the exam.
I am sure they will win the match.
I don't think Raj will come to us.
- **It is used with the following time adverbials.**

soon, tomorrow, tonight, shortly, next time, day, week, month, year, in a few minutes, days, weeks, months, years, etc.

She will go to Bangladesh tomorrow.
I will finish this work in a couple of days.

Grammar Focus: Future Continuous Tense

The future continuous tense is the time that expresses an ongoing action at a certain point in the future. Let's observe the following table:

| Subject | Auxiliary Verb | | Main Verb | | |
|------------------|----------------|--|-----------|----------|---------|
| I, We, You, They | will | | be | drinking | coffee. |
| He, She | will | | be | drinking | coffee. |

| | | | | | |
|----------------------|-------------------------------------|-----|----|----------|---------|
| I, We, You, They | will | not | be | drinking | coffee. |
| He, She It | will | not | be | drinking | coffee. |
| Will | I, we, you, they | | be | drinking | coffee? |
| Will | he, she | | be | drinking | coffee? |
| Affirmative | Sub+shall/will+be+v4+obj | | | | |
| Negative | Sub+shall/will+not+be+v4+obj | | | | |
| Interrogative | Shall/Will+sub+be+v4+obj+? | | | | |

- **It is used for an action going on at some time in future.**
They will be reading books all the morning tomorrow.
- **It is used for future events that are planned.**
He will be talking to us next week.
- **It is used with following adverbials: at this time tomorrow, at this moment tomorrow, etc.**
I will be reading in the class at this time tomorrow.
We will be playing cricket at this moment tomorrow.

Grammar Focus: Future Perfect Tense

The future perfect tense is the form of verb that expresses an action completed before a particular point in the future. Let's observe the following table:

| Subject | Auxiliary Verb | | Main Verb | | |
|----------------------|---------------------------------------|-----|-----------|-------|---------|
| I, We, You, They | will | | have | drunk | coffee. |
| He, She | will | | have | drunk | coffee. |
| I, We, You, They | will | not | have | drunk | coffee. |
| He, She | will | not | have | drunk | coffee. |
| Will | I, we, you, they | | have | drunk | coffee? |
| Will | he, she | | have | drunk | coffee? |
| Affirmative | Sub+shall/will+have+v3+obj | | | | |
| Negative | Sub+shall/will+not+have+v3+obj | | | | |
| Interrogative | Shall/Will+sub+have+v3+obj+? | | | | |

- **It is used to indicate the completion of action by a certain future time.**
I will have finished the work by tomorrow.
By 2018, she will have passed the exam.
Before you go to see her, she will have left home.
I will have written a novel before March.
- **By + time, before + time, in + period of time.**
We will have finished our higher studies by 2020.
She will have finished painting before 2 o'clock.
Rona will have finished nursing in three years time.

Grammar Focus: Future Perfect Continuous Tense

This tense expresses a continued or ongoing action that will start in future and is thought to be continued till sometime in future.

| Subject | Auxiliary Verb | | Auxiliary Verb | Auxiliary Verb | Main Verb | |
|------------------|------------------|-------------------------------------|----------------|----------------|-----------|---------|
| I, We, You, They | will | | have | been | drinking | coffee. |
| He, She | will | | have | been | drinking | coffee. |
| I, We, You, They | will | not | have | been | drinking | coffee. |
| He, She | will | not | have | been | drinking | coffee. |
| Will | I, we, you, they | | have | been | drinking | coffee? |
| Will | he, she | | have | been | drinking | coffee? |
| Affirmative | | Sub+shall/will+have+been+v4+obj | | | | |
| Negative | | Sub+shall/will+not+have+been+v4+obj | | | | |
| Interrogative | | Shall/Will+sub+have+been+v4+obj+? | | | | |

- **'By, before + future time' and 'for+ period of time'**
By next year, she will have been teaching in the school for three years.
- **'In + period of time' and 'for + period of time'**
In two months, I will have been learning music for a year.

Grammar Focus: Going to Future Tense







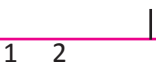





This tense expresses an action that is going to take place in near future.

Let's observe the following table:

| Subject | Auxiliary Verb | | Main Verb | | |
|---------------|----------------|-----------------------------------|-----------|-------|---------|
| We, You, They | are | | going to | drink | coffee. |
| I | am | | going to | drink | coffee. |
| He, She | is | | going to | drink | coffee. |
| We, You, They | are | not | going to | drink | coffee. |
| I | am | not | going to | drink | coffee |
| He, She | is | not | going to | drink | coffee |
| Are | we, you, they | | going to | drink | coffee? |
| Am | I | | going to | drink | coffee? |
| Is | he, she | | going to | drink | coffee? |
| Affirmative | | Sub+is/am/are+going to+v1+obj | | | |
| Negative | | Sub+is/am/are+not+going to+v1+obj | | | |
| Interrogative | | Is/Am/Are+sub+going to+v1+obj+? | | | |

- **Used to express intention.**
I am going to be a driver.
I am going to have three apples.
- **Used to describe that something is beyond our control.**
He is going to die.
The fence is going to fall.
- **Used for planned action.**
I am going out. I am going to post some letters.
- **Used without a time expression.**
She is going to lend me her raincoat.

Grammar Focus: Summary of All Tenses

| | | |
|--|--|--|
| SIMPLE | | |
|  She worked <u>yesterday</u> . |  She works <u>everyday</u> . |  She will work <u>again tomorrow</u> . |
| PROGRESSIVE | | |
|  She was working <u>at 9 AM this morning</u> . |  She is working <u>right now</u> . |  She will be working <u>at 6 PM tonight</u> . |
| PERFECT | | |
|  When she retired, she had worked all her life. |  So far, she has worked all her life. |  When she retires, she will have worked all her life. |
| PERFECT PROGRESSIVE | | |
|  When she retired, she had been working for 40 years. |  She has been working for 40 years. |  When she retires, she will have been working for 40 years. |

Grammar Focus: Tense Contrasts

- A. **When+ simple present, simple present/future**
First action-when clause
Second action-main clause that is the result of first action

When the teacher goes to the class, the students stand up.
When I let student play, they will be happy.

B. When + simple past, past continuous

First action-main clause that has already been started

Second action-when clause that interrupts the first action

When the teacher entered the class, the students were playing.
He telephoned me, when I was reading.

C. When/by the time+ simple past, past perfect

First action-main clause in which one action had already completed before another started

Second action-when clause

When the teacher entered the class, the students had already left.
By the time I reached the station, the train had already gone.

D. While + past continuous , simple past

First action-while clause

Second action-main clause

While it was snowing, they started their expedition.
While they were discussing, I left for home.

E. Simple past + after, that, what, as soon as + past perfect

First action-another clause

Second action-main clause

He arrived at the station after the train had gone.
He started crying as soon as he had heard of his father's death.

F. Past perfect + by the time, before, until + simple past

First action-main clause

Second action-another clause

The train had gone before he arrived at the station.
The patient had died before the doctor arrived there.

G. If/unless + simple present, simple future: to talk about particular time in future

If he does n't study, he'll fail the exam.
Unless you write to me, I won't write to you.

H. As/when +simple past, simple past: one action caused another action

As I scolded him, he started crying.
When I saw the principal, I ran away.
She fell down when I pushed her.

I. While + past continuous, past continuous: two actions are happening at the same time

While I was studying, my brother was watching TV.
The class was going on while I was playing in the ground.

J. Going to/Present Continuous + time word

It is often possible to use either tense:

I'm **seeing** them tomorrow. I'm **going to see** them tomorrow.

The **going to** future is very common, especially in conversation.

If there is doubt about which of the two futures to use, it is better to use **going to**. With the verbs **go** and **come**, it is better to use the present continuous. Present continuous + time word is generally used for plans arranged for a particular time in the future.

Grammar Focus: Common Errors

| Incorrect | Correct |
|--|--|
| The ship drowned . | The ship sank. |
| There is only blue jelly beans left. | There are only blue jelly beans left. |
| He said that honesty was the best policy . | He said that honesty is the best policy. |
| Teacher said that the earth revolved around the sun . | Teacher said that the earth revolves around the sun. |
| I am so weak that I may not walk. | I am so weak that I cannot walk. |
| Tell me why are you abusing him. | Tell me why you are abusing him. |
| I wonder why don't you listen to me. | I wonder why you don't listen to me. |
| Alice as well as her sisters are beautiful. | Alice as well as her sisters is beautiful. |
| I am ill for two weeks. | I have been ill for two weeks. |
| I am waiting since morning. | I have been waiting since morning. |
| The economy grows again this year. | The economy is growing again this year. |
| They build a home next to mine. | They are building a home next to mine. |
| I had seen him yesterday. | I saw him yesterday. |
| I would want to buy a car if I got my raise. | I want to buy a car. |
| The doctor concluded that the man died twelve hours ago . | The doctor concluded that the man had died twelve hours ago. |
| We had gone to the pictures last night. | We went to the pictures last night. |
| I had been to New York recently. | I went to New York recently. |
| See that you will not do any damage. | See that you do not do any damage. |

A. Change the following sentences into different aspects of tense.

| Tense | Sentences | Sentences |
|----------------------------|-----------------------|----------------------------|
| Simple Present | Krishal drives a car. | Krishala teaches students. |
| Present Continuous | | |
| Present Perfect | | |
| Present Perfect Continuous | | |
| Simple Past | | |
| Past Continuous | | |
| Past Perfect | | |
| Past Perfect Continuous | | |
| Simple Future | | |
| Future Continuous | | |
| Future Perfect | | |
| Future Perfect Continuous | | |

B. Change the following sentences into different aspects of tense.

| Tense | Sentences | Sentences |
|----------------------------|--------------------------|--------------------------|
| Simple Present | The workers plant trees. | Mr. Rai works in office. |
| Present Continuous | | |
| Present Perfect | | |
| Present Perfect Continuous | | |
| Simple Past | | |
| Past Continuous | | |
| Past Perfect | | |
| Past Perfect Continuous | | |
| Simple Future | | |
| Future Continuous | | |
| Future Perfect | | |
| Future Perfect Continuous | | |

C. Change the following sentence into different aspects of tense

| Tense | Sentences | Sentences |
|----------------------------|-------------------------|---------------------|
| Simple Present | Min polishes his shoes. | The dog eats bones. |
| Present Continuous | | |
| Present Perfect | | |
| Present Perfect Continuous | | |
| Simple Past | | |
| Past Continuous | | |
| Past Perfect | | |
| Past Perfect Continuous | | |
| Simple Future | | |
| Future Continuous | | |
| Future Perfect | | |
| Future Perfect Continuous | | |

D. Supply correct tenses to complete these sentences.

These monkeys (like) bananas?
Denish (not collect) stamps.
The earth (go) around the sun.
It often (snow) in winter.
We (wash) our hands with water.
They (eat) three meals a day.
He (type) very fast?
Lavish (work) at the court.
Babies (sleep) during the day?
He (always make) the same mistake.
Listen! The baby (cry) now.
It (rain) now for an hour.
She generally (sing) in Hindi.
Don't cross the road! The bus (come).
We (learn) something at this moment.
Everyone (make) mistakes.
Winter (not come) after spring.
Pemba (speak) English very well.
My dog (bark) very loudly.
Ram (still sleep). He is sick.
Look! Somebody (knock) at the door.
Don't speak! He (read) a story book.
My study (go) well gradually.
Ram (live) in a flat for three months.
Hurry up! It (get) late.
Wait! A bus (come).
Karma (study) science in the university.
My parents (arrive) tomorrow.
Menuka (not try) to disturb other.
Eagles (fly) high in the sky.
My mother (cook) our meals.
Rubin (always wear) glasses.
Ducks (love) water.

They (not go) to school everyday.
The children (go) to bed at eight o'clock.
Rohit (leave) the office every day at five.
I'm sorry I can't talk to you now. I (go) out.
They (work) in London at the moment?
Suk Dev (drive) to the office every day?
The students (go) to the seashore now.
John (listen) to the radio at the moment?
Your parents (sit) in the garden now?
(They ever live) in a foreign country?
They (meet) the President.
I (never be) to Biratnagar.
She (go) home three days ago.
I (meet) Mr. and Mrs. Regmi.
She (start) school in 1984.
He (see) the film before.
(You be) to Amargadi fort?
The film (start) every night at eight o'clock
They (not go) to the cinema very often.
(You go) into the office every month?
I (not study) at the moment.
I (buy) some new clothes last week.
What time (they come) last night?
I (not understand) his question.
I (think) he was wrong.
(You eat) a lot at the party?
I (not catch) the bus this morning.
I (forget) my keys yesterday.
(They tell) you about the meeting?
Peter (do) the washing-up last night.
They (not drink) anything at the disco.
I (put) your suitcase in your bedroom.
We (not know) it was your birthday.

E. Supply correct tenses to complete the following sentences.

The sun (rise) in the east.

The children (not go) to school by bus.

Yamuna (enjoy) singing.

Jeevan (not lend) me his bike.

He (never agree) to your idea.

You (never see) your money again.

What's the matter? I (talk) to the doctor.

I (not get up) at 7:00 am every morning.

Pratik (talk) to Surya now.

I (see) this film twice before.

They (work) in the restaurant now.

She (listen) to the radio at the moment.

She (never work) in an office so far.

I (never be) in an aeroplane before.

(He ever be) to Ganga Jamuna Waterfalls?

(You met) my parents?

(You ever work) in the theatre?

(You see) that new film about aliens?

We (never be) abroad so far.

They (never see) a policeman before.

(You see) the film on TV last night?

When (you arrive) in Budhathum?

John (be) to Germany before.

(You read) this novel before?

I (not see) him yesterday.

(You hear) their new record?

I (not know) about the disco last night.

I (read) that book three times.

She already (act) in films.

I (go) to the zoo tomorrow.

(You go) to the office yesterday?

(You ever be) to Ramechhap?

You (go) to work by car?

I (not watch) television every night.

I (not watch) television at this moment.

We (see) our parents every week.

(You listen) to the radio now?

I (work) here for seven years.

This is the nicest restaurant I (ever see).

Three people (leave) the company this week.

I (already write) three letters.

These boys (play) since morning.

I (never see) that film before.

Someone (knock down) your front gate.

It's the first time I (be) here.

You (not eat) Indonesian food.

You (not do) your homework yet.

This is the fourth time he (damage) my car.

You a shave! (have)

She's got the best voice I (ever hear).

She (just go out).

He (wait) here since eight o'clock.

The PM (ask) for a meeting.

This is the first time I (be) on a plane.

I'm sorry; she's gone to her home. (already)

I have done my homework. (not yet)

I already (tell) her about it.

You (just miss) her.

We (walk) for three hours.

At the age of 30, I (visit) Japan twice.

F. Supply correct tenses to complete the following sentences.

- | | |
|---|---|
| I (leave) the office early last night. | I (not finish) my work yet. |
| The company (not give) you holiday. | He (already say) about his father. |
| I never (go) anywhere by plane until now. | I (not explain) you yet. |
| I (work) here for six years. | Have you got your passport? (already) |
| I (live) here for three months. | He's told me that he's got the bag. (just) |
| I (work) in this factory since 2005. | What (you do) today? I (play) tennis. |
| He (be) abroad for five years. | How long (you study) English? |
| Ramit (live) here since he was a child. | Oh, Dinesh! I (look) for you! |
| I (live) here since childhood. | Parbat (live) here for twenty-five years. |
| I (know) them for years. | I'm tired. We (walk) all day. |
| We (practise) basketball for three months. | How long (you learn) to drive? |
| I (study) maths for 3 years but then I left. | I (wait) here for ages. |
| She (work) for me since she left school. | She's stressed because she (work) too hard. |
| We (have) two holidays this year. | They (watch) football since three o'clock.' |
| I (live) here since I was a little girl. | Why (you see) them so much recently? |
| He (be) in prison now for three years. | They look exhausted. What (they do)? |
| I (not see) him since he left the office. | I should pass the exam. I (study) for weeks. |
| I (not see) her for several years and then I met her again. | Where (be) Ram (go) when we (talk) with him? |
| We (live) in Budhathum for a long time | I (just speak) to your mother on the phone. |
| I (work) here since I was eighteen. | She (take) rest since morning. |
| When (you) phone her? | I (be) there by the end of this month. |
| (They not) stay very long. | He (pay) his fee when he (save) up money. |
| What (you) say to your father? | When I (make) tea, I served it to the guests. |
| I (not pay) anything. | He (work) in school for 10 years. |
| Raj rarely (drink) at the party. | They called me when I (read). |
| Nir fell down when I (push) him. | When I saw the dog, I (run) away. |
| Did you (meet) her at the party? | She often (go) to temple. |
| He (just get) his bag. | You (already get) your passport. |

G. Supply correct tense to complete these sentences.

- | | |
|---|---|
| We (play) tennis tomorrow. | He (lose) his calculator. It is not in his bag. |
| She (live) in Manang for a few months. | He (fly) to Hong Kong next month. |
| (Your parents) have a holiday this year? | While they (go) home, they saw an accident. |
| They (borrow) some money from the bank. | He denied that he (steal) those apples. |
| When it rained, he (listen) to the music. | He talks as if he (know) everything. |
| I (not eat) there again. | He told us that he (go) to Palpa for a holiday. |
| I (open) the window for you. | I (live) there since 2010. |
| John (phone) your office for you. | I (look) at the picture for 30 minutes. |
| While I (be) writing, he asked me to help. | I (phone) Amrita but she (go) out to lunch. |
| I'm sure he (not be) late. | While (travel) on the bus I met my wife. |
| I think she (be) in her home next week. | He (be) to Europe by 2030. |
| While they were planting rice it (rain) hard. | We (write) a poem at this time yesterday. |
| (There be) a lot of people at the meeting? | My father (come) tomorrow. |
| What time (the race start?) | He barely (walk) fast. |
| By the time we reached home, it (be) dark. | I (just arrive) from the station. |
| My bag (be) very beautiful. | I (not be) to Pokhara so far. |
| He (not come) back if it rains. | She (just come) from school. |
| Mina (go) out an hour ago. | She (be) in Canada last year. |

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|--------------|--|
| 1. facetious | burning |
| 2. fallible | a long narrow strip of sea between high cliffs |
| 3. fiasco | a rapid series of objects that are thrown |
| 4. forebode | too generous in praising or thanking somebody |
| 5. fuchsia | the main part of an aircraft in which passengers and goods are carried |
| 6. fulsome | a small bush with flowers in two colours |
| 7. fuselage | able to make mistakes or be wrong |
| 8. fusillade | debacle, disaster |
| 9. fiery | foretell, predict |
| 10. fiord | tongue in cheek, teasing |

Look at the following sentences.

| DIRECT SPEECH | REPORTED SPEECH |
|--|---|
| 'I hate you,' Kabindra whispered. | Kabindra whispered that he hated him. |
| The man shouted at the dog. 'Go home!' | The man shouted at the dog to go home. |
| 'Did you find it in the tunnel?' she asked. | She asked whether he had found it in the tunnel. |
| 'Let's find the others,' he suggested. | He suggested to find the others. |
| 'That's not fair,' he exclaimed. | He exclaimed that it was not fair. |
| He asked, "How did you know?" | He asked her how she had known. |
| He said, "Mending walls is a specialist occupation." | He said that mending walls was a specialist occupation. |

Do you Know?

We use reported speech when we are saying what other people say, think or believe. It is used to repeat what someone had previously said. The two ways of narrating are direct speech and indirect speech.

Speaking Practice

Answer these questions based on the given sentences.

- What are the two ways of narrating?
- What is direct speech?
- What is indirect speech?
- What punctuation marks are used in the direct speech?
- What punctuation marks are used in the indirect speech?
- How many parts does a direct speech have?
- How many parts does an indirect speech have?

Listening Practice

Repeat these sentences after your teacher.

| Direct Speech | Indirect Speech |
|--------------------------------------|---|
| He said, "I am busy now". | He said that he was busy then. |
| I said, "I am working here". | I said that I was working there. |
| You said, "I have got it today". | You said that you had got it that day. |
| We said, "We saw a tiger yesterday". | We said that we had seen a tiger the day before. |
| She said, "I was singing last week". | She said that she had been singing the week before. |
| Raj said, "I had called you here". | Raj said that he had called me there. |
| Tej said, "I will see you tomorrow". | Tej said that he would see us the next day. |
| Prem said, "I can do it right now". | Prem said that he could do it right then. |
| Ram said, "I may be sick tomorrow". | Ram said that he might be sick the nextday. |
| Prem said, "I must do it myself". | Prem said that he had to do it himself. |

Quick Tip: The sentences in the direct speech have two parts. One is separated with comma (,) and the other one is enclosed with the inverted comma (“...”) e.g. He said, “I love my nation.” Direct (the 1st part separated with the comma is called the **reporting** part or verb and the 2nd part is known as the **reported**) speech.

Grammar Focus: Changes in Reported Speech

1. Tense Change

| S.N | Direct Speech | Indirect Speech |
|-----|-----------------------------|----------------------------------|
| 1. | Simple present | Simple past |
| 2. | Present continuous | Past continuous |
| 3. | Present perfect | Past perfect |
| 4. | Simple past | Past perfect |
| 5. | Past continuous | Past perfect continuous |
| 6. | Will/shall/can/may | Would/should/could/might |
| 7. | Will/shall/can/may+have+v3 | Would/should/could/might+have+v3 |
| 8. | Has to/have to + v1 | Had to + v1 |
| 9. | Do not/does not+v1 | Did not+v1 |
| 10. | Must | Had to |
| 11. | Would/should/could/might | No change |
| 12. | Had + v3 | No change |
| 13. | Had better/ought to/used to | No change |
| 14. | Universal truth | No change |

2. Adverbial Change

| S.N | Direct Speech | Indirect Speech |
|-----|--------------------------|---------------------------------|
| 1. | this | that |
| 2. | these | those |
| 3. | here | there |
| 4. | today | that day |
| 5. | now/just | then |
| 6. | thus | so |
| 7. | hence | thence |
| 8. | tomorrow | the following day/the next day |
| 9. | yesterday | the previous day/the day before |
| 10. | next day/week/month | the following day/week/month |
| 11. | the day before yesterday | two days ago |
| 12. | last week/month/year | the week/month/year before |
| 13. | ago | before |

| | | |
|-----|---------|------------|
| 14. | hither | thither |
| 15. | tonight | that night |
| 16. | come | go |

3. Person Change

| Person | Subjective case | Objective case | Possessive | Self-forms | |
|--------|-----------------|----------------|------------|------------|-----------------------|
| 1st | I | Me | My | Mine | Myself |
| | We | Us | Our | Ours | Ourselves |
| 2nd | You | You | Your | Yours | Yourself Yourselves |
| 3rd | She | Her | Her | Hers | Herself |
| | He | Him | His | His | Himself |
| | It | It | It | Its | Itself |
| | They | Them | Their | Theirs | Themselves |

4. Reporting Verbs and Joining Words Change

| S.N | Reported speech | Reported speech | Joining words |
|-----|-----------------|-----------------------------|----------------|
| 1. | statement | told/said | that |
| 2. | request | asked/requested | to/not to |
| 3. | command | told/said/ordered/commanded | to/not to |
| 4. | yes/no question | asked/enquired/questioned | if/whether |
| 5. | wh- question | asked/enquired/questioned | wh- words |
| 6. | exclamation | asked/exclaimed | that/wh- words |
| 7. | optative | wished/blessed/cursed | that |

5. Punctuation Mark Change

"" (Inverted comma), ? (Question mark), ! (Exclamation mark) and, (comma)-full stop (.)

Look at this sentence.

Direct: He said to me, "I am sleeping now".

Indirect : He told me that he was sleeping then.

Changes

1. reporting verb: said to - told
2. conjunction - that
3. pronoun - I - he
4. tense - am - was
5. adverbial: now - then
6. punctuation: comma, inverted comma - full stop

Grammar Focus: Different Types of Sentences

1. Universal Truths

| Direct Speech | Indirect Speech |
|---|---|
| He told us, "The world is round." | He told us that the world is round. |
| Partita said, "The sun rises in the East." | Partita said that the sun rises in the East. |
| My father said, "We are mortal". | My father said that we are mortal. |
| He said, "Time and tide waits for none" | He said that time and tide waits for none. |
| Dina said, "Asia is the largest continent." | Dina said that Asia is the largest continent. |

2. Conditionals II and III

Active: Kushal said to me, "If I were you, I would fly high in the sky".

Passive: Kushal told me that if he were me, he would fly high in the sky.

Active: Lakesh said, "If I had done well, I would have scored better in exam".

Passive: Lakesh said that if he had done well, he would have scored better in exam.

However, tense is changed in case of conditional I.

Active: Gagan said, "If you request Hem, he may solve your problem".

Passive: Gagan said that if I requested Hem, he might solve my problem.

3. Assertive Sentences

If the reporting verb (said, said to, asked) is in the past tense, the speech is changed into past tense.

| Direct Speech | Indirect Speech |
|---|--|
| <i>said, said to</i> | <i>said, told</i> |
| Peter said, "I work in the garden." | Peter said that he worked in the garden. |
| Peter said, "I'm working in the garden now." | Peter said that he was working in the garden then. |
| Peter said, "I have worked in the garden." | Peter said that he had worked in the garden. |
| Peter said, "I have been working in the garden." | Peter said that he had been working in the garden. |
| Peter said, "I worked in the garden yesterday." | Peter said that he had worked in the garden the day before. |
| Peter said, "I was working in the garden." | Peter said that he had been working in the garden. |
| Peter said, "I had worked in the garden." | Peter said that he had worked in the garden. |
| Peter said, "I had been working in the garden." | Peter said that he had been working in the garden. |
| Peter said, "I will work in the garden tomorrow." | Peter said that he would work in the garden the following day. |
| Peter said, "I can work in the garden." | Peter said that he could work in the garden. |

| | |
|---|---|
| Peter said, "I may work in the garden." | Peter said that he might work in the garden. |
| Peter said, "I would work in the garden." | Peter said that he would work in the garden. |
| Peter said, "I don't work in the garden". | Peter said that he didn't work in the garden. |
| Peter said, "I have to work in the garden". | Peter said that he had to work in the garden. |

The verb tense remains the same in reported speech if the reporting verb (introductory verb) is in present or future tense.

Active: Kiran says, "The house is ready for settlement".

Passive: Kiran says that the house is ready for settlement.

Active: Ram will say, "I will call you".

Passive: Ram will say that he will call me.

Active: Alan has said, "I have completed the task".

Passive: Alan has said that he has completed the task.

4. Modal Verbs

| Direct Speech | Indirect Speech |
|---|---|
| He said, "I can drive an auto" | He said that he could drive an auto. |
| Krishal said to me, "I may buy a car". | Krishal told me that he might buy a car. |
| They said, "You must work hard". (necessity) | They said that I had to work hard. |
| My sister said to me, "You must obey your elders". (duty/law/truth) | My sister told me that I must obey my elders. |
| He said to me, "I shall appreciate it". | He told me that he should appreciate it. |
| The students said, "We would apply for visa" | The students said that they would apply for visa. |
| Bibek said, "I could run faster" | Bibek said that he could run faster. |
| Dipendra said to me, "I might meet him" | Dipendra told me that he might meet him. |
| She told us, "We should be really glad". | She told us that they would be really glad. |

However, shall and should with first person pronoun (I, we) change into would.

Active: Kabindra said to me, "I shall do it for you".

Passive: Kabindra told me that he would do it for me.

Active: The workers said, "We should be proud of you".

Passive: The workers said that they would be proud of me.

5. Interrogative Sentences

| Direct Speech | Indirect Speech |
|------------------------------------|--|
| <i>asked, said to, said</i> | <i>asked, enquired of, questioned, interrogated, wanted to know</i> |
| He said, "Do you speak English?" | He asked me if I spoke English. |

| | |
|--|---|
| He said, "Does he play football?" | He asked me if he played football. |
| He said, "Did you watch that movie yesterday?" | He asked me if I had watched that movie the day before. |
| He said, "Is it raining?" | He asked if it was raining. |
| He said, "Are you British or American?" | He asked me whether I was British or American. |
| He said, "Were you present in the program?" | He asked if I had been present in the program. |
| He said, "Has he invited you in the party?" | He enquired if he had invited me in the party. |
| He said, "Have you got a computer?" | He wanted to know whether I had a computer. |
| He said, "Can you type?" | He asked if I could type. |
| He asked me, "How old is your mother?" | He asked me how old my mother was. |
| The mouse said to the elephant, "Where do you live?" | The mouse asked the elephant where she lived. |
| She asked, "What time does the train arrive?" | She asked what time the train arrived. |
| She asked, "When can we have dinner?" | She asked when they could have dinner. |
| The elephant said to the mice, "Why are you so small?" | The elephant asked the mice why they were so small. |
| "Will you come?" she asked me. | She asked me if/whether I would come. |

6. Imperative Sentences

| Direct Speech | Indirect Speech |
|---|---|
| said, said to | ordered, commanded, advised, suggested, requested, prayed, begged, persuaded, warned |
| He said to me, "Write carefully!" | He told me to write carefully. |
| I said to Paban, "Close the window". | I told Paban to close the window. |
| The General said to the soldiers, "Be ready to attack". | The General commanded the soldiers to be ready to attack. |
| Mother said to me, "Don't fight with your sister". | Mother told me not to fight with my sister. |
| He said to me, "Get on with your homework." | He told me to get on with my homework. |
| Miss Lee said to Alan, "Don't be late again tomorrow." | Miss Lee warned Alan not to be late again the next day. |

| | |
|--|--|
| The beggar said, "Lady, give me some food to eat." | The beggar begged the lady to give him some food to eat. |
| "Get up!" he said to me. | He told me to get up. |
| "Don't smoke," the doctor warned my father. | The doctor warned my father not to smoke. |
| "Leave the room," he told John. | He told John to leave the room. |
| "Don't give up," the teacher told her students. | The teacher told her students not to give up. |
| He said to me, "Don't hesitate". | He persuaded me not to hesitate. |

7. Optative Sentences

| Direct Speech | Indirect Speech |
|--|---|
| said, said to | said, told, prayed, blessed, wished, bade |
| He said to me, "May you pass in the exam!" | He wished me that I might pass in the exam. |
| She said to Rita, "May you fall soon!" | She cursed Rita that she might fall soon. |
| He said to her, "Good bye, madam!" | He bade her goodbye. |
| Mother said to me, "May you get success!" | Mother blessed me for success. Mother blessed me that I might get success. |
| She said to me, "May you prosper." | She wished me that I might prosper. |

8. Exclamatory Sentences

| Direct Speech | Indirect Speech |
|---|--|
| said, said to | cried, exclaimed, applauded, confessed or bade |
| He said, "Hurrah! My father has come". | He exclaimed with joy that his father had come. |
| She said, "Alas! Rita died". | She expressed her sorrow that Rita had died. |
| He said, "What a beautiful present it is!" | He exclaimed with joy that it was a beautiful present. |
| Gita said, "Alas! How foolish I have been." | Gita confessed with regret that she had been very foolish. |
| Anita said to me, "Congratulation!" | Anita congratulated me. |
| I said to him, "Thank you!" | I thanked him. |

9. Hopes, Intentions and Promises

| Direct Speech | Indirect Speech |
|---|---|
| said, said to | promised, hoped, threatened |
| He said, "I'll pay you the money tomorrow." | He promised to pay me the money the next day. He promised that he would pay me the money the next day. |
| He said, "I'll be back by lunchtime." | He promised to be back by lunchtime. He promised that he would be back by lunchtime. |

| | |
|--|---|
| They said, "We should arrive in London before nightfall." | They hoped to arrive in London before nightfall. They hoped they would arrive in London before nightfall. |
| He said, "Give me the keys to the safe or I'll shoot you!" | He threatened to shoot me if I didn't give him the keys to the safe. He threatened that he would shoot me if I didn't give him the keys to the safe. |

10. Requests and Suggestions

| Direct Speech | Indirect Speech |
|---|---|
| said, said to | suggested, warned, asked, advised, invited, begged, taught, forbade, urged |
| The doctor said to me, "Stop smoking!" | The doctor advised/suggested me to stop smoking. |
| She said, "Could you please be quiet," | She asked/requested me to be quiet. |
| Dad said to David, "Please help me washing the dishes." | Dad asked/requested David to help him by washing the dishes. |
| Jack said to Maggie, "Please Jack don't tell anyone my secret!" | Jack begged Maggie not to tell anyone his secret. |
| She said, "Sugar, please." | She asked for the sugar. |
| He said, "Could I have three kilos of onions?" | He asked for three kilos of onions. |
| She said, "Why don't you get a mechanic to look at the car?" | She suggested that I should get a mechanic to look at the car. |
| "Please, revise for the test," he said. | He urged me to revise for the test. |
| Our teachers said to us, "Don't follow that bad company". | Our teachers advised/ forbade/prohibited us not to/to follow that bad company. |
| She said, "Please help me". | She requested to help her. |
| I said to him, "Please guide me how these sentences are changed". | I requested/asked him to guide me how those sentences were changed. |
| "Put on your coat," I said to him. | I advised him to put on his coat. |
| "You had better hurry Ashok" she said. | She advised Ashok to hurry. |
| She said, "You ought to love your parents". | She advised me to love my parents. |

11. Offers

| Direct Speech | Indirect Speech |
|--|---|
| said, said to | suggested, ordered, urged, advocated, requested |
| He said, "Let's leave the container at the station". | He suggested leaving the container at the station. He suggested that they should leave the container at the station. |

| | |
|---|--|
| She said, "Let's stop now and finish it later". | She suggested stopping then and finishing it later. She suggested that they should stop then and finish it later. |
| The strike leaders said to the workers, "Let's show the bosses that we are united". | The strike leaders urged (advocated/advised) the workers to show the bosses that they were united. |
| He ordered, "Let the guards be armed". | He ordered that the guards should be armed. |
| They said to the teacher, "Let us come in, sir". | They requested to the teacher to let them go in. |
| He said to me, "What shall I do for you?" | He asked what he should do for me. |

12. Miscellaneous Sentences

| Direct Speech | Indirect Speech |
|---|---|
| He says, "Meet me at the station." | He says that we are to meet at the station. |
| He said to me, "You might visit the zoo". | He requested me to visit the zoo. |
| He said, "If she leaves the house, follow her". | He said that if she left the house I was to follow her. |
| He said to me, "Open the door, will you?" | He told/asked me to open the door. |
| "We are doing exercises," he explained. | He explained that they were doing exercises. |
| "I have broken the window," he admitted. | He admitted that he had broken the window. |
| "I have been waiting since morning," he complained. | He complained that he had been waiting since morning. |
| "She went to Rome," I thought. | I thought that she had gone to Rome. |
| He said, "I wish they were in Greece." | He said that he wished they were in Greece. |
| Mike said, "I would rather fly." | Mike said that he would rather fly. |
| He said to me, "They had better go." | He suggested that they had better go. |
| "I will come on Sunday," he reminded me. | He reminded me that he would come on Sunday. |
| "I may write to him," she promised. | She promised that she might write to him. |
| He said, "I must wash up." | He said that he had to wash up. |
| He said to me, "I needn't be at school today." | He told me that he needn't be/didn't have to be at school that day. |
| He said, "We must do it in June." | He said they had to do it in June. |
| He said, "You must be tired after such a trip." (certainty) | He said we must be tired after such a trip. |

Grammar Focus: Common Errors

| Sentence | Incorrect | Correct |
|---|---|---|
| He said, "The sun gives us light". | He said that the sun gave us light. | He said that the sun gives us light. |
| He said, "Man is mortal". | He said that man was mortal. | He said that man is mortal. |
| Ram says, "I am fine". | Ram says that he was fine. | Ram says that he is fine. |
| He said to me, "What shall I do for you?" | He asked me what he should do for me. | He asked me what he would do for me. |
| He said, "I shall work hard". | He said that he should work hard. | He said that he would work hard. |
| He will say, "I will call you later". | He will say that he would call me later. | He will say that he will call me later. |
| He has said, "I have given up". | He has said that he had given up. | He has said that he has given up. |

A. Change these sentences into indirect speech.

- Aastha said to me, "I am busy now".
- Aayush said to me, "I am writing an essay".
- Abhishek said to me, "I have brought a new camera today".
- Abin said to me, "I have been studying here since my childhood".
- Abishek said, "I wrote a letter yesterday".
- Anisha said, "I was visiting a park at this time last week".
- Anju said to Rashila, "I had completed my work before I fell off the wall".
- Anjush said to us, "I will give you a grand party tonight".
- Anudit said to us, "I can solve this problem right now".
- Anuj said to Niraj, "I could ride a bicycle during my stay in Kathmandu".
- Anup said, "We should be serious now. The exam is approaching near."
- Anupam said to Amrita, "I shall buy this gift for you".
- Arbin said to Sangam, "I may call you tomorrow".
- Ashish said to me, "I might be sick if I didn't do exercise".
- Ayush said to us, "I would come if you invited me".
- Batshal said to us, "I must be quite conscious now".
- She said to me, "I am feeling bored now".
- He said to me, "We were at the concert yesterday".
- I said, "I had seen that accident".
- You said, "We must help the poor".

B. Change these sentences into indirect speech.

1. Bibash said to his father, "I ought to revise all the lessons".
2. Bibek said to his mother, "You need not worry about me".
3. Bishal said, "I have to submit this project tonight".
4. Denga said to us, "We'd better go for an educational tour".
5. Durgesh said to us, "I'd rather prefer coffee but I like to drink tea now".
6. Eroj said to his friends, "Let's organize a grand party tomorrow".
7. Grishma said to her sister, "Will you help me with this problem?"
8. Hichan said to her mother, "Are you preparing food for me?"
9. Jeevan said to his brother, "Why don't you let me go to play football?"
10. Jonas said to his mother, "What have you thought about my further studies?"
11. Kabindra said to his English teacher, "Would you please repeat the lesson for me?"
12. Kapil said to his mother, "You did not wash my clothes yesterday?"
13. Kristina said to Susmita, "Come here soon".
14. Kushal said to Eroj, "May you be succeeded".
15. Labish said to me, "Don't scold me all the time".
16. Lakesh said to his mother, "May I watch TV for an hour?"
17. Lokendra said to his mother, "Don't try to convince me".
18. Man Mulya said to Sijan, "May you worsen soon".
19. Mandil said to us, "How about going to cinema today?"
20. Manish said, "Please help me".
21. Manoj said to us, "What a cute baby there is!"
22. Milan said to him, "What a lazy boy you are!"
23. Nawa Raj said to Durgesh, "What an insincere decision you have taken!"
24. Nikesh said, "What a difficult problem it is!"
25. Nilam said, "The food was not cooked properly."
26. Niraj said to the passengers, "Your safety-belt has not been fastened properly".
27. Nisha asked, "Hasn't the bus from Budhathum arrived yet?"
28. The teacher said to the students, "Imitate my pronunciation if you want to speak well."
29. Om sir said, "There will be a test next Monday."
30. Nitesh told Manoj, "Go and see your English teacher. He will tell you what to do."
31. Priyanka suggested, "Let's call on Harish".
32. Puja told the visitor, "My mother is not at home. She has gone to visit her sister."
33. Rachana said, "Why are you going to the market again, Grisma?"
34. Try to do it by yourself," Rajan said to me.
35. Ramesh said to me, "You are too young to register for National Service."
36. Rashila says, "I haven't got any problem till now."
37. Reema told them, "The game hasn't started yet".
38. Ribi said, "The birds have started to eat the bananas."
39. Rikesh said, "The parcel was sent two days ago."
40. She said, "I have to work hard".

C. Change these sentences into indirect speech.

1. "We want these flowers," they said.
2. "When you see Bob, tell him that Joe is looking for him," my brother said to me.
3. "Who brought the parcel?" my father asked.
4. He said, "It was taken during the night."
5. She said, "The rain will have stopped by seven o'clock."
6. We told him, "Nobody came to help us."
7. I told Mr. Lama, "Raj cut his chin playing hockey"
8. She did it on Sunday," I said.
9. She said to him, "Have a cup of tea."
10. She said, "It was raining."
11. Mr. Ramhari said, "I am very tired".
12. He said, "I am flying to Biratnagar tomorrow",
13. Nandi said, "I have lived in this village all my life"
14. Peter said to me, "I can't go out with you because I am not feeling well".
15. Hira said to me, "I hope you have enjoyed yourself
16. He told me, "There are a couple of cobras in the hedge."
17. Ritisha reminded us, "Our class will start early tomorrow morning."
18. Ritu said, "Two men have escaped from prison today."
19. Rohan asked us, "When did you last see Eroj?"
20. "I will go on holiday tomorrow," Rohit told me today.
21. "I work hard every day of the year," Roshna always tells us.
22. "Behave yourself properly!" Sabina told me.
23. "Don't be late tomorrow morning," Sachin warned Anup.
24. "Go and see Sudip and ask him to lend me his bicycle," Sailesh said to Arbin.
25. "Have you read the paper yet?" my brother asked me.
26. "Sachin forgot his bag yesterday," Sajan told me.
27. "I am thinking of buying a new car in January." Samikshya said to her mother.
28. "Don't go away until the clerk has given you a receipt," Sangam said to me.
29. "I can lend you my car," Shreya said.
30. "Turn on the light please!" Sijan said to Kabindra.
31. "We are the best students," Subash said to Sailesh.
32. "The teachers have called us," Sudip said to his friends.
33. "We painted the hall last weekend," Susmita said to me.
34. "I'll come if I can," Sujal promised us.
35. "I'll be here at 10 o'clock," Sujan said to Prajwol Sir.
36. "It is raining hard now," my sister has just told me.
37. "Lend me your book a moment, please," Tom asked me.
38. "That door wasn't locked last night," my mother said.
39. "The train arrives at one o'clock," Nick has just told us.
40. "The trip has been postponed to the end of the month," I told Jim.

D. Change these sentences into indirect speech.

1. He asked, "How much does it cost?"
2. Helen asked, "Where are you going?"
3. They asked me "Will you invite us?"
4. He asked me, "Do you know, where he is?"
5. She asked me, "What time is it?"
6. He asked me, "How are you feeling now?"
7. She asked him, "How do you like your new job?"
8. He asked me, "Have you been waiting long?"
9. Amar said to me, "Throw it away".
10. He said to her, "Stop that noise".
11. She said to her, "Don't go near the dog".
12. He said to them, "Put your books on the table".
13. We said to him, "Be careful".
14. She said to him, "Don't be silly".
15. Helen says, "I want to be a doctor".
16. Jean said, "I want to go out, mother".
17. His father said, "You are right, Gautam".
18. Gautam said to Kamal, "Wait for me here"
19. He said to me, "I saw your friend in the cinema yesterday",
20. She said to him "I called you up but you didn't answer an hour ago"
21. The teacher said to me, "Write your name on this paper."
22. Sneha said to me, "Wait for me here".
23. Hemanta said to them "Don't go out alone".
24. He said to me, "Type this letter immediately,"
25. Prasanna said to Tarjan, "Don't do it again".
26. The students said, "We may be a little late".
27. The teacher said, "You must answer this question in 5 seconds"
28. He said, "I can't stay out very late"
29. My mother said to me, "You ought to be more careful".
30. I said to them, "Don't write on your desks".
31. He asked me, "How much did you pay for this book?"
32. The nurse asked him, "How are you feeling".
33. The teacher asked "Have you written your homework?"
34. He asked me "Do you know anything about the accident?"
35. My brother asked, "Has anybody called while I was out".
36. She asked me "Do you know where Mrs. Basnet lives?"
37. He asked her, "Has the plane left?"
38. Diwas asked, "How much does this coat cost?"
39. The manager asked me "Where are you from?"
40. She asked him "When will you meet your friends?"

E. Change these sentences into indirect speech.

1. She said to me, "I have had my dinner."
2. Bandana said to the teacher, "What wrong have I done?"
3. Garima said, "Let's go to school."
4. Kristina said, "Oh! I've cut myself".
5. Aastha said, "What a lovely garden!"
6. Shreya said, "What did you say?"
7. Sneha said, "I'm doing maths now".
8. Abhishek said to me, "How often do you watch TV?"
9. Sony said, "I've already seen that film".
10. Susan whispered, "I've drawn the picture".
11. Urmila said to me, "Will we get a break after this session?"
12. Bus conductor said to me, "Show me your ticket".
13. Dr. Gupta said to Mina, "Take this medicine".
14. Mr. Aman said, "Never smoke."
15. One Chinese said to me, "Do you like Nepal?"
16. The fox said to the tiger "Don't be afraid".
17. Nutan said, "I will have to get home earlier".
18. Rudra said, "What are you doing here?"
19. My mother said, "Where has Ramila gone?"
20. He always says to them "You must pay more attention"
21. Manu ordered to me, "Take a look at yourself in the mirror"
22. Pranish said, "Alas! My dog is dead".
23. Mina said, "I want to be a nurse."
24. Mother said, "What's Joe doing?"
25. Mr. Thapa said to his students, "Don't make a noise".
26. My brother said to me, "Why did you have to do this?"
27. My father said to me, "Don't take drugs."
28. Arbin said, "Are you well, Anup?"
29. Pemba said, "Are you getting well Paru"
30. Pujan said to him, "Are you hungry?"
31. Raj said to Bizana, "Where is my pen?"
32. Tulsi said to Joni, "Don't speak until you're permitted."
33. Ram said to me, "Where do you live?"
34. Nutan said to him, "Do you lend me your book?"
35. Raman said to me, "Where are you going?"
36. Rita asked, "How was it done?"
37. Ronish said, "Oh dear! I've torn my shirts".
38. Rosa said to Deepak, "Why didn't you go to market?"
39. He asked, "Have you finished your work?"
40. She said to him, "Let's have a cup of tea."

F. Change the following indirect speech into direct speech.

1. He asked me if I knew the manager.
2. He told me to write the memo immediately.
3. He said that he would fill in an application form.
4. She asked me if I liked her new house.
5. She asked the driver to give her a lift.
6. Hritik said that she would give up trying.
7. Gopal said that he would do his best.
8. She asked him if he had worked before.
9. They asked me if I could type.
10. We asked the neighbours to turn the music down.
11. He said that he would answer the phone for me.
12. She said that she had printed that report 3 times.
13. The manager said that he would give us a rise.
14. They said that they would give up smoking.
15. He told the employees to arrive earlier.
16. She told me to write more clearly.
17. They said that they had already visited the exhibition.
18. He said that he liked our products very much.
19. Helen told me to read all the reports.
20. He asked me if I could write a business letter.
21. He said that he was busy then .
22. He asked me where I lived.
23. She asked me how much it cost.
24. They asked me where I was going.
25. You told her to leave the room.

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|---------------|--|
| 1. gauge | ghost |
| 2. geriatric | revolutionary |
| 3. gherkin | cut off somebody's head |
| 4. gigolo | cause of distress |
| 5. gnome | a hot spicy Hungarian dish of meat |
| 6. goulash | elf; fairy |
| 7. grievance | a man who is paid to be the lover of an older woman |
| 8. guillotine | a small cucumber |
| 9. guerrilla | an old person having poor physical and mental health |
| 10. ghoul | measure; weigh |

Read the following story.

When a house **is haunted** by a ghost, people are afraid of it. Here, I am going to tell you about a house that **is being haunted** by a ghost. The house **has been haunted** and it **has been exposed** to everyone as it **is being regarded** as the centre of great concern. Several analyses about the house **are being made** and the house **has been declared** as “The Ghost House”. As it is said that there is no ghost, some people are found to have strong belief in it. It **has also been heard** that the household goods of the house **have been taken** away by the ghost lately. What might be the reality? I asked my uncle who owns it.

According to my uncle, the house **was built** in the middle of the 18th century and some signs **could still be found** that it had once been a famous meeting place for people who liked playing card games. By the time it **was bought** by my aunt and uncle it **had been owned** by a long list of different people whose names still **are recorded**. As it **is situated** by the sea, it became a favourite place for various members of the family to visit. It **was haunted** and to this day of course it never **had been proved**. According to my uncle, the house **was** only **occupied** by the ghost. Once a small figure **was found to have been appeared** at the bottom of the stairs in the shape of an old lady who held firmly in her hands what appeared to be a walking stick. She waited a moment, looked up the stairs, climbed a few steps to check as if she **was being watched** and then suddenly she **could** no longer **be seen**. At this stage in the story it **must be pointed out** that my uncle **had been blessed** with a vivid imagination. Once I **was invited** to my uncle’s house. When I reached there, he said, “You **are given** all freedom of the house while you’re here”. During my stay of the first two days, no sign of the ghostly lady **was given**. On the third day, my uncle said that they **had been exhausted** and they wanted to travel to nearby seashore for refreshment. As I **was** too **being refreshed** there, I went for swimming for further refreshment. I **was** constantly **pushed** onto the beach by the waves during swimming. I **got washed** and **dressed** after I swam. After a few minutes, an unusual sound **was heard** as if pieces of material **were rubbed** together. I got up from the chair and walked into the hall. I **was** quite **taken** aback with what faced me. There, at the bottom of the stairs was the celebrated little old lady carrying her walking stick and holding a pack of cards. “If you get frightened, you **may be** further **troubled**”, I thought. I went up to her and quite calmly asked her, “Will you come in and join me in the sitting room”. She too showed no sign of being disturbed by my casual invitation. I **should be delighted** she replied and perhaps you **could be persuaded** to join me in a game of cards”. We got on the house and played one game of cards after the other as if it was the most natural thing in the world. I think I **was dealt** some terrible cards because I kept on losing and in the end my guest **was** obviously **getting bored** by the lack of competition. A little later it seemed that she **was being tired** and left the room. Afterwards, I told my uncle that the little old lady had made an appearance and we played the card games and our little chat. He **was overwhelmed** by the news. He mentioned about the story to almost every visitor and lived happily then. Sometimes, he calls me and says you **must have been remembered** by the ghost lady. Don’t you like to visit her? Then I go there to spend my vacation.



Do you Know?

In the story given above, the coloured words represent passive voice. Here, the use of verbs exhibits that the passive voice is the form of a verb used when the subject is affected by the action of the verb in a sentence. Thus, if the object is affected by the action of the verb, that is active voice and if the subject is affected by the action of the verb, that is passive voice.

Speaking Practice

Answer these questions based on the given story.

- What had been to the house?
- What has been heard about the house?
- When was the house built?
- Where is the house situated?
- Where was the narrator invited to?
- Who was overwhelmed by the news?

Listening Practice

Repeat these short passives after your teacher.

| Active | | Passive | |
|-----------------|------------------|----------------------|-------------------------|
| keeps | v5 | is kept | is+v3 |
| is keeping | is+v4 | is being kept | is +being+v3 |
| kept | v2 | was kept | was+v3 |
| was keeping | was+v4 | was being kept | was+ being +v3 |
| have kept | have+v3 | have been kept | have+ been +v3 |
| had kept | had + v3 | had been kept | had + been+ v3 |
| will keep | will +v1 | will be kept | will +be +v3 |
| would keep | would +v1 | would be kept | would + be + v3 |
| would have kept | would + have +v3 | would have been kept | would + have + been +v3 |
| to keep | to+v1 | to be kept | to+ be+ v3 |
| to have kept | to+ have+ v3 | to have been kept | to +have +been+v3 |
| keeping | v4 | being kept | being+v3 |

The students should have prior knowledge of the following things before they start to change the active sentences into passive.

a. Types of sentences

| | |
|----------------------|---------------------------------|
| Declarative | My uncle bought the house. |
| Negative | My uncle did not buy the house. |
| Interrogative | Did my uncle buy the house? |
| Imperative | Buy the house. |
| Optative | May you buy the house! |

b. Types of tenses and aspects

| | |
|------------------------|---|
| Simple present | The ghost occupies the house. |
| Present cont. | The ghost is occupying the house. |
| Present perfect | The ghost has occupied the house. |
| Simple past | The ghost occupied the house. |
| Past continuous | The ghost was occupying the house. |
| Past perfect | The ghost had occupied the house. |
| Simple future | The ghost will occupy the house. |
| Future perfect | The ghost will have occupied the house. |
| Going to future | The ghost is going to occupy the house. |

c. Verb forms

| | |
|-----------|--|
| V1 | play, haunt, frighten, invite, go, visit |
| V2 | played, haunted, frightened, invited, went, visited |
| V3 | played, haunted, frightened, invited, gone, visited |
| V4 | playing, haunting, frightening., inviting, going, visiting |
| V5 | plays, haunts, frightens, invites, goes, visits |

d. Subject pronouns

I, we, you, she, he, it, they

e. Object pronouns

me, us, you, her, him, it, them

Structure

Active: A ghost haunts the house.

Sub+ verb + object

Passive: The house is haunted by a ghost.

Object + aux+ v3 + prep +sub

Grammar Focus: Changes in Passive Voice

1. Subject and object change

We need to consider the following rules while changing the position of the subject and object:

Active: I convinced him.

Passive: He was convinced by me.

Active: He gifted me a good camera.

Passive: A good camera was gifted to me by him.

2. Pronoun Change

| Active voice | Passive voice |
|--------------|---------------|
| I | me |
| we | us |
| you | you |
| he | him |
| she | her |
| it | it |
| they | them |
| who | by whom |

Grammar Focus: Passive of Different Tenses

Go through the following chart to know about the use of auxiliary verbs in different tenses:

| Tense | Active | Passive |
|--------------------------|--------------------------------------|--|
| Simple Present | I write a letter. | S + v1/v5 + obj |
| | A letter is written by me. | Obj + is/am/are + v3 + by + sub |
| | I do not write a letter. | S + do/does + not + v1 + obj |
| Present Continuous Tense | A letter is not written by me. | Obj + is/am/are + not + v3 + by + sub |
| | Do I write a letter? | Do /Does + sub + v1 + obj + ? |
| | Is a letter written by me? | Is/Am/Are + obj + v3 + by + sub |
| Present Perfect Tense | I am writing a letter. | S + is/am/are + v4 + obj |
| | A letter is being written by me. | Obj + is / a m / a r e + being + v3 + by + sub |
| | I am not writing a letter. | S + is/am/are + not + v4 + obj |
| Simple Past Tense | A letter is not being written by me. | Obj + is/am/are + not + being + v3 + by + sub |
| | Am I writing a letter? | Is/Am/Are + sub + v4 + obj |
| | Is a letter being written by me? | Is/Am/Are + obj + being + v3 + by + sub |
| Simple Past Tense | I have written a letter. | S + have/has + v3 + obj |
| | A letter has been written by me. | Obj + have/has + been + v3 + by + sub |
| | I have not written a letter. | S + have/has + not + v3 + obj |
| Simple Past Tense | A letter has not been written by me. | Obj + have/has + not + been + v3 + by + sub |
| | Have I written a letter? | Have/Has + sub + v3 + obj |
| | Has a letter been written by me? | Have/Has + obj + been + v3 + by + sub |
| Simple Past Tense | I wrote a letter. | S + v2 + obj |
| | A letter was written by me. | Obj + was/were + v3 + by + sub |
| | I did not write a letter. | S + didn't + v1 + obj |
| Simple Past Tense | A letter was not written by me. | Obj + was/were + not + being + v3 + by + sub |
| | Did I write a letter? | Did + sub + v1 + obj |
| | Was a letter written by me? | Was/were + obj + v3 + by + sub |

| | | | | |
|-----------------------|-----------------------------------|---|--|--|
| Past Continuous Tense | I was writing a letter. | S+was/were + v4+ obj | A letter was being written by me. | Obj+was/were +being+v3+by+sub |
| | I was not writing a letter. | S + was/were + not + v4 + obj | A letter was not being written by me. | Obj + was/were + not + being + v3 + sub |
| | Was I writing a letter? | Was/Were + sub + v4 + obj | Was a letter being written by me? | Was/Were + obj + being + v3 + by + sub |
| Past Perfect Tense | I had written a letter. | S + had + v3 + obj | A letter had been written by me. | Obj + had + been + v3 + by + sub |
| | I had not written a letter. | S + had + not + v3 + obj | A letter had not been written by me. | Obj + had + not + been + v3 + by + sub |
| | Had I written a letter? | Had + sub + v3 + obj | Had a letter been written by me? | Had + obj + been + v3 + by + sub |
| Simple Future Tense | I will write a letter. | S + will/shall + v1 + obj | A letter will be written by me. | Obj + will/shall + be+v3 + by + sub |
| | I will not write a letter. | S + will/shall +not + v1 + obj | A letter will not be written by me. | Obj + will/shall + not + be + v3 + by + sub |
| | Will I write a letter? | Will/Shall + sub + v1 + obj | Will a letter be written by me? | Will/Shall + obj + be + v3 + by + sub |
| Future Perfect Tense | I will have written a letter. | S + will/shall + have + v3 + obj | A letter will have been written by me. | Obj+ will/shall +have + been + v3 + by + sub |
| | I will not have written a letter. | Sub+will/shall +not + have + v3 +obj | A letter will not have been written by me. | Obj+will/shall+not+ have+been+v3+by+ sub |
| | Will I have written a letter? | Will/Shall + sub + have + v3 + obj | Will a letter have been written by me? | Will/Shall+obj+ have + been + v3 + by + sub |
| Going to Future Tense | I am going to write a letter. | S + is/am/are/was/ were + going to + v1 + obj | A letter is going to be written by me. | Obj+ is/am/are/was/ were + going to + be + v3 + by + sub |
| | I am not going to write a letter. | S + is/am/are/was/ were + not + going to + v1 + obj | A letter is not going to be written by me. | Obj+ is/am/are/was/ were + not + going to + be + v3 + by + sub |
| | Am I going to write a letter? | Is/Am/Are/Was/ Were + sub+ going to + v1 + obj | Is a letter going to be written by me? | Is/Am/Are/Was/Were + obj + going to + be + v3 + by + sub |

Grammar Focus: Passive of Different Sentences

1. Passive of Modals

| Active | Passive |
|----------------------------|--------------------------------------|
| (S + modal + v1 + obj) | (Obj + modal + be + v3+by + sub) |
| (S + modal +not+ v1 + obj) | (Obj + modal +not+ be + v3+by + sub) |
| (Aux + s + v1 + obj +?) | (Aux + obj + be + v3+by + sub +?) |

| | |
|--|--|
| She can play the guitar. She cannot play the guitar. Can she play the guitar? | The guitar can be played by her. The guitar cannot be played by her. Can the guitar be played by her? |
| I may buy the laptop. I may not buy the laptop. May I buy the laptop? | The laptop may be bought by me. The laptop may not be bought by me. May the laptop be bought by me? |
| Gems might play chess. Gems might not play chess. Might Gems play chess? | Chess might be played by Gems. Chess might not be played by Gems. Might chess be played by Gems? |
| We should study all lessons. We should not study all lessons. Should we study all lessons? | All lessons should be studied by us. All lessons should not be studied by us. Should all lessons be studied by us? |
| I must learn these strategies. I must not learn these strategies. Must I learn these strategies? | These strategies must be learnt by me. These strategies must not be learned by me. Must these strategies be learnt by me? |
| She may have availed the chance. She may not have availed the chance. May she have availed the chance? | The chance may have been availed by her. The chance may not have been availed by her. May the chance be availed by her? |
| He might have eaten an apple. He might not have eaten an apple. Might he have eaten an apple? | An apple might have been eaten by him. An apple might not have been eaten by him. Might an apple have been eaten by him? |
| You should have studied the Geeta. You should not have studied the Geeta. Should you have studied the Geeta? | The Geeta should have been studied by you. The Geeta should not have been studied by you. Should the Geeta have been studied by you? |
| She must have started a job. She must not have started a job. Must she have started a job? | A job must have been started by her. A job must not have been started by her. Must a job have been started by her? |
| You ought to have helped them. You ought not to have helped them. Ought you to have helped them? | They ought to have been helped by you. They ought not to have been helped by you. Ought they to have been helped by you? |

2. Passive of WH Questions

| Active | Passive |
|--|---|
| WH word + aux + sub + verb + obj +? | WH word + aux +obj+ be/been + v3 +by+ s +? |
| Where have you bought this jacket? | Where has this jacket been bought by you? |
| When will Rita return the book? | When will the book be returned by Rita? |
| How did he send you the message? | How were you sent the message by him? |
| Whom did you give my book? | Who was given my book by you? |
| Whom are you looking for? | Who is/are being looked for by you? |
| What are you doing? | What is being done by you? |

| | |
|----------------------------|--|
| What did Rita sell you? | What was sold to you by Rita? |
| What have you seen? | What has been seen by you? |
| Who + verb + Obj +? | By whom + aux/be verb + sub + v3 +? |
| Who broke the chair? | By whom the chair was broken? Who/whom was the chair broken by? |
| Who can perform it? | By whom can it be performed? Who/whom can it be performed by? |

3. Passive of Imperatives

| Active | Passive |
|---|---|
| (V+ obj)-order/command | (Let + obj + be + v3) |
| Open the door. | Let the door be opened. |
| Complete the work. | Let the work be completed. |
| Turn off the television. | Let the television be turned off. |
| Learn your lesson. | Let your lesson be learnt. |
| Kill the snake. | Let the snake be killed. |
| Punish him. | Let him be punished. |
| Speak the truth. | Let the truth be spoken. |
| Revise your book. | Let your book be revised. |
| Clean your room. | Let your room be cleaned. |
| (Let + obj1 + verb + obj2)-double object | (Let + obj2 + be + v3 + by + obj1) |
| Let me write a poem. | Let a poem be written by me. |
| Let him sing a song. | Let a song be sung by him. |
| Let Sabina perform a drama. | Let a drama be performed by Sabina. |
| Let us play a game. | Let a game be played by us. |
| (Verb + obj)-advice/suggestion | (Obj + should/must + be + v3) |
| Help the helpless. | The helpless should/must be helped. |
| Obey your elders. | Your elders should/must be obeyed. |
| Drink plenty of water. | Plenty of water should/must be drunk. |
| Do regular exercise. | Regular exercise should/must be done. |
| (please, kindly, do+ verb +obj)-request | You are requested to + verb +obj |
| Kindly help me. | You are requested to help me. |
| Please don't smoke. | You are requested not to smoke. |
| Do help them. | You are requested to help them. |

4. Passive of have to/has to/had to

| Active | Passive |
|---|---|
| (S + have to/has to/had to + v1 + obj) | (Obj + have to/has to/had to + be + v3 + by + sub) |

| | |
|----------------------------|------------------------------------|
| I have to finish the work. | The work has to be finished by me. |
| Ram has to study English. | English has to be studied by Ram. |
| They had to cook rice. | Rice had to be cooked by them. |

Verbs not used in the Passive voice

Verbs referring to states of being like **have, belong, be, seem, resemble**, etc. do not usually have passive constructions. In that case we either choose another verb or avoid using the passive.

Active: Then we had lunch.

Passive: Then lunch was eaten. (~~NOT Then lunch was had.~~)

Transitive and Intransitive verb

A verb can be either transitive or intransitive. A transitive verb needs an object in sentence to give complete meaning while an intransitive verb does need an object in sentence to give complete meaning. For example,

Transitive verb: send

Active: He sent a letter.

Passive: A letter was sent by him.

Here, **send** is a transitive verb and it needs an object i.e. **letter** to express full meaning.

Intransitive Verb: laugh, happen, die, agree, look, seem, arrive, fall, occur, sleep, be, go, rain, stay, become, recover, walk, come, live, remain, work, reach, sit, etc.

Active: He laughs.

Passive: ~~He is laughed.~~

Active: The accident happened at 2 o'clock.

Passive: ~~The accident was happened at 2 o'clock.~~

Active: My grandfather died ten years ago.

Passive: ~~My grandfather was died ten years ago.~~

Here, **laugh, happen** and **die** are intransitive verbs and they do not need object for expressing full meaning.

Grammar Focus: Other Passive Constructions

1. Passive Combination with Preposition

| Active | Passive |
|--|--|
| Sub + verb + preposition + obj | Obj + be + v3 + preposition + sub |
| We must go into this matter. | This matter must be gone into. |
| I knocked at the door. | The door was knocked at. |
| They were looking for some useful books. | Some useful books were being looked for. |
| You must call to her. | She must be called to. |
| We must write to him. | He must be written to. |

Some verbs take other prepositions instead of 'By'

Know, oblige, marry-to

Deal, please, displease, satisfy, dissatisfy, fill, cover-with

Interest, consist, envelope, absorb, contain-in

Surprise, astonish, alarm, amaze, frighten, shock-at

Bury-in/under

| Active | Passive |
|----------------------------|-----------------------------------|
| Ram pleases me. | I am pleased with Ram. |
| The poem interested me. | I was interested in the poem. |
| His death shocked me. | I was shocked at his death. |
| I know him. | He is known to me. |
| His death surprised them. | They were surprised at his death. |
| That bottle contains milk. | Milk is contained in that bottle. |

2. Get Passive

| Active | Passive |
|-------------------|--------------------------|
| She helps me. | I get helped by her. |
| Ram married Sita. | Ram got married to Sita. |

3. Causative Verb

| Active | Passive |
|-----------------------------|-------------------------------|
| Buna makes Asana cry. | Asana is made to cry. |
| Arjun made me sing a song. | I was made to sing a song. |
| He made us dance. | We were made to dance. |
| She makes us recite a poem. | We are made to recite a poem. |

4. Passive of Infinitives and Gerund

| Active | Passive |
|---|--|
| S + like/dislike/love/hate + noun + v + ing | S + like/dislike/love/hate + being + v3 |
| We like people praising us. | We like being praised. |
| I don't like people laughing at me. | I don't like being laughed at. |
| I hate people looking at me. | I hate being looked at. |
| Sub + wish/want/love/like+obj1+ to + v1+ obj2 | Sub+wish/want/love/like+obj2+tobe+V3+ by + obj1 |
| I want Karma to write a poem. | I want a poem to be written by Karma. |
| Sub + decide, think, urge, propose, determine, agree+ to +V1+obj | Sub + decide, think, urge, propose, determine, agree + that +obj+should+be+V3 |
| She decided to buy a computer. | She decided that a computer should be bought. |

5. Passive Combination with Manner Adverbs

| Active | Passive |
|------------------------------------|--------------------------------------|
| S + verb + obj + manner adv | S + be verb + manner adv + v3 |
| They do the work very well. | The work is very well done by them. |

| | |
|--|--|
| He was doing the task slowly. | The task was being slowly done by him. |
| My son always speaks to everyone politely. | Everyone is always politely spoken to by my son. |

6. Reflexive Passive

Active: Don't let people see you.

Passive: Don't let yourself be seen.

Verb+ Yourself

Active: Prepare yourself for the race.

Passive: Be prepared yourself for the race.

7. Impersonal Passive

If we don't want to identify a specific person as agent, but prefer not to use a passive form, we can use an impersonal subject. They, we, people, etc. are impersonal subjects.

| Active | Passive |
|---|---|
| They said he was a spy. | It was said that he was a spy. He was said to be a spy. |
| We think he is the captain. | It is thought that he is the captain. He is thought to be the captain. |
| We believe that the sun is a star. | It is believed that the sun is a star. The sun is believed to be a star. |
| People believe that he hid in a cave. | It is believed that he hid in a cave. He is believed to have hid in a cave. |
| They say that English is an international language. | It is said that English is an international language. English is said to be an international language. |
| People say that she is a wise person. | She is said to be a wise person. It is said that she is a wise person. |
| People believed that she was an expert of birds. | She was believed to have been an expert of birds. It was believed that she was an expert of birds. |

8. Miscellaneous Sentences

| Active | Passive |
|--------------------------|----------------------------------|
| I didn't write anything. | Nothing was written by me. |
| You can believe in him. | He can be believed in by you. |
| Honey tastes best. | Honey is best when it is tasted. |
| A bus knocked down him. | He was knocked down by a bus. |

Grammar Focus: Common Errors

| Sentences | Incorrect | Correct |
|----------------------|---------------------------------------|----------------------------|
| He knows me. | I am known by him. | I am known to him. |
| He pleases me. | I am pleased by him. | I am pleased with him. |
| His death shocks me. | I am shocked by his death. | I am shocked at his death. |

| | | |
|-------------------------------------|--|---|
| The poem interested me. | I was interested by the poem. | I was interested in the poem. |
| The result surprises me. | I am surprised by the result. | I am surprised at the result. |
| The pot contains polluted water. | Polluted water is contained by the pot. | Polluted water is contained in the pot. |
| Ryan satisfies me. | I am satisfied by Ryan. | I am satisfied with Ryan. |
| Highgate cemetery buried him. | He was buried by Highgate cemetery. | He was buried in Highgate cemetery. |
| The dark slowly accustomed my eyes. | My eyes were slowly accustomed by the dark. | My eyes were slowly accustomed to the dark. |
| Arjun married Aastha. | Aastha was married by Arjun. | Aastha was married to Arjun. |

A. Change these sentences into passive voice.

| | |
|---|---|
| They're building a new house. | They cannot put those things here. |
| We must respect to him. | They may deliver the goods tomorrow. |
| Who are you looking for? | He has to do it immediately. |
| They are sending the material today. | We must help him. |
| Do I write a poem? | He cannot finish this today. |
| They are considering that question now. | The police may hold him for several days. |
| We selected captain. | John brings the mail every day. |
| She is typing that letter now. | They have put the chairs in the room. |
| Who broke the chair? | They are sending the merchandise today. |
| Are you writing an essay? | He sent the e-mail last week. |
| Sing a song. | Wash your clothes. |
| Buy a jacket. | I prepare tea. |
| He buys a coat. | She cleans her nose. |
| They have made a house. | We have cooked rice. |
| Ram sir has written a love letter. | Help the beggar. |
| Respect your grandparents. | Obey your sister. |
| The cat drank milk. | The dog is eating bone. |
| She has dyed her hair. | We will find a room. |
| Shake your hand. | Switch on the light. |

B. Change these sentences into passive voice.

They were discussing the question.

We shall hear his voice no more.

They are sending troops there today.

Have you invited him in the party?

Who can perform it?

They are cleaning the classroom.

He is finishing the work now.

We should improve our handwriting.

They were cleaning the office this morning.

Did you call the police?

They are examining him now.

Who did you call yesterday?

We are using this room.

Were you calling him?

They are defending the city well.

We were playing basketball.

They are holding the meeting today.

Who finished the given task?

Had she rented a room for a week?

They are transferring him to another class.

We can finish this right away.

Will you perform this drama?

They may send the fax tomorrow.

Who painted this house?

They wrote a book.

We must lose no time.

Will you have visited the temple?

You can use this room for the lesson.

They have to deliver the books today.

We must find him immediately.

They are teaching the students.

He took the money last Monday evening.

He has called me today.

She ate the cake this morning.

Mr. Smith wrote the book last summer.

She has just taken the newspaper.

He teaches that class on Friday.

They will leave the tickets for you.

Somebody has taken my book.

The wind blew the smoke away soon.

She broke the plate on purpose.

They will bring the boy tomorrow.

They had finished the work by noon.

Mrs. Jackson saw the accident.

They have found the child at last.

You were rushing about in the garden.

Her books were lying about on the floor.

He looked about the room.

We were flying above the clouds.

The accident brought his career to an end.

The divorce became absolute last week.

He made it absolutely clear.

We grew fruits and vegetables.

She made her wishes abundantly clear.

The car accelerated to overtake me.

They gave me a red book.

C. Change these sentences into passive voice.

| | |
|--|---|
| People will forget it in a few days. | Do it now. |
| People speak English all over the world. | Copy these questions. |
| They fought a big battle. | What do you do? |
| They made this gun by hand. | Does he sing a song? |
| She has put all the chairs in the next room. | Shake your fingers. |
| He broke his leg in an accident. | Divide it among them. |
| They will send the book next week. | Clean this table. |
| A car ran over our dog a short while ago. | Let him complete the project. |
| They left the wounded soldiers behind. | Never let him cut down the trees. |
| Respect the teacher. | Deliver your lecture fluently. |
| Riva will not apply for the visa. | Are you inviting me to the party? |
| Rocha wasn't writing a story. | They have to saw a piece of log. |
| Sangria will bring a glass of water. | Let him explain the whole thing first. |
| The boy has done his homework. | Let me organize a party. |
| He is considering several new proposals. | Paint the wall. |
| The poachers are killing the wild animals. | Cut this apple into three pieces. |
| The tornado destroyed thirty houses. | Write an essay. |
| Was Raj reading a book? | Begin the assembly. |
| Were you typing a letter? | Throw this waste in dustbin. |
| They have built a new bridge. | They promise us higher wages. |
| What is she doing? | They should check the details. |
| When do you return the book? | He accepted all the changes we proposed. |
| Will Susan eat an apple? | He will do the work this afternoon. |
| You have to buy a raincoat. | We have to write these exercises at home. |
| Write an interesting story. | He should send this message right away. |
| Will you have visited the temple? | The car accelerated to overtake me. |
| You can use this room for the lesson. | They gave me a red book. |

D. Change these sentences into active voice.

| | |
|---|--|
| A story is being written by him. | This book was written by Mr. Regmi. |
| This must be checked twice by you. | The lesson will will have been taught by me. |
| It can be done by him. | The book has been returned by Rajdeep. |
| It has to be sent right away by you. | The dish was broken by the maid. |
| This room can be used by us. | The cries of the child were heard by us. |
| The money has been sent by them | The money had been stolen by the boy . |
| This book was published in 1945 by him. | America was discovered by Columbus. |
| Tea is being prepared by Hema. | The house was struck by lightning. |
| It should be sent immediately by you. | The book may be published in June by me. |
| It has to be done at once by me. | The money has been found by Ram. |
| The class is taught by Dip. | The city was destroyed by bombs. |
| The book was found by Mahesh. | This work will be completed by them. |
| The money was stolen by a thief. | The e-mail was sent this morning by me. |
| The parcel will be delivered by me. | Hut had been destroyed by earthquake. |
| The city has been destroyed by the enemy. | Your homework will be checked by me. |
| The lecture was attended by many people. | The book will be published by them. |
| Our exercises are corrected by our teacher. | The town will have been captured by them. |
| He was struck by an automobile. | The house was built in 1950. |
| The work had been finished by James. | The books will be brought by John. |
| Our class has been taught by Mina . | It was discovered by me. |

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|----------------|---|
| 1. harangue | covered with hair |
| 2. harass | killing of many people at a time |
| 3. herbaceous | a bush with white, pink or blue flowers |
| 4. hirsute | ta plant with a mass of small blue thick stem |
| 5. holocaust | connected with plants that have soft stems |
| 6. hyacinth | to annoy or worry somebody by putting pressure on them |
| 7. hydrangea | a long loud angry speech persuading people to dosomething |
| 8. hypocrisy | a state of extreme anger, fear or excitement |
| 9. hysteria | a system of treating diseases with small amount of substances |
| 10. homeopathy | double standards, insincerity |

Read the following story.

The Ant and the Dove

One day an ant was strolling beside a river **and** he was feeling very thirsty **because** it was very hot. He was sure that there was a river nearby **as** he had been in this place before. **Although** his legs were very small he ran as fast as he could **until** he reached the riverbank. He raced up to the edge of



the water but in his haste he went too quickly **and** fell into the water. **Since** his mother had never taught him to swim, he was in great danger of drowning. **While** this drama with our friend was taking place, a dove was sitting on a branch over the river. The dove realised that **unless** he did something quickly, the ant would not survive. **Even if** he tried, the dove knew he couldn't dive in and save the ant. Suddenly he did something brilliant **in order that** the ant could escape. He picked a leaf from the tree and dropped it into the water **so that** the ant could climb on to it and drift to safety. When the ant was next in the area some days later, he saw a man with a net, who wanted to catch his friend, the dove. **After** the ant had thought about how to help the dove, he decided to take immediate action. **In spite of the fact that** the ant was very small, he was able to give someone a nasty bite. The ant thought he could bite the man in the hand but that meant a long journey or he could bite his foot. If he did that immediately, his plan might work **so** he gave the man a really good bite. The man let out a scream **and** dropped the net. **Whereas** the man had tried to be quiet in catching the bird, the noise he made warned the dove who flew away to safety.

Moral: IF you help someone, they will also help you in return.

Do you Know?

Connectives are any words that connect two parts of a clause or a sentence. The words **and, because, as, although, until, but, since, while, unless, even if, in order that, so that, after, in spite of the fact that, or, so, whereas** and **if** in the story given above are some connectives. They can also be used to avoid repetition of grammatical phrases.

Speaking Practice

Answer these questions based on the given story.

- Why was the ant strolling?
- Why was he sure that there was a river?
- What happened to him at the edge of the water nearby?
- What did the dove realize?
- What did the dove do to save the ant?
- What is the moral of the story?

Listening Practice

Repeat these connectives after your teacher.

| Functions | Connectives |
|--------------------|--|
| Addition | in addition, and, similarly, likewise, as well as, furthermore, also, moreover, and then, too, not only ... but also, even |
| Sequence | to begin with, then, next, earlier/later, after this/that, following this/that, afterwards |
| Consequence | as a result, thus, so, therefore, consequently, thereby, eventually, then, in that case |
| Contrast | however, on the other hand, despite, in spite of, though, although, even though, but, on the contrary, otherwise, yet, instead of, rather, whereas, nonetheless, in contrast |
| Certainty | obviously, certainly, plainly, of course, undoubtedly |
| Condition | if, unless, whether, provided that, for, so that, depending on |
| Definition | refers to, means, consists of |
| Summary | in conclusion, in summary, lastly, finally, to sum up, to conclude, to recapitulate, in short |
| Example | for instance, for example, just as, in particular, such as, namely, to illustrate |
| Reason | since, as, so, because (of), due to, owing to, in other words |
| Time | before, since, as, until, meanwhile, at the moment, when, whenever, as soon as |

Grammar Focus: Types of Conjunctions

| CONJUNCTIONS | MEANINGS | EXAMPLES |
|-----------------------------------|----------------|---|
| COORDINATING CONJUNCTIONS | | |
| For | because | I have to find a new job, for I am unemployed. |
| And | in addition to | Please calm down. Let's wait and see. |
| Nor | and not | Neither my parents nor my teachers supported me. |
| But | however | I have a nice house but I don't have a car. |
| Or | either | Do you have any brothers or sisters? |
| Yet | but | He is good person, yet you don't trust him. |
| So | therefore | My brother is very smart, so everybody likes him. |
| SUBORDINATING CONJUNCTIONS | | |
| As | reason | I did not go to school as I was sick. |

| | | |
|---------------------------------|-------------------------------------|---|
| Since | because; as | I will not write to you since you write to me. |
| Because | for the reason | I walked slowly because my leg was fractured. |
| Therefore | logical result | I am sixteen therefore I am not eligible to vote. |
| Though | despite the fact that | Though he is poor, he is honest. |
| Although | despite the fact that | Although it was very hot, they continued walking. |
| Despite | unexpected result | He failed the exam despite hard labour. |
| In spite of | unexpected result | They climbed up hills in spite of bad weather. |
| So that | the reason for sth | I went to market so that I could buy some fruits. |
| To | for the purpose of | I bought a computer to learn to type. |
| In order to | for the purpose of | He went to the zoo in order to see wild animals. |
| If | in that condition | If you work hard, you can pass the exam. |
| Unless | if not | You won't succeed unless you labour hard. |
| However | to whatever degree | He is a good boy. However, a few friends like him. |
| While | shows time order [same time] | Father watches television while I do my homework. |
| After | shows time order [first action] | I take a bath after I come from office. |
| When | shows time order [first action] | I go out when I finish my work. |
| Before | shows time order [second action] | Before taking bath, I walk for an hour. |
| CORRELATIVE CONJUNCTIONS | | |
| Both ...and | not only...but also | Both father and mother are equally important. |
| Either...or | choice of two | I like to play either shirt or t-shirt. |
| Neither...nor | true negative statement | Neither I played nor did I enjoy the game. |
| Whether...or | choice | Whether you do it yourself or let me do. |
| Not only...but also | sth else is also true | I not only wrote poem but also recited it in class. |

Grammar Focus: Common Errors

| Incorrect | Correct |
|--|--|
| Unless you do not try, you will never succeed. | Unless you try, you will never succeed. |
| Neither Jack is intelligent nor hardworking. | Jack is neither intelligent nor hardworking. |
| As he is fat so he runs slowly. | As he is fat he runs slowly. He is fat so he runs slowly. |
| When I reached there then it was raining. | When I reached there, it was raining. |
| Do it carefully lest you may not make a mistake. | Do it carefully lest you make a mistake. |
| Though he was poor but he was happy. | Though he was poor he was happy. He was poor but he was happy. |
| The car either dashed against a goat or a donkey. | The car dashed against either a goat or a donkey. |
| Hardly the sun had risen when we set out. | The sun had hardly risen when we set out. Hardly had the sun risen when we set out. |
| As soon as he got the telegram, at once he started. | As soon as he got the telegram, he started. |
| This is my house, I live here. | This is my house where I live. This is my house. I live here. |

Additional Practice: Read these sentences.

Her voice was shaking **despite** all her efforts to control it.

In spite of his age, he still leads an active life.

We thought it was correct. **However**, we have now discovered some errors.

Although the sun was shining, it wasn't very warm.

Though she gave no sign, I was sure she had seen me.

Even as he shouted the warning the car skidded.

I like her, **even though** she can be annoying at times.

The more she thought about it, **the more** depressed she became.

It looks **as though** it's all up with us now.

Tony behaved **as if** nothing had happened to him.

It's been an age **since** we've seen them.

We have got a new dining table **for** the dining room.

All horses are animals, **but** not all animals are horses.

The old system had its defects, **nevertheless** it was right to the new one.

The problems are not serious. **Nonetheless**, we need to tackle them soon.

Life was harder at that time **because** neither of them had a job.

Candidates are judged on technical accuracy **as well as** artistic expression.

There were **as many as** 200 people at the lecture.

We went early **so as to** get good seats.

The man walked slowly **because of** his fractured leg.

Nilam is only seventeen. **Therefore**, she is not eligible to vote.

It's a small sports car, **yet** it's amazingly spacious.

I learnt to write a letter **when** I was at school.

It was for a while **before** I realized the truth.

I will call you later **after** I finish my work.

He must have lost his bag **while** he was asleep.

I'm going to buy **either** a camera **or** a grand piano with the money.

Neither Roman **nor** his friends are learning well.

We are very busy **so that** we won't be able to take time off this year.

He bought the computer **to** write a book.

I listened enthusiastically **for** he brought good news for me.

Rima hurried up **hoping that** she could catch the first bus.

Sigma was afraid **lest** she had exposed too much.

He is **so** clever **that** no one can deceive him.

This school is **not only** popular **but also** has many facilities.

A. Choose the correct connectives to complete the following sentences.

1. Some people __were invited to the party couldn't come. (who/which/where)
2. That's the woman__ (which/who/what/that) works in our office.
3. The manager called a meeting__ we left our works. (so/although/because)
4. __my confidence,I could not score good marks. (Despite/for/Because of)
5. She sings well and __do I. (so/nor/or)
6. Try, try __you die. (up to/still/until)
7. Wait here__ (after/before/till) I return.
8. We'll wait here__ (before/where/until) you come.
9. You can't be a good teacher__ (if/unless/whether) you read and write well.
10. This is the house__ (what/who/which) belongs to my sister.
11. This is the place__ (when/which/where) I live.
12. Those__(which/where/who/when) have passed the SEE can apply for this post.
13. We could not go for trek__(because/despite/because of) the snowfall.
14. We go to school __we get knowledge. (to/in order to/in order that)
15. We go to the bank__(to/for/so that) we can cash the cheque.
16. __he is rich, he does not buy attractive clothes. (Although/Despite/ Because)
17. She worked hard __ (to/because/so that) she could win the race.
18. The book is __ (very/so/very much) interesting that it became the best seller.
19. __the rain, the game was continued. (Because of/Although/In spite of)
20. __he is poor, he is helpful. (Although/So/However)
21. __her poverty, she is involved in social work. (Because of/In spite of/Though)
22. The man__(which/who/when) is standing against the wall is a teacher.
23. The school was closed__(because/so that/because of) strike.
24. He boasts__ he knows it. (as/ as if/but for)
25. __ you work hard, you cannot succeed. (If/Unless/As)

B. Choose the correct connectives to complete the following sentences.

1. The hotel ____ (what/when/where) I stayed was very clean.
2. This is the girl ____ (whom/who/that) I like most.
3. This is the house ____ (which/when/who/where) I was born.
4. We have been victim ____ (because/because of/so) his cruelty.
5. We continued the work ____ (despite/since/because of) bad weather.
6. We saw the grapes ____ (who/which/where) hung over the garden wall.
7. You can't do it ____ can I. (so/nor/or)
8. ____ (Despite/Because/Because of) the rain, they enjoyed the picnic very much.
9. ____ (Although/Because/However) he is poor, he helps the orphans.
10. ____ (Because/Because of/Although) she is rich, she does not spend money.
11. ____ she is old, she can read without glasses. (Even though/However/In spite)
12. ____ he is on diet, his weight is constant. (Even though/In spite of/However)
13. She was good at physics ____ the fact that she found it boring. (as/ for/despite)
14. They went swimming ____ all the danger signs. (despite/because of/even though)
15. He wanted to take no risks, ____ small. (however/despite/although)
16. She has the window open, ____ cold it is outside. (although/however/because of)
17. ____ carefully I explained, she still didn't understand. (Despite/ However/Though)
18. ____ you look at it, it is going to cost a lot. (As /Though/However)
19. He was feeling bad. He went to work, ____, and tried to concentrate. (despite/ however/though)
20. He is very smart. ____ a few people like him. (Despite/However/Though)
21. ____ he is nearly 80, he is still very active. (Despite/However/Although)
22. ____ the sun was shining, it wasn't very warm. (Despite/However/Although)
23. ____ small, the kitchen is well designed. (Despite/However/Although)
24. I felt he was wrong, ____ I didn't say so at the time. (despite/ however/although)
25. Anne was fond of Tim, ____ he often annoyed her. (despite/ however/though)
26. ____ she gave no sign, I was sure she had seen me. (Despite/However/Though)
27. His clothes, ____ old and worn, are of good quality. (despite/however/although)
28. Strange ____ it may sound, I was pleased it was over. (despite/however/although)
29. Our team lost. It was a good game _____. (despite/however/although)
30. I like her, ____ she can be annoying at times. (despite/however/even though)

C. Choose the correct connectives to complete the following sentences.

1. Our car is damaged. ____ we're getting a new one soon. (But/Therefore/For)
2. All horses are animals, ____ not all animals are horses. (as/but/however/so)
3. I invited some of my colleagues _____ not all. (as/but/however/so)
4. The party was all _____ over when we arrived. (as/but/however/so)
5. We have three sons ____ none of them lives/live nearby. (as/but/however/so)
6. We saw several houses ____ none we really liked. (as/but/however/so)
7. He told me all the news ____ none of it was very exciting. (as/but/however/so)
8. I offered to pay _____ he was having none of it. (as/but/however/so)
9. I'm afraid we can't come, __ thanks for the invitation anyway. (as/but/however so)
10. I suggested sharing the cost, ____ he wasn't having any of it. (as/but/ however/so)
11. The water was cold _____ I took a shower anyway. (as/but/however/so)
12. She was not only intelligent ____ also very musical. (as/but/however/so)
13. We got there early _____ Mike had already left. (as/but/however/so)
14. You cannot join us _____ you complete your homework. (if/unless/though)
15. I showed him the photographs ____ he did not believe me. (but/however/though)
16. I've never been there; ____ it is a lovely place, by all accounts. (as/but/however/so)
17. I was standing right next to her, _____ she didn't even acknowledge me. (as/but/however/so)
18. The letter was correctly addressed, _____ delivered to the wrong house. (as/but/however/so)
19. The room was small _____ adequate. (as/but/however/so)
20. The book is too long ____, it is useful and entertaining. (nevertheless/though/as)
21. The problems are not serious. _____, we shall need to tackle them soon. (nevertheless/because of/despite)
22. Life was harder then ____ neither of us had a job. (since/because/though)
23. Coursework is taken into account ____ exam results. (as well as/too/since/also)
24. I was just beginning to enjoy myself ____ we had to leave. (when/while/after)
25. ____ Penguins have wings, they cannot fly. (As/Though/But)
26. I was surprised ____ he addressed me in English. (when/while/after/because)
27. I nearly suffocated _____ the pipe came adrift. (when/while/after/because)
28. People often simply discard their pets _____ they go abroad. (when/while/after)
29. He gets aggressive ____ he is drunk. (when/while/after/because)
30. ____ it was raining, I didn't carry raincoat. (Although/Despite/Because)
31. ____ she was very popular, she lost the election. (Although/Despite/Because)
32. I bought a TV _____ entertainment. (for/so/to)
33. She sold her car ____ buy another one. (in order to / for/ so that)
34. Bread _____ butter is my best food. (but/and/so)
35. Her voice was shaking ____ all her efforts to control it. (even though/however/In spite of)

D. Choose the correct connectives to complete the following sentences.

1. He does not speak, _____ does he drink. (either/neither/also)
2. You must apologize, _____ you will be finished. (if/unless/otherwise)
3. He must be asleep _____ there is no light in his room. (for/so/hence)
4. He has been working hard, _____ he will pass. (for/so/hence)
5. We will promote him _____ he is efficient. (because/so/hence)
6. I can't help you _____ you tell me the truth. (if/unless/otherwise)
7. It looks _____ it might rain. (as if/if/like)
8. _____ she is poor, she is always neatly dressed. (As/Though/Since)
9. I have such regard for him _____ I will do anything for him. (that/as/than)
10. He climbed up a tree _____ to get a good view. (so as/such as/so that)
11. John smokes _____ his brother doesn't. (but/however/though)
12. _____ Alan _____ Manish has come. (Neither-nor/Also/As-as)
13. She speaks English _____ Spanish. (as though/as if/as well as)
14. I like him _____ he is very sincere. (because/though/however)
15. _____ he worked hard, he did not win. (Because/Though/However)
16. She is ill _____ she is cheerful. (but/as well as/though)
17. _____ it was raining, we decided to go out. (Because/Though/However)
18. The piper played _____ the children danced. (because/and/however)
19. James works hard _____ his brother is lazy. (whereas/though/however)
20. I went to the shop _____ bought some vegetables. (because/and/however)
21. You must start at once; _____ you will be late. (if/unless/otherwise)
22. He must be tired _____ he has been working since morning. (because/and/however)
23. He is not _____ clever as his brother. (so/because/however)
24. He must be punished _____ he is guilty. (because/since/for)
25. A fool _____ his money are soon parted. (and/too/as well as)
26. He was not punished _____ he was guilty. (though/despite/because of)
27. He worked hard _____ he might pass the examination. (that/for/as)
28. Give every man thy ear _____ few thy voice. (but/however/too)
29. I waited for him _____ the clock struck seven. (until/as long as/when)
30. You will not get the prize _____ you deserve it. (unless/otherwise/nevertheless)
31. It has been a year _____ I saw him. (since/as/yet)
32. Hardly had he reached the platform _____ the train arrived. (when/while/after)
33. No sooner did he see the tiger _____ he fainted. (than/then/after)
34. She felt unwell _____ she stayed at home. (so/so that/so.....that)
35. Maya is _____ smart _____ everybody likes her. (so/so that/so.....that)

E. Choose the correct connectives to complete the following sentences.

1. They attempted all the questions. ____ some questions were out of the course. (Despite/Despite of/However)
2. They can stay ____ (when/where/whom/while) they want.
3. They carried an umbrella ____ (so/for/because) it was raining.
4. They completed the work on time ____ many difficulties. (because of/in spite of/as long as)
5. They hurt the teacher ____ (therefore/so that/however) he did not punish them.
6. They went to the river ____ (because/so that/to/as) they wanted.
7. They were playing ____ (when/where/who) I left for school.
8. They ____ she will come today. (as well as/as well/as)
9. This is the boy ____ (where/whom/which) I like most.
10. This is the exact location ____ (that/when/where) I had lost my ring.
11. You can't succeed ____ (if/unless/without) you work hard.
12. You didn't obey them ____ (because/so that/before) you were punished.
13. You will be punished for ____ (what/when/while) you have done.
14. The climbers were lost ____ the avalanche. (however/because of/therefore)
15. He is the best teacher, ____ he has the least experience. (though/because/despite)
16. She never took a taxi, ____ she could afford to. (even though/because/despite)
17. It looks ____ it is all up with us now. (as though/because/despite)
18. It's been an age ____ we've seen them. (since/as/because of)
19. It is a long time ____ they left. (since/as/because of)
20. The argument continued ____ I stopped them. (until/while/after/because)

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|-----------------|---|
| 1. icicle | very angry, quick tempered |
| 2. idiosyncrasy | to achieve control over something in a clever and dishonest way |
| | intervene, mediate |
| 3. impeccable | give a vaccination to |
| 4. impromptu | inoffensive, harmless |
| 5. incur | unconventional behavior, peculiarity |
| 6. innocuous | a pointed piece of ice |
| 7. inoculate | faultless, perfect |
| 8. intercede | unprepared, unrehearsed |
| 9. inveigle | entice, trick |
| 10. irascible | bring upon yourself |

Read the following description.

If someone **had told** me when I was at school, I **would not have believed** it. If I **tell** people today, they **may say** they have not heard of it. Of course it was a long time ago. But it is true: if you were 18, you had to do something called national service. If you **were** reasonably fit, you **could stand up**, walk about, sit down and then stand up again and not fall over you would have to report to a military barracks near where you lived. If I **had taken** the trouble to think about the practical side of the matter, I **could have chosen** a different service. There were after all the navy and the air force. The navy **wouldn't have been** very likely unless you **had had** dozens of uncles and grandparents in the service before you. If I **think about** it now, I just **can't imagine** why I liked the idea especially since flying for me today is a total nightmare. One of my relatives said, "If you really **do** your national service, you'll probably **be** a pilot. I can just see you sitting in a nice aeroplane". Of course if you **objected** to any type of violence against your fellow man, you **could** always **object** — officially I mean. If you **thought** along those lines, you **would be** called a conscientious objector and you had to appear before a special court and explain your reasons. Again you **would** probably **be** exempt from military service if you **came** from a long line of conscientious objectors. In that case you **would work** in a hospital for two years as a porter. But then my family didn't do a lot of objecting. I came from an ancestral background who generally agreed with the majority. We didn't like to make a fuss. The general philosophy that prevailed was: If I **were** you dear, **I'd get on** with it. On top of that I wasn't very conscientious either. We had a black sheep in the family of course. He telephoned me shortly before my 18th birthday and said: If you really **want** to get out of doing national service, **I'll help** you all I can. If I **were** you, **I'd do** what I'm doing. His idea was to live abroad until he was 26 and then come home. It seemed a bit extreme to me. If he'd **known** what happened in the end, he **would have done** it here because he got caught for military service in the other country where he was living! For those few months after I was 18, I was like a cat on a hot tin roof. If the telephone **rang**, I **would jump** in the air. If the postman **arrived** late, I **couldn't relax** until he had delivered the post and I had checked every item. My parents said to me one morning: If you **don't relax**, you'll **end up** having a nervous breakdown. If the post **does** come, there's, nothing you **can do** about it.

Do you Know?

In the above given description, the coloured words represent different types of conditionals. Conditional sentences have two parts: the if-clause and the main-clause. Clauses beginning with words such as if, unless, provided, even if, but for, suppose, etc. are called if clause and clauses that begin with the subject are called main clause.

Speaking Practice

Answer these questions based on the given description.

- What could you do if you were fit?
- What could he have done if he had thought practically?
- What would he do if the telephone rang?
- What did his parents say to him one morning?
- What is if clause?
- What is main clause?

Listening Practice

Repeat these structures after your teacher.

| Type | If Clause | Main Clause |
|-------|--------------|---------------------------------|
| Zero | s+v1+v5+obj | s+v1+v5+obj |
| One | s+v1+v5+obj | s+will/may/can+v1+obj |
| Two | s+v2+obj | s+would/might/could+v1+obj |
| Three | s+had+v3+obj | s+would/might/could+have+v3+obj |
| | Had+s+v3+obj | s+would/might/could+have+v3+obj |

Consider these things in conditionals.

The order of the clauses is not fixed – the **if clause** can be first or second.

We never use will or won't in the **if clause**.

We never use would or wouldn't in the **if clause**.

We never use would have or wouldn't have in the **if clause**.

If the **if clause** comes first, a comma is usually used.

If the **if clause** comes second, there is no need to use a comma.

Grammar Focus: Structure of Conditionals

ZERO CONDITIONAL USES:

PRESENT SIMPLE + PRESENT SIMPLE
If you boil water, it evaporates.
Facts which are generally true or the scientific facts. The condition always has the same result.

FIRST CONDITIONAL USES:

PRESENT SIMPLE + WILL/CAN/MAY/SHALL+VERB
If I earn much, I will be rich.
A situation which is possible in the future. Predicting the likely result in future is possible

SECOND CONDITIONAL USES:

SIMPLE PAST + WOULD/COULD/MIGHT+VERB
If I earned much, I would be rich.
A situation which is hypothetical or unlikely to happen. Unreal or improbable situation now or in the future.

THIRD CONDITIONAL USES:

PAST PERFECT+WOULD/COULD/MIGHT+HAVE+V3
If I had earned much, I would have been rich.
An imaginary situation in which one is regretting about the past. A hypothetical situation that did not happen.

Grammar Focus: Miscellaneous Conditionals

1. Zero conditional

simple present+ simple present for universal truths

If you mix blue and red you get purple.

If you cut your hand, it bleeds.

Water takes the shape of bowl if you pour into it.

Water changes into steam if you boil it.

If you heat snow, it melts.

2. Instructions for the future

simple present + imperatives

If you are sick, stay home today.

If he scolds you, tell me immediately.

If someone calls me, please tell them I am out.

If you find my purse, return it to me.

If you see my brother, tell him to go home very fast.

If teachers scold you, don't be angry.

3. Suggestion/ warning for the future

simple present+subject+should+v1

If you are weak at maths, you should study hard.

If she cannot pass exam, she should quit her studies.

If you want to meet me, you should come early.

If you have to catch the first bus, you should go to station early.

If you want to lose weight, you must exercise.

If you need scholarship, you have to meet the principal.

4. First Real Conditional

simple present+s+will/may/can+v1 for possible things

If you work hard, you can pass exam.

If you invite me, I may come to you.

If you hit that dog, it will bark at you.

If you study well, you will score good marks.

If he goes there, he may see her.

If they help me, I will help them in return.

5. Second unreal conditional

simple past +would/could/might+v1

If you worked hard, you could pass exam.

If you invited me, I might come to you.

If you hit that dog, it would bark at you.

If you studied well, you would score good marks.

If he went there, he might see her.

If they helped me, I would help them in return.

6. Third hypothetical conditional

past perfect +would/could/might+ have+v3 for hypothetical things

If you had worked hard, you could have passed exam.

If you had invited me, I might have come to you.

If you had hit that dog, it would have barked at you.

If you had studied well, you would have scored good marks.

If he had gone there, he might have seen her.

If they had helped me, I would have helped them in return.

Grammar Focus: Common Errors

| Incorrect | Correct |
|---|--|
| If you will book the room on time, you will receive a 20% discount. | If you book the room on time, you will receive a 20% discount. |
| If we would have a bigger flat, we could invite friends to come and stay. | If we had a bigger flat, we could invite friends to come and stay. |
| If the weather would not have been so bad, I could have gone to meet them. | If the weather hadn't been so bad, I could have gone to meet them. |
| I'll try to get there about 6.30 unless you want me to arrive earlier. | I'll try to get there about 6.30 if you want me to arrive earlier. |

Additional Practice: Read these sentences.

I would give up work if I could afford it.

You learn a language better if you visit the country where it is spoken.

If you don't invest in this, you are saying no to a potential fortune.

If you see him, give him this note.

You can stay for the weekend if you like.

If anyone calls, tell them I am not at home.

If he improved his IT skills, he would easily get a job.

You would have known what was going on if you had listened.

They would have been here by now if they had caught the early train.

If I was the principal, I would do things differently.

If metal gets hot, it expands.

She glares at me if I go near her desk.

The enemy had a weakness somewhere, if only he could find it.

She was acting as if she had seen a ghost.

Don't be afraid to ask if you don't understand.

Do you mind if I put the television on?

If she notices, she never says so.

We would not have succeeded if we had not had more time.

What happens if nobody comes to the party?

Dust and dirt soon accumulate if a house is not cleaned regularly.

If it is convenient I can come tomorrow.

One should never criticize if one is not sure of one's facts.

If you add all these amounts together you can get a huge figure.

Listen to the tune and see if you can remember the words.

Do you mind if I turn the TV off?

If she has any weakness, she won't get the job.

If I were you, I would start looking for another job.

You won't get paid for time off unless you have a doctor's note.

I won't tell them unless you say I can.

If she worked harder, she'd pass her exams.

A. Use the correct form of verbs to complete these sentences.

1. I _____ (tell) you about it if I had known all the facts.
2. We _____ (go) to the movie last night if we had been free.
3. They _____ (drive) to the country if they had had a car.
4. Had I known your number, I _____ (telephone) you.
5. Were I you, I _____ (begin) to study Spanish.
6. He would have finished sooner if he _____ (hurry).
7. If he had felt better, he _____ (go) to the party.
8. Unless he had some money, he _____ (not buy) the textbook.
9. He would help us if he _____ (can).
10. What would you do if you _____ (be) I?
11. Had I had more time, I _____ (do) it.
12. If he had been well, he _____ (come) to the meeting.
13. If today _____ (be) a holiday, he would spend it at the beach.
14. If yesterday _____ (be) a holiday, he would have spent it at the beach.
15. If he comes to us, he _____ (live) with us.
16. Unless my sister _____ (get) employed, I won't leave this job.
17. Don't waste your valuable time if you _____ (want) to get good result.
18. Had someone stolen my car, I _____ (report) it to the police.
19. He will come if you _____ (invite) him.
20. If you _____ (attend) the function, he will be happy.
21. If you _____ (accept) the invitation, he would be happy.
22. She wouldn't have died, if she had _____ (receive) proper medical care.
23. He will not succeed unless he _____ (work) hard.
24. If she _____ (be) honest, she would not have lost her job.
25. He cannot go to work unless he _____ (recover) from his illness.
26. If he _____ (speak) English, he could find a good job.
27. If he _____ (try) he would have succeeded.
28. If you _____ (leave) that wasp alone, it might not have stung you.
29. If Myna _____ (have) more time, she would study more.
30. If I _____ (be) in your position, I would study Dutch.
31. If he _____ (know) her better, he could go with her to the party.
32. If I _____ (have) the money, I would buy that suit.
33. If John _____ (be) here now, he would help us.
34. If Hem _____ (be) a good student, he would speak English better.
35. If our room _____ (be) larger, we could study better.
36. If the weather _____ (be) warmer, we would go for a walk.
37. If he _____ (prepare) his lessons every night, he would be a better student.
38. I would go if I _____ (have) more time.
39. John would do it if he _____ (be) not so busy.
40. We would speak better if we _____ (have) more practice.

B. Use correct form of the verbs to complete these sentences.

1. If the bus's late, we (walk).
2. She (call) you if she (have) time.
3. If it costs too much, I (buy) a smaller one.
4. If the doctor can't see me, I (go) somewhere else.
5. If the class (be) full, we (find) another one.
6. What will we do if the taxi (not come)?
7. Will you phone me if there (be) any problems?
8. I (go) next week, if I get a train ticket.
9. If he (see) me here, he (be) really angry.
10. Mary (be) worried if you don't come to the airport.
11. If it (snow) this winter, we (go) skiing.
12. I (lend) them some money if they (ask) me.
13. If you (visit) Narayanahiti Durbar, you (see) some old buildings.
14. If you drove more carefully, you (not have) so many accidents.
15. If he (get up) earlier, he'd get to work on time.
16. If we (have) more time, I could tell you more about it.
17. If you (sell) more products, you'd earn more money.
18. I could help you if you (trust) me more.
19. His car would be a lot safer if he (buy) some new tyres.
20. The children would be better swimmers if they (go) swimming more .
21. I wouldn't mind having children if we (live) in the country.
22. If I (be) you, I wouldn't worry about going to university.
23. If I (have) any money, I'd give you some.
24. Your parents (be) a lot happier if you phoned them more often.
25. Where would you like to live if you (not live) in Pokhara?
26. What would you do if you suddenly (win) half a million pounds?
27. Would you mind if I (not give) you the money I owe you today?
28. Water (freeze) if the temperature falls below zero.
29. If he's angry, his face always (go) bright red.
30. Put your money in a saving account, if you (want) ten percent interest.
31. If the microphone isn't working, you (cannot) hear what he's saying.
32. The radio (not work) if the batteries are flat.
33. If there (be) only a few students, we usually close one of the classes.
34. The machine (not work) if it doesn't have enough oil.
35. If a balloon is filled with hot air, it (rise).
36. If water (boil), it changes into steam.
37. The machine stops automatically if something (go) wrong.
38. The school (resume) today if the principal had resigned today.
39. Our country would develop faster if there (be) no corruption.
40. The government would have been overthrown if Yogamaya's campaign (be) successful.

C. Choose the correct form of the verbs to complete the following conditional sentences.

1. If I (was, were) you, I would certainly do it.
2. John looks as though he (was, were) sick.
3. He acted as if he (had, had had) a great shock.
4. If I (knew, had known) this yesterday, I would have acted differently.
5. If it (rains, will rain) tomorrow, we may not go away.
6. I (could go, could have gone) if they had asked me.
7. If he (was, had been) here last week, he would have seen us.
8. I (will, would) like to study Spanish if I had the time.
9. If today (was, were) a holiday, we could go to the beach.
10. If yesterday (was, had been) a holiday, we could have gone to the beach.
11. Call me if he (comes, will come) before noon.
12. If I (would be, were) in his position, I would not accept the work.
13. He will not go unless she (goes, will go) too.
14. I feel as if I (ate, had eaten) a large dinner.
15. I think he (would come, would have come) if we had asked him.
16. I wish I (were, would be) in Florida now.
17. I wish I (went, had gone) with you to the party last night.
18. If he (be, were) here, we would go to movie tomorrow.
19. If he (will come, comes) soon, please let me know.
20. If the weather (is, will be) nice tomorrow, we may drive to the country.
21. If I were you, I (will, would) walk to school.
22. If he (tells, tell) the truth, everyone (believe, will believe) him
23. If he (can, could) help us, I am sure he would.
24. If I (know, knew) how to swim, I would go swimming every day.
25. If I (had, have) time tomorrow, I will go to the movie.
26. When John (comes, will come) here tomorrow, Mary will talk with him.
27. He would go to the theater more often if he (have, had) the time.
28. He said he (may, might) be late.
29. If he (knows, knew) my number, he could telephone me.
30. He (call, would call) me if he (have, had) any problem.
31. If I (were, would be) in Fun Park now, I would go swimming.
32. If he (posted, had posted) the letter, I (would get, would have got) it.
33. Had he not died, he (would become, would have become) very popular.
34. Had the club got parking area, it (would be, would have been) much better place for the visitors.
35. I wouldn't call you unless you (call, called) me.
36. If you (study, studied) hard, you will get a first class.
37. If I (find, found) the key, I will give it to you.
38. If we (start, started) now, we could be in time.
39. If you (are, were) a millionaire, how would you spend your time?
40. If he (stop, stopped) smoking, he might get well.

D. Complete the following sentences with the appropriate conditional clauses.

1. If I had known about it, I _____.
2. They would have come if they _____.
3. If I were you, I _____.
4. If you had asked me, I _____.
5. If he had telephoned me, I _____.
6. I would go if I _____.
7. He would have helped us if _____.
8. If England had been better prepared for war, Germany _____.
9. If I had more time, I _____.
10. He would have succeeded if he _____.
11. If I had been invited, I _____.
12. If the weather were nice, we _____.
13. If the weather had been nice, we _____.
14. They would have joined the class if they _____.
15. I might have caught cold if I _____.
16. If John were here, he _____.
17. He would speak better if _____.
18. If he studied more, he _____.
19. If I could speak French, I _____.
20. If I were in Florida now, I _____.
21. If he had more time, he _____.
22. If I knew her well, I _____.
23. If John prepared his lessons every night, he _____.
24. If today were a holiday, we _____.
25. If he came to class regularly, he _____.
26. Mary would go with us if _____.
27. We would go for a walk in the park if _____.
28. If today were Sunday, we _____.
29. Had I had a car, I _____.
30. I would go for swimming if I _____.

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|---------------|---|
| 1. juxtapose | a very large lorry/truck |
| 2. juggernaut | put next to, put side by side |
| 3. jodhpurs | in a dangerous position |
| 4. jeopardy | trousers/pants worn when riding a horse |
| 5. Jacuzzi | a vertical post at the side of the door or window |
| 6. jamb | a large bathtub with a pump |
| 7. jackass | a person who has spent a lot of time in prison |
| 8. jailbird | a stupid person |
| 9. jaunty | a man who behaves much like a woman |
| 10. Jessie | very happy, cheerful |

Read the following description.

Karma in the Army

Karma hated his life in the army from the very first day. When he arrived at Sundarijal for basic training, an instructor **made him count** all the other new recruits on the parade ground. The officers **made them run** in the hot sun for several hours, while the clerks **got their forms filled**. They **got the new recruits to carry** heavy loads. Then, they **had Army barbers cut** their hair so short that Karma felt like he was bald. An officer **made Karma go** to a large building called Barracks B, along with about twenty other men. The sergeant at Barracks B **had each man make** a bed to each. He **made them put** their personal possessions in lockers next to each bed. At the same time, **karma got called** at the garage by a mechanic. He helped the man there. He **got the car washed** and **had it cleaned** with a piece of smooth cloth. That man **made Karma bring** a glass of water for him. At the same time, the sergeant was **getting the recruits to sweep** the floors and **to clean** the bathrooms. Karma had wanted to join the army to learn how to be a soldier, but then he **was made to do** everything. He began to worry that the army would only teach him how to do things and be a subordinate of them.

Do you Know?

In the above description, the coloured words are causatives. The causative verbs are those verbs that are used to show that someone causes something to happen. There are three verbs used as causative verbs in English. They are **get**, **make** and **have**.

Speaking Practice

Answer these questions based on the given description.

- What did the instructor make him do?
- What did the officer make new recruits do?
- What did the clerks make them do?
- What did Karma get to do at the garage?
- What was the sergeant getting recruits to do?
- What was he made to do in the army?

Listening Practice

Repeat these sentences after your teacher.

Get with Agent

I get him to write a poem.
We got them to sing a song.
You will get us to help you.
He is getting me to read a poem.
She was getting to cook food.
Raj had got me to go there.
They have got me to help them.

Make /Have with Agent

I have/ make Ram sing a song.
We have/ make Rita help us.
You have/ make her stand outside.

Get with Object

I get my room cleaned.
He gets his work done.
We got our flat decorated.
They got their car repaired.
You got your pen thrown.
Min gets his teeth filled.
tej got his body cleaned.

Have with Object

I have my photograph taken.
He has his book covered.
She has her nails polished.

He has/makes sister work hard.
 She has/makes her brother copy it.
 They have/make me work for them.
 Tal has/makes me plough the field.

We have our school built.
 They have their hair cut.
 Rita has her work done.
 Mina had her exam done.

Grammar Focus: Make

Active: Subject + make + agent + V1 + object

Passive: Agent + aux. + made + to + V1 + (by agent)

Hom made his brother clean his room.
 The film made me cry.
 She always makes us laugh.
 Did they make you sing a song?
 I was made to dance.
 He is made to tell the story.
 How was she made to dance?

Grammar Focus: Get

Subject + get + agent + to + V1 + object

Subject + get + object + V3

He got his sister to call a taxi.
 My sister always gets me to go to temple with her.
 They may get me to dance at my birthday party.
 Did you get him to tell jokes?
 I got my jacket washed.
 Get this letter translated.
 You must get your health checked up regularly.

Grammar Focus: Have

Subject + have + agent + V1 + object

Subject + have + object + V3

I had my teacher check my vacation work.
 She always has me help in her homework.
 I must have her repair my computer.
 I need to have my brother buy some important books.
 Did you have your father pay your tuition fee?
 I didn't have him cut my hair.
 I had my shoes mended.
 She has her leg broken.
 Go and have your bicycle repaired.

Grammar Focus: Common Errors

| Incorrect | Correct |
|---------------------------------------|-------------------------------|
| I am made study hard. | I am made to study hard. |
| We are made study hard. | We are made to study hard. |
| They were made study hard. | They were made to study hard. |
| He was made study hard. | He was made to study hard. |

A. Choose the best answer and fill in the gaps of the following sentences.

1. Anaya _____ her house painted. (has, make ,get)
2. Get it _____ at any cost. (do, to do, done)
3. Get this letter _____. (to translate, translate, translated)
4. Have your hair _____. (trim, to trim, trimmed)
5. Gopi has his watch _____. (steal, to steal, stolen)
6. Gems _____ his father to buy a book. (has, makes, gets)
7. Aryan makes her _____ him. (follow, to follow, followed)
8. Get your car _____. (wash, to wash, washed)
9. Please get your homework _____. (check, to check, checked)
10. Binod gets his cycle _____. (mend, to mend, mended)
11. Chameli gets her eyes _____. (cure, to cure, cured)
12. Durga got a book _____. (open, to open, opened)
13. Elisha got her bicycle _____. (repair, to repair, repaired)
14. Fulmati got me _____ her son on the way to her home. (carry, to carry, carried)
15. Guru had journalist _____ about him. (write, to write, written)
16. He has a helper _____ (to clean, clean, cleaned) the house.
17. Imran has his shoes _____. (polish, to polish, polished)
18. Jimmy has my property _____ in the bank. (deposit, to deposit, deposited)
19. Kaman has my car _____. (wash, to wash, washed)
20. Lobsang has the picture _____. (paint, to paint, painted)
21. Mr. Regmi made me _____ the chair to his room. (bring, to bring, brought)
22. Niruta made me _____ angry. (feel, to feel, felt)
23. Oman made us _____ a song yesterday. (sang, to sang, sing, singing)
24. Pemba will get the driver _____ his car. (stop, stopped, to stop)
25. Rashmi will have to have a suit _____ before leaving. (leave, left, to leave)
26. She _____ (get, has, make) the letter written.
27. Tashi has his teeth _____. (restore, to restore, restored)
28. Yam had his mother _____ water from the nearest tap. (fetch, to fetch, fetched)
29. His mother made him _____ his medicine. (to take, take, taken)
30. Mr. Thapa is going to get him _____ a letter. (write, to write, written)
31. Sailendra gets my servant _____ a newspaper for him. (to bring, bring, brought)
32. I get my windows _____. (paint, to paint, painted)
33. Niten gets the cobbler _____ his hair. (cut, to cut, cutting)
34. I have the man _____ my hair. (to cut, cut, cuts)
35. They made me _____ for them. (work, worked, to work).
36. I make her _____ hard. (labour, to labour, laboured)
37. Harry makes her _____ him. (follow, to follow, followed)
38. She made them _____ homework. (do, to do, done)
39. The teacher made them _____ instruction. (read, reads, to read)
40. She got the house _____ (repair, to repair, repaired)

B. Choose the best answer and fill in the gaps of the following sentences.

1. I have a coat _____. (stitch, to stitch, stitched)
2. He has his cycle _____. (mend, to mend, mended)
3. They got their case _____. (decided, to decide, decide)
4. Peeling onions always makes me _____. (cry, to cry, cried)
5. We had a professional photographer _____ pictures of everyone who participated in our wedding. (take, to take, taken)
6. I get my suit _____. (clean, to clean, cleaned)
7. She had the beautician _____ her hair. (design, to design, designed)
8. They have their sheets _____. (clean, to clean, cleaned)
9. I have my teeth _____ (fill, to fill, filled)
10. People have drivers _____ their cars. (drive, to drive, driven)
11. She had the mechanic _____ her car. (repair, repaired, to repair)
12. I had the plumber _____ the pipes. (mend, to mend, mended)
13. They have the waiter _____ food. (serve, to serve, served)
14. Have your homework _____. (check, to check, checked)
15. They got the cook _____ food for them. (cook, to cook, cooked)
16. She gets her servant _____ household works. (do, to do, done)
17. He gets his eyes _____. (cure, to cure, cured)
18. Mica got her dress _____. (makes, to make, made)
19. I get my windows _____. (paint, to paint, painted)
20. We get our seats _____. (book, to book, booked)
21. I got my roof _____ (repair, to repair, repaired) yesterday.
22. People get cobblers _____ their shoes. (make, to make, made)
23. She gets her tea _____. (serve, to serve, served)
24. They got the government _____ some project for them. (bring, to bring, brought)
25. The students were made _____ hard. (to study, study, studied)
26. She has me _____ these dishes. (clean, to clean, cleaned)
27. Get your hair _____. (trim, to trim, trimmed)
28. Please get the house _____. (paint, to paint, painted)
29. Have your car _____. (wash, to wash, washed)
30. I get the cobbler _____ my hair. (cut, to cut, cutting)
31. Alice stopped at the service station to have the tank _____. (fill, to fill, filled)
32. I got Mary _____ me some money. (lend, to lend, lent)
33. He has the spot on his nose _____. (remove, to remove, removed)
34. Please have me _____ you. (help, to help, helped)
35. My teacher makes me _____ at the front. (stand, to stand, stood)
36. I am going to get him _____ a letter. (write, to write, written)
37. My wife is making me _____ a game. (play, to play, played)
38. I had an engineer _____ (to design, design, designed) the building.
39. Lumina has me _____ (to write, write, written) a letter.
40. She _____ (get, make, has) me solve the problem.

C. Fill in the blanks with correct forms of the verbs given in the brackets.

1. The teacher had the class _____ (speak) on Children's Day.
2. He got the cobbler _____ his shoes. (polish)
3. They will get their work _____ soon. (complete)
4. The teacher had his speech _____ for the conference. (write)
5. Arun had his house _____ last week. (paint)
6. Who made you _____ such stupid joke? (crack)
7. He made his father _____ a new motorbike. (buy)
8. Kim was _____ sing a song. (make)
9. Dip has got many books _____. (publish)
10. She made the baby _____ a nap. (take)
11. Do you think we can get him _____ the work? (do)
12. The finance minister made everyone _____ the tax. (pay)
13. I am getting my brother _____ me. (help)
14. My father always gets me _____ to market to buy things. (go)
15. They have me _____ a song. (sing)
16. He has his task _____. (complete)
17. She has me _____ for her. (work)
18. Get your pen _____. (refill)
19. Have your bicycle _____. (mend)
20. The students were _____ sing in the programme. (make)
21. The people have the leaders _____ their promise. (keep)
22. The government gets the public _____ in the sanitation programme. (participate)
23. He has already had his message _____. (deliver)
24. A student is _____ labour hard in school. (make)
25. Our class teacher always makes us _____ in the assembly. (stand)
26. The boss gets his servant _____ the floor. (sweep)
27. Get these plants _____ (water) every day.
28. Have your notebook _____ (cover) by now.
29. I got a teacher _____ (teach) me a grammar lesson.
30. I have my friends _____ (wash) the dishes.
31. He _____ (has) the letter written.
32. I made my son _____ the windows before he could go outside to play. (wash)
33. Mrs. Crane had her house _____. (decorate)
34. The teacher had the class _____ a 3000 word research paper. (write)
35. He got some kids in the neighbourhood _____ out his garage. (clean)
36. I went to the bank to have a cheque _____. (cash)
37. After I had the sleeves _____, the jacket I bought fit me perfectly. (shorten)
38. My boss made me _____ my report because he wasn't satisfied with it. (redo)
39. Tom got his twin brother Tim _____ a glass of milk for him. (bring)
40. The wise man had the stone _____. (remove/to remove/removed)

D. Rewrite the following sentences using the verbs given in the brackets.

- | | |
|---|--|
| I washed my car. (have) | He sent the money. (have) |
| He cuts my hair. (get) | My father built the shed. (get) |
| She typed the documents. (have) | I cut the paper into two pieces. (get) |
| I fixed my washing machine. (get) | We prepared food for the party. (get) |
| Abiral cuts grass for his cow. (have) | Mr. Pyakuryal completed his M Phil. (have) |
| Bibas decorated his bedroom. (get) | Hira recited a poem. (have) |
| I repaired my fridge. (have) | Mr. Gyawali wrote clarification. (get) |
| Dharma tidied his garden. (get) | They repaired the toilet. (get) |
| The editor edited the article. (have) | I dried my clothes in the sun. (have) |
| The washman cleaned the carpets. (get) | The soldier fired at the tiger. (get) |
| The photographer printed my photo. (have) | I prepared a speech for extempore. (have) |
| Puran checked my teeth. (get) | Sumit pasted the notice. (get) |
| She applied for TOEFL test. (have) | Raj edited many books this year. (get) |
| Garima cleaned the windows. (have) | He fractured his leg. (get) |
| Bandana collected homework copies. (get) | My brother painted the house. (have) |
| Kishor delivered the furniture. (have) | Rabindra changed his room. (get) |
| Mihang repaired the roof. (get) | Bhubendra took extra classes. (have) |
| Niraj wrote the report. (have) | Dhan Raj provoked the class. (have) |
| Mr. Regmi revised this book. (have) | Shiva threatened the teacher. (get) |
| I dyed my hair. (get) | Sushi cleaned her room. (have) |

Vocabulary in Use

Match the following words with their meanings given below.

- | | |
|----------------|---|
| 1. kedgerie | unnecessary excitement or activity |
| 2. kleptomania | a hot dish of rice, fish and eggs cooked together |
| 3. kerfuffle | a mental illness causing of stealing things |
| 4. kibbled | a person who likes to destroy other's enjoyment |
| 5. killjoy | crushed into rough pieces |
| 6. kinsfolk | destiny, fate |
| 7. kismet | a person's relatives |
| 8. kitsch | a small hill |
| 9. koppie | to complain about something all the time |
| 10. kvetch | tastelessness |

Grammar Type I

1. Rewrite the following sentences as indicated in the brackets.

- Does he have to guide her? (Into affirmative)
- I like apples too. (Into negative)
- He said, "I shall call you tonight." (Into indirect speech)
- Will I have written a letter? (Into passive voice)
- I ____ (call) you yesterday. You didn't receive my phone. (Put the verb in the bracket in correct tense)
- None of them has a book, ____? (Supply the correct tag)

2. Rewrite the following sentences as indicated in the brackets.

- There's some news today. (Into interrogative)
- He has already been to the USA. (Into negative)
- The doctor said to me, "Stop smoking!" (Into indirect speech)
- I did not write a letter. (Into passive voice)
- I often ____ (play) a game on Saturdays. (Put the verb in the bracket in correct tense)
- Either of them plays well, ____? (Supply the correct tag)

3. Rewrite the following sentences as indicated in the brackets.

- Does he owe any money? (Into affirmative)
- Someone has stolen my motorbike. (Into interrogative)
- He said, "Were you present in the programme?" (Into indirect speech)
- I am writing a letter. (Into passive voice)
- It ____ (rain) since morning. (Put the verb in the bracket in correct tense)
- Open the door, please, ____? (Supply the correct tag)

4. Rewrite the following sentences as indicated in the brackets.

- I needn't go there. (Into affirmative)
- Mr. Tony teaches English. (Into interrogative)
- He said to me, "May you pass in the exam!" (Into indirect speech)
- I do not write a letter. (Into passive voice)
- I ____ (not go) to that temple yet. (Put the verb in the bracket in correct tense)
- One should work hard, ____? (Supply the correct tag)

5. Rewrite the following sentences as indicated in the brackets.

- They sang a song. (Into interrogative)
- There wasn't any milk in the bottle. (Into affirmative)
- He said, "Hurrah! My father has come". (Into indirect speech)
- I am not going to write a letter. (Into passive voice)
- What ____ (do) when I called you yesterday? (Put the verb in the bracket in correct tense)
- There used to be a school, ____? (Supply the correct tag)

6. Rewrite the following sentences as indicated in brackets.

- I've finished my work, ____? (Supply the correct tag)
- She's done her homework. (Into yes/no question)

- c. She never speaks French. (Into affirmative)
- d. By 2030, total enrolment rate in grade 5 _____ (reach) 100%. (Put the verb in bracket in correct tense)
- e. The teacher said that he had been teaching English for 20 years. (Into direct speech)
- f. They are building a new ring road. (Into passive)

7. Rewrite the following sentences as indicated in brackets.

- a. He'll do the task, _____? (Supply the correct tag)
- b. She dances well. (Into yes/no question)
- c. She goes to school on foot. (Into 'How' question)
- d. I _____(teach) in this school for 15 years. (Put the verb in bracket in correct tense)
- e. He said to me, "What's your name?" (Into indirect speech)
- f. The road is being repaired now. (Into active voice)

8. Rewrite the following sentences as indicated in brackets.

- a. Let's have a cup of tea, _____? (Supply the correct tag)
- b. We can write proposals. (Into yes/no question)
- c. Mr. Sharma always prays in the morning. (Into negative)
- d. By 2021, she _____ (complete) masters degree. (Put the verb in the bracket in correct tense)
- e. The teacher said that the Earth is round. (Into direct speech)
- f. Does he write letters? (Into passive voice)

9. Rewrite the following sentences as indicated in brackets.

- a. Rena has been crying for 20 minutes, _____? (Supply the correct tag)
- b. Bob is writing a letter. (Into 'What' question)
- c. My father likes coffee. (Into negative)
- d. The thief had already run away when the police _____ (come). (Put the verb in the bracket in correct tense)
- e. The poem was written by Shakespeare. (Into active voice)
- f. He said, "What do you want from me?" (Into indirect speech)

10. Rewrite the following sentences as indicated in brackets.

- a. Have a nice time ahead, _____? (Supply the correct tag)
- b. Ayesha studies hard. (Into negative)
- c. Mohan has been studying English for 10 years. (Into 'How long' question)
- d. Listen! Someone _____ (cry). (Put the verb in the bracket in correct tense)
- e. Kamala said to him, "I never drink tea." (Into indirect speech)
- f. He could solve the problem. (Into passive voice)

11. Rewrite the following sentences as indicated in brackets.

- a. You like milk cucumber, _____? (Supply the correct tag)
- b. Did Apsara tell you anything? (Into statement)
- c. Yam has never talked to her. (Into yes/no question)
- d. Don't cross the road! The bus _____ (come). (Put the verb in the bracket in correct tense)

- e. She said to me, "Go to the bank." (Into indirect speech)
- f. Who was this book written by? (Into active voice)

12. Rewrite the following sentences as indicated in brackets.

- a. Rajshree's definitely not coming, ____? (Supply the correct tag)
- b. The house has been sold. (Into yes/no question)
- c. Sonu drinks milk tea. (Into 'what' question)
- d. When I reached home, my wife _____ (sleep). (Put the verb in the bracket in correct tense)
- e. My brother said, "Don't smoke." (Into indirect speech)
- f. The work was done by them. (Into active voice)

13. Rewrite the following sentences as indicated in brackets.

- a. You'd better go there, ____? (Supply the correct tag)
- b. You like apples, too. (Into negative)
- c. He had a key. (Into yes/no question)
- d. The phone rang when I _____ (do) my homework. (Put the verb in the bracket in correct tense)
- e. My sister said, "What do you like to have?" (Into indirect speech)
- f. His death shocked me. (Into active voice)

14. Rewrite the following sentences as indicated in brackets.

- a. You'd rather go there, ____? (Supply the correct tag)
- b. I have already completed my homework. (Into negative)
- c. He has a nice car. (Into yes/no question)
- d. The postman came while I _____ (write) an essay. (Put the verb in the bracket in correct tense)
- e. Mr. Dura said, "Where did you go yesterday?" (Into indirect speech)
- f. His behaviour pleases me. (Into active voice)

15. Rewrite the following sentences as indicated in brackets.

- a. Everybody has gone there, ____? (Supply the correct tag)
- b. I hardly speak French. (Into affirmative)
- c. We have a nice apartment. (Into yes/no question)
- d. What ____ (do) all morning? (Put the verb in the bracket in correct tense)
- e. Mr. Darpan said, "Please help her?" (Into indirect speech)
- f. His appearance astonished me. (Into active voice)

16. Rewrite the following sentences as indicated in brackets.

- a. Children love playing games, ____? (Supply the correct tag)
- b. I have already taken my lunch. (Into negative)
- c. Did you see me on the way? (Into statement)
- d. I _____ (teach) here for two years. (Put the verb in the bracket in correct tense)
- e. He says to me, "I love apples too." (Into indirect speech)
- f. We have written an essay. (Into passive voice)

Grammar Type II (Contextual Passages)

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

A cat could not get enough food to eat for many days. He ____ (grows, was growing, is growing) thin day by day and was very much worried for his condition. One day, he came to know that one of the birds of the neighboring tree ____ (was, were, are) sick and the birds were looking ____ (for, in, on) a doctor.

____ (A, An, The) hungry cat devised a way to manage his hunger. He made some one ____ (borrow, to borrow, borrowed) a doctor's gown and wore it. He put on a pair of spectacles above his nose and with a doctor's bag; he went to the sick bird's house. The doctor cat gently ____ (knocked, was knocked, had been knocked) at the door. The birds peeped out of the hole and enquired about the reason for his visit. Mr. Cat said in a very kind and humble tone, "I'm your neighboring doctor. I heard that you ____ (are, were, will be) not keeping well ____ (so, since, because) I have come to treat you. As you know a doctor's duty towards his patients is above everything ____ (isn't that, isn't it, don't you)?"

The birds were far smarter than the cat. They smiled cleverly and replied, "Thank you for your kind gesture! Had you not been a cat, all your utterances ____ (would be, would have been, will be) absolutely right. And for now, we can expect our well being only when you are out of our sight."

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

Wandering in search of a safe home ____ (a, an, the) porcupine reached a cave. When he entered the cave, he ____ (found, was finding, had found) a snake family residing there.

Very humbly, the porcupine requested the snakes to accommodate him in the cave. The snakes ____ (is, was, were) kind and gentle. They allowed the porcupine to share the cave ____ (to, by, with) them. Soon the snakes found inconvenient and uncomfortable to stay with the porcupine ____ (however, because, although) the sharp prickly quills of the porcupine were hurting their soft skin. The snakes requested him ____ (to leave, please leave, leaving) the place. However he said slyly, "I'm very much comfortable here ____ (amn't I, are I, aren't I)? If you have inconvenience staying here, you ____ (can leave, could leave, could have left) the place and stay elsewhere." Seeing no other way out, the poor snakes left the cave to save them from the prickly quills. Finally the porcupine made the snakes ____ (leave, to leave, left) the cave. In this way, the cave ____ (was captured, were captured, was been captured) by the porcupine.

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

It was very late when an old beggar came to a rich farmyard. He ____ (had travelled, travelled, will have travelled) far that day. He was tired and hungry. He said to himself, "I must get someone ____ (to help, help, helped) me" because it was snowing. I will go up here; maybe the farmer will help me. He could probably give me somewhere to lie down. ____ (So, When, Since) the old beggar man walked up to the farmhouse and he knocked on the door, the farmer was just finishing his tea, and his wife said, "There's someone ____ (for, on, at) the door. You heard the knock, ____ (did, didn't, wouldn't) you?"

The farmer said, Well, I'll go and see who's there. He walked out and there at his door stood an old beggar man with his old gray hair and his old ragged coat. And the farmer said, ____ (What do you want, what he wanted, what did you want), old man?

He said, Please, sir. I'm just ____ (a, an, the) old beggar. It's a cold night and it's snowing. I'm hungry and tired. I ____ (would get, will get, get) some rest if you provide me a place to lie down for the night.

And the farmer said, "You're a beggar! Old man, I need my barns for my cattle. The woods ____ (is, are, was) fit for you. Go and sleep in the woods, old man, we shelter no beggars here. The old beggar just turned round. He said, "I'm sorry, sir and he walked away. And the door ____ (was closed, closed, will close) by the farmer.

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

One day, when I got home, tired after a morning's shopping, I found that my purse ____ (stole, is stolen, had been stolen). I at once retracted my steps as far as the chemist's in ____ (a, an, the) main road where I ____ (buy, would buy, had bought) some medicine, ____ (because, but, therefore) there was no sign of the purse ____ (in, on, at) the pavement. Luckily, there ____ (was, were, had) not much money in it, only some small change, but it also contained a photograph of my daughter. Later in the day, I was called at the police station to enquire if ____ (they had found, you had found, we found) the purse. A policeman said, "somebody had handed it there. If you ____ (did not write, do not write, had not written) your address, you would not have got it back," he added. "The man left the address, ____ (did he, didn't he, wouldn't he)?" I wanted to know. The man was a driver who had made a note of his name and address. His manner made me ____ (to thank, thank, thanked) him.

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

One morning ____ (in, on, at) early April, I ____ (woke, wake, awake) up to see my friend Govinda standing by my beside. I blinked at him in surprise. " ____ (I was sorry to wake you up, I am sorry to wake you up, I have been sorry to wake you up), Ramesh", He said, ____ (but, because, and) we have a client waiting in the sitting room. She is a young lady. It seems she ____ (has, have, had) something very urgent to communicate. You would be interested in hearing what she has to say, ____ (won't you, wouldn't you, didn't you)?"

"Of course, I would, my dear fellow," I said. I dressed quickly and left for the sitting room. ____ (A, An, The) client was a young lady dressed in black. She looked pale and frightened. "You must not be afraid.", said Govinda soothingly. "Things ____ (will be put, is put, are put) right by us, I assure you. Please tell us everything about your problem, madam." said Govinda. "If you ____ (don't tell, didn't tell, hadn't told) us your problem clearly, it will be difficult for us to solve your case." Mr. Govinda ____ (had, got, gets) her tell everything and she did the same.

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

Once I visited a village far from the town. ____ (A, An, The) village was full of natural beauties. There were not many houses, which were made ____ (in, on, from/of) mud bricks. The village was very neat and clean. In one place, ____ (a sheep, sheep, sheeps) were grazing under the trees. Shepherds were playing "Dandi Biyo" ____ (In spite of, Though, Because of) their attention to the game, they did not take any notice of me. While they were playing the game, I ____ (played, was playing, had played) with a white lamb. I ____ (pleased, had pleased, was pleased) with the lamb. But one of the boys came to me and rebuked me ____ (to play, not to play, not to be played) with the lamb. If he had not behaved in such a way, I ____ (will enjoy, would enjoy, would have enjoyed) happily for a long time. It made me ____ (leave, left, to leave) the place. I think he should not have behaved so, ____ (Don't I, should I, should he)?

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

It was ____ (an, a, the) windy evening. I was pretending as if I was reading in my room. Way down, ____ (in, on, at) my heart, I couldn't help feeling that there was something in what grandmother had said. The Heaven of my grand parents' philosophy ____ (was, were, has) working. I could clearly see that happiness, contentment and peace depend more upon

orderliness, thoughtfulness and kindness than upon genius, spasmodic effort or keeping up appearances, ____ (couldn't I, could I can't I)? ____ (Although, However, Because) mother had been wonderfully courageous, father could hardly have claimed that virtue. What kind of mother would have had in order to have filled expectations of grandmother, ____ (was, is, were) difficult to imagine for me now. It makes me ____ (feel, to feel, feeling) all the time. Had I not been alone in the room, I ____ (had learnt, would have learnt, am learnt) much from my family. Then the door ____ (was knocked, knocked, would knock) and I ____ (was called/had been called/called) by mother.

8. Choose the correct words from the brackets to complete the passage below.

Did you ____ (hear, heard, hearing) about Sera? She got a small part in a film recently ____ (did, didn't, doesn't) she? She had to ride her bike to ____ (a, an, the) top of a steep hill and then go downhill without stopping. Unfortunately, while she ____ (had gone, was going, goes), she fell ____ (form, of, off) her bike into some bushes. The accident got her right arm ____ (break, broke, broken) and got cuts and bruises all over. She said with herself, " ____ (He was, she was, I am) lucky I didn't break my neck!" Of course the director was sorry ____ (and, but, because) he didn't want this scene in the film. It ____ (excluded, was being excluded, was excluded) when it was finally edited. Sera could n't go to see herself at the cinema if she ____ (knows, knew, had known) it earlier.

9. Choose the correct words from the brackets to complete the text below.

Playing game is ____ (an/a/the) most important part of our life. It is an activity that involves an individual and a group. It provides us entertainment, ____? (doesn't it/ does it / don't it?). It makes us strong ____ (both / either/ neither) physically and mentally, When we become mentally fresh, we can do our other works properly. Game helps ____ (for/ to / in) keep our body fit and healthy. So the players always ____ (looked/ looks/ look) handsome. If we ____ (didn't/ don't / can't) take part in any game or do any exercise, we become mentally tired and can ____ (any/ not/ do) work properly. A healthy man ____ (are liked/ is liked/ was liked) by all. Many people say ____ (if /that / why) health is wealth. So in school, teachers make their students ____ (to do/ do / done) different games.

10. Choose the correct words from the brackets to complete the passage below.

Tom was going to introduce ____ (a/ an/the) guest speaker and that evening we went to the library to meet him. Since he had not yet arrived, I ____ (had left/ left/ has left) Tom and I went into the reading room ____ (which/ where/ what) a large audience had already gathered. I was disappointed to find that I didn't know a single person there. It ____ (make/ made/got) me remember my friend, Tom. Just before the talk was due to begin, I saw Tom waving to me ____ (at/ on/ from) the doorway. I went to him immediately, as he looked very worried. He explained that he ____ (has/ had/ would) just received a telephone message from the writer's secretary. Our guest speaker had missed the train; he would be unable to come. While we were thinking about the problem, Tom suddenly asked me if I ____ (would mind/ will mind/ can mind) acting as the speaker. (However/ Although/ Because) ____ I hardly had time to think about the matter, I found I ____ (am being/ was being/ were being) taken into the reading-room to address the waiting audience I was impatient for a while, ____ I? (isn't/ weren't. wasn't)

11. Choose the correct words from the brackets to complete the passage below.

One evening Rita was returning home from school, it was getting dark. So she was in a hurry. At the same time, she heard ____ (a/an/the) row in the street. She went closer and saw an old

lady lying unconscious. She said that she was dying. She took mercy____ (on/at/to) her. The old woman ____ (took/ was taken/ had taken) to the hospital. On the way, the old woman asked Rita____ (what is your name/ what was her name/ what her name was). Rita replied that her name was Rita. It took ____ (they/ them/ their) two hours to get to hospital. The doctors tried their best to the old woman's life____ (although/but /therefore) they failed. Before she died, she had written a letter stating; "All my property goes to Rita____ (which/ whose/ who) helped me to bring to the hospital." The next day Rita went to the hospital. The doctor said to her "You are Rita____ ? (aren't you/ are you/ don't you). "Yes, I am", replied Rita. If Rita did not help the old woman, she____ (would not/ would/ would not have) get all her property. This made Rita____ (feel/felt/ feels) happy.

12. Choose the correct words from the brackets to complete the passage below.

Group discussion gives ____ (a, an, the) opportunity to each individual in the group to put across his point of view. To put forward your point of view clearly, emphatically or forcefully in a way____ (who, which, whom) ____ (is, are, were) accepted and appreciated by other____ (require, requires, required) knowledge on the subject and the ability to say the right thing at the right time. It____ (says, was said, is said) listening is a very important part of group discussion. You need to listen____ (on, at, to) the point of view of others in the group. Trainers say that____ (we must, they had to be, you must) neither be adamant about our point of view nor be upset or angry, if others____ (don't, didn't, hadn't) agree with you, remember make everyone____ (express, to express, expressed) his point of view. Be patient and smile if you can, ____? (Shall we, can you, will you)

13. Choose the correct word from the brackets to complete the passage below.

One day, a lion had been lying under a bush, yawned, rolled over once or twice and said to himself, 'Thank God I am so strong that I need not fear no one ____ (at, on, in) this earth! I am not like these stupid mosquitoes who are afraid of everyone ____ (although, but, because) anyone can crush them.' The mosquitoes heard him and ____ (was, were, are) very angry that they thought of so badly. 'Don't think that no one can get the better of you, Lion, just because you're so big and strong,' one of them said. 'If we unite together, we ____ (would, may, had) prove to be your equals.' ____ (How fool you are!, How fool they were!, How fool are you!),' roared the Lion angrily. 'You had better be careful of what you say. Why, I can crush the lot of you with one paw!' At this the mosquitoes ____ (flies, would fly, flew) at the Lion and began to bite him all over! He turned over on his back and waved all his four paws together and bit his teeth too, but nothing helped. Quite a few mosquitoes ____ (were killed, killed, had killed) by the tiger, but their numbers seemed not to lessen and they kept coming at him as though someone was pouring them out of a bag. The Lion tried jumping into ____ (the, an, a) air. He ran round the bush, but the mosquitoes went on biting him and never stopped.

At last the Lion began begging them. 'Do please stop and leave me, ____ (will you, are you, shall we)?' he said. 'I wasn't making fun of you, really I wasn't. Take pity on me for the love of God!' The mosquitoes left the Lion, rose into the air in a great cloud and said, 'Don't boast, Lion, neither of your strength nor of your wisdom!' At last they made the lion____ (run, to run, runs) away.

14. Choose the correct word from the brackets to complete the passage below.

When we entered the restaurants, I was surprised to find it completely full. I looked around-but not a single table ____ (was, were, is) free. One of the waiters recognized me. He came

across and explained the situation. "A party of tourists came in about half _____ (a, an, the) hour ago," he said. "It was like an invasion! Suddenly the place was full! We could hardly manage! If you had come earlier, you _____ (will get, would have got, would get) the table." The waiter then pointed to a table _____ (on, at, in) the corner. "The people there are just about to leave," he said. "Just hold on and you'll find a place there." He was right. Fifteen minutes later, the people at the corner table paid their bill, got up and _____ (leave, left, had left). I led my friends across and we all sat down. I got another waiter _____ (clean, to clean, cleaned) the table.

Unfortunately, our table was almost out of sight. We tried to attract the attention of the waiter who sent us there but he was also busy with the party of tourists. They _____ (ordered, were ordered, were being ordered) enormous quantities of food. But at last, nearly an hour later, the tourists were finishing their meal and looking very pleased with life. The waiter, now very tired, appeared at our table. I advised my friends about the best dishes _____ (as, but, and) finally the waiter went off with our order.

A few moments later he came back to our table. We could tell from his face that he had bad news for us. Full of apologies, he informed us that _____ (there was, there is, was there) no meat or fish left. "All we can offer you," he said, "is an omelet! You'd prefer to have it, _____ (don't, wouldn't, hadn't) you?"

15. Choose the correct word from the brackets to complete the passage below.

Nobody likes staying at home _____ (on, in, at) a public holiday especially if the weather is fine. Last August we decided to spend the day in _____ (a, an, the) country. The only difficulty was that millions of other people _____ (has, have, had) the same idea. We moved out of the city. We came to a quiet country road we had brought plenty of food with us and we got it out of the cars. Now everything _____ (was, were, have) ready _____ (so that, so that, so) we sat down near at the path of the foothill of the hill. It was very peaceful in the cool grass until we heard bell ringing at the top of the hill. What we saw made us _____ (pick up, to pick up, picked up) our things and run back to the car as far as possible. There were about 200 sheep coming towards us down the path. I asked the shepherd "You have 200 sheep _____ (don't, haven't, didn't) you? He said "I _____ (would, will be, would be) rich if I had two hundred sheep." I said to him that I _____ (like, liked, likes) them. The sheep _____ (was being taken/ were taken/took) to the Terai.

16. Choose the correct word from the brackets to complete the passage below.

Water is _____ (a, an, the) very common thing but it is quite essential to us. We can't live without water _____ ? (can't we, can we, don't we) Water has no taste, color or smell. It _____ (take, takes, took) the shape and color of the vessel if it is put into it. Water can dissolve many substances. So it is difficult to get pure water. Scientists say _____ (that, what, if) water is a compound made up of two gases, hydrogen and oxygen. Water is found in wells, ponds, lakes, rivers and seas. Water is plentiful on the earth but there is shortage of water in deserts. Water _____ (has, had, have) many uses. It is used for drinking and washing. It helps us to get food. We get our food from plants and animals. Plants can't grow without water and animals cannot live without it. If we boil water, it _____ (change, will change, changes) into steam. Steam is used to drive engines. Running water _____ (be used, is used, was used) to produce electricity. We should drink pure water. Water _____ (can make, can be made, can made) pure by boiling. Impure water _____ (contains, contain, contained) germs _____ disease which makes us _____ (fall, to fall, fallen) sick.

Instructions are the ways of getting something done in an orderly way. These are a set of instructions telling us how to cook something and what items of food we require for the preparation of it.

Tips for Writing Instructions

- List out the ingredients required for the preparation of a particular item you want.
- Think of the method or ideas about the item of food you are going to prepare.
- Use imperative sentences as far as possible.
- Remember that you should be orderly. That is to say, don't try to go beyond a series of steps.
- Use the time linkers like, first, first of all, then, after that, next, penultimately, finally, etc.
- Use simple and understandable language and write the instructions clearly

Specimen-1

Making Pancake

Ingredients:

- ✦ 1 cup flour
- ✦ 1 tablespoon sugar
- ✦ 2 teaspoons baking powder
- ✦ 1/4 teaspoon salt
- ✦ 1 egg, beaten
- ✦ 1 cup milk
- ✦ 2 tablespoons vegetable oil



Instructions:

- ✦ First, mix the flour, sugar, salt and baking powder in a bowl. If you have a whisk, use it, and make sure the batter is well mixed.
- ✦ Then, in another bowl, beat the egg then add the milk and oil. Mix until it is thoroughly combined.
- ✦ After that, add the wet ingredients to the dry ingredients and whisk them together for about a minute. The mixture should be a bit lumpy.
- ✦ Then, heat a blob of butter in a large frying pan.
- ✦ After that pour about a third of a cup of batter into the pan. If you want larger pancakes, pour more. For smaller pancakes pour less batter.
- ✦ Then, it will take about two minutes to cook the first side. You will know it is cooked when bubbles that will form on the top.
- ✦ Finally, flip it over and let it cook for a minute more. When the pancakes are golden brown, put them on a plate and enjoy them.

Specimen-2

Making Curdfish

Ingredients: a rohu fish, a cup of curd, half a teaspoonful of turmeric powder to give it a nice colour, two onions, one teaspoonful of garlic-ginger paste, salt according to taste, one teaspoonful each of sugar and hot spices, six red chillies and mustard oil

Instructions:

- ✦ First, mix the curd with the turmeric powder, chopped onions and garlic-ginger paste.
- ✦ Then add some salt.
- ✦ After that, cover the fish with mixture and put it aside for a couple of hours.
- ✦ Heat some mustard oil and fry the spices in it until it is brown.
- ✦ Then put in the sugar and stir it.
- ✦ Finally, put the fish into the pan and cook it over a low flame.
- ✦ When the fish is red, your curd fish is ready.
- ✦ Take it out of the pan and serve it with some green coriander leaves.



Pratice Questions

1. List out the ingredients required and write a set of instructions for preparing rice pudding.
2. List out the ingredients required and write a set of instructions for preparing an omelet.
3. List out the ingredients required and write a set of instructions for preparing a cup of tea.
4. List out the ingredients required and write a set of instructions for preparing vegetable dumpling.
5. List out the ingredients required and write a set of instructions for preparing pasta.
6. Write a stepwise procedure to repair the bicycle puncture.
7. Suppose that your friend is drowned in a pond and he needs artificial breathing. Write a stepwise procedure for the mouth to mouth resuscitation to protect him.
8. List out the ingredients required and write a set of instructions for preparing alu parathaa.

Obligations and prohibitions are a set of rules or codes of behaviour that you must follow and cannot go against it.

Tips for Writing Obligations and Prohibitions

- We all are abided by certain obligations and prohibitions in different places and parts of the country.
- There are different obligations and prohibitions in public places like zoo, school, hospital, library, supermarket, street, hostel, bus park, temple, bank, museum, community, etc.
- You should have a good knowledge of how to prepare and understand such obligations and prohibitions.
- For writing appropriate obligations and prohibitions, you must read the given clues carefully.
- After that, you must prepare a set of obligations and prohibitions on the basis of the outlines given.
- You'd better make a list of such obligations and prohibitions.
- You should write complete sentences while writing obligations and prohibitions.
- Use present and future tenses. Passive sentences are extremely favored.

Structures:

S + is/are + supposed to/allowed to + v1+obj- (for positive meaning)

S + is/are + not + supposed to/allowed to + v1+obj-(for negative meaning)

S + should/shouldn't/ must/mustn't/can/can't+ v1+obj

S + should /shouldn't/must/mustn't/can/can't+be+ v3+obj

Gerund (v4) + is/are/will/shall (not) + v3+obj

It is restricted/prohibited/not allowed/forbidden + to + v1+obj

S + is/are + discouraged/encouraged/expected/suggested + to + v1+obj

1. Temple

- Bringing leather bags, belts, jackets etc, is not allowed into the temple.
- Everyone is requested to take off shoes outside the temple.
- Throwing rubbish around the temple is strictly prohibited.
- Smoking is strictly prohibited in the temple area.
- Everyone is requested to queue up for the worship.
- Taking photograph is not allowed here.

2. Examination Hall

- Students are requested to come on time
- Talking to each other is not allowed in the exam hall.
- Taking copies, books, any sheet of paper into the hall is restricted.
- Disobeying the rules may result into the expulsion of the examinees.
- Everyone should bring the admission card to enter the exam hall.
- Everyone is required to keep the exam hall peaceful.

3. Cinema Hall

- a. Every audience is requested to come with the tickets.
- b. Everyone should enter the cinema on time.
- c. Throwing rubbish in the hall may cause a fine.
- d. Talking aloud and screaming in the hall are strictly prohibited.
- e. The seat number marked on the ticket should be strictly followed.
- f. You are to contact the officer if you have any query.

4. School

- a. Every student is requested to come to school in school uniform.
- b. Every student should have their on stationery materials.
- c. Getting out in the school hour is strictly prohibited.
- d. Any type of beverage product to have as snacks is strictly prohibited in school.
- e. The student having less than 80% of presence will be excluded from exams.
- f. Keeping clean environment in the school area is the duty of every student.

5. Zoo

- a. Visitors are strictly forbidden to feed the animals in the zoo.
- b. Entrance without a ticket is not allowed in the zoo.
- c. Visitors are requested to keep a safe distance from the animals.
- d. Rubbish should be thrown in the designated place only.
- e. No visitor is allowed to enter before 8:00 am and stay after 5:00 pm.
- f. Visitors are requested to show their ticket whenever the zoo officials ask for them.

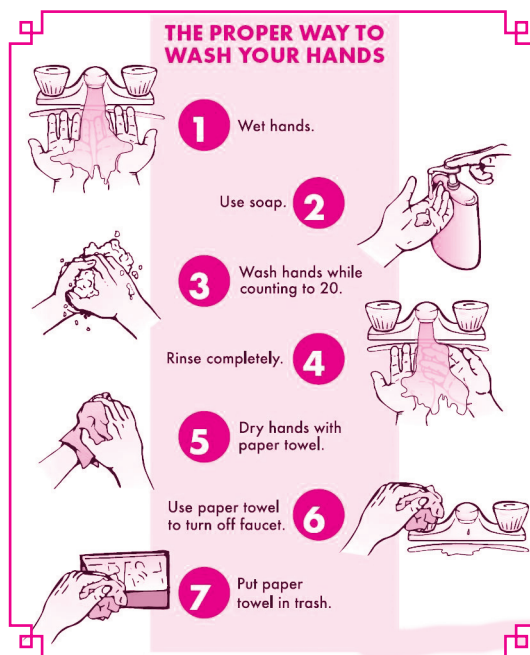
Pratice Questions

- 1. Write a set of obligations and prohibitions for walkers on the footpath.
- 2. Write a set of obligations and prohibitions for drivers while driving on the road.
- 3. Write a set of obligations and prohibitions for students in school.
- 4. Write a set of obligations and prohibitions for visitors in hospital
- 5. Write a set of obligations and prohibitions for family members in house.
- 6. Write a set of obligations and prohibitions for soldiers of Nepal Army.
- 7. Write a set of obligations and prohibitions for school/college teachers.
- 8. Write a set of obligations and prohibitions for doctors in hospital.
- 9. Write a set of obligations and prohibitions for the visitors in a garden.
- 10. Write a set of obligations and prohibitions for employees in an office.

A poster is a large notice, often with a picture on it, which is often put in a public place to advertise something.

Some Instructions for Students to Design a Poster

- Think of the topic in which you are to design a poster.
- Take an A4 size paper or newsprint.
- Decide the place to keep the content and photograph.
- Write a suitable title for your poster. For example: "The Proper Way to Wash Your Hands"
- Consider the clarity and appropriateness of borders, letter size, colour, picture for illustration, etc.
- You are to use different colour to decorate the picture.
- Label the pictures if required.
- The message, colour combination, clarity, and attractiveness, etc. will be observed while evaluating your poster.
- Edit if there is any language or layout problem in your poster before you publish it.



Pratice Questions


1. Design an attractive poster depicting a mother breastfeeding her baby.
2. Design an elegant poster showing the importance of exercise.
3. Design a beautiful poster reflecting the importance of personal hygiene.
4. Design a gorgeous poster showing the importance of baby hygiene.
5. Design a striking poster making people aware about the sanitation of the environment.
6. Design an eye-catching poster reflecting the significance of balanced diet for quality of life.
7. Design a good-looking poster making people aware about the effects of alcohol.
8. Design a lovely poster making people aware about the effects of smoking.
9. Design a pretty poster to advertise your company's product.
10. Design a fine-looking poster to advertise your school in the country.

Used for communicating message, a postcard is a card that is generally used for sending messages without an envelope. It has picture on one side and message on the other side. Here are some guidelines for students to write postcards appropriately:

- Divide your postcard into two parts. The right hand side part should have the stamp box and address of the receiver who gets it and the left hand side part is the message area.
- Write date on the top of the left hand side part which is followed by greeting. While writing greeting write **Dear + Name, Hi + Name** or directly address the recipient.
- Just below the salutation area, your message should be written in an attractive way.
- Your message can be written either in **Simple Present Tense** (The weather is beautiful and as you can imagine, and everything is alright here.), **Present Continuous Tense** (I am planning to spend some days here in Kathmandu.) and **Going to Future Tense** (Tomorrow we are going to watch a show at a theatre on lakeside.)
- Ending of a postcard can be done with these expressions: "Wish you were here". "Hope to see you soon." "Love from ____." "See you soon".
- Conclude your postcard with a subscription Love+ Name or sign on it.
- Add a stamp on the stamp box; write the address of the receiver.
- Edit any language error or a picture that does not match.

Specimen-1

A postcard sent by a friend to his friend Karma Gurung

| | |
|--|---|
| <p>January 10, 2018</p> <p>Hi Tej,</p> <p>Greetings from Phurba! I have just arrived in Kathmandu. As I have promised, I am sending you a postcard.</p> <p>The weather is beautiful out and as you can imagine, and everything is alright here. I am visiting Pashupatinath and Bouddhanath Temple tomorrow. I am planning to spend some days here in Kathmandu.</p> <p>Wish you were here too.</p> <p>Phurba</p> <p>Phurba</p> | <div style="border: 1px solid black; background-color: #f0f0f0; padding: 5px; text-align: center; margin-bottom: 10px;"> Affix Stamp Here </div> <p>Tej Bikram Adhikari Jwalamukhi-5, Dhading</p> <div style="text-align: center;">  </div> |
|--|---|

Specimen-2

A postcard sent by grandsons to their grandpa

January 12, 2018

Dear grandpa,

I'm on holiday in Pokhara. There are a lot of things to see and do!

On Saturday we saw Davies Falls. On Sunday we went to the Mahendra Cave. On Monday we saw Begnas Tal. On Tuesday we went for paragliding. It was quite exciting. On Wednesday we went to Phewa Lake and visited Tal Barahi Temple.

It is a sunny day today. Tomorrow we are going to watch a show at a theatre on lakeside.

Wish you were here.

Love

Anurag and Anmol

Affix
Stamp
Here

Hom Bahadur Thapa
Gangajamuna-7,
Dhading



Pratice Questions

1. Write an attractive postcard to your friend wishing him/her a Happy Birthday.
2. Write an elegant postcard to your friend wishing him/her a Happy Children's Day.
3. Write a beautiful postcard to your mother wishing her a Happy Mother's Day.
4. Write a striking postcard to your father wishing him a Happy Father's Day.
5. Write a gorgeous postcard to your friend who has gone for a long holiday.
6. Write a good looking postcard to your uncle about your study in a new school.
7. Write an eye catching postcard to your father telling him about how you are doing in your studies.
8. Write a lovely postcard to your brother wishing him a happy marriage anniversary.
9. Write a pretty postcard to your sister who is sick wishing her a good health.
10. Write a fine looking postcard to your aunt who is visiting London wishing her a nice time there.

Advertisement is a notice giving information about a job a company or an organization offers. It is the section in a newspaper with small advertisements arranged in groups according to their subject, that are placed by people or small companies who want to buy or sell something, find or offer a job, etc.

Here are some tips to students for writing an advertisement for different posts:

- Think of the nature of advertisement headline you are supposed to write.
- The headline should be written in bold and capital letters. The common headlines found practiced so far are: **VACANCY, VACANCY ANNOUNCEMENT, WANTED, WANTED IMMEDIATELY, WANTED URGENTLY, EMPLOYMENT OPPORTUNITY, CAREER OPPORTUNITY, JOB OPPORTUNITY, EXPRESSION OF INTEREST, URGENTLY REQUIRED**, etc.
- Write a brief introduction of the organization.
- State the vacant post(s) required.
- Cite the qualification required for the post(s).
- Declare the experiences and requirements required for the post(s).
- Point out the major duties and responsibilities to be fulfilled by the selected candidate(s).
- Talk about the salary and allowances facilities for the selected candidate(s).
- State the required documents that need to be submitted along with the candidature.
- Indicate the cutoff date to submit the application.
- Write the address to submit the candidature.
- Write who are encouraged to apply for the post.
- Write when will be the written test and interview.
- Mention how should the candidate(s) apply for the post.

Specimen-1

A Vacancy Announcement for the Post of the Academic Coordinator

| VACANCY ANNOUNCEMENT |
|---|
| A well established English medium school is seeking dynamic, energetic, and well qualified candidates for the following post: |
| Post: Academic Coordinator: Full Time-1 |
| <p>Qualification: M.A/ M. Ed/ M. Phil with at least five years experience</p> <p>Remuneration: Negotiable</p> <p>Fluency in English speaking is a must. Eligible, enthusiastic and passionate Nepali individuals are requested to send their scanned hand written application. A copy of academic qualification, CV and supporting documents, and a recent pp size photograph must be sent by 20th March 2019 to the following address:</p> <p style="text-align: center;">The Excel Public Secondary School Swoyambhu, Kathmandu Tel: 01-4274646</p> <p>Telephone enquiry will not be entertained. Only short listed applicants will be called for the interview.</p> |

Specimen-2

An announcement for the post of an engineer

| Wanted |
|---|
| Lower Arun Hydropower P. Ltd. , licensee for 400 MW Lower Arun Hydroelectric project seeks application for the following position from Nepali citizens. |
| Position: Engineer |
| Qualification: Post- Graduation from recognized University with min. 5 years' experience. |
| Salary and allowance: As per the company's rules. Candidates may apply along with full bio-data with the copies of citizenship certificate and a passport size photograph within 7 days of the publication of this notice. |
| Human Resource Manager Lower Arun Hydropower P. Ltd P. O. Box: 969, Kathmandu Tel: 4247237/4222202, Fax: 4232171 |
| <i>Only short-listed candidates will be called for the interview.</i> |

Pratice Questions

1. Suppose that you are the proprietor of a company. You are in need of an office assistant in your office. Write an advertisement for the post of **an Office Assistant**.
2. Suppose that you are the manager of a company. You are in need of a sales boy to sell the products of the company. Write an advertisement for the post of **a Sales Boy**.
3. Suppose that you are the Chief Executive Officer (CEO) of a company. You are in need of an engineer. Write an advertisement for the post of **an Engineer**.
4. Suppose that you are the principal of a school. You are in need of an accountant in your school. Write an advertisement for the post of **an Accountant**.
5. Suppose that you are the principal of a school. You are in need of Secondary Level Mathematics Teacher in your school. Write an advertisement for the post of **Secondary Level Mathematics Teacher**.
6. Suppose that you are the principal of a school. You are in need of Secondary Level Coordinator in your school. Write an advertisement for the post of **Secondary Level Coordinator**.
7. Suppose that you are the owner of a restaurant. You are in need a waiter in your restaurant. Write an advertisement for the post of **a Waiter**.
8. Suppose that you are the proprietor of an office. You are in need of a typist in your office. Write an advertisement for the post of **a Typist**.
9. Suppose that you are the chairman of a reputed school. You are in need of a principal in your school. Write an advertisement for the post of **the Principal**.
10. Suppose that you are the chairman of a multinational company. You are in need of the Manager in your company. Write an advertisement for the post of **the Manager**.


A message of condolence is the sympathy message written for family members, relatives and friends. It is written in order to publish it in the newspaper. A message of condolence in the newspaper indicates that someone known to them has died recently.


Tips for Writing Message of Condolence:

- Create a message box and write a heading at the top of the message box in block capital letters.
- **HEARTFELT CONDOLENCE, CONDOLENCE, IN MEMORIAM, OBITUARY** and **COMMISERATION** are the common headings of a message of condolence.
- Insert a box just below the heading to put the photo of the dead person.
- Express your sympathy and grief to the person who has got death.
- Highlight the name of the dead person with colorful handwriting.
- Extend your heartfelt condolences to the heartbroken family, friend and relatives concerned.
- Use expressions that express prayer for the deceased soul.
- Write your or your organization's name and address at the bottom of the message box.
- Try to make the corners of the message box attractive.

A message of condolence on the untimely death of your friend

HEARTFELT CONDOLENCE





Birth: 2058 **Death: 2074**

Late Kundan Thapa Magar

We express our deep sympathy and grief at the sudden and untimely demise of our beloved friend, **Mr. Kundan Thapa Magar** who died in an ill-fated accident.

We extend our heartfelt condolences to his bereaved family and relatives

And pray that his departed soul will rest in peace in heaven.

May god give courage and strength to his family members to overcome this irreparable loss.

He will always remain in our heart and memories.

Nepal Police School Family
Ranibari, Samakhushi, Kathmandu, Nepal

Pratice Questions

1. Suppose that you and Mohan Sharma are working in a company. Mohan Sharma is dead. Write a message of condolence to be published in a newspaper using the clues prearranged underneath.

Mohan Sharma-28 years-birth May 20, 1991- accountant-died on September-4, 2019-cooperative-crack jokes-good sense of humour-positive and far-sighted-deepest condolences to him and his family

2. Suppose that you are working in a hydropower company. Your one of the friends Dhiraj is dead. Write a message of condolence to be published in a newspaper using the clues prearranged underneath.

Dhiraj Basnet-38 years -birth June 20, 1981-electrical engineer-died on September-10, 2019-optimistic-sing songs-good interpersonal skills-helpful and unselfish, stay in everyone's heart- most heartfelt condolences

3. Suppose that you are studying in a school. Your one of the friends Naba Raj Thapa is dead. Write a message of condolence to be published in a newspaper using the clues prearranged underneath.

Naba Raj Thapa-19 years-birth July 20, 2000-captain of the class Nine-good at both studies and ECA-died on 15th August, 2019-good sense of humour-never tired of working-respectful-be truly missed- our prayers help comfort you and hasten the journey of his soul to Heaven

4. Suppose that Bikas Rajput and Pradip Rajput are working in the army. Pradip Rajput got death during the war. Write a message of condolence to be published in a newspaper using the clues prearranged underneath.

Pradip Rajput-27 years-birth February 20, 1992- stern and friendly-killed in Kashmir-honest and intelligent-died on 2nd March, 2019-heartfelt sympathy goes out to him and his family

5. Suppose that your one of the school teachers is dead. Write a message of condolence to be published in a newspaper using the clues prearranged underneath.

Biplab Pudasaini-45 years-birth March 20, 1974-Vice Principal-teaches Social Studies-strict and popular among students and parents-died on 20th December 2019- Stay strong and know that you are remembered in our/my thoughts and prayers

A message of congratulations is written when someone does progress, gets promoted, is awarded with a title, receives an honour or gains popularity because of his/her work. It is written by friends, family members and relatives when they are happy at their luck or progress.

Some considerations while writing a message of congratulations are prearranged underneath.

- Mind map on the message box before starting to write a message of congratulations is required.
- Use expressions like HEARTY CONGRATULATIONS and CONGRATULATIONS in the messages of congratulations.
- A small box for putting a photo of the person who is being congratulated should be placed just below the heading of the message.
- Write the name of the person whom you are congratulating and highlight the name in bold letters.
- Write why the person is being congratulated.
- State other supportive evidences in favour of the person that led him towards success.
- Wish him/her for further success in the future using the expressions like “Keep up the spirit! We wish him/her every success in the days ahead.” “Wishing you the bright future”, etc.
- Write your and/or organization’s name and address at the bottom of the message.
- Put the message in an attractive message box and decorate every corner properly.

Specimen-1

A message of congratulations for receiving “Annual Best Student Award”



Mr. Shishir Aryal

Hearty Congratulations!

What a remarkable accomplishment!

Congratulations on receiving the

Annual Best Student Award-2019

No one is more deserving than you to get this prestigious award. I’m proud of you. Your hard work and diligence have been certainly paid off. I’m sure of seeing and hearing a great deal about your achievement in the future. You have a bright future.

Keep up the spirit!

**Nepal Police School, Family
Ranibari, Samakhushi, Kathmandu**

Specimen-2

A message of congratulations for being awarded "The Doctor of Philosophy (PhD)"

Congratulations!!!



Our special thanks and tribute
To

Dr. Kapil Dev Regmi

Lecturer, University of British Columbia
(Vancouver, British Columbia, Canada)

For

Being awarded with the Title

"The Doctor of Philosophy (PhD) 2017"

For his research on "Lifelong Learning in Least Developed Countries: The
Case of Nepal.

We wish him every success in the days ahead.

Shree Badri Vishal Secondary School
Gangajamuna Rural Municipality-7, Dhading

Pratice Questions

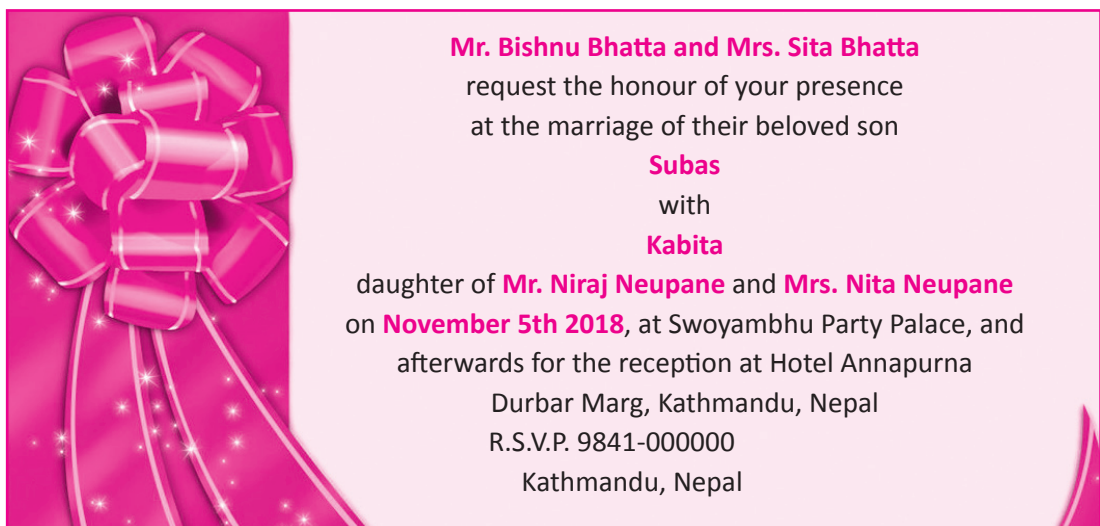
1. Your sister has just got a job in a multinational company. It provides her with good facilities and allowances. Write a message of congratulations to be published in a newspaper wishing her bright future.
2. Your elder brother got A+ in the SEE examination held in the year 2076. Write a message of congratulations to be published in a newspaper wishing him a nice time ahead.
3. One of your friends has just got a scholarship for abroad study. Write a message of congratulations to be published in a newspaper wishing him/ her bright future.
4. One of your teachers has been appointed as the principal of your school. Write a message of congratulations to be published in a newspaper wishing him/her a successful tenure ahead.
5. Your English teacher has just got a scholarship for his PhD research in a foreign university. Write a message of congratulations to be published in a newspaper wishing him bright and successful future ahead.

An invitation is a spoken or written request to somebody to do something or to go somewhere. An invitation card is a card or a piece of paper that you use to invite somebody or something to attend the function. Invitation can be both formal and informal. Here are some tips for the students to write an invitation card effectively:

- Start your invitation with proper names like **“Mr. Bishnu Bhatta and Mrs. Sita Bhatta’.**
- Request the honour of presence for the person you are inviting to like **“request the honour of your presence.”**
- State what is the function or why s/he is being invited like **“at the marriage of their beloved son”.**
- Mention who is getting married with whom and the parents of the groom like **“Subas with Kabita, daughter of Mr. Niraj Neupane and Mrs. Nita Neupane.”**
- Affirm the date and place where the function is going to be held like **“on November 5th 2018, at Swoyambhu Party Palace, and afterwards for the reception at Hotel Annapurna, Durbar Marg, Kathmandu, Nepal.”**
- Write RSVP-please reply (from French ‘répondez s’il vous plaît’) at the bottom on the left hand side of the card.
- Only use the third person pronouns. Avoid using first person pronouns.

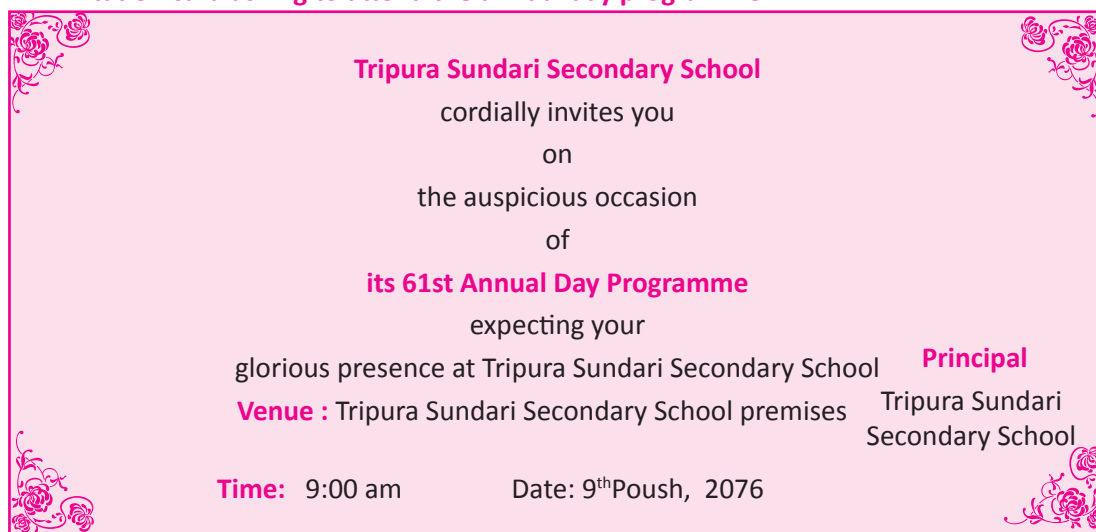
Specimen-1

An invitation card asking to attend the marriage ceremony



Specimen-2:

An invitation card asking to attend the annual day programme.



Pratice Questions

1. Prepare a similar invitation card using the following information given below.

| | |
|-------------------------------------|--|
| Bride: Rasmila | Parents: Mr. P. P. Khadka and Mrs. Laxmi. Khadka |
| Bridegroom: Rohan | Parents: Mr. R. N. Chaudhary and Mrs. G. Mahato |
| Date: January 12, 2018 | Place: ABC Party Palace, Balaju |
| Hotel: A 2 Z, Kathmandu, 9700000000 | |

2. Prepare a similar invitation card using the following information given below.

| | |
|-------------------------------------|---|
| Bride: Menuka | Parents: Mr. Chhabilal Bhatta and Mrs. Himani Bhatta |
| Bridegroom: Mohan | Parents: Mr. Kiran Adhikari and Mrs. Kismita Adhikari |
| Date: February 10, 2018 | Place: ABC Party Palace, Kapan |
| Hotel: A 2 Z, Kathmandu, 9700000000 | |

- Imagine that your brother had an engagement with a girl. Draft an invitation card for his marriage inviting your friends and relatives.
- Imagine that your school is going to organize a science exhibition. Write an invitation card to the guest(s) inviting him/her to attend the exhibition.
- Imagine that you are the principal of a school. Prepare an invitation card inviting the Chief of EDCU to attend the Farewell Programme in your school.

A menu is a list of food items that is available at a restaurant for the costumers especially made to be seen, a food item of one's preference chosen and eaten. It is a way of communication between the service provider and the service user. Here are some tips for the students to write a menu:

- First, think of the name of a restaurant and its location.
- Then, select particular menu items to be included in your menu list.
- After that, decide the price of the selected menu items.
- Choose an attractive font, layout colour and attractive language to be used.
- Include local food items in your menu.
- Keep your menu always attractive and updated in every month.

Green Day Fast Food
Swyambhu, Kathmandu
Menu

| Spicy | Veggie | Healthy |
|--|--|---|
|  |  |  |
| Snacks Newari khaja set Rs. 120 Tass set Rs. 200 Butan chiura set Rs. 150 Gundruk sandheko Rs. 50 Aalo sandheko Rs. 45 Green salad Rs. 80 Bhatmas sandheko Rs. 85 Chicken chilly Rs. 150 Sausage Rs. 100 | MoMo Chicken steam momo Rs. 80 Buff steam momo Rs. 70 Veg steam momo Rs. 65 Nepali Khana Nepali Khana set (veg) Rs. 270 Nepali Khana set (chicken) Rs. 300 Nepali Khana set (mutton) Rs. 400 Thakali Khana set Rs. 450 | Fried Rice Buff. Fried rice Rs. 200 Chicken fried rice Rs. 250 Veg. fried rice Rs. 225 Egg fried rice Rs. 180 Mixed fried rice Rs. 150  |

(Your order will be ready within 15-25 minutes, pay as soon as you order and you will be served when you show your token)

Pratice Questions

- Suppose that you are an owner of a restaurant. Write a menu for your restaurant including all the item of foods available there.
- Suppose that you are an owner of a hotel named Himshikhar Hotel. Write a menu for your hotel including all the item of foods available there.
- Suppose that you have recently opened a café. Write a menu including all the item of breads and drinks available there.
- Suppose that you have a Thakali Khaja Ghar in Kathmandu. Write a menu for it.
- Suppose that you have a Fast Food in New Road. Write a menu for your Fast Food center.

Charts, diagrams, schedules, routines, and graphs are the ways of presenting information. They display the varied numerical and fundamental factors of any subject or field. They can be designed in many forms. Some of them include the system of charts, diagrams, maps, tables, graphs, lists, schedules, etc.

Paragraph 1: Introduction

Describe the type of chart that it belongs to (bar chart, pie chart, table diagram, schedule, etc.) and what it is about.

Paragraph 2: Main Body

Write exciting and suitable information taking out from the given type of graph. Additionally, describe the section of the graph accordingly in order to find one central idea and, if possible one or two slighter ideas.

Paragraph 3: Conclusion

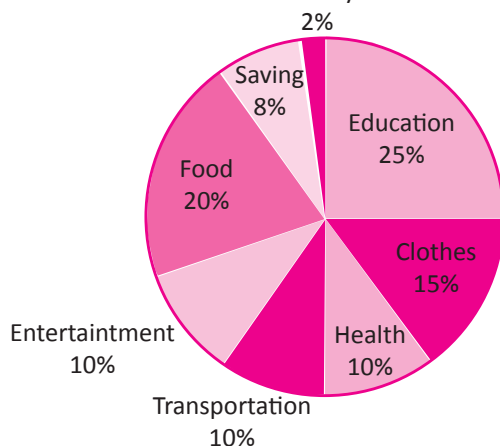
Write a short ending giving an overall view of what the chart is about and your opinion on it.

A. Look at the following pie chart and interpret the information presented on it.

This is a pie chart. This chart shows us about how Mr. Thapa spends his annual earnings.

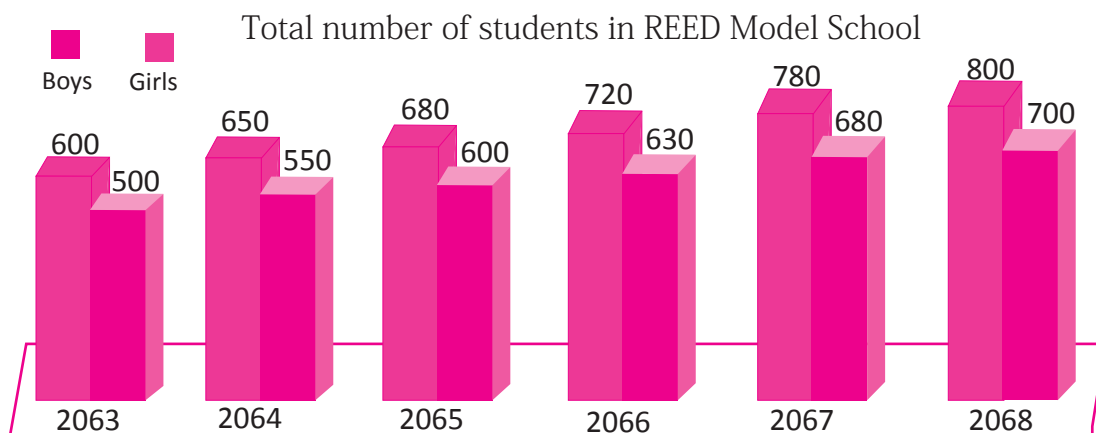
According to the chart, his total income is spent on eight categories and he saves 8% out of his total income annually. The highest percentage of his income is spent on education; 25% of his total income every year. His food expenditure accounts for 20% followed by clothes with 15%. His expenditure on health, transport and entertainment are the same that is 10%. He saves 8% out of his total income every year. At the bottom end 2% of his total income is given to the charity.

Mr. Thapa's Annual Expenditure



It is possible to make a hypothesis on the basis of this chart that Mr. Thapa should minimize the expenditure of entertainment for better saving. He is a good person as he saves some money annually and donates some money to charity, too.

B. Look at the following bar graph and interpret the information presented on it.



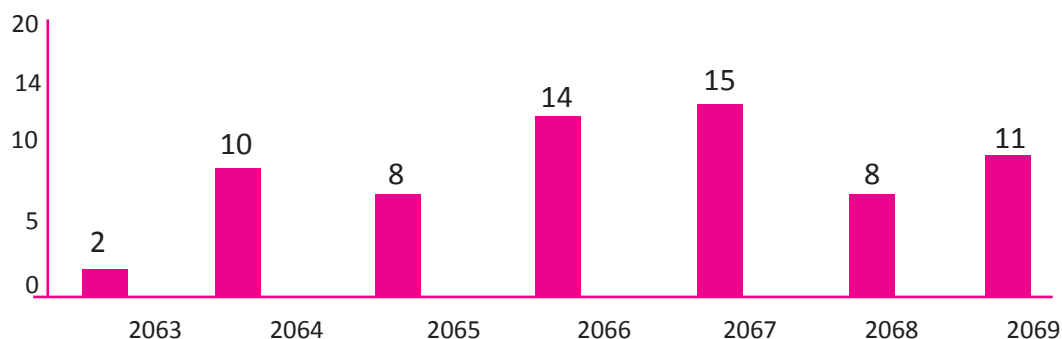
This is a bar graph. The bar graph shows the total number of students i.e. boys and girls in REED Model School from the year 2063 to 2068. It clearly shows the number of students during six years.

The graph represents the rise in the number of the students every year. In the year 2063 the number of boys was 600 and the number of the girls was 500. In the year 2064 the number of both the boys and girls was increased by 50 and became 650 and 550 respectively. In the years 2065 to 2067, the number of both boys and girls increased considerably. In the year 2068, the number grew significantly and it became 800 for boys and 700 for girls.

On the whole, the graph shows that the number of boys is greater than that of the number of girls every year. On the basis of the given graph, we can say that REED Model School is a good institution as it is being progressed to admit more and more students every year. Overall, 200 students increased within 5 years.

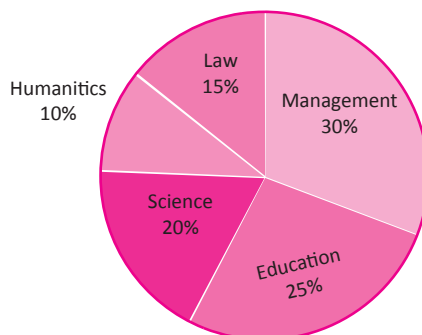
Practice Questions

1. Study the bar graph given below that shows the changes in the number of the readers of a national newspaper and interpret it in a paragraph.



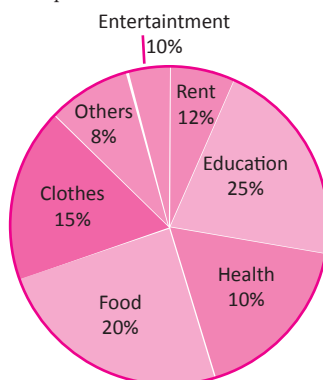
2. Interpret the information given in the following pie chart.

Flow of students in different faculties in TU

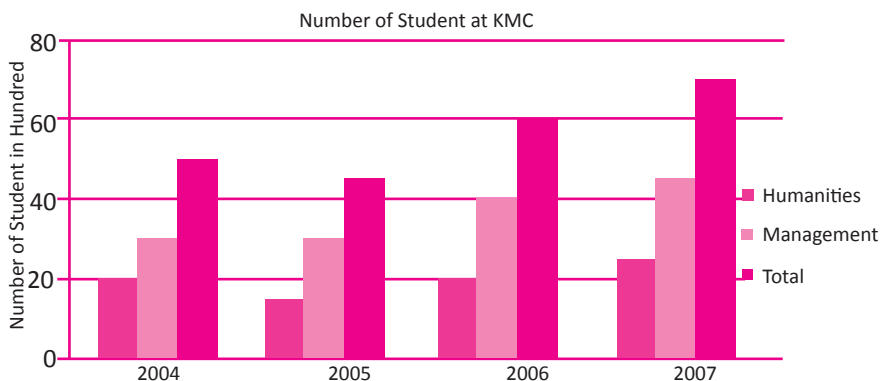


3. Read the following pie-chart carefully, and interpret the information presented on it.

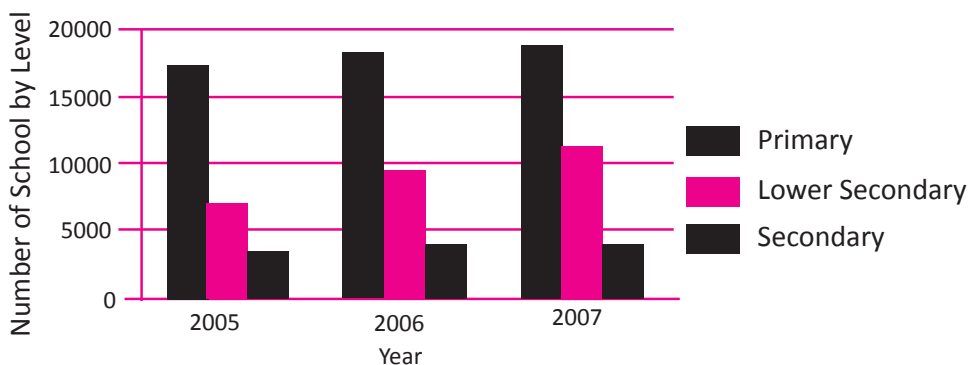
Annual expenditure of Rana's Family



4. Interpret the information presented in the following bar graph.



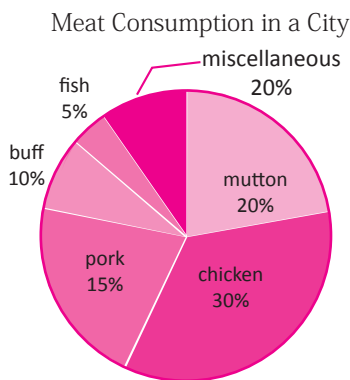
5. Read the following bar-diagram carefully, and write a short description about it based on the information presented on it.



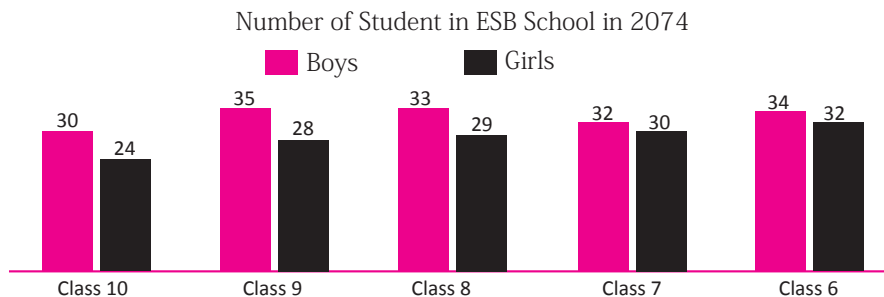
6. Interpret the information given in the following table about vegetable prices in Kalimati Fruits and Vegetable Market.

| VEGETABLES (IN RS PER KG) | | | |
|--|--------|--------|--------|
| | 23-AUG | 30-AUG | DIFF % |
| Tomato Small | 85 | 55 | -35.3 |
| Potato White | 35 | 35 | 0.0 |
| Onion Dry | 65 | 55 | -15.4 |
| Carrot | 85 | 85 | 0.0 |
| Cabbage | 45 | 35 | -22.2 |
| Cauliflower | 115 | 95 | -17.4 |
| Radish White | 35 | 35 | 0.0 |
| Brinjal Long | 45 | 45 | 0.0 |
| Brinjal Round | 45 | 45 | 0.0 |
| Cow Pea | 105 | 75 | -28.6 |
| French Bean | 115 | 95 | -17.4 |
| Source: Kalimati Fruits and Vegetable Market Development Board | | | |

7. Interpret the information presented in the following pie chart.



8. Interpret the information presented in the following bar graph.



According to Abrams, “A short story is a brief work of prose fiction, and most of the terms for analyzing the component elements, the types and the various narrative techniques of the novel are applicable to the short stories as well”.

Short story is an account of invented or imagined events set in a chronological order. It is one of the fictional narratives in prose ranging from 500 to 1500 words length and limited to a few characters, single setting and a single incident.

Elements of Short Story

| Elements | Message |
|-------------------------|---|
| Setting | It tells the reader where and when the story takes place. |
| Characterization | It is creation of imaginary people who appear to be real to the reader. The writer gives information about the characters in the story. |
| Plot | It is a series of events through which the writer reveals what is happening, to whom, and why. |
| Conflict | It is a problem in the story that needs to be resolved. |
| Climax | When the action comes to its highest point of conflict, it is called climax. |
| Resolution | It is the story's action after the climax until the end of the story. It is also called the “conclusion” of the story. |
| Theme | It is the story's main ideas or the “message” the writer intends to communicate by telling the story. |
| Point of view | It is the position of the narrator of the story and what the writer sees from that vantage point. |

How to write a story?

- Decide who the characters are.
- Who is going to be in the story?
- What sort of characters are they?
- Where and when your story is going to take place. This is called the setting.
- What is going to happen in your story?
- What is the main event?
- What type of story is it?
- Write a summary of what happens in the story.
- Write the events in the story, this is known as the plot.
- Write how it all ends and how the problem is solved?
- Write the type of ending: happy or sad?

Beginning of the story

- Once upon a time_____.
- Many years ago, there lived a_____.
- I heard this story when I was ___years old.
- I am going to tell you a story about _____and_____.
- Long ago in the mists of time_____.
- One day, not too long, it all happened.
- Once when the world was young at heart, it had all happened.

Ending of the story

- That is how the problem was solved at last.
- And that was the end of the story.
- The horror was over and they all were safe again.
- As every problem ends with solution, it also had a happy ending.
- Thus, it turned out alright in the end.

Some Specimen Stories

The Best of the Best Artist

Three artists compete...one paints a wreath (garland) of flowers...a bee comes and sits on the picture...another paints a basket of fruits...an ox tries to seize it...the third paints a curtain...all the three pictures placed before the judge...the judge tries to raise (lift) the curtain...the picture adjudged (believed to be) the best...it deceives (tricks, misleads) a man...other only insect and animal...moral.

Once upon a time, when the world was so young, there was a beautiful city surrounded by green forests and a river. There lived three artists together for many years. All of them were highly skilled and competent. It was too difficult to decide who the best one was. One day, a competition was organized to judge their skill. A judge was appointed to give the decision. Then, the artists were asked to draw the pictures as per their preferences. As soon as the competition started, one of the artists painted a garland of flowers. It was a real like flower. It attracted a bee in no time. The bee came and sat on it.

Similarly, the second artist painted a basket of fruits. It was also so alive that it seemed so natural. An ox tried to snatch it when the ox saw it.

Accordingly, the third artist painted a picture of a curtain. It too seemed real alike. All of the three pictures were then placed before the judge to decide the best one. It was the time to decide. Therefore, the judge stood, went near the curtain, and raised it thinking that it was hung on the door. Only then he knew that it was a picture. The judge then decided that the picture of the curtain is the best because it deceived a man whereas the other pictures only tricked an insect and animal.

Moral: True art gives a sense of life to the things.

The Quarrelling Sons of a Farmer

A farmer with several sons...sons always quarreled...the farmer was sad...fell ill and taken to hospital...dying...called his sons and gave a bundle of sticks...told them to break the sticks...all tired...could not break the sticks...united the bundle...gave the sticks separately...easily broke each stick...moral

I am going to tell you a story about an old farmer and his quarrelling sons. Long ago, in one of the then villages of Nepal, there lived an old farmer. The farmer was very honest and hardworking despite his poverty. The farmer had several sons. They always used to quarrel with each other even for no reasons. Those quarrels made him feel so sad.

One day, the father fell seriously ill and he was taken to hospital. The farmer was dying soon. The farmer thought of an idea to teach his sons. He said, "I will teach my sons a lesson before my death". He managed a bundle of sticks and called all his sons. He gave them that bundle of sticks and asked them if they could break them. All of his sons tried to break the bundle of sticks but none of them succeeded.

Again he untied the bundle of the sticks and gave it to each of them. He then asked them to break it. They easily broke the stick with no greater effort. Then, the father said to them,

“Never fight and quarrel with one another because enemies will easily defeat you if you are not united”. The sons realized their weaknesses and learnt the worth of being united.

Moral: Unity is strength.

The Disappointed King Taught a Lesson

A king disappointed...his lazy people...to teach them a lesson he had a big stone put in the middle of the road one night...next day merchants pass and go around it...an officer with his car did the same...young soldier came cycling, did the same...all cursed the stone and blamed the government for not removing it...then the king had the stone removed...many people watched it ...under it was an iron box...marked, “ For the man who moves away the stone”... inside was purse full of money...the people were ashamed...moral.

Many years ago, a wise and liberal king ruled over a state. He was greatly disappointed with his people who were very lazy. They used to depend on the government even for small works for the common good of the people and country. That situation made the king feel very sad. He wandered in search of an idea to teach them a lesson.

One day when he was travelling to the city, an idea emerged in his mind to teach them a lesson. One night, the king went to the busy city and put a big stone in the middle of the road as a part of his plan. Next day, a merchant of the city travelling along the road passed and went round it. The merchant did not even touch to remove the stone. Meanwhile, an officer driving his car arrived there and did the same. Accordingly, a young soldier came cycling there and he also did the same as the merchant and the officer had done. All of them cursed the stone for obstructing their way and blamed the government for not removing it on time.

The king was watching the scene and the reaction of those concerned. Then, the king went to the road and removed the stone himself. Many people in surprise were watching the unprecedented scene. There was an iron box under the stone. It was marked with “For the man who moves away the stone”. The king opened the box and inside it there was a purse full of money. The king kept the purse with him showing it to the curious and annoyed crowd. All the people around him were ashamed to see it.

Moral: A good work even if it is small is greater than a big plan.

The Clever Man and Thoughtless Friends

Three friends.... talk standing outside a hotel decide to purchase the hotel to start a business.....a man hears them..... thinks to deceive them asks them how much money they have takes the money and gives them papers of hotel instead happily enter hotel and have lunch... a waiter asks them to pay the bill.....they say they are the new owners the papers are examined.....moral

Once there were three young friends in a village. They had recently completed college education from a town. They were searching for good jobs but they could not get any. They were tired of moving from door to door of offices, factories and stores. They thought of starting their own business in their own investment. Each of them borrowed some money from their parents and set out for a town to start a business.

When they reached just outside a hotel in the town, they stood nearby and talked about purchasing a hotel again. The conversation among the three friends caught a man's ears. He was standing beside them, at the entrance of the hotel. He knew that they had big sum of money and he immediately made a plan to cheat them. He said to them, “I'm the owner of this hotel. Do you want to purchase this hotel? How much money do you have?” They honestly replied how much they had. They believed in what the man said and agreed to purchase the

hotel in haste. The three friends gave him the money according to the deal. Then the man said to them, "Look, these are the papers of the hotel. Take these papers and you are the owners of the hotel now." They happily went into the hotel and had a good lunch. After a while, a waiter asked them to pay the bill. But they said, "We are the new owners of this hotel."

The real owner of the hotel came and examined the papers and told them that those were fake papers. Now the three friends were at a complete loss and they looked at one another in regret.

Moral: Haste invites trouble.

Appreciable Wisdom of the Rabbit

A lionkills many animals.....all animals hold meeting with lion.....request not to kill them....propose to kill turn wise.....lion agree.....animals go turn wise.....turn of a rabbit....plots a plan....late....lion angry....says another lion in the jungle....lion angry.....asks to show....rabbit bring it to a well... see....reflection.....jumps down....kill.....rabbit happy....moral

Once upon a time there lived a lion in a jungle. He was the king of all the animals. He used to kill the animals as much as he could. One day, the animals decided to hold a meeting with the lion and requested him not to kill them unnecessarily in the name of his food. They proposed him to call them one by one everyday to satisfy his hunger. The king agreed and the animals started to come to the lion in their own turn.

One day, it was the turn of a rabbit and it said itself "I have to die today, why should I go on time? I must think of a plan to get rid of this problem, mustn't I?" Thinking all, the rabbit went to the lion. It was quite late that day. The lion was very furious with the rabbit. When the lion saw the rabbit, it bounced upon it with anger and asked why he was so late. The rabbit told the lion that it was not his mistake to be late. Then the lion asked him, "Whose mistake is it?" The rabbit told him that when he was coming to him he met another lion on the way and it told him that it was the real king of the jungle. Hearing this, the lion roared with anger and asked the rabbit to show where that stupid lion was so that he could kill him immediately.

Afterwards, the rabbit took the lion to deep water well and requested him to have a look at it. The lion saw its own reflection on the water of the well. The lion thought that it was another lion as told by the rabbit. The lion roared loudly and jumped off with absolute anger into the deep well to kill another lion. Nevertheless, the foolish lion could not come out from the well and died miserably. This is how the little rabbit saved the lives of all the animals from the cruel lion and after that all animals lived freely and happily forever.

Moral: Wisdom is greater than strength.

The Lion Got a Lesson

A lion lying under a bush-----proud of its strength-----says "I am not like these stupid mosquitoes that are afraid of everyone because anyone can squash them"-----the mosquitoes overhear----- very angry----want to give a lesson----- began to bite him all over----runs round the bush-----biting never stops----begs for life.....forgive at last----- runs away-----moral.

Once there lived a lion in a dense forest of Chitwan National Park. It was extremely proud of its own strength. One day, the lion had been lying under a bush. The lion yawned, rolled over once or twice and said to oneself, 'Thank God I am so strong that I need not fear anyone in this earth! I am not like these stupid mosquitoes that are afraid of everyone because anyone can squash them.' The mosquitoes heard him and were very angry that they should have

thought of so badly. 'Don't think that no one can get the better of you, lion, just because you're so big and strong,' one of them said. 'If we unite together, we may prove to be your equals.' 'How fool you are!' roared the lion angrily. 'You had better be careful of what you say. Why, I can crush the lot of you with one paw!' At this the mosquitoes flew at the lion and began to bite him all over! He turned over on his back and waved all his four paws together and bit his teeth too, but nothing helped. Quite a few mosquitoes were killed by the lion, but their numbers seemed not to lessen and they kept coming at him as though someone was pouring them out of a bag. The lion tried jumping into the air. He ran round the bush, but the mosquitoes went on biting him and never stopped.

At last the lion began begging them. 'Do please stop and leave me, will you?' he said. 'I wasn't making fun of you, really I wasn't. Take pity on me for the love of God!' The mosquitoes left the lion, rose into the air in a great cloud and said, 'Don't boast, lion, neither of your strength nor of your wisdom!' At last they made the lion run away.

Moral: Unity is strength.

Practice Questions

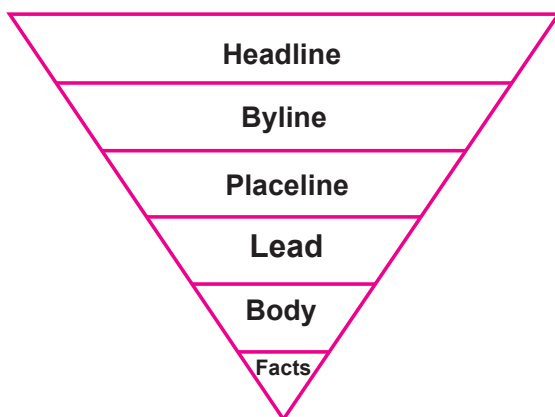
Construct a readable story with the help of outlines given in the box below.

1. A heavy shower..... birds comfortable in nests monkeys getting wet at the branches of the treesbirds sympathize them monkeys with head and feet can't build shelters..... rain ceases monkeys destroy nests moral.
2. A hard working ant and grasshopper....ant works all summer and collects food for winter grasshopper spends by singing.....no food in winter.....goes to the ant.....begs for food the ant tells.....don't you feel shy?..... moral.
3. Three men find a purse in a forest.....agree to divide the money.....all are hungry.....one goes to buy food.....poisons it.....the other two decide to murder him.....he is murdered on his return.....the other two eat the food.....result.....moral.
4. A peacock.....proud of his looks.....admires his own beauty.....thinks he is the best bird in the world.....proud peacock dances.....colorful feathers.....he meets crane..... colourless feather.....the peacock mocks at him, you look so ordinarythe crane replies, "of course!but can't fly high up.....moral.
5. A girl age of 15.....works in a boss housegoes to school completing household works..... faces different problems everyday.....discouraged in study by the boss.....doesn't pay fee.....requests in school for free educationschool agrees.....becomes school top in the final exammoral.
6. At a midnight.....man with a basket containing charcoalpoliceman suspicious questions himthe man hesitatesbasket searchedsilver vessels found result.....moral.
7. An old farmer.....three lazy sons.....old man dying.....tells sons treasures hidden in the fields.....dies before spotting the place.....digs the ground.....no treasure.....plant crops..... more crops.....realizes truth.....labour productive.....moral.
8. A barber shop near the jungle...a barber...people visit...shaving everyday...nearby a monkey on a tree...watching...shaving finished...the barber goes to the river...the monkey climbs down...tries saving...cuts mouth and nose...scream...moral.

9. A village boy...daily takes sheep out for grazing...gets tired of work...shouts 'Wolf' as a fun...villagers run for help...find no wolf...boy laughs at them...play the same joke again...villagers angry...at last wolf really comes...boy shouts...villagers take no notice...moral.
10. An engine driver----his habit of looking at the bright side of everything-----comfort those in -----trouble by saying that there was sure to be some good in it-----meets with an accident ----- one of his legs cut off ----- visited by his friends ----- their talk about his mishap ----- his remark: "I shall only have one boot to buy, and clean in future"moral.
11. Abou---a pious man---- sees one night an angel in his room---- writing down the names of those who loved God----his name not in the list----asks the angel to write his name among those who loved their fellow men---- the angel does so----appears again next night----Abou's name tops the list----moral.
12. A farmer has amazing goose----lays a golden egg daily----the farmer greedy----- thinks to be rich at once---kills the goose to get all the eggs inside her--- great disappointment--gets a single egg---- moral.
13. A lion----catches in the hunter's net-----squirrel serves----becomes his favorite servant--- --the lion---promises him a cart load of nuts-----doesn't fulfill his promise-----hungry squirrel envies other---grows old-----retires from service-----given his cartload of nuts--- --long ago lost all his teeth-----moral.
14. An old lady becomes blind – calls in a doctor – agrees to pay large fee if cured, but nothing if not – doctor calls daily – puts eyes on lady's furniture – delays the cure – everyday takes away furniture – at last cures her – demands his fees – lady refuses to pay – saying cure not complete – doctor brings a court case – judge asks why she does not pay – she says sight not properly restored – she cannot see all her furniture – judge gives verdict in her favour – moral.
15. Androcles– a slave – runs away – lives in a cave in the desert – the lion comes limping – thorn in its foot – Androcles pulls out the thorn – lion grateful – soon after Androcles gets caught – thrown to a lion – lion does not touch him – lion lays at his feet – same lion – master hears Androcles story – pardons Androcles – sets lion free– moral.
16. A bee falls into a tank – a dove flies past – drops a large leaf into the water – the bee climbs on to the leaf – flies away–a hunter takes aim at the dove–the bee stings him – the dove is saved- moral.
18. A King defeats for many time hides in a cave.....sees a spider climbing the wall..... falls several times.....gets sucess at lastthe King collects enough courage..... attacks enemiessucceedsmoral.
19. A rich farmer.....apple garden.....migrate to a nearest city.....a watchman..... paid very little.....no honesty.....appoints a ladyeven no honesty.... dismisses her too.....appoints a lame and a blind.....no honesty.....moral .

News stories are those, which are meant for newspaper. They should be written in a simple way and they must be clear. There should not be any confusing words or lines.

Most news stories are written in the inverted pyramid style. This means all the **important** information, **most of the 5 W's** can be found in the **lead**. Information and quotes are added according to their importance. The most important information is written at the top whereas the least important information can be found at the bottom of the story, or pyramid. Look at the following pyramid.



Layout of a news story

| | |
|---------------------------|---|
| Headline | catches your attention and sums up the story <i>All capital letters: NEPAL BUS CRASH LEAVES MANY DEAD</i> <i>Only the first words of the topic capital: Nepal bus crash leaves many dead</i> <i>Only the important words capital: Nepal bus Crash leaves many Dead</i> <i>First letter of all words capital: Nepal Bus Crash Leaves Many Dead</i> |
| Byline / Source | writer's name and specialty, e.g. sports, food, crime, current events source: RSS, THT, BBC, CNN, The Republica, The Kantipur, etc. |
| Placeline and date | where and when the story begins |
| Lead | the opening section gives most important information should answer most of the 5w's |
| Body | supplies detail most important details come first |
| Facts | simple true statements |
| Quotation | what someone actually said adds accuracy adds "at the scene" feeling |

Specimen-1

| | |
|-----------------------|---------------------------|
| Headline | Three Die in Bus Accident |
| Source | (KP): |
| Place and Date | Bharatpur, August 25 |

| | |
|-------------------------------|--|
| Introduction | A bus going to Kathmandu from Narayangarh met an accident at Ramnagar near Devghat pushing the death toll to 3, the official reported here today. |
| Explanation | The ill-fated bus registered as Ba A Kha 4512 left for Kathmandu at 4 pm carrying sixteen passengers. After a few hours' drive, the brake failed at Devghat, and the bus met a fatal accident. The bus hit a big pole and somersaulted with a huge crash. Three passengers died on the spot while 12 have been injured. They have been admitted to the hospital. According to the reporter, 5 people who were seriously injured have been sent to Kathmandu for treatment. |
| Additional Information | Arjun Singh, one of the passengers said, "The accident occurred because the driver was drunk." The driver and the Khalasi have been kept in police custody for legal investigation. Police are studying the case. |

Specimen-2

3 HOUSES, SCHOOL SWEEPED AWAY IN BHOJPUR FLOOD

RSS

Bhojpur, August 10: Floods in Lengkhuwa stream in Chaukidanda VDC, Ward No. 3, in the northern part of the district headquarters, Bhojpur, after nonstop heavy shower swept away one school and four houses Sunday night.

The floods had swept away Sumnima Primary School and houses of Narayan Bahadur Rai, Shree Kumar Rai and Dhan Kumar Rai.

Ram Kumar Rai and Narayan Rai have sustained injuries on their legs due to landslides and three cows, four oxen, six goats, five pigs, among others, were swept away by the floods, according to the District Police Office.

Police personnel deputed from Kulung Police Post and Kudak Kaule Police Post have now been carrying out rescue operation.

Specimen-3

Afghanistan beat India 2-0 to lift SAFF Championship trophy

Kathmandu: Afghanistan prevailed to emerge Champions of the 2013 SAFF Championship after beating India 2-0 in the final on Wednesday.

The Afghans, who won their maiden SAFF trophy, exacted a sweet revenge for their humiliating 0-4 loss against the same opponents in New Delhi two years back. The winners were helped by strikes from Mustafa Azadzoy in 8th minute and Sanjar Ahmadi in 63rd minute.

Indian coach Wim Koevers's gamble of leaving out regular captain Sunil Chhetri from the starting XI didn't exactly pay off although the efforts from Robin Singh and Jeje Lalpeklhua were praiseworthy. It was their inexperience on big occasion that cost India dearly as they fumbled repeatedly on the opposition's attacking third. For Afghanistan, it was a moment they had waited for two years having found the defeat in Delhi a hard to swallow.

A fleet of Afghan Parliamentarians arrived in the afternoon to cheer their team and one of them even went onto the extent of announcing an apartment and US dollar 25,000 each for the whole squad if they happen to win the match.

Specimen-4

Court sentences 4 men to death in New Delhi gang rape case

New Delhi (CNN)

An Indian court sentenced four men to death Friday for the rape and murder of a 23-year-old woman in New Delhi, an attack that appalled the South Asian nations.

Announcing the sentence, Judge Yogesh Khan said the crime “shocked the collective conscience” of India and fell into the “rarest of rare category” that deserves capital punishment. “In these times when crimes against women are on the rise, the court cannot turn a blind eye to this gruesome act,” he said.

One of the convicted men, Vinay Sharma, broke down in tears and cried loudly as the judge spoke.

Prosecutors had asked for the death penalty for the men, citing the “extreme brutality” of the attack, which took place on a moving bus in December. They had also argued the court needed to send a message to Indian society with its judgment.

Specimen-5

City Center building catches fire

Kamal Pariyar

Kathmandu, Aug 22: Fire broke out at the underground parking area of the City Center in Kamal Pokhari on Wednesday afternoon.

However, the firestorm has been brought under control with the help of five fire engines, informed Kiran Kunwar, police inspector at the Metropolitan Police Circle, Kamal Pokhari.

The fire broke out around 1:30 this afternoon at the parking area of the shopping center, where generators and around 8000 liters of diesel had been stored for power supply during outage.

No human casualty has been reported so far; however, approximately properties worth Rs 10 million have been destroyed in the fire, said police, quoting Raj Kumar Banka, the manager at the City Center.

After the preliminary investigation, the police are assuming that the fire occurred due to the overheated generators. The fire has completely destroyed the cable system and control panel board of the generators, filling the entire building with smoke. The building was evacuated by the police following the incident.

Around 200 security personnel from Nepal Police, Nepal Army and Armed Police Force, had worked together to do use the fire and take the situation under control. Police are further investigating the matter.

Pratice Questions

Write news stories on the basis of the outlines prearranged underneath.

1. Twin Otter Crashes In Dadeldhura
All 25 on board died.....flying from Dhangadi to Bajhang.....collided with pine trees on Churia hills.....25 people including crew members died.....most of the passengers, civil servants and students.....condolence given to the families of deceased passengers by the Minister of civil aviation.

2. Surkhet Bridge Collapse
15 killed.....33 hurt.....over 100 missing.....bridge over crowded.....pilgrims for annual purnima festival.....temporary medical camp.....helicopter brings patients to the regional hospital in Surkhet.
3. 16 Injured In Iran Quake
5.3 magnitude earthquake.....southern province of Fars in Iran.....16 people injured.....17 villages damaged.....Tehran University's Seismological Centre reported on website Iran Mehr News Agency reported.
4. 14 Years Old Boy Commit Suicide
Hem Shrestha.....14 years old.....studying in class 9 in Kantipur Secondary School.....intelligent boy.....use of excessive sleeping pills.....found dead in his own bed.....cause of the suicide not known.....investigation going on.
5. Dipak Bista Bags A Gold Medal
SAG Taekwondo-defeats Ali from Bangladesh.....the first medal for Nepal in games.....government of Nepal declares to give 5,00,000 as an award.....people in his district celebrating his victory.
6. A Bus Collided With A Truck
75 passengers were travelling by bus.....21 passengers were killed on the spot.....30 are undergoing treatment in B & B Hospital, Ktm.....12 returned home after recovery.
7. Hospital Inaugurated at Bhaktapur
Bhaktapur Cancer Hospital.....inaugurated among a big mass by Minister of Health.....built from the financial support of the government of Japan.....work started in 1999.....ended in 2005.....has the capacity of 100 beds....people look cheerful and hopeful about the future.....best wishes from the minister.
8. A Person Kidnapped In Jhapa
Hari Chand.....30 years old.....sleeping in bed.....kidnapped by a gang.....Rs.....4,00,0000 ransom.....search going on.
9. Plane crash
Skyline Airways (Dilatus Proter IAN-CWC) plane flying from Biratnagar to Kathmandu-crashed at Dhulikhel hills-poor visibility-thick clouds-hit the telecom tower-all dead including the crew-compensation Rs. 1000000 to each family
10. Lost student rescued
Mr. Man Singh Ghale –Budhathum-7, Gangajamuna Rural Municipality, Dhading-lost in the jungle since 5 days-student of Shree Badri Bishal Secondary School-rescued by a cowboy-on the way to his school through jungle-parents heartily thanked him.

A paragraph is a group of sentences dealing with a single theme. These sentences are logically arranged expressing a thought on one and the same topic. Paragraph writing tests a student's ability to think fast and connect different aspects. The paragraph not only tests a student's awareness of the various issues but also his ability to argue a point convincingly. Besides, paragraph writing also reveals whether a student is capable of organizing his thoughts logically in a limited time or not. Apart from these, paragraph writing also tests a student's fluency in English.

In a paragraph, the main thought is stated in the opening sentence and then it is enlarged or elaborated in the following lines or body of the paragraph.

Paragraph Structure

Introduction: The first section of a paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

Body: It follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information.

Conclusion: It is the final section which summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

Read the following paragraphs.

Importance of School Uniform

School uniform is important for students owing to many reasons. One important thing is that it abides students by their school's rules and regulations. When there is a particular school uniform, students cannot wear whatever they like. Sometimes, students wear some dresses which look odd and vulgar on them. In school uniforms, they are not allowed to do any undisciplined activities both in and outside of their school. Another importance of school uniform is that students look smart and it gives the sense of equality and no discrimination. Nobody can show their superiority or inferiority as all of them look similar in their uniform. In addition, school uniform gives identity to students and their school. It helps them to build up their personality and reminds them of their duties and responsibilities. *Thus, it is rightly said that a uniform itself is a great strength for a person who wears it.*

Friendship

Friendship is a feeling of love and affection of one person for another. This feeling of love must be reciprocated. Otherwise friendship cannot be possible. Friendship does not exist where tastes, feelings and sentiments are not similar. The famous essayist Bacon has warned against the friendship between a very rich person and a very poor person. Economic disparity damages friendship. Thus friendship is a feeling of affection between two likeminded persons of uniform status. It is said that a friend in need is a friend in deed. There may be many friends at the time of prosperity. But most of them desert at the time of adversity. We can examine the sincerity of a friend during our time of hardship and trouble. Only a sincere and faithful friend remains with us at the time of our trouble. All others leave us. It is very painful when our friends turn traitors.

My School

School is the second home for students. I like my school because teachers are very helpful and affectionate like parents. We talk about different issues in our classroom. They ask us interesting questions and we use our experiences to answer them. They teach us about our good habits, manners, hygiene and sanitation and many other useful things that are not included in the course of study. They give us handouts and other reference materials. We work in groups and pairs. They encourage us to do things on our own. We take part in different extra and co-curricular activities. We do a lot of project works. I am always busy learning a lot of things every day. Well experienced teachers, its infrastructures and other facilities make our school a perfect place for learning and getting education feeling just like at home because my school teaches both the subjects and the students.

Importance of Hygiene

Hygiene and good habits are commonly understood as prevention methods against infection. Hygiene is the maintenance of health and healthy living. Hygiene ranges from personal hygiene to occupational hygiene and public health. Hygiene involves healthy diet, cleanliness, and mental health. One of the most effective ways to protect ourselves, from illness is good personal hygiene. This means not only washing your hands but also your body. Hygiene also means being careful not to cough or sneeze on others, cleaning things that you touch when you are ill, putting items such as tissues into a bin, and using protective aids when you are at the risk of catching an infection. Personal hygiene includes health practices such as bathing, washing your hair, brushing your teeth, and cleaning your clothes. Maintaining good personal hygiene helps to fight infection by removing causative factors that allow bacteria to grow from the surface of your skin.

My Hobby

Hobbies are spare time activities of people. Various leisure-time activities, usually involving collecting objects such as stamps or butterflies, or creating objects such as wood carvings or embroidery are hobbies. Hobbies are pursued to get rid of boredom and to refresh one's mind after exhausting physical or mental work. There are many kinds of hobbies like reading, sports, gardening, photography, etc. But my hobby is stamp collecting. I started collecting stamps in my childhood and gradually I developed it as my hobby. I exchange stamps with my friends and make purchases even in the market now. I have collected about three thousand stamps of different things. Most of these stamps are of a rare variety and I have arranged them in albums in a systematic manner. I have stamps, which delineate great men of history, a country's historical events, its flora and fauna, its achievements, etc. Some stamps depict great festivals, international days or events. I spend my leisure-time among my lovely stamps and forget all worries of the world.

How I Learnt Cycling

Cycling is the sport or an activity of riding bicycle. My elder brother helped me to learn how to ride a bicycle. One fine summer morning he took me on his cycle to a nearby playground. It was a large, open and levelled ground, and all empty. My brother made me sit on the seat of the bicycle and place my feet on the pedals. He held the cycle from behind and ran along slightly pushing it. Meanwhile, I tried to pedal the cycle slowly. In the beginning, mishandled, but gradually I was able to manage it. My brother spent about an hour that day in training me in the technique of riding a bicycle. Then he taught and trained me the next

day, and the day following. I had self-confidence and could ride alone on the road. However, I fell a couple of times and got bruised. But it was an exciting experience. I am very much thankful to my elder brother for teaching me how to ride a bicycle. Now, I am an expert cyclist and have my own cycle. I go to school riding it

How I Learnt to Swim

Three years back I visited my uncle in the summer vacation. He is a big farmer and lives in a village. In the village there is a big and lovely pond with lotus and lily flowers in it. I learnt how to swim there. My uncle's only son Hritik is of my age and an expert swimmer. He taught me the art of swimming. The pond was shallow near the banks. The first day of the exercise was really very unpleasant, and so I was reluctant to go to the pond the next day because on the first day I gulped a lot of water, sank a couple of times, and some water entered into my nose as well. However, Hritik persuaded me to continue, and soon I began to enjoy swimming. He helped me a lot in it. He also used an inflated rubber tube of a car of my uncle in teaching me how to swim; now, I can swim like a fish, a tortoise and a frog. I am a regular visitor to the swimming pool in Kathmandu. I have also won some medals and prizes in junior swimming championship on local level.

Pratice Questions

1. Write a descriptive paragraph about the person who has great influence in your life.
2. Write a paragraph about your likes and dislikes.
3. Write a description of your class in a paragraph.
4. Write a paragraph explaining which profession you would like to pursue in the future.
6. Recall any exciting or thrilling experience of your own, and share it with your friends in a couple of paragraphs.
5. Do you remember your childhood days? Do you still have the same habits that you had in your childhood? Write a paragraph on an account of your childhood experience.
- 6.. Imagine you saw a six-year child crying on the road yesterday. Tell your friends what you did when you saw him/her in a couple of paragraphs.
7. Write a paragraph describing what you would do if you became a doctor.
8. Write a paragraph on the advantages and disadvantages of using mobile phone.
9. Write a paragraph on the effects of deforestation in Nepal.
10. Write a paragraph on your English teacher.
11. Write a paragraph on the use of computer.
12. Write a paragraph on whether childhood is happier than youth.
13. Write a paragraph to support or oppose 'Pen is Mightier than Sword'.
14. Write a paragraph about whether religion or science is useful to human life.
15. Write a paragraph on your pleasant dreams.

A letter is a message that is written down or printed on paper and usually put in an envelope and sent to somebody else in order to communicate with them. Here are some common types of letters.

Personal/Informal Letter

Personal/Informal Letters are written to friends, relatives, family members and among others who are in close contact with us. We are to communicate informally in personal letters.

A letter to your friend telling him about your ambition in life

| Parts | Description |
|--------------|---|
| Heading | Gangajamuna-7, Dhading January 24, 2018 |
| Salutation | Dear Raj, |
| Body | <p>After a long time I received a letter from you. I was pleased to know that you have done well in your examination. I have also charged well in all the papers and hope to get good marks.</p> <p>You are very curious to know about the ambition of my life. As you know that I have been fascinated to the profession of medicine. It is a noble profession. A doctor is considered next to God. He is a source of great hope and strength to the patient. Hence, I want to become a doctor to serve the society. In fact, it had been the dream of my mother. In Nepal, a large number of people die every year due to lack of proper medical treatment. Particularly in rural area, medical aid is rare. I would like to go to rural areas where the services of a doctor are most required.</p> <p>I am very serious for the preparation of medical entrance examination- I am working hard to qualify for the entrance examination. I am interested to know what you want to do in life</p> |
| Closing | Convey my regards to your parents. |
| Subscription | Yours Sincerely, |
| Signature | Laxman |
| Postscript | Send me some copies of family photographs. |

A letter to a friend describing about holiday

Arughat, Gorkha

August 24, 2017

Dear Susan,

It feels like such a long time since the last time I saw you. I know it's only been several weeks since I saw you. So far my summer has been great!

I spent all my weekends at the beach. I am getting a nice time and you can no longer say I am sadder than you. I have been playing volleyball, surfing and building a nice collection

of sea shells. Just this past weekend I took second place in a sandcastle building contest! On the weekdays I work. I drive an ice cream truck around and sell ice cream to the kids. It is so cool. It is a combination of the two things I love most, ice cream and kids. The pay isn't too great but I love the job so much.

I hope the summer's been going well for you too. There's only a month and a half left in the summer vacation and after that it's back to school. Would you like to meet up some time before school starts?

Yours affectionate friend,

Roman

P.S. Ryan says hi.

First paragraph of a personal letter

I am pleased to receive your letter. I am really glad to know that you are well with your family. I found the letter really enlightening. I got opportunity to know more about ____ and ____.

I received your kind letter yesterday. My happiness knows no bounds to be in touch with you.

I was very hurried to know about _____. Thanks a lot for your invaluable information. Now, I am going to write about _____ as you have requested in your letter.

I became very happy to receive your letter and I just went through it. It is a matter of great joy for me to learn about your _____. Thanks a lot for good information.

I came to learn that you are very curious to know about _____. So, here follows a little description about it. I hope you will appreciate it.

How are things with you? I trust you and your family are in good health and that you benefited from an enjoyable holiday in _____. I went to the _____ for a couple of days with several acquaintances. Please find enclosed a photo of us at _____. Hope you like it.

I am very glad to get your daring letter. The news of your desire to come to Nepal made me mad with joy. Please do come fast. I along with my parents, brother and sister look forward to your coming here. This letter of mine will give a brief information about _____.

Letter to the Editor

Letter to the editor is generally written to pass on an opinion or a message to a wide audience—anyone who happens to read it. With this letter, the sender hopes that the message will reach the people concerned. Mostly these letters are used to express opinions on the matters such as climate change, road facilities, drinking water, energy, sanitation, deforestation, unemployment, etc.

A letter to the editor of the Republica about the insanitary condition of the street and bad state of roads

Naya Bazaar, Kathmandu

August 24, 2017

The Editor,

The Republica,
Kathmandu, Nepal

Sub: About the insanitary condition of the street and bad state of roads

Dear Sir,

I wish to request you to publish the following lines in your esteemed newspaper under the columns "Letters to the Editor." that our city state is a diminutive hell on this earth as it has not been repaired for the last many years.

It is full of pitfalls. During the rainy season, water accumulates and stagnates. Mosquitoes breed there and spread malaria. The sweepers and the water carriers do not work properly.

The drains give out stinking smell. There is no dustbin in our street. People throw the garbage in the streets and hereby create to unhealthy conditions. Some people keep their cows and buffaloes in the street and do not remove the dung. Such a bad state of the road sometimes causes accidents.

The authorities therefore should take necessary action. If immediate steps are not taken in this connection, the insanitary conditions may become a serious threat to the health of the residents of this locality. Finally, I am optimistic that the concerned authorities would take this fact into consideration and take necessary measures to solve this burning problem of city as soon as possible.

Thanking you,

Yours sincerely,

Susmita Thapa Magar

Some ways to write the first paragraph of editorial letters

I shall be very much obliged if you allow a little space in your widely circulated and popular newspaper in order to draw the attention of readers and authorities concerned towards the burning problem/issue of our country/town/village/locality, _____.

I would like to draw the attention of the concerned authorities towards the burning problems/issues of _____ in my country/locality/town/village/area through the esteemed column of your daily.

I would be grateful if you allow some space in your widely circulated and popular newspaper in order to publish my appeal and opinion regarding the impacts/consequences of _____ in the _____.

May I draw your kind attention towards the _____ in _____ through the esteemed column of your daily?

As a responsible citizen of country, I wish to protest, through the pages of your esteemed newspaper, against the problem of _____.

Through the esteemed columns of your widely circulated and popular daily, I would like to draw the attention of the readers and the authorities concerned regarding one of the serious problems of our country, _____.

Will you kindly publish the following lines in some suitable column of your esteemed and widely circulated daily?

I wish to request you to publish the following lines in your esteemed newspaper under the columns "Letters to the Editor."

I am writing this letter to invite the attention of the concerned authorities towards the burning problem/issue of _____ in our/my country/city/village/locality/area.

Some ways to write the final paragraph of editorial letters

Finally, I am optimistic that the concerned authorities would take this fact into consideration and take necessary measures to check/solve this burning problem/issue of our _____.

We are eagerly waiting for the concerned authorities to come up with some necessary measures/steps/programs to solve/check this problem/issue of our country/village locality.

Therefore, the government and the authorities concerned should take some concrete steps towards solving the problem of _____ soon. Although there is a little space to hope for the good things to happen, I am quite optimistic that the government would take the matter seriously this time to solve this problem of great public concern.

We do hope that the government and the authorities concerned will realize the need to do something towards solving this problem of great public concern as far as possible.

It is earnestly hoped that concerned authorities will take immediate and urgent necessary action against those responsible for ____ to relieve the people from the harmful effects of ____.

I hope that you will sympathize with our daily problems and help us to bring this evil of _____ to the notice of _____.

Letter of Application

A letter of application may be written when we apply for a permanent/temporary job or educational course. It is important to include only the information that is relevant, and to use a suitable style, formal or semi-formal.

The first paragraph mentions the reason for writing. It can also include the name of the job/course you are applying for and where you saw it advertised.

The main body paragraphs can include: what you are doing now, what work experience you have, your academic qualifications and the personal qualities which make you suitable for the job or course.

In your final paragraph, you can: summarize the points in the main body, thank the person for considering your application, ask the person to consider you for the job/course, mention the possibility of further communication.

Opening Remarks

I am writing to apply for the post/job/position of/which I saw advertised in _____.

I am writing with regard to/ in response to your advertisement _____.

I wish to apply for the post of _____ that was published in _____ dated _____.

Please accept this as an application for the post of _____, as advertised in _____.

Please find enclosed my CV, which I am forwarding to you as an application for the post of _____. I believe that my strong technical experience and education will make me very competitive candidate for this position.

With reference to your advertisement published in _____, I would like to apply for the post of _____.

Reference to qualification and experience

_____ for the last/past year I have been working as _____ since/for
Regarding my experience and qualifications, I passed the SLC examination in _____ from _____
with _____
Since graduating from High School in....., I have gained valuable experience in _____ I worked
as _____ for _____ years.
I have considerable experience working as a _____ and enclose the following pertinent
certification to support my application.
In concern of your advertised opportunity, I have noted that your position strongly
appeals both to my experience and personal goals. My level of eagerness, experience and
interpersonal skills provide an excellent equivalent for the requirements of this position.

Closing Remarks

I would appreciate a reply at your earliest convenience _____
Please contact me regarding any queries you may have _____
I enclose my CV and I would be glad to attend an interview at any time convenient to
you _____
If you wish me to attend an interview, I am available at any time _____
I look forward to hearing from you in due course _____
I look forward to hearing a positive response from you soon.
Thank you for your kind consideration and hope for the good things to happen.
I shall try my best concerning by work to satisfy you and your esteemed institution if I am
selected for the post advertised.
I am available anytime for the oral test and further information required to discuss my
suitability for this position.
I would appreciate the opportunity to come in for an interview and talk with you further
about my qualifications, _____.

An application for the post of secondary level English teacher

Rubi Valley Rural Municipality, Dhading
August 20, 2017

The Principal
Bridge Water Secondary School
Sinamangal, Kathmandu, Nepal

Sub: An application for the post of Secondary level English teacher.

Dear Sir,

Please find enclosed my CV, which I am forwarding to you as an application for the post of
Secondary level English teacher which was advertisement in 'The Republica'. I believe that
my strong technical experience and education will make me very competitive candidate for
this position.

I have been teaching as a Secondary level English teacher at Greenfield National School for two years since I completed post graduate from TU in English. As I am guided by the strong enthusiasm to serve my native place, I am determined to serve your institute.

I would be grateful if you kindly provide the opportunity to offer my caliber experience, sincerity and devotion to your institute. My curriculum vitae, testimonials and other documents will tell you about me in detail.

I shall try my best concerning by work if you grant me an opportunity to be a part of your institute.

I am looking forward to getting your favorable response as soon as possible.

Yours Faithfully

Bishow Dev Regmi

An application for the post of a shop assistant

Nilkantha Municipality, Dhading

January 24, 2018

The Proprietor

National Book Center

Katmandu, Nepal

Sub: An application for the post of a shop assistant.

Dear Sir,

Through the advertisement published in The Katmandu Post on January 23, 2018, I came to know that your shop is in need of a shop assistant. As I possess required qualification I wish to apply for it.

I passed S.L.C. with distinction from Dhading Boarding in 2072. After S.L.C., I joined Nepal Kaasthamandap College and passed the first year with first division. At present I am preparing for the exam of second year.

I have got good working knowledge about dealing with customers. A year before I had worked as a shop assistant in Bidhyarthi Pustak Bhandar. I have good command over English and Hindi. I can handle books and customers properly.

I look forward to hearing from you. If I am called for interview, I would be present with original certificates. I would try my best to satisfy the need of your shop and the demand of customers if I am selected.

Yours Faithfully

Nawaraj Thapa

Letter of Invitation

Letters of invitation can be formal or informal depending on the situation and who we are writing to. They usually contain some additional information, for example: latest news, description of the event like party, wedding, hotel, house, etc.

Introduction

Paragraph 1 – reason/s for writing to invite

Main Body

Paragraphs 2-3 - details / directions

Conclusion

Final Paragraph - closing remarks

Full name

A letter inviting a well-known person to supervise your school's annual day function

Ramkot, Sitapaila, Kathmandu

January 10, 2018

Dear Sir,

Our school enjoys a good reputation in the city. It has an excellent track record in academic excellence, in cultural and sports activities as well so many of the products of this school have been doing well in their lives. Our school proposes to attend Annual Day Function this year on 10th January 2018 at 11 a.m. in the school hall. The District Education Officer and the renowned scholar Prof. Ganga Ram Gautam have already consented to attend the function.

I shall feel obliged if you kindly grace the occasion as the Chief Guest. I would also like to request you to spare a little time to enjoy the cultural program of our school. Certainly, your presence will boost the enthusiasm of the students.

It would be your kindness if you could please send confirmation letter at the earliest. It would facilitate us.

Yours sincerely,

Ambir Katwal

A letter refusing an invitation

Dhunibeshi Municipality, Dhading

April 30, 2018

Dear Sapana,

Thank you so much for thinking of us and inviting us to be part of your Marriage Anniversary day.

Unfortunately, we will not be able to come because our daughter, Mina is flying to Australia for her higher studies there.

You can't believe how disappointed we are that we will miss the fun with all our old friends.

We do, however, want to be with you next time in your daughter Binisa's Birthday.

Thanks again for including us. Please tell Manoj and Binisa that we will definitely come to them in Binisa's birthday next month.

Love,

Anmol and Anusa

Thank You Letters

Thank you letters demonstrate an important social elegance that say something about you as an individual – your personality and how you probably relate to others. Thank you letters should always be sent to individuals who have provided you with assistance, be it in the form of information, advice, referrals or an actual job interview.

A personal thank you letter for the job

Netrawati Rural Municipality, Dhading
March 11, 2018

Dear Mr. Gurung,

Thank you again for the opportunity to interview for the marketing position. I appreciate your hospitality and enjoyed the meeting with you and the members of your staff. I especially want to express my appreciation for your assistance and insightful suggestions throughout my application process.

The interview convinced me of how compatible my background, interests, and skills are matched with the goals of House Decors and Solutions Pvt. Ltd. My prior marketing experience as a student intern with the Antique Handicrafts has prepared me to take a major role in developing both domestic and international marketing strategies. I am confident my work would result in increased market shares for your company.

I look forward to meeting you and your staff again.

Sincerely yours
Saroj Thakur

Letters of Apology/Regret

A letter of apology can be either formal or informal. It can be written when someone has made a mistake, has failed to perform a duty or is not able to fulfill a promise.

A letter of apology/regret for rude behaviour

Thakre Rural Municipality, Dhading
August 30, 2018

Dear Mr. Aabiskar,

I am writing to formally apologize for my actions at last week's employees meeting. The news of suspending some employees from the company at the end of the quarter struck me on a deeply emotional level.

Of course this is a sensitive situation that impacts many of the workers I manage; however, my outburst during the announcement was unprofessional and simply uncalled for. As a Senior Manager I endeavour to be a leader within my department. I know that my actions and reactions reflect broadly on the company that I serve. I should have better controlled my response.

Once again I would like to apologize for the sudden and aggressive reaction and any inconveniences this may have caused you. I hope to be a positive force during this transition period. Letting members of our community go, is always a difficult endeavour to navigate, I hope to make that transition as peaceful and productive as possible. Please let me know how I can best serve during this time being supportive towards the company.

Sincerely Yours
Deepak Ramtel (Mijar)

Letter of Congratulation

Letters of congratulations, or congratulations letters, are appropriate for various situations, both personal and business. This type of letters is written to congratulate people on their success.

A congratulation letter on getting a job

Gangajamuna Rural Municipality, Dhading
November 12, 2018

Dear Mr. Luitel,

I would like to take this opportunity to congratulate you on your recent appointment to the Principal of Nepal Kaasthamandap College. This is certainly an impressive accomplishment, of which I am sure your family, friends, and you are justifiably proud.

As the principal of college, it will be your responsibility to provide the students with standard based quality education. As this is a new position at this college, you have the opportunity to set the standard for future principals to follow, and I am certain you will do a fine job. Your selection as the principal shows that you are well on your way towards a bright future!

I congratulate you again on this honor, and wish you the best of luck in all of your future endeavours. I am sure you will continue to set a fine example for all to follow. As always, please do not hesitate to call upon me if I may be of assistance to you.

Sincerely Yours,
Dinesh Adhikari

Letter of Condolence

Condolence letters, or letters of condolence, are also known as sympathy letters. Sending such letters is appropriate in various personal and business situations where some sort of loss or tragedy has occurred, such as a death. They should always be sincere and heartfelt. Personal condolence letters should usually be handwritten.

A condolence letter to a friend on his/her father's death

Galchhi Rural Municipality, Dhading
February 10, 2018

Dear Rubin,

I would like to express my sincere commiseration on the recent passing of your daring father. Aryan and the children also have sent their thoughts and prayers to you and your family at this difficult time.

Although I didn't know your dad that well, on the half dozen or so occasions that I spent time in his company over the years, I did come to realize his great kindness and compassion towards those less fortunate than him. And I do know that he was very highly respected person throughout this community and profession. Moreover, his good works changed the lives of many people. You were truly fortunate to have such a man as a model in your life. As you know, it was not that long ago that my own father passed away, so I have some idea of what you and your family are going through. I realize that no words of comfort are enough to compensate the irremediable loss.

Please pass my deepest sympathies on to your mother, and brother, and sister, and to all of your father's grandchildren.

Yours in sympathy,
Shittal Khanal

Letter of Sympathy

A personal letter of sympathy, or sympathy letter, should be a direct and genuine expression of one's condolences. These letters are also known as condolence letters, or letters of condolence. Sympathy letters should almost always be handwritten, due to their personal nature.

A letter of sympathy on an accident

Jwalamukhi Rural Municipality, Dhading

August 30, 2017

Dear Sabina,

Please let me express my deepest sympathies to you and the children. I was shocked and shattered when I heard about Karan's horrific accident. I can't even imagine what you have been going through for the past ten days.

As you know, Karan and I have been colleagues for the past eight years. His tragic loss leaves a terrible emptiness in our office. He was so well-liked and respected person for everyone who came into contact with him, both colleagues and clients alike. He had many wonderful skills, and as such, was a role model in our company and the industry at large.

I trust that, when they are older, the children will be made aware of what an outstanding person Karan was in his professional life.

Sabina, please feel free to contact me if I can help in any way while you go through this very difficult period. I will support you in any way that I can. You should reach out to me for this. Also, please tell the children how terribly shocked all of us are here at the company due to their father's tragic passing.

Sincere sympathy,

Rishav Dev Regmi

Pratice Questions

1. Write a letter to your pen friend describing a festival celebrated in your community.
2. Write a letter to a friend asking for some loan you urgently require. Say why you want it and when you expect to be able to return it.
3. Write a letter to your friend inviting him/her to a picnic.
4. Write a letter to your foreign pen friend describing the present situation of your country.
5. Write a letter to your friend telling him/her how you are going to spend your time till the SEE result publishes.
6. Write a job application letter for the post of secondary level science teacher stating your qualification and experience.
7. Write a job application letter for the post of an accountant stating your qualification and experience.
8. Write a job application letter for the post of a receptionist in response to the advertisement.
9. Write a rejection letter to the candidate who had applied for the position of accountant in your school.
10. Write a letter to the editor of a daily newspaper about the effects of climate change in developing countries.
11. Write a letter to the editor of a daily newspaper complaining against the effects of the excessive use of poison in vegetable resulting poor health of people.
12. Read the following advertisement carefully and apply for the post given.

Wanted

A reputed English medium school in Dhading is seeking dynamic and self motivated candidate for the following post.

Post: Basic Level Nepali Teacher-1

Qualification: I. Ed or equivalent

Experience: At least 2 years experience in the related field

Fluency over language skills and good interpersonal skills is a must.

Interested candidates are requested to apply with their hand written application, a copy of citizenship and credentials within 7 days of the publication of this notice to

Swornim Academy

Ganga Jamuna Rural Municipality-7, Dhading

Contact: 9851023456

Only short listed candidates will be called for interview.

13. Read the following advertisement carefully and apply for the post given.

Wanted

A newly established software marketing company is looking for energetic and self-motivated employees for marketing their new product. It is challenging job and has a lot of opportunities and returns. Selected candidates will be trained on various marketing skills in Kathmandu and have opportunity to go further training in India's cyber city, Hyderabad.

Post: Marketing Executive

Minimum Qualification: Commerce Graduate

Essential Qualities: Knowledge of accounting and various accounting software along with programming languages, various computer application and operating systems.

Interested candidates may send their application along with CV to Prashanta@wlink.com.np before 30th March.

14. Write a letter to the editor of a daily newspaper complaining against the effects of excessive increment in vegetable prices.
15. Write a letter to the editor of a daily newspaper complaining against the use of children by political parties in different party programmes.
16. Write a letter to the editor of a daily newspaper complaining against the bad health of people in Kathmandu because of polluted and unmanaged roads.
17. Write a letter of condolence to your friend about the death of his/her father.
18. Write a letter of condolence to your friend on the untimely demise of her/his brother.
19. Write a thank you letter to a friend who has helped you in your work.
20. Write a letter to your uncle inviting him to your birthday party.
21. Write a congratulation letter to your friend for her success in abroad study.
22. Write a letter to your friend thanking him/her for a wonderful birthday present.
23. Write a thanks giving letter to your head teacher for the prize you won in the essay competition.
24. Write a letter to your sister regretting for not attending her wedding ceremony.

Email has become the dominant form of communication in the present days. Being able to write a polished, professional email is now a critical skill both in school and the workplace. There are some similarities between a letter and an email. There are the sender and receiver of information in both of them. An email is much faster in conveying message than a letter. The purpose of electronic mail is quick communication. The message of email should be clear and brief. The content of the message should be as short as possible. It should be divided into short, clear paragraphs.

Writing Informal Emails

1. Start with **Dear** followed by the first name of the person to whom you are writing like **Dear Binita**. You can also start with **Hi and Hello** and the person's name like **Hi Binita, Hello Binita**.
2. Don't forget to use only the first name of the person you are writing to and not **Dear Miss Binita** which is never used, or **Dear Miss Binita Regmi**, which sounds too formal.
3. **Use either of the following phrases in the opening of your email**
 - How are you? / How have the family been? / I hope you are well.
 - Thank you / many thanks for your recent/last letter / /email/postcard.
 - It was good / nice / great to hear from you again.
 - I'm sorry I haven't written / haven't been in touch with you for such a long time.
 - It's ages since I've heard from you. I hope you and your family are well.
 - How are things? / How are you? / How's it going?

Giving news

Listen, did I tell you about ...? You'll never believe what ...
I thought you might be interested to hear about / know that ...
By the way, have you heard about / did you know that ...?

Apologies

I'm writing to apologize for missing your party but I'm afraid I was with flu.
I'm really sorry that I forgot to send you a birthday card but I was busy with my new job.

Invitations

I'm / we're having a party on Saturday and I / we hope you'll be able to come.
Would you like to come / go to see 'Nagarkot' with me at the weekend?
I was wondering if you'd like to go to the theatre / come on holiday with us.
Could you let me / us know if you can come / you'd like to join us?
Thank you very much for your invitation. I'd love to come.
Thank you for asking / inviting me to ... but I'm afraid I won't be able to ...

○ Requests

I'm writing to ask for your help / you (if you could do me) a favour.
I wonder if / I was wondering if you could help me / do me a favour.
I hope you don't mind me asking but could you (possibly) ...?
I'd be very / really / terribly grateful if you could ...

○ Thank you / Congratulations / Good Luck

I'm writing to thank you for your hospitality / the wonderful present.
It was so kind of you to invite me to stay with you.
I really appreciated all your help / advice.
Congratulations on passing your exams / your excellent exam results!

I wish you good luck / Good luck in / with your exams / your driving test / your interview
Don't worry, I'm sure you'll do well / pass.
Do be on time, won't you, and don't forget to ...

○ **Making suggestions and recommendations**

Why don't you ...? / Maybe you could ...? / How about ...?
I'm sure you will enjoy (...doing something). If you like, we can ...
Do visit ... / don't forget to...

Closing

There are some standard ways of finishing an informal letter or email.

○ **Give a reason why you're ending the email:** Anyway, I must go and get on with my work!

○ **Send greetings and/or make reference for future contact:** Give my love / regards to... / Say hello to... / anyway, don't forget to let me know the dates of the party. / I'll try and phone you at the weekend to check the times. / We must try and meet up soon. / I can't wait to hear from you / Look forward to seeing you again / Hope to hear from you soon / See you soon / Write soon

○ **Closing statement** such as Love, Lots of love, All the best, Take care, Best wishes, should be written on a new line. If you used a comma after the opening greeting, use a comma here too.

○ **Signing off:** Your first name then follows **on another new line**.

Model questions and answers

Suppose that you have received this email from an English-speaking boy called Simon. Read the email and write a reply to it.

From : lovelysimon@gmail.com

To : hem456@gmail.com

Hello Hem,

I would like to get to know someone from your country and a friend has told me that you would like to practice your English. Perhaps we could email each other. Could you tell me a bit about yourself and your family? Could you suggest me how we might meet sometime in the future?

Thanks,

Simon

Here is a reply email to Simon from Hem.

From : hem456@gmail.com

To : lovelysimon@gmail.com

Hello Simon,

I'm writing to thank you for your interest in my country. As your friend said, you'd like to email me and help me improve my English, I'm thankful to you for this.

Let me start by telling you a bit about myself and my family. My name's Hem and I live in Kathmandu, which is the capital city of Nepal. I used to study in one of the village schools but now I study in a private school in Kathmandu. In the future I want a job where I can travel for my work. I've neither been to Europe nor an English-speaking country before.

I live at home with my parents, which is convenient, as I don't have to do much housework. My elder brother is studying at university. Although he is four years elder than me, we get on quite well. We both enjoy playing football and music.

What about you? Have you ever been to Nepal, the paradise of beauty? It would be great if you could come over one day and we could fix up a meeting. Why don't you let me know about your plans?

Anyway, I must go and get on with my studies! Looking forward to hearing from you soon.

Best wishes,

Hem

Writing Formal Email

1. Begin with a greeting

Always open your email with a greeting like **Dear Mr. Regmi** if your relationship with the reader is formal. If you don't know the name of the person you are writing to, use: **"To whom it may concern"** or **"Dear Sir/Madam"**.

2. Thank the recipient

If you are replying to a client's inquiry, you should begin with a line of thanks. For example, if someone has a question about your company, you can say, **"Thank you for contacting ___Company"**. If someone has replied to one of your emails, be sure to say, **"Thank you for your prompt reply"** or **"Thanks for getting back to me"**. Thanking the reader puts him or her at ease, and it will make you appear more polite.

3. State your purpose

If you are starting the email communication, it may be impossible to include a line of thanks. Instead, begin by stating your purpose. For example, **"I am writing to enquire about ..."** or **"I am writing in reference to ..."**.

Make your purpose clear in the email, and then move into the main text of your email. Remember, people want to read emails quickly, so keep your sentences short and clear. You'll also need to pay careful attention to grammar, spelling and punctuation so that you present a professional image of yourself and your company.

4. Add your closing remarks

Before you end your email, it's polite to thank your reader one more time and add some polite closing remarks. You might start with **"Thank you for your patience and cooperation"** or **"Thank you for your consideration"** and then follow up with, **"If you have any questions or concerns, please don't hesitate to let me know"** and **"I look forward to hearing from you"**.

5. End with a closing

The last step is to include an appropriate closing with your name. **"Best regards"**, **"Sincerely"**, and **"Thank you"** are all professional. Avoid closings such as **"Best wishes"** or **"Cheers"** unless you are good friends with the reader. Finally, before you hit the send button, review and spell check your email one more time to make sure it's truly perfect!

Read the following advertisement and write an email in response to the advertisement to Mr. Prayash Regmi, the principal of the school.

Wanted

A well established school in Dhading Beshi is seeking dynamic, enthusiastic and passionate candidate for the following post.

Post: Secondary Level English Teacher-1

Qualification: M.A/M.ED

Remuneration: negotiable

Interested candidates are requested to submit their handwritten application along with a copy of credentials, a copy of photograph and citizenship within 7 days of the publication of this notice to the following address.

New Kibou English Boarding School

Nilkantha Municipality-3, Dhading

For further details, contact to Prayash Regmi, the Principal

Only shortlisted candidates will be called for the interview.

An email in response to the advertisement

From : ghalemilan123@gmail.com

To : regmiprayash@gmail.com

Subject: Secondary Level English Teacher

Dear Mr. Regmi,

I am writing in response to the advertisement in the Kathmandu Post for the post of secondary level English teacher. I would like to present the following particulars for your kind perusal and consideration.

I have been teaching as a Secondary level English teacher at G.B.S. School for two years since I completed Bachelors in English from TU. As I am guided by the strong enthusiasm to serve my native place, I am determined to serve your institute.

I would be grateful if you kindly provide me the opportunity to offer my caliber experience, sincerity and devotion to your institute. My curriculum vitae, testimonials and other documents will tell you about me in detail.

I shall try my best concerning by work if you grant me an opportunity to be a part of your institution.

I look forward to hearing from you.

Yours sincerely,

Milan Ghale

Practice Questions

1. One of your friends from Dhading is coming to your village/town for completing his/her school education. He/she wants to join the school in which you are studying now. He/she wrote an email to you asking for information about your school. Write an email to him/her explaining about your school in about 150 words.
2. Including your personal experience of the place you have recently visited, write an email to your close friend in about 150 words describing the same place.
3. Remember any educational programme or event you have recently participated. Write an email to your close friend reporting how that particular programme or event was celebrated in about 150 words.
4. Write an email to your brother/sister living in another village/town telling him/her that you will come to visit him/her for a few days in about 150 words.
5. Write an email to your friend describing your experience of visiting a new place in about 150 words.

An essay is a piece of structured writing usually written in formal academic writing. The word essay is derived from the French *Essai* (English *essay*) meaning trial or attempt. Essay writing is an intellectual exercise. It is usually prose in nature and precise on a particular subject. It is one of the ways of increasing student's creativity and improving writing skills. Let's read the following types of essays.

A. Descriptive Essay

A descriptive essay tells about a certain topic or story, using details to appeal to the five senses. It gives readers the ability to vividly imagine the situation or scene and feel as if they are experiencing it firsthand. To write a descriptive essay, you could choose a person, place, event, object, or experience and describe it thoroughly using many sensory details.

B. Comparison and/or Contrast Essay

A comparison and/or contrast essay tells us about two or more main subjects by pointing out similarities and/or differences. One way to write this type of essay would be to choose two or more objects, people, places, events, experiences, or ideas and compare and/or contrast them according to a few specific points.

C. Cause and Effect Essay

A cause and effect essay analyzes what causes certain things to happen or why things are a certain way, the results brought about by certain events, or both. To begin writing a cause and effect essay, you may want to first decide on a topic, such as an event or a person, and then decide what you will tell about that topic, such as what happened to make that specific event take place or what made the person have a certain attitude.

D. Argumentative Essay

An argumentative essay makes a claim and then gives examples and evidence to prove that point. You can begin writing an argumentative essay by deciding on a certain topic, such as something about a belief, idea, or controversial issue. Then, do research to obtain detailed information. The information can be statistics, stories, examples, observances, and other facts. Use the information throughout the essay to argue your point and convince the reader.

E. Narrative Essay

A narrative essay achieves a certain purpose through telling a story, which makes it interesting to the reader and also results in getting some point across. The purposes of writing narratives are to create a sense of shared history, to provide entertainment, to offer instruction, and to provide insight. Topics for it are a special person, event, or place. After choosing a topic, you should determine the main point you want to make about that topic and then concentrate on that throughout the rest of the paper.

General considerations while writing an essay

- A. **Introduction:** The introduction guides your reader into the paper by introducing the topic. It should begin with a hook that catches the reader's interest. This hook could be a quote, an analogy, a question, etc. After getting the reader's attention, the introduction should give some background information on the topic. The ideas within the introduction should be general enough for the reader to understand the main claim and gradually become more specific to lead into the thesis statement.
- B. **Thesis Statement:** The thesis statement concisely states the main idea or argument of the essay, sets limits on the topic, and can indicate the organization of the essay. The

thesis works as a road map for the entire essay, showing the readers what you have to say and which main points you will use to support your ideas.

- C. Body:** The body of the essay supports the main points presented in the thesis. Each point is developed by one or more paragraphs and supported with specific details. These details can include support from research and experiences, depending on the assignment. In addition to this support, the author's own analysis and discussion of the topic ties ideas together and draws conclusions that support the thesis.
- D. Transitions:** Transitions connect paragraphs to each other and to the thesis. They are used within and between paragraphs to help the paper flow from one topic to the next. These transitions can be one or two words ("first," "next," "in addition," etc.) or one or two sentences that bring the reader to the next main point. The topic sentence of a paragraph often serves as a transition.
- E. Conclusion:** The conclusion brings together all the main points of the essay. It refers back to the thesis statement and leaves readers with a final thought and sense of closure by resolving any ideas brought up in the essay. It may also address the implications of the argument. In the conclusion, new topics or ideas that were not developed in the paper should not be introduced.

Read the following sample essays.

Are private schools better than government schools?

Few things are more important for parents than their child's education. In many countries, parents choose to send their child to a private school rather than to a government school. Government schools are those that are funded and run by local or central government; private schools, on the other hand, are funded almost entirely by the fees that they charge. Before deciding where to educate their child, parents need to examine the differences between the two types of schools, particularly with regard to the curriculum, the quality of tuition and student achievement.

These schools are comparable in some respects. Like government schools, private schools aim to develop the knowledge, skills and character of students, to prepare them for their future lives. Both types of school are also very similar in the way they organize their teaching and assessment, using terms or semesters with assessments at the end of the academic year.

Despite these similarities, there are a number of marked differences in the way that these schools operate. The range of subjects taught at government schools is largely limited by the demands of the national curriculum. In contrast, private schools can offer a greater choice of subjects, because they generally have more money to spend on equipment, technology and staff than state schools do.

Government school teachers must have recognized teaching qualifications and are paid according to a national scale. Private schools, however, are in a position to offer higher salaries and may therefore be able to attract subject specialists who have considerable expertise in their field.

In general, it is true to say that while government schools have a high student-teacher ratio; private schools tend to offer smaller classes. This may lead to better discipline that leads to higher academic standards. Thus, private schools are better than government school.

Impunity

Impunity is freedom from punishment despite accused of crimes. It is a state of lawlessness. Impunity is being exercised in the countries where there is lack of political stability. When a person, regardless of the positions s/he holds in the society act contrary to the rule of law,

is accused of impunity. Impunity manifests itself especially when laws as far as legality is concerned are overlooked. To act with impunity means to act with the knowledge that one is above the law. In political and human rights terms it means that acts of repression and abuse of power by the state against its citizens are protected from judgment or accountability before national law.

Impunity is not an exception in Nepal too. During the time of 12 years Maoist conflict, it was found in severe condition. Many people were killed either by the security forces or by the Maoist cadres. There are still some unsolved cases of impunity in Nepal. Due to political protection, impunity has been one of the crosscutting issues at present. It has raised a question that if the wrong doers are not punished, that is encouragement for them and the victims hope of justice gets weakened gradually that result in anarchy and barbaric activities.

No one is above law. The majority of accused people are yet to be punished by law. It is regarded as one of the obvious threats for national security. If the country is run in person's interest, impunity gets severe. The issue of impunity is prevalent both in local and national level. However, the national level issue is a significant one because it has much impact. When a country is run based on the constitutional provisions, impunity gets weakened. The government and authorities concerned are to work prudently to end impunity without delay.

Democracy

Democracy is a political system in which the people of a country rule through any form of government they choose to establish. In modern democracies, supreme authority is exercised for the most part by representatives elected by popular votes of the people. The representatives may be succeeded by the voters according to the legal procedures of recall and referendum, and they are responsible to the voters.

Democracy is regarded as the best and ideal form of government. Everybody has freedom to use their fundamental rights. It is said that democracy is the government of the people, for the people and by the people. In a democratic country, the government is formed by the elected representatives of the people. Democracy encourages and allows the rights of citizens such as freedom of speech, religion, opinion and association in a peaceful manner. If anyone is deprived of basic rights the court gives him justice. In a democratic country, it is true that the common people are superior.

Democracy has party system. It can be successful only when people understand the responsibilities given to them. They must think of not only their rights but also of those of others. They should perform their own duties. They must obey the laws of the country. Democracy cannot be successful if the people are not educated. If they are educated, they can use their votes properly and choose the good persons of the good parties.

Democracy has also disadvantages. The main disadvantages are the instability of government, raising the market prices by the free economic system. The loss of much property in the party election, the use of the force to dominate the other's opinion and principle, etc. causes the prices to rise. For these reasons, Winston Churchill says that democracy is the government of the tools.

Importance of Women Education

Education is a system of formal teaching and learning conducted through schools and other institutions. A literate population is always a necessity for any nation wishing to take advantage of modern technological growth. Education is an important requirement for human life. It is as much necessary as food, cloth and shelter. Women who cover more than half of the present total population must not be left uneducated and put in darkness. Their duties do not end in

cooking and feeding only. She has a greater need of education than a man does. It is thought that both man and woman must be equally educated and they are like the two wings of a bird. Different researches have shown a direct relationship between literacy among women and improved health and child care in the family.

It is true that a home is the first school of every child and the mother is the first teacher. She must know how to nurse and take care of the child. The mother teaches her child what to do and what not to do. A well-educated mother can give a good environment to her child for better education.

Because of the polite behavior and the diplomatic speech, a well-educated woman can keep the house in right order, in peace and in happiness. She can also help the family with financial support as she can have a good job and earn good money. It should also be considered where there is good respect of women; there is always happiness and prosperity.

Thus, women education is very important in order to educate an individual, a family and the whole country. They must be empowered with education and trainings. The government and authorities concerned should play a conclusive role for the progress of their present status of education.

Unemployment Problem in Nepal

Unemployment is the condition of one who is capable of working, actively seeking work, but unable to find any work. Unemployment has become one of the serious problems in our country because it is increasing day by day. A person must be an active member of the labor force and should be in search of remunerative work in Nepal. Since there are a few industries and less employment opportunities, it is quite impossible to get employed in Nepal without means and force in Nepal.

Unemployment problem at present has resulted many Nepalese youths who are going abroad for employment every day. Almost all youth human resource of the country is in abroad. About 40 lakhs youth are in abroad from Nepal. It is very difficult to find youth manpower in the villages which has adversely affected in the agricultural sector of our country. Low salary, insecurity and uncertainty of the future are the main causes of youth migration in a foreign country for employment.

Crimes and anti-social activities of various types are being increased due to unemployment problem. When people are free, they generally have evil thoughts and indulge into crimes. The strength of the country deteriorates if the youth manpower does not become productive. The lack of unemployment has slowed down the economic and social development of the country. Per capita income of our country is very low and human development index has not been improved due to this problem.

Full employment of all citizens of the country is necessary in Nepal. As there are plenty of natural resources, they should be aptly exploited and the youth manpower should be mobilized effectively in diverse development works. Different infrastructures of development should be set up. For that reason, the government should create more job opportunities to solve this problem soon.

My Pleasant Dream

Dreams are natural for everyone. Some dreams bring consolation to our hearts but others can be frigid, formidable and embarrassing. Sometimes, we have pleasant dreams. They make us happy and entertained. I have seen interesting and pleasant dreams repeatedly but the dream that I had yesterday night was very pleasant for me.

It was a very pleasant dream. I found myself a candidate in the election for the Members

of the Parliament. I was heartily welcomed by the people. I found myself that I was walking door to door of the voters and everybody was satisfied with me. I organized many speech programs to attract the people. My speech was welcomed with the thunderous clapping of the voters.

I dreamt that the election was held one day when majority of the voters were in my favor. On completion of election, the result was announced that I was elected. Then, all the elected members were informed to go to Kathmandu. In the first meeting of the representative house members, one of my friends proposed me to be the prime minister. I felt very happy as majority of the members accepted that proposal. Then, I was elected the prime minister of the country. I was informed to appoint the ministers and I did. One day, I was delivering a lecture on the importance of the people's participation in the development projects of the country in the dream. My mother knocked at the door and I got up.

It was a pleasant dream coz I never dreamt of being the prime minister of my country. I think that there must be some reasons why I dreamt such a pleasant dream. That night, I read some books which belonged to politics. These books may be the reasons for my dream I had that night.

The Ideal School

The ideal school should be a temple of learning. It should be known for its single minded devotion to learning. It should be situated in the quiet surroundings of natural beauty. The pupils should be able to find peace and derive inspiration from their surroundings. They should be free from financial worries so that they can concentrate whole heartedly upon their studies. Equality of treatment and equality of opportunity should be there for all the pupils.

Games provide students with rest and relaxation so that they can return to their studies with renewed vigor. Pupils must be encouraged to concentrate on their study. The staff should consist of teachers who are expert, dedicated and eminent in their own field. Their teaching should fire the pupils with enthusiasm in their subjects.

The school should have an extensive library where every possible reference book is available. There must be fixed working hours for students to read in library.

The ideal school should attract pupils from just about anywhere and any background. It should open doors to the handicapped and disabled. The only qualification for entering this school should be that a pupil is a genuine seeker after knowledge. He must also be prepared to take great pains in order to satisfy his thirst for knowledge.

The ideal school must encourage its pupils to think for themselves. They must not take whatever they read or hear for granted. They must be able to form their own opinion and exchange views with others and not be narrow or intolerant in their outlook.

Eventually, the ideal school must impress its pupils that knowledge is a priceless possession to be used for its own sake and not as a means to an end. It will thus be imparting education in the real sense of the term.

Drug Problem in the Country

Drugs are of different varieties and types, but all of them do the same things. They ruin lives and invite bad health and hatred in the society and family irresponsible behavior anti-social activities and demise. The most important reason why youths become addicts is their friends who are addicted to drugs. As friends, they move about together and the addict normally compels his friend to try a drug out 'only once'. This leads to another and another until he becomes an addict. Another reason is that a young person having too much pocket money not knowing how to spend it diverts his attention towards drugs.

Marijuana or 'ganja' is freely available in all parts of the world where it is considered as offerings to lord Shiva. This has led to many young boys and girls being addicted to it. Other drugs like brown sugar, hashish and other forms are available in the market. Many drug addicts peddle drugs to make money to support their habit. Use of drug has a lot of negative impacts on the users. It also kills brain cells that leads to loss of memory power and prevents the brain cells from rational decisions. It leads to family disharmony with lots of fights and arguments. Many drug addicts have been known to murder their own parents and other members of the family. Almost all drug addicts are thieves and muggers too. They need money to buy drugs. Drugs ruin health and this eventually brings death.

To sum up, use of drug has no benefits. It only has very bad and negative impact on the person, his family and the society. If anyone asks you to try out a drug for fun, always say a big 'NO' and stay away from him for the rest of your life.

Reforestation in Nepal

Green forests are the wealth of Nepal. We have a Nepali saying "Hariyo Ban Nepal Ko Dhan." Our jungles are being destroyed because of various activities of the people. Reforestation is the process of planting trees and converting the open lands into forests. In Nepal, reforestation is the most important measure to preserve the forest.

Our forests are being rapidly destroyed. We clear the jungle for various purposes. Mainly, we cut down the trees for firewood, timber and building materials. Our domestic animals can destroy the plants which are newly growing. Wild fire also destroys the jungle. We clear the jungle for cultivation and settlement. Our government has invested more money to preserve the forests and to do reforestation in the barren and open lands. Some NGO's are also working to preserve and increase the forests. The programs of public forests are very effective and successful in rural areas. People are completely eager to be involved in the reforestation programs. They plant the trees and preserve the jungle voluntarily. Thus, people are mobilized in the preservation of the forests.

We can get many advantages from the jungles. Trees purify the polluted air. The forests provide us with firewood, timber, furniture materials, building materials, grass, herbs and other medicinal plants. Wild animals and birds can be preserved in the jungle. It certainly reduces the natural disasters such as landslides, drought, soil erosion and desertification. Reforestation programs preserve our forests.

Therefore, reforestation significantly contributes to the preservation of nature. Reforestation programs should be made more effective to preserve the forest. All the people concerned should be involved in the programs of reforestation. The government has to make concrete plans for reforestation in the barren and open lands. The authorities concerned must be aware of the value to preserve the ecology and environment.

Importance of Agriculture in Nepal

Most of the people in Nepal are farmers. They depend on agriculture which is the backbone of the country. It supplies people with their daily needs. Agriculture sectors provide us with many benefits. Firstly, we can get our food from agriculture. We can get fresh crops, vegetables, fruits, etc. from our farm. But in our country, agricultural development has not been given high priority. Most of the farmers apply traditional methods of farming because most of them are not well trained and educated. By following traditional methods, they cannot have good production. Some of the farmers who are trained apply modern methods and get more benefits. The facilities of irrigation, modern fertilizers, improved seeds and safe storage are not sufficiently available.

The development of the country depends on agriculture upliftment. Unless an agro based

country can feed its people, development may not gear up its pace, rather crawls. If the country has to import food from other countries, its money goes away and by the result, development paces very slowly. If we produce more crops, vegetables and fruits we need, we can export them to other countries to earn foreign currency. Thus, agricultural development provides people with daily needs, increases exports and decreases imports.

Most of the people are employed in agriculture sector in Nepal. If we develop it properly, the problem of unemployment can easily be solved here since there are some industries which are based on farming products. It provides industries of different types with raw materials.

Thus, agriculture development in Nepal is very important to provide daily needs to the people, increase exports, cut down imports, solve the problems of unemployment and provide raw materials to some industries. The government and responsible sectors should give the uppermost priority to the modernization and development of agriculture in Nepal.

An Accident I Witnessed

Last week, I witnessed a fearful bus accident on the way to Pokhara while I was going there to meet my friend by bus. As we started our journey to Pokhara, the weather seemed to be fine in the morning. But in the afternoon, the sky was overcast. Soon there was a hailstorm. The hailstorm and downpour resulted landslides in many places. Now I'm going to describe one of the accidents.

The vehicles were being driven very slowly because of downpour and landslide in many places. The road had been slippery due to the thick mud flowing along the road. Driving seemed to be really dangerous. While we were moving ahead, our bus stopped accidentally. We got off from the bus and saw a long queue of the vehicles. After a few minutes, we were informed that a passenger bus had met with accident while claimed 32 lives. I hurried to the spot and witnessed the heart breaking scene of the accident. I happened to witness a terrible pool of blood on the spot. I couldn't control myself bearing the scene. Four of the passengers who were badly injured were taken to nearby hospitals by the police. Fortunately, four of the passengers were unharmed.

The bus fell about 200 feet below the road and got completely damaged. The main causes of the accident were carelessness of the driver and the condition of road itself. The road has innumerable bends in the hill side. The driver had to be entirely careful in his driving. According to the unharmed passengers, he was driving the bus at a dangerous speed. I hadn't seen such a terrible accident in my life before. The accident taught us a lesson that we should be very careful about our driving along the risky road during rainy season.

If I were a doctor

A person who takes care of the patient is called doctor. Doctors are said to be next to the god. It is said that they give new lives to every hopeless patient. The healthy tips and inspiring words of doctors are far better than medicines. A word of doctor on time becomes the lifeline of a desperate patient. But doctors are found to be most uncaring, heartless and money minded persons to their patients today. Doctors who are dealing with human lives should be at least humane if they are not loving and caring.

If I were a doctor, I would try to recover the image of the profession first. Instead of keeping an eye on the amount of money for the treatment, I would rather concentrate on the treatment to be given, with a singular eye to cure people fully and would not have any trouble how much people could pay me for the service. I would take money and lots of it from the very rich and then treat the poor patients free.

If I were doctor, I would earn love, respect, and admiration rather than money. I would organize health campaign in different parts of the country and raise awareness on health. I would never

hesitate to serve the poor and helpless patients. I would provide them with required health treatments. I would allocate my 10% earnings for the treatment of such people. Additionally, I would open a hospital in the remote part of the country that would cover the marginalized and disadvantaged group of people increasing their access to health services. I would also provide donations to those students of the remote village areas provided they desired to be doctor in future. Thus, I would work for the service to humanity if I were a doctor.

Practice Questions

Write essays on the following topics in about 200 words.

1. A School Excursion
2. Advantages and Disadvantages of Computer
3. Advantages and Disadvantages of Foreign Employment
4. An Unforgettable Event in my Life
5. Animal Rights
6. Career Development
7. Child Labour
8. Conservation of Natural Resources
9. Cottage Industries in Nepal
10. Criminalization in Politics
11. Death Penalty
12. Dignity of Labour
13. Disabled People and our Responsibility
14. Discipline in Society
15. Dowry System in Nepal
16. Drug Addiction among Youths
17. Environmental Pollution
18. Feminism
19. Forests of Nepal
20. Games and Sports
21. Generation Gap
22. Good Manners
23. Health is Wealth
24. Importance of Balanced Diet
25. Importance of Cottage Industries in Nepal
26. Importance of Transportation
27. Importance of Women Education in Nepal
28. Knowledge is Power
29. Memorable Experience of My Life
30. My Aim in Life
31. My Favourite Hobby
32. My Parents
33. My Plans After SEE
34. My Village/Town
35. Newspapers
36. Our Culture, Our Identity
37. Patriotism
38. Physical Punishment
39. Pleasures of Rainy Season
40. Racial Discrimination and Human Development
41. Education in Nepal
42. Road Transport in Nepal
43. Science is a Boon or Bane
44. Student Life
45. Success comes with ability
46. Superstitions
47. Teachings of Buddhism
48. Technical Tools and Agriculture
49. Telephone
50. The Importance of Science
51. The Influence of Hinduism in Society
52. The Rivers in Nepal
53. The Spring Season
54. The Value of Travelling
55. Time is Money
56. Tourism in Nepal
57. Uses and Misuses of Television
58. Why Should we Learn English Language?
59. Women Empowerment in Nepal
60. Work is Worship

A newspaper article is an elaborated writing like an essay or paragraph writing. It is the expression of someone's view in a certain topic. It is generally expressed as an opinion of a writer in a certain social, political, economic, environmental, educational and global issues. It is like a short essay and can be written in writer's own purpose and way. Some tips for writing newspaper article are given below:

- Choose a catchy headline that is related to the topic.
- Start your article with a good subject matter related to the concerned subject.
- Try to answer the words such as what, when, how, etc. in an introductory topic.
- Use quotes and proverbs to write in the theme of the article.
- Conclude your article with a summary statement.

Why are examinations important?

Govinda Tamang

July 10

Examinations are tests for evaluating a student's knowledge. The present system of education ignores the student's individual skills and intelligence. Parents and teachers judge a student's potential through examinations.

Examinations aim at judging a student's knowledge in a specific time frame and in analyzing whether the student has gone through a certain course of study satisfactorily. Tests enable the teacher to know how well the student has understood the subject. A good result makes the teacher as well as the parents happy. The effort of the teacher is rewarded when a student passes an examination and vice versa. Thus, a teacher's dedication towards his profession is judged through examination. They help the parents to assess their child's capability. Parents become proud of their children when they perform well in the examinations.

Students become alert when examinations are at their door step. They utilize their time for preparation and work hard for scoring good marks. Some schools award citations and certificate and give scholarships to those students who excel. Such awards prompt the students to work hard.

In a nutshell, examinations help the teachers and the parents in analyzing the amount of labor put in by the students in gaining knowledge. A good result helps the teacher feel relieved at his success in imparting education to his pupils while a bad result indicates that there is a need of more effort on the teacher's part. With the help of the result of examinations parents can make the right assessment of their child's caliber. If he is weak in his studies, they could guide him further in the subject. If his performance is up to the satisfaction of his parents, they would be proud of him. These evidences tell us that examinations are crucial for all students to increase their study habit.

Practice Questions

1. Write a newspaper article on "Federalism and its Challenges in Nepal".
2. Write a newspaper article on "The Growing Use of Computer in our life".
3. Write a newspaper article on "Inclusiveness in Nepali politics".
4. Write a newspaper article on "Youth Migration and its Impact in Nepal".
5. Write a newspaper article on "Social Work, the Best Way to repay Humanity".
6. Write a newspaper article on "Corruption Unavoidable or Inevitable".
7. Write a newspaper article on "Uses and Misuses of Television".
8. Write a newspaper article on "Travelling Broadens our Mind".
9. Write a newspaper article on "Should Bureaucrats Enter Politics?"
10. Write a newspaper article on "Mothers Matter".
11. Write a newspaper article on "No Pains No Gains".
12. Write a newspaper article on "Importance of Women Education".

Review is a report in a newspaper or magazine, or on the Internet, television or radio, in which somebody gives their opinion of a book, play, film/movie, etc. To review a book and movie is to write a report of a book and movie in which you give your opinion related to it. Writing a book review and film review are essentially the same except a few important details. Your review should be personal and informative of your feelings and impressions along with background information. Here are some useful points to write reviews of a book or film:

- Think of a book or movie that you want to review.
- Read the book and watch the movie before writing a review.
- Mention the title of the book, author, publisher, character(s), genre, publication date, pages the book contain in your review of a book.
- Mention the title of movie, when it was made, the director, main characters, script writer, genre and other important details of a movie you are going to review.
- Try to explain what message the book writer or film maker intends to convey.
- Compare the events in books or movies with the real life situations of people in society.
- End up your review by recommending the book or film to read the book or go and see the film.
- Use short, simple and readable sentences; long sentences are not necessarily good sentences.
- Don't forget to check your writing before you finish with it.

A Book Review on 'Seto Dharti'

| | |
|---------------------------|------------------|
| Title of the Book: | Seto Dharti |
| Author: | Amar Neupane |
| Publisher: | Fineprints Books |
| Character: | Tara |
| Genre: | Fiction |
| Publication Date: | March 2012 |
| Pages: | 373 |



Seto Dharti, written by Amar Neupane received Madan Puraskar, which is the biggest literary award in the context of Nepal. This book was first released in March 2012, rapidly becoming the best seller book inside the country. The language of this book is in native Nepali. This book reveals the bitter reality of Nepalese society. This depicts the painful story of a child widow.

The story is based on the life of a girl named 'Tara' that means 'stars'. She is a simple girl living in her village spending her time playing with other children of the same village. While the story goes on, she gets married at the age of seven, the very age at which she does not even understand the meaning of marriage. The story represents the time period of 1850-1950, when child marriage used to be very common.

Tara's husband has to go to Banaras for his studies, where he dies and Tara is bound to live her life as a child widow. The story continues and many difficulties move toward one at a time in Tara's life. She comes back from her husband's home to her father's home. She tries to live her life peacefully trying to forget all the pain that life gave her when she was a young child. Later on, her mother dies and she has to take over all the responsibilities of the house. At her adult age, she leaves her father's house and moves to Devghat, a religious place for

Hindus. There she makes a small hut and starts to live a long, boring life. The story mainly tries to reveal the terrible cultural practice, called child marriage. This story also portrays the pain of a child widow living her whole life without company. The novel best tries to show the bitter reality of ancient Nepal called Satee System.

Almost all readers recommend this book to read once. Don't miss it.

A Movie Review on 'The Jungle Book'

Title of the movie: 'The Jungle Book'

Director: Jon Favreau

Producers: Jon Favreau and Brigham Taylor

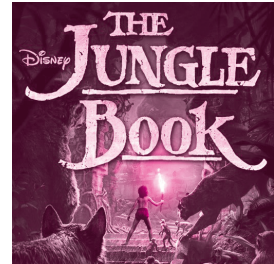
Starring: Bill Murray, Ben Kingsley, Lupita Nyong'o, Scarlett Johansson, Giancarlo Esposito, Christopher Walken, Neel Sethi

Duration: 106 Minutes

Genre: fiction

Language: English

Released date: April 4, 2016 (El Capitan Theatre), April 15, 2016 (United States)



The Jungle Book is a 2016 American fantasy adventure film, based on Rudyard Kipling's eponymous collective works and inspired by Walt Disney's 1967 animated film of the same name. It is a live-action film that tells the story of Mowgli, an orphaned human boy who, guided by his animal guardians, sets out on a journey of self-discovery while evading the threatening Shere Khan. The film introduces Neel Sethi as Mowgli and also features the voices of Bill Murray and all other characters.

Mowgli, a 'man-cub' who's been raised by a family of wolves finds he is no longer welcome in the jungle when fearsome tiger Shere Khan voiced by Idris Elba who bears the scars of Man, promises to eliminate what he sees as a threat. Urged to abandon the only home he's ever known, Mowgli embarks on a captivating journey of self-discovery, guided by panther-turned-stern mentor Bagheera voiced by Ben Kingsley, and the free-spirited bear Baloo voiced by Bill Murray. Along the way, Mowgli encounters jungle creatures who don't exactly have his best interests at heart, including Kaa voiced by Scarlett Johansson, a python whose seductive voice and gaze hypnotizes the man-cub, and the smooth-talking King Louie voice by Christopher Walken, who tries to compel Mowgli into giving up the secret to the elusive and deadly red flower: fir.

In the aftermath, Raksha becomes the new leader of the wolf pack. Mowgli decides to utilize his equipment and tricks for his own use, having found his true home and calling with his wolf family, Baloo, and Bagheera.

Almost all spectators recommend this movie to watch once. Don't miss it.

Practice Questions

1. Write a review of a book that you have recently read.
2. Write a review of a movie that you have recently watched.
3. Write a review of a play that you have recently watched.
4. Write a review of a documentary that you have recently watched.
5. Write a review of your English textbook.

Writing Leaflet

A leaflet is a printed sheet of paper or a few printed pages that are given free to advertise or give information about something. Include these things in your leaflet

- ☐ Area and location
- ☐ Background information
- ☐ Special features
- ☐ Accessibility
- ☐ Additional information

Specimen Leaflet: A Visitor's Guide to Pokhara**A Visitor's Guide to Pokhara**

We warmly welcome you to Pokhara and wish you to have a good time. Here are a few things that'll help you make your journey comfortable.

Getting there

To go to Pokhara, you can fly direct from capital city, Kathmandu or you can take a bus or taxi, enjoying the beautiful scenery.

Accommodation

You can find many luxurious hotels near Lakeside, a famous tourist place.

Places to visit

There are lots of beautiful places to visit. Fewa Lake, Begnas Lake, Sarankot, Shanty Stupa, Bats Cave, and Davies Falls are the main attractions in Pokhara.

Time to visit

Pokhara has a mild climate throughout the year; not so cold in winter and not so hot in the summer. However, spring and autumn are the most appropriate seasons to visit Pokhara.

Money

A Nepali rupee is the currency. Traveller's cheques are accepted by most banks. US dollars are also accepted. One US dollar is approximately 95 NRs. Money can be exchanged at any bank.

**Writing Brochure**

A brochure is a small magazine or book containing pictures and information about something or advertising something. Brochures are relatively cheap but very effective method of communicating with the public. They are commonly used at tourist venues to advertise local products or services, and of course by businesses generally to inform the public of the qualities of their products. Brochures contain photographs, headings and texts including details of a place, product or scale.

Consider the following things before writing a brochure:

- ☐ Identify the topic of your brochure.
- ☐ List out the point that you like to include in the brochure.
- ☐ Choose an appropriate layout.
- ☐ Use attractive pictures.
- ☐ Use catchy words that attract everyone's attention.
- ☐ Use quotes and pronouns "you" and "we" but do not patronize them.
- ☐ Keep the content focused. Present a short history of your business.
- ☐ Avoid unclear information that your target readers do not know.

A Specimen Brochure: Parsa Wildlife Reserve

Parsa Wildlife Reserve

Parsa Wildlife Reserve, a place of mesmerizing gorgeousness and wonders, situated in the central Terai of the country invites you to feel astonishing pleasures. Everyone is attracted to enjoy it.

Introduction

Parsa Wildlife Reserve was established in 1984 with an area of 499 sq. Km. It occupies parts of Chitwan, Makawanpur, Parsa and Bara districts in Central Nepal. The reserve headquarter is at Adhbar on the Hetauda-Birgunj highway (22 Km south of Hetuda and 20 km north of Birgunj)

Salient Features

The reserve supports a good population of resident wild Elephants, Tigers, Leopards, Sloth Bears, Blue Bulls, and Wild dogs. Other common animals are Sambar, Chital, Hog deer, Barking deer, Langur, striped Hyena, and Palm Civet and Jungle cat.

There are nearly 300 species of birds in the reserve. The Giant Hornbill is one of the endangered species to be found in certain forest patches. Peafowl, Red Jungle fowl, Flycatchers and Wood Peckers are a few of the other common birds found in the reserve. The reserve is accessible by bus via the Kathmandu -Birgunj highway or the Mahendra Rajmarg. The reserve headquarters is an 8-hour drive from Kathmandu. Simara airport is 7 km away from the reserve headquarters. It takes only 15 minutes to reach Simara from Kathmandu by plane.

For more information, contact reserve headquarter Adhbar

Or

Department of National Parks, Babar Mahal, Kathmandu P.O. Box 860
Tel. 220859, 220912, 227926

| Fees | Foreigners | Nepali |
|--------------------|------------|--------|
| Entrance | 650/- | 10 |
| Camping | | |
| 1 night (1 person) | 300/- | 20/- |
| Elephant rides | | |
| 1 hour (1 person) | 650/- | 100/- |

Children below 10 years free entrance. Flora and Fauna of the reserve are fully protected and must not be disturbed. Rubbish must be buried or disposed of in a designated place.



Pratice Questions

1. Write a leaflet of a five star hotel in Kathmandu.
2. Write an attractive brochure/ leaflet based on "A Visitors Guide to Kathmandu City".
3. Write a leaflet/brochure of an interesting place of your locality.
4. Prepare a similar leaflet/brochure on Chitwan National Park.
5. Produce an attractive leaflet/brochure of your village or town.
6. Produce a well-designed leaflet/brochure of your school.

A dialogue is a discussion between two persons about a book, play or movie. When they discuss, they try to solve a problem or get it solved. Dialogue is an effective means of communication.

Let's see some specimen dialogues:

Dialogue-1: Two strangers talking about their jobs.

Pramod: Where do you work?
Bishal : I'm a manager. I manage the office.
Pramod: How long have you been working there?
Bishal : I've been working for about 5 years.
Pramod: How much salary have you been paid?
Bishal : I've been paid well.
Pramod: Don't you like to change your job?
Bishal : I've no idea of working in other places.
Pramod: Don't you feel bored?
Bishal : I have not felt yet.
Pramod : Oh! That's good.
Bishal: Thank you.



Dialogue-2: Two students are in the library reading picture books.

Karma: Wow! This is an interesting article.
Kamala: Oh, baby elephants! Look at them! They're so cute! Where are their mothers?
Karma: Hunters killed them.
Kamala: That's terrible!
Karma: Yeah, it is. These men are elephant keepers. They work at a place for orphan elephants. They feed the baby elephants, take care of them, and even play soccer with them.
Kamala: Hmmm. Elephant keeper. That's an interesting job.
Karma: Yes, but it isn't easy. The keepers need to feed the baby elephants every three hours.
Kamala: Really? What about at night?
Karma: They need to feed them at night, too. The keepers sleep in buildings with the baby elephants. . . . Listen to this quote from the article. One of the keepers says, "Every three hours you feel a trunk reach up and pull your blankets off. The elephants are our alarms."
Kamala: That's funny. Smart elephants! I want to read that article.

Dialogue-3: Travel agent and customer are having conversation.

Travel agent: Can I help you?
Customer: Do you sell rail tickets?
Travel agent: Yes, certainly.
Customer: I need a return ticket from Bristol to Paddington.
Travel agent: You're travelling when?
Customer: Tomorrow.
Travel agent: Tomorrow. That's Friday, isn't it? And when are you coming back?
Customer: Oh, I'm coming back the same day.
Travel agent: Are you leaving before ten o'clock?

Customer: It's cheaper after ten, is it?
Travel agent: Yes, it's cheaper if you leave after ten and return after six o'clock.
 Customer: What time is the next train after ten?
Travel agent: Ten eleven.
 Customer: Oh, fine. Could you tell me how much the cheap ticket is?
Travel agent: Twenty-one pounds.
 Customer: Can I have one then, please?

Dialogue-4: Two friends about visiting a place

Surakshya: Hello Avash, do you have any idea of the suitable place for our visit?
Avash: Well then, let's choose the place first. What is your choice Surakshya?
 Surakshya: How about going to the temple on the other side of the hill?
Avash: Not a bad idea. But I'd rather go to the riverside. Imagine if we had to carry water all the way up the hill.
 Surakshya: You're right. We've got no-one to help us. We'd not only have to carry water but firewood as well.
Avash: Now what about the shopping? You don't mind doing shopping Surakshya, do you? You're very good at bargaining.
 Surakshya: No, I like shopping and, anyway, I want to stretch my legs.
Avash: You'd better start off now. There's not much time left. Meanwhile I'll phone Eroj and Nima.
 Surakshya: See you later.
 Avash: Bye.

Dialogue-5: A customer and shopkeeper in a grocery shop

Shopkeeper: Good morning madam. Can I help you?
 Customer: Yes. Let me look at my shopping list first. Mmm . . . can I have a packet of Muna Tea please? Not a big one, a medium-sized one will do.
Shopkeeper: Certainly. Here you are.
 Customer: I wonder if you can give me some Ilam ghee. That's what we've been using for quite a long time.
Shopkeeper: Yes madam. How much would you like?
 Customer: 500 grams please. And could you possibly give me a piece of bath soap?
Shopkeeper: Sure. Which brand, and which colour, would you like?
 Customer: Lux in white will do.
Shopkeeper: OK. Anything else, madam?
 Customer: Mmm . . . may I have a packet of biscuits? And I'd appreciate it if you could put everything in a bag.

Dialogue-6: Two friends about an accident

Dipesh: Hello, Prabhat. It's me, Dipesh.
 Prabhat: Hi, Dipesh. I am speaking.
Dipesh: You sound sleepy. Hey, aren't you coming to the party?
 Prabhat: Sorry, I can't. I just got back from the hospital. Yesterday, when I was coming home on my bicycle, I fell off and broke my ankle.
Dipesh: Oh! I'm sorry to hear that. How's your ankle now?
 Prabhat: It's OK, but sometimes it hurts a lot.

Dipesh: How did it actually happen? You didn't bump into something, did you?
Prabhat: No, I didn't. The road was slippery due to the rain and I was going downhill, you see, so the bike slipped.
Dipesh: Yeah. What a pity that you won't be here. Mala, Rita, Tek everyone's coming. We'll miss you.
Prabhat: I hope the party's a great success!
Dipesh: Thanks. Now, get well soon! We'll celebrate your recovery. Bye.
Prabhat: Bye.

Dialogue-7: Two friends about a party

Hemanta: Hello, hello? Could I speak to Krishna, please?
Krishna: Speaking.
Hemanta: I'm Hemanta. Please accept my heartiest congratulations. I am so delighted to hear from Dolma that you have won the award of the best male singer of the year.
Krishna: Thank you, Hemanta.
Hemanta: Only "thanks" will not do Krishna. You have to give us a treat.
Krishna: Oh sure, I am holding a party at my home this Saturday. Please accept my invitation to join us. I will also invite all your friends.
Hemanta: Definitely! I will be there. Will you let me know at what time the party begins?
Krishna: It starts at 5 pm. But you may come a little earlier and help my mother.
Hemanta: OK, Krishna. I will come earlier.
Krishna: Thank you. I'll be expecting you.

Dialogue-8: A senior student and a new student about direction

New Student: Excuse me! Could you please tell me where the library is?
Senior Student: Oh yes. Just go inside the building and walk along the passageway. Turn right at the first corridor and it's the first room on your right.
New Student: Thank you. And where's the Head Teacher's room?
Senior Student: Well, it's the first room on your left as you enter the building.
New Student: I see. And where is the Accountant's? I understand he deals with our tuition and other fees, doesn't he?
Senior Student: He does. His room is right opposite the Head Teacher's.
New Student: I hate asking you another question, but could you tell me where the students' union office is?
Senior Student: No problem. Turn left once you're inside the building. Walk straight on. It's the office on your right.
New Student: You're very kind. Thank you so much.
Senior Student: Not at all. It's my pleasure to help a new student like you.

Dialogue-9: A customer complains about a radio he's bought

Customer: Good morning, miss. I'd like to speak to the manager.
Manager: I'm the manager, sir. How can I help you?
Customer: Oh, really? It's this radio. It does not work.
Manager: Mm..... did you buy it here?
Customer: Pardon? Of course I bought it here. You switch it on and nothing happens.

Manager: Could I see your receipt?
Customer: I must have thrown it away.
Manager: Ah, you shouldn't have done that.
Customer: What? I only bought it yesterday! That young man over there served me.
Manger: That's all right then. Did you cheek the radio before you left the shop?
Customer: No, it was in the box. I expected it to work. It was not a cheap radio, it is a good make. Either give me my money back or give me another radio.
Manager: There's no need to get aggressive, sir. Let me see it.....mm.....you see this little switch on the back. It's on 'mains' and it should be on 'battery'. You really should have read the instructions.

Pratice Questions

1. Write a dialogue between two students who have distinct views on the qualities of a captain or a leader.
2. Suppose your maternal uncle is planning to go abroad. Prepare a dialogue between your mother and maternal uncle.
3. Write a dialogue between two friends describing what you saw there after you visited a museum.
4. Write a dialogue between two students who are discussing about their plan for a picnic programme.
5. Write a dialogue between two students who are talking about a movie that they have watched recently.
6. Write a dialogue between two students who want to go for a long study trip to Darjeeling.
7. Write a dialogue between two students who are talking about their one of the friends who is in hospital for many days.
8. Write a dialogue between two students who are discussing about the effects of smoking in public places.
9. Suppose that you are selected for a national game. Write a dialogue between you and your mother about it.
10. You and your father are travelling to abroad. Write a dialogue between you and your father about the arrangements made so far.

Views and attitudes are a set of reasons that somebody uses to show that something is true or correct. It is a personal logic put in support or against the subject matter specified. Here, the students need to be specific to the given question and put their view systematically with logical connectedness.

More homework or not more homework!

Today, kids find that the amount of homework they get keeps them away from playing sports, taking music lessons or just having fun after school. A recent study reports that the amount of time the average 3 to 11-year old kid spends on homework has increased by 50 percent. More and more parents are protesting against so much homework.

The question is whether schools are holding our children captives with homework, said one of the professors at TU. He realized one day last year that his sixth-grade son had given up music lessons, the football team and his favourite hobby because he was loaded down with homework. He remembered that he was at home reading the paper and relaxing and his kid who left in the morning before he had gone was doing two to three hours of work.

Although parents responded favourably to his article, the school refused to change their homework policies. Awasti explained that, from the school's point of view doing homework is better than not doing homework. He added that pressure for students to perform well on standardized tests has led schools to pile on at-home assignments. All work and no play can make boring kids. Kids need to play outside and exercise or take art or music classes.

How about digitalizing the library?

Libraries have begun the extraordinary task of making faithful digital copies of the books, images and recordings that preserve the intellectual effort of humankind throughout the world. The books in libraries get destroyed with water, dust, overuse of them, low paper quality, and other many more physical factors in course of time. If libraries are digitalized, there will be infinite advantages to the readers of disabilities and other concerned group.

Librarians see three clear benefits to going digital. First, it helps them preserve rare and fragile objects without denying access to those who wish to study them. A second benefit is convenience. Once books are converted to digital form, patrons can retrieve them in seconds rather than minutes. Several people can simultaneously read the same book or view the same picture at a time. And libraries could conceivably use the Internet to lend their virtual collections to those who are unable to visit in person. The third advantage of electronic copies is that they occupy millimeters of space on a magnetic disk rather than meters on a shelf. Expanding library buildings is increasingly costly but the cost can be minimized by digitalizing it. Thus, digitalization of library is quite relevant.

How important is after-school Learning?

It is said that children are the pillars of future. Their safety and continued development is today's concern. Learning is an important act that helps a child to develop his mental capacity. Learning is done formally in school environment as well as in non-academic environment such as home, neighborhood, parks and zoo.

Children learn at different rates in different ways, so the learning environment should be attractive and inviting. To get them interested in learning new things, they are to put in a situation that will make them learn effectively. Children will grasp the information better when they see colorful charts, posters, pictures and drawings.

Activities that are not usually done in a school but necessary for children to learn life skills and knowledge are after school activities, for instance cooking, gardening, cleaning, etc. Any activities that are done at home to incorporate moral values are also after school activities. After-school activities are sometimes a repetition of what was already taught in school, so educators need to find a new way of teaching them the same thing so they can learn and understand it better and more quickly. Some may regard after-school programs as unimportant and may even think that it is for children who are slow in learning. Research shows that after-school activities help in enhancing a child's education. This is where they acquire some of the most important skills. Researchers have concluded that children who participate in after-school activities perform much better academically than those who do not. Thus, after school learning is quite important for the students.

Practice Questions

1. There is an increasing trend of migration from the Himalaya to hills and hills to terai. What could be the solution to this problem? Put your view on this topic.
2. Health insurance of animals is a much talked issue. What do you think about the significance of animal health insurance? Put your view on this topic.
3. Some societies are still unaware of the fact that they must construct toilet. They discharge waste in an open area of land. What do you think is the best solution to this problem? Put your view on this topic.
4. Some girls do not go to school during their menstruation period because of the unforeseen consequences caused by menstruation. Should they be provided with sanitary pad in school to minimize the problem related to this? Put your view on this topic.
5. Are our classrooms disabled friendly? One of your disable friends wants to study in your school but it is not disabled friendly. Put your view on this topic.
6. Are you living in village or city? Where do you like to live? Put your view on village life is better than city life.
7. Does your school have a playground? Are you getting opportunity to play in your school? Put your view on every school should have a playground.
8. Most of the schools are being run in the day time only. What advantages will there be if schools are run in the morning and evening time for those students who work during day time ? Put your view on this topic.

Reading Exercise 1 | Unit One| Page Number: 1

Read the following text and do the activities that follow.

A world guide to good manners: How not to behave Badly Abroad

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

Greetings

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

Clothes

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

Food and drink

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

Doing business

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position in a business card. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with both hands, with the writing facing the person you are giving it to.

In many countries, business hours are from 9 or 10 am to 5 or 6 pm. However, in some countries, such as Greece, Italy, and Spain, some businesses close in the early afternoon for a couple of hours then remain open until the evening.

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you should not refuse, even if you do not feel like staying out late.

Extra Tips

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

1. In many Asian countries, it is acceptable to smack your lips when you eat. It means that the food is good.
2. In France, you should not sit down in a café until you have shaken hands with everyone you know.

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

Source: Norman Ramshaw in New Headway English)

A. Find similar meaning to the following words/phrases.

- | | | |
|--------------------------------|--|----------------|
| a. uncomfortable; humiliating | b. a part of clothing that covers your arm | way |
| c. in a strong or definite way | d. opposite | e. show |
| f. co-workers | g. like better | h. good enough |
| i. turn down | j. to hit or strike | |

B. Find opposite meaning to the following words/phrases.

- | | | |
|------------------|--|------------------|
| a. slowly | b. behaving in a kind and pleasant way | c. ordinary |
| d. local | e. loosely | f. often |
| h. conceal; hide | i. heavy | j. accept |
| | | g. by a long way |

C. Match the following words with their definitions.

- | | |
|------------------|---|
| a. chopstick | a small card printed with somebody's name and details of their job and company |
| b. business card | either of a pair of thin sticks that are used for eating with, especially in some Asian countries |
| c. lunch | a place where you can buy and drink alcoholic and other drinks |
| d. hamburger | a meal eaten in the middle of the day |
| e. bar | finely chopped beef made into a flat round shape that is then fried, often served in a bread roll |

D. Complete the following sentences using the ideas from the text.

- a. Japanese people consider their ____ duty to go out after work with colleagues.
- b. You should eat your hamburger with both hands in ____.
- c. A small card printed with somebody's name and details of their job and company is ____.
- d. Many people prefer not to discuss business while eating in ____.
- e. In Thailand and Japan ____ is avoided as a sign of respect.
- f. Business lunch tradition exists in ____.

E. Decide whether the following statements are true or false.

- a. When an American meets us for the first time, we shake hands.
- b. In many parts of Asia, friends kiss on both cheeks when they meet.
- c. In Mexico, many people think that lunch is a time to relax and socialize.
- d. In India, we should take off our shoes when entering a restaurant.
- e. In Japan, we must present our business cards with both hands.

- f. In Spain, some businesses close in the early afternoon for a couple of hours.
- g. In many countries working hours start from 9 or 10 am to 5 or 6 pm.

F. Put the following sentences in the correction order.

- a. Many people prefer not to discuss business while eating in Mexico and Japan.
- b. You must present your card with both hands, with the writing facing the person you are giving it to.
- c. Canadian shakes your hand firmly while looking at you straight in the eyes.
- d. If you are invited, you should not refuse, even if you do not feel like staying out late.
- e. The text is about a world guide to good manners.
- f. In China, Korea, Thailand and Iran, you should take off your shoes when entering a house or a restaurant.

G. Answer the following questions.

- a. How do the Canadians greet each other?
- b. How long does it take for Latin Americans to complete their lunch?
- c. Where do people take off their shoes when entering a restaurant?
- d. Mention any one difference between the American and the Japanese greetings.
- e. What type of clothes should the Muslim women not wear in Muslim countries?
- f. Is your main meal of the day same as that in Britain?
- g. In which countries do people prefer discussing business during meals?
- h. When is it necessary to print your business card in the local language?
- i. Where does physical distance between the speakers play significant role?
- j. How do American people greet each other?
- k. How is a business card presented to anyone in Japan?
- l. What details should you include in your business card? Write any two of them.
- m. Mention any two kinds of food etiquette in Japan.

Reading Exercise 2 | Unit Two | Page Number: 13

Read the transcriptions of the debate below and do the activities that follow.

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

Mr. Chairperson, respected teachers, and friends!

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



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

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

Ladies and gentleman, economic growth is also possible by using single language as it can

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

Not only this, if a language is intelligible for all, members of security forces can easily investigate and understand national and international criminal plans. It may help in solving international and intercultural security problems too.

To conclude, I strongly claim that using a single language as a lingua franca strengthens our fraternity, security and global understanding, in addition to helping international business and economy.

Thank you.

A. Find similar meaning to the following words/phrases.

- | | |
|------------------------|--|
| a. communicate | b. more than two but not very many |
| c. significance | d. have a preference |
| e. give support to | f. a feeling of friendship and support |
| g. all the way through | h. comprehensible |
| i. look into | j. a shared language of communication used between people whose main languages are different |

B. Find opposite meaning to the following words/phrases.

- | | | |
|------------------------|------------------------|-------------------------|
| a. more; other | b. be in opposition to | c. not worth mentioning |
| d. destroy | e. willing; keen | f. demote |
| g. not possible | h. maximize | i. weakly; feebly |
| j. deteriorate, weaken | | |

C. Match the following words with their definitions.

- | | |
|-------------------|--|
| a. translation | an international computer network connecting other networks and computers |
| b. first language | the process of changing something that is written or spoken into another language |
| c. internet | the whole world, looked at as a single community that is connected by electronic communication systems |
| d. conference | the language that you learn to speak first as a child; the language that you speak best |
| e. interpreter | a large official meeting, usually lasting for a few days, at which people with the same work or interests come together to discuss their views |
| f. global village | a person whose job is to translate what somebody is saying into another language |

D. Fill in the gaps with the correct information from the text.

- The transcription of the debate is about _____.
- Communication is easy through the use of the _____.
- Most people are unwilling to make use of their _____.
- Use of single language results in a healthier _____.
- The price of communication, translation, interpretation, etc. can be minimized through _____.

E. Decide whether the following statements are true or false.

- People from any part of the world can communicate easily through the Internet.
- The speaker supports that if there are fewer languages in the world, life will be easier.
- If everyone speaks multiple languages, there will be a clear understanding between people.
- Using a single language helps in international business and economy.
- The speaker is speaking against the motion.
- People do not want to learn the language that has international importance.

F. Put the following sentences in correct order.

- Using a single language strengthens fraternity, security and global understanding.
- By using a single language, economic growth is also possible.
- Karma is thankful for the opportunity of participation and expression.
- The internet has made communication easier.
- Use of single language aids understanding and global fraternity.

G. Answer the following questions.

- Who are the final round participants of the debate competition?
- Which topic Karma is speaking on?
- Why are most people reluctant to use their first language and learning English?
- How does using the same language aid understanding and global fraternity?
- What will be the advantage if a language is intelligible for all?
- What does a single language as a lingua franca do?
- What can minimize the communication barriers?

Reading Exercise 3 | Unit Two | Page Number: 14

Read the transcriptions of the debate below and do the activities that follow.

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

Mr. Chairperson, respected teachers, and friends!

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

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

Mr. Chairperson, using fewer languages also creates identity problems. The ethnic groups without their own language and culture lose their linguistic and cultural identity. Variety in



literature is only possible through linguistic and cultural differences. It is impossible if we have a single global language. Likewise, each language has its own taste and own distinct quality. For example, the Sanskrit language is said to have musical quality. All these qualities get lost if people start using a single language all over the world. Furthermore, the fewer the languages are in use, the less the vocabulary in practice. Therefore, the less vocabulary in practice, the less imaginative and creative work is possible.

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

Thank you.

A. Find similar meaning to the following words/phrases.

- | | | |
|--------------------|------------------|---------------|
| a. display place | b. innate | c. oppose |
| d. variety; many | e. give-and-take | f. ultimately |
| g. point of view | h. in addition | |
| i. making no sense | j. matter | |

B. Find opposite meaning to the following words/phrases.

- | | | |
|---------------|------------------------|----------------------------|
| a. not many | b. pay no attention to | c. difficult to understand |
| d. common | e. damage | f. growth |
| g. indistinct | h. idealism | i. probable; likely |

C. Match the following words with their definitions.

- | | |
|----------------|---|
| a. imaginative | involving the use of skills and the imagination to produce something new |
| b. creative | having or showing new and exciting ideas |
| c. decline | connected with language or scientific study of language |
| d. linguistic | a continuous decrease in the number, value, quality, etc. of something |
| e. global | the form of a language that is spoken in one area with grammar, words and pronunciation that may be different from other forms of the same language |
| f. dialect | covering or affecting the whole world |

D. Fill in the gaps with correct words/phrases.

- Kabita is of the opinion that _____.
- People perceive the world as per their _____.
- _____ have a mutual relationship.
- The loss of cultures leads to the _____.
- The qualities of language get lost if they _____.

E. Decide whether the following statements are true or false.

- Kabita is speaking in favour of the motion.
- She agrees that several languages become extinct every year.
- The Sanskrit language is said to have a musical quality.
- The use of multiple languages brings variety in literature.
- Each language has its own taste and own distinct quality.

F. Put the following sentences in correct order.

- Variety in literature is only possible through linguistic and cultural differences.
- There are noticeable disadvantages of having only one global language.

- c. Even the dialects are often unintelligible to all the speakers of the same language.
- d. With the death of a language the knowledge inherent there too dies.
- e. Each culture is unique with its own way of life and own perspective of the world.

G. Answer the following questions.

- a. How does language influence our thought and our thought influences reality of the world around us?
- b. Mention any three disadvantages of having fewer languages.
- c. Why does the loss of cultures lead to the collapse of the tourism industry?
- d. How is variety in literature possible?
- e. What is the role of vocabulary in language?
- f. Which language is said to have musical quality.

Reading Exercise 4 | Unit Three | Page Number: 23

Read the following excerpt and do the activities that follow.

The ant and the Grasshopper

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

How are you?' I asked.

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

'Is it Tom again?' He sighed.

Yes, it's it Tom again.'

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

I suppose every family has a black sheep. Tom had been a store trial to him for twenty years. He had begun life decently enough: he went into business, married, and had two children. The Ramsays were perfectly respectable people and there was every reason to suppose that Tom Ramsay would have a useful and honorable career. But one day, without warning, he announced that he didn't like work and that he wasn't suited for marriage. He wanted to enjoy himself. He would listen to no expostulations. He left his wife and office. He had a little money and he spent two happy years in the various capitals of Europe. Rumors of his doings reached his relations from time to time and they were profoundly shocked. He certainly had a very good time. They shook their heads and asked what would happen when his money was spent. They soon found out: he borrowed. He was charming and unscrupulous. I have never met anyone to whom it was more difficult to refuse a loan. He made a steady income from his friends and he made friends easily. But he always said that the money you spent on necessities was boring; the money that was amusing to spend was the money you spent on luxuries. For this he depended on his brother George. He did not waste his charm on him. George was a serious man and insensible to such enticements. George was respectable. Once or twice he fell to Tom's promises of amendment and gave him considerable sums in order that he might make a fresh start. On these Tom bought a motor-car and some very nice jewellery. But when circumstances forced George to realize that his brother would never settle down and he washed his hands of him, Tom, without a qualm, began to blackmail him.

It was not very nice for a respectable lawyer to find his brother shaking cocktails behind the bar of his favourite restaurant or to see him waiting on the box-seat of a taxi outside his club. Tom said that to serve in a bar or to drive a taxi was a perfectly decent occupation, but if George could oblige him with a couple of hundred pounds he didn't mind for the honour of the family giving it up. George said.

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

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

A. Find similar meaning to the following words/phrases.

- | | | |
|--|---------------------|-----------------|
| a. a traditional story which teaches a moral lesson | | |
| b. sadness; unhappiness | c. very funny | d. stunned |
| e. to give up or stop doing something for somebody | | |
| f. of a good enough standard or quality | | |
| g. argument, disagreement or protest about something | | |
| h. dishonest; crooked | i. temptation; lure | j. modification |

B. Find opposite meaning to the following words/phrases.

- | | | |
|--------------------|----------------------------------|---------------|
| a. finite; limited | b. a respectable person | |
| c. merciful; kind | d. officially authorized; lawful | |
| e. thoughtful | f. unselfish | g. creditable |
| h. certainty | i. reasonable; sensible | j. opportune |

C. Match the following words with their definitions.

- | | |
|----------------|--|
| a. black sheep | amount of money that an organization such as bank lends and somebody borrows it |
| b. loan | a person who is different from the rest of their family or another group; a disliked person |
| c. warning | an area or place that is empty |
| d. space | a statement telling somebody that something bad may happen in the future |
| e. cheque | a person who is trained and qualified to advise people about the law and to represent them in court or write legal documents |
| f. lawyer | a printed form that you can write on and sign as a way of paying for something instead of using money |

D. Choose the best alternatives to complete the following statements.

- George Ramsay and Tom Ramsay are _____. (brothers/father and son/friends)
- The writer suggested George to _____. (convince his brother/facilitate his brother/ give up his brother)
- The Ramsay families had _____. (great reputation/no prestige/perfect harmony)

- d. Tom spent _____(three/two/four) years in various capitals of _____. (the USA/ Europe/the Netherlands)
- e. When Tom went to prison, George was _____. (very much pleased/terribly upset/quite hopeless)
- f. The writer regarded Tom as a _____ of his family. (black sheep/white sheep/rolling stone)

E. Decide whether the following statements are true or false.

- a. George Ramsay's brother had been helping him all the time.
- b. George Ramsay had done everything in the world for his brother.
- c. Tom helped his decent brother.
- d. George was a serious man and insensible to such enticements.
- e. Tom was a scoundrel.
- f. Tom had a profound feeling of worry or hesitation.

F. Put the following sentences in the correct order.

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

G. Answer the following questions.

- a. Who was a black sheep in Ramsays' family? Why?
- b. What was a respectable profession to Tom?
- c. Why was George Ramsay staring into the space?
- d. Why did Tom leave his work and wife?
- e. How did Tom manage his life when he ran out of money at first?
- f. How did Cronshaw and Tom cheat George?
- g. What forced George to realize that his brother would never settle down?
- h. Explain the theme of the title of the story.

Reading Exercise 5 | Unit Four | Page Number: 35

Read the following excerpt from *Memoirs of my visit to France* written by Govinda Raj Bhattarai and do the activities that follow.

Memoirs of my Visit to France I

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

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

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

A. Find similar meaning to the following words/phrases.

- | | | | |
|----------------------|-----------------|--|------------|
| a. cloudy; gloomy | b. surveillance | c. direct; show | d. respect |
| e. make confident | f. superficial | g. expert; specialist | |
| h. have a preference | i. amateur | j. feelings of respect and slight fear | |

B. Find opposite meaning to the following words/phrases.

- | | | | |
|-------------|---------------------|-----------------------|-----------|
| a. rapidly | b. a smaller amount | c. minimum | d. center |
| e. far away | f. within | g. finish; end | |
| h. shallow | i. uncomplicated | j. each and every one | |

C. Match the following words with their definitions.

- | | |
|----------------|---|
| a. fuming | continuing to exist or to have an effect for a long time |
| b. drizzling | an expert on matters involving the judgment of beauty, quality or skill |
| c. vicinity | a person who makes figures |
| d. sculptor | the area around a particular place |
| e. connoisseur | raining lightly |
| f. lasting | producing smoke or fume |

D. Put the following sentences in correct order.

- The author planned to visit two museums in a day giving a slight glance only.
- Nirmal suggested the author to start the visit with Rodin's.
- The author says that he is not an expert of art.
- The text is about the author's visit to France.
- Nirmal showed the author Pompidou Centre last week.

E. Decide whether the following statements are true or false.

- The author asked Nirmal Bhaai for a list of museums in the vicinity of Kathmandu.
- According to Nirmal, Paris has more museums than temples and gods in Kathmandu.
- This was the second visit of the author to Paris.
- The author is a connoisseur of art.
- It was drizzling in the city of Paris in the morning.
- Paul Cézanne is an impressionist painter.
- The author plans to give a cursory glance at museums.
- The author has no words to express how he felt upon seeing the Mona Lisa in Rodin.
- The author decided to visit Monet's Museum on the first day of his tour.

F. Answer the following questions.

- a. What did the author ask Nirmal Bhai?
- b. How many museums can be visited in a day?
- c. Where did the author see Mona Lisa?
- d. Who is Paul Cezanne?
- e. Where is the author visiting?
- f. How long is the author staying in Paris?
- g. What do you know about Pompidou Centre?

Reading Exercise 6 | Unit Four | Page Number: 35

Read the following excerpt from *Memoirs of my visit to France* written by Govinda Raj Bhattarai and do the activities that follow.

Memoirs of my Visit to France II

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

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

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

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

Nirmal Bhaai had described my way to two Museums-Rodin's and Monet's. I set out all alone, for the first time in the megacity of Paris. I had to enter the metro station, deep down below, buy tickets from the vending machines. Nobody will speak English to me if I got lost, perhaps, because they speak French, but for me everything is so strange and unknown. I must have spent innumerable days and nights in learning French since SLC. We had a map of France, we had history of France. The French Revolution, Napoleon Bonaparte, First and Second World Wars, the Existentialists... It is an endless story. Lainsingh's writing produces a living France;

even B. P. Koirala has detailed his brief journey of France in his book *Hitler and the Jews*. I have known great people and the land, and I feel the French people too must know me.

A. Find similar meaning to the following words/phrases.

- a. hand over b. quick look c. establish
- d. strongly; powerfully e. replace; substitute f. a very large city
- g. a written account of somebody's life, a place or an event
- h. partner; companion i. from beginning to end
- j. a machine from which you can buy cigarettes, drinks, etc. by putting coins into it

B. Find opposite meaning to the following words/phrases.

- a. foolishness b. happiness; contentment
- c. unwillingness d. cowardly; weak e. unenthusiastic
- f. analogous g. slightly; to some extent h. create; generate
- i. a small number of j. some degree of; limited

C. Match the following words with their definitions.

- a. impressionism representation of a concept through symbols or underlying meaning of objects or qualities
- b. symbolism a style in painting developed in France in the late 19th century
- c. cubism an artistic movement and an aesthetic philosophy that aims for the liberation of the mind by emphasizing the critical and imaginative powers of the subconscious
- d. dadaism an artistic movement in the early 20th century characterized by the depiction of natural forms as geometric structures of planes
- e. expressionism a style and movement in art, architecture, literature, etc. in the late 20th century that reacts against modern styles, for example by mixing features from traditional and modern styles
- f. postmodernism a movement in the arts in which the artist did not depict objective reality, but rather a subjective expression of their inner experiences
- g. surrealism an early 20th century movement in art, literature, music and film which made fun of social and artistic conventions

D. Choose the correct ending for each statement from the box.

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

art.
using secondary sources of information.
a glimpse of literary trends and movements of the world.
a magnum opus.
look at the paintings of Braque and Picasso.
literature through art.

E. Decide whether the following statements are true or false.

- a. The author was asked to present a glimpse of literary trends and movements of Nepal.
- b. The majority of literary movements developed from the western movements of arts and philosophy.
- c. He was assigned an Academy project entitled Introduction to the Literary Trends and Movements.
- d. The author used primary sources to complete his project report.
- e. Lainsingh Bangdel's *Muluk Bahira Ma* is a great work of art.
- f. Bangdel spent 15 years in Paris and studied Fine Arts in those difficult days.
- g. Bangdel had to spend about one and half month travelling by ship from Calcutta to London.
- h. The author visited the museums Rodin's and Monet's alone.
- i. Lainsingh's writing produces an existing France.

F. Put the following sentences in correct order.

- a. B. P. Koirala has mentioned his brief journey of France in the book *Hitler and the Jews*.
- b. *Muluk Bahira Ma* is in the form of daily diary.
- c. The author bought tickets from the vending machines.
- d. The author was moved when he studied the great works of Lainsingh Bangdel.
- e. The author was given an Academy project two decades ago.
- f. Everything was strange and unknown for the author.
- g. *Muluk Bahira Ma* has wisdom, experience, hope and sadness.

G. Answer the following questions.

- a. What was the title of the academy project?
- b. Where did most literary movements develop from?
- c. Where did most new thoughts originate?
- d. Which literary work is a magnum opus?
- e. What does the book *Muluk Bahira Ma* prove?
- f. Who had described the author the way to the Museums Rodin's and Monet's?
- g. Beside the author, who has detailed the journey of France?
- h. Name the book written by B.P. Koirala.

Reading Exercise 7 | Unit Four | Page Number: 36

Read the following excerpt from *Memoirs of my visit to France* written by Govinda Raj Bhattarai and do the activities that follow.

Memoirs of my Visit to France III

But when I think deeply, I know, nobody knows me. I am alone, and I wonder about the consequences if I take the wrong line. Then I mustered up the courage to travel along the underground tubes alone. Nirmal had bought me tickets and shown routes. I entered the

underground world near Paris Nord station and travelled for about 30 minutes. It was claustrophobic; the crowd was so huge and shifting all the time. At last I got out of the tube near Vernon. Then, I ascended to the surface of the earth, as if from nowhere, by climbing the escalator. I reached a broad street where vehicles were plying swiftly. I came to a different air, an open space, and I no more felt suffocated. I didn't know which direction I was supposed to follow. So I asked a passerby: Excuse me, can you show me the way to Musee Rodin please? He did not speak, just pointed towards the direction with his white fingers. Perhaps he was telling me the direction without any words. Most French like the Chinese, they say, do not like to speak in English, though they knew it, or love to speak in their mother tongue. He spoke in French, politely of course. I could only guess what he said. I thanked him, though he had gone a bit further ahead, and I continued my pace.

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

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

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

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

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

A. Find similar meaning to the following words/phrases.

- a. be unsure b. gather together c. enormous
- d. moving stairs e. road f. chirp; tweet
- g. to die because of lack of air h. person walking by
- i. warden; keeper j. an extreme fear of being in a small confined place

B. Find opposite meaning to the following words/phrases.

- a. dry b. populous c. fearless
- d. go down e. cowardice f. at snail's pace
- g. very bad h. thoughtless i. mortal j. original

C. Match the following words with their definitions.

- a. crowd a way that you follow to get from one place to another
- b. route a large number of people gathered together in a public place
- c. topiary the language that you first learn to speak when you are a child
- d. mother tongue the art of cutting bushes into shapes such as birds or animals
- e. brochure a work of art such as a painting, film/movie, book, etc. that is an excellent example of the artist's work
- f. masterpiece a small magazine or book containing pictures and information advertising something

D. Complete the following sentences choosing the correct options.

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

E. Decide whether the following statements are true or false.

- a. Nirmal had bought tickets and shown routes for the author.
- b. Rodin is one of the greatest sculptors of the twentieth century.
- c. There was a small crowd which was moving occasionally.
- d. It was drizzling on that afternoon.
- e. The vehicles were plying swiftly in the street.
- f. The first passerby spoke frankly with the author.
- g. The author knew which direction he was supposed to follow.
- h. The author suggests visiting Rodin Museum on the very first day if anyone is visiting Paris.

F. Put the following sentences in correct order.

- a. There was a beautiful garden in the administrative building.
- b. Among the topiary art stood a huge black bust, on top of which lay a drooping figure of Rodin.
- c. The roads were shaded by tall trees like poplars.
- d. The slim lady pointed towards the same direction and he moved ahead.
- e. He mustered up the courage to travel along the underground tubes alone.
- f. He felt a bit lonely and helpless visiting there.
- g. The Thinking Man squatted in half bent posture and pensive mood.

G. Answer the following questions.

- a. Why did the author feel claustrophobic?
- b. How did the passerby respond to the author?
- c. Why did the people not speak English with the author?
- d. What do you mean by pensive mood?
- e. What was the weather like?
- f. Where was Musée Rodin?
- g. Describe the road as the author described it.
- h. Why did the author feel lonely and helpless?
- i. Why did the author buy a hand machine?
- j. What was the garden like? Describe it briefly.
- k. Describe Rodin's Thinking Man in few sentences.
- l. When had the author visited museum in Baltimore?
- m. Where was the replica of Rodin's thinker man?
- n. What was the theme of brochure distributed at the metro station?

Reading Exercise 8 | Unit Five | Page Number: 48

Read the following letter and do the activities that follow.

A letter to Kunsang

April 7, 2018

Dear Kunsang,

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

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

I think schooling is not boring and monotonous. You may find metropolitan city appealing and attractive. You might be seeing the grass greener on the other side of the fence. But remember you are not living a useless life here. Many people dream to live your life. I agree with you, but obviously, if you want to do anything with the rest of your life, you should not

ignore parent's support and education. Without their help you can neither live a peaceful life nor get a better job. Don't you think you are making this decision in a hurry? Undoubtedly, you must think before it's too late. If I were you, I would complete my studies first.

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

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

With much love,

Manisha

A. Find words that are similar meaning to the following words.

- a. Cosmopolitan, advanced, worldly _____
- b. Certainly, definitely, absolutely _____
- c. Joyful, delighted, ecstatic _____
- d. Horrible, loathsome, disgraceful _____
- e. Enchanting, fascinating, charming _____
- f. Dull, boring, tedious _____
- g. Keen, enthusiastic, excited _____
- h. Determination, aspiration, goal _____
- i. smallest amount, slightest, minimum _____
- j. eventually, ultimately, in the end _____

B. Find words that are opposite meaning to the following words.

- a. Smallest, nominal, least _____
- b. Unintelligent, unwise, foolish _____
- c. Conditional, provisional, restricted _____
- d. Unattractive, ugly, distasteful _____
- e. Useful, helpful, valuable _____
- f. Violent, aggressive, brutal _____
- g. Blame, guilt, charge _____
- h. Little, minute, diminutive _____
- i. Worst, most awful, nastiest _____
- j. Untruthfully, dishonestly, deceitfully _____

C. Fill in the gaps with correct information.

- a. Manisha thanks Kunsang for _____.
- b. Manisha is happy to know that her nephew is willing to find a job in _____.
- c. The thinking of Kunsang might make everyone else in family _____.
- d. Peaceful life and better job are not possible without _____.
- e. Manisha suggests kunsang to _____.
- f. We shouldn't forget our parent's _____ love.

D. State whether the following statements are true or false.

- a. This letter is written by an aunt to her nephew.
- b. Manisha is thinking of leaving high school and home too.
- c. Manisha suggested Kunsang to consider the unconditional love of his parents.

- d. Village life too is not a useless life.
- e. Manisha suggested Kunsang not to ignore his parent's support and education.
- f. Kunsang suggested Manisha not to take decision in a hurry.
- g. City people have sophisticated life.

E. Put the following sentences in the correct order.

- a. Manisha asked Kunsang to give a second thought to his day dream.
- b. Without the help of parents you can neither live a peaceful life nor get a better job.
- c. Kunsang is one of the brightest and the most intelligent members of his family.
- d. Teenagers like to have a happy life in cities.
- e. Manisha is happy that Kunsang is curious to find a job in the biggest metropolitan city in Nepal.
- f. One might see the grass greener on the other side of the fence in city.

F. Answer the following questions.

- a. What is the relationship between Manisha and Kunsang?
- b. Who has written the letter?
- c. Whom is the letter addressed to?
- d. Where does Kunsang want to go?
- e. Why does Kunsang want to leave his village?
- f. Why does Manisha want her nephew to give it a second thought?
- g. Are the teenagers lured to city life? Why?
- h. What ruins our life?
- i. What suggestions did Manisha give Kunsang? Make a list of them.
- j. Do you like Kunsang's idea of stopping his studies? Why? Why not? Explain.

Reading Exercise 9 | Unit Five | Page Number: 50

Read the following movie review that was written by Dan Kois and do the activities that follow.

Movie Review: "2012" is a Perfect Disaster

Director: Ronald Emmerich

Producers: Harald Kloser, Mark Gordon, and Larry J. Franco

Script Writers: Harald Klose and Ronald Emmerich

Starring: John Cusack, Amanda Peet, Chiwetel Ejiofor, Woody Harrelson

Release: November 13, 2009

Language: English **Budget:** \$ 200 million

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

Starting with the long-held misapprehension that the Mayan calendar picks "2012" as the date of humanity's doom, Emmerich fleshes out that bit of pseudo history with some pseudo science. "2012" takes the disaster movie once content simply to threaten the Earth with a comet, or blow up the White House to its natural conclusion, the literal end of



the world. Other movies have explosions; “2012” has an atom bomb size explosion that wipes Yellowstone off the map. Other movies have earthquakes; “2012” sends California sinking, in flames into the sea. Other movies kill thousands; “2012” kills zillions without breaking a sweat.

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

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

(Adapted from <http://www.washingtonpost.com/wp-dyn/content/article/2009/11/AR2009111207930.html>)

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

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

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

B. Find opposite meaning to the following words/phrases.

- | | | |
|-----------------------|-------------------|--------------------|
| a. in the wrong | b. unattractive | c. non-profitable |
| d. comprehension | e. genuine | f. antagonist |
| g. layperson; amateur | h. to some extent | i. cheerful; happy |
| j. believable | | |

C. Write single words to the following explanations.

- a. an unexpected event that kills a lot of people or causes a lot of damage
- b. the sudden violent bursting and loud noise of something such as a bomb exploding
- c. to hit something in a way that makes a loud noise
- d. to go down below the surface
- e. a written text of a play, movie, broadcast, talk, etc
- f. a person who performs on the stage

D. State whether the following statements are true or false.

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

E. Put the following sentences in correct order.

- a. "2012" is a Perfect Disaster is a four star movie.
- b. Other movies kill thousands but this one kills zillions without breaking a sweat.
- c. Emmerich is an expert of a panoramic disaster.
- d. Emmerich fleshes out a bit of pseudo history with some pseudo science.
- e. The movie is the greatest achievement in Emmerich's career.

F. Answer the following questions.

- a. Who is Ronald Emmerich?
- b. When was the movie "2012" released?
- c. Who is the director of the movie?
- d. What misconception is captured in the beginning of the movie?
- e. Why do the audiences not feel bored while watching the movie?
- f. What makes "2012" the perfect movie?
- g. Is the director and script writer same person?
- h. How does the Mayan calendar pick 2012?
- i. What are the differences between "2012" and other movies?

Reading Exercise 10 | Unit Six | Page Number: 59

Read the following poem and do the activities that follow.

Did I Miss Anything?

Nothing. When we realized you weren't here
We sat with our hands folded on our desks
In silence, for the full two hours
Everything. I gave an exam worth
40 per cent of the grade for this term
And assigned some reading due today
On which I'm about to hand out a quiz worth 50 per cent
Nothing. None of the content of this course has value or meaning
Take as many days off as you like.
Any activities we undertake as a class
I assure you it will not matter either to you or me
And are without purpose
Everything. A few minutes after we began last time
A shaft of light suddenly descended and an angel
Or other heavenly being appeared

And revealed to us what each woman or man must do
 To attain divine wisdom in this life and the hereafter
 This is the last time the class will meet
 Before we disperse to bring the good news to all people on earth
 Nothing. When you are not present
 How could something significant occur?
 Everything. Contained in the classroom
 Is a microcosm of human experience
 Assembled for you to query and examine and ponder
 This is not the place such an opportunity has been gathered
 But it was one place
 And you weren't here



Tom Wayman

About the Poet and the Poem

Born on 13 August, 1945 in Canada, Thomas Ethan Wayman is a Canadian poet. Written from two distinct points of views namely student's point of view and teacher's point of view, the poem reveals that every day is possible special day for a student that s/he can learn human experience.



Title of the poem: The teacher frequently hears the question "Did I miss anything?"

First stanza: An absent student asked the teacher if he missed anything. The speaker (teacher) replied that they sat in the class folding their hands full two hours in anger though they learnt something.

Second stanza: The speaker said that the student missed 40% of the term, 90% of the grade that is worth 50% of the quiz question in exam.

Third stanza: The teacher says that the student can be absent for many days coz the contents have less significance in anger. But, he means to say that as he was absent he missed something valuable.

Fourth stanza: Here, the teacher tells about why education is significant. He tells about the value of being enlightened. Heavenly being like an angel can bring good news on earth to all people.

Fifth stanza: The speaker implies that something important might occur in class if the student is not present in it.

Sixth Stanza: The speaker highlights the significance of classroom teaching. He says that everything about human experience can be learned in the classroom. The students are to query, examine and ponder those ideas to learn better. An absent student will miss this thing.

A. Find similar meaning to the following words/phrases.

- | | |
|--|------------------------------|
| a. fail to spot | b. stillness; motionlessness |
| c. value; significance | d. subject matter |
| e. promise; guarantee | f. problem; trouble |
| g. reason; function | h. think; consider |
| i. plea; request | j. henceforward |
| k. to make yourself responsible for something and start doing it | |

B. Find opposite meaning to the following words/phrases.

- | | |
|---------------------------|--------------------|
| a. unfold; open out | b. answer; reply |
| c. trivial | d. gather together |
| e. foolishness; ignorance | f. earthly |
| g. go up; climb | h. noise; sound |
| i. paid | j. not anything |

C. Match the words with their meaning.

- | | |
|--------------|---|
| a. assign | to make something known to somebody |
| b. descend | to bring people, ideas or things together as a group |
| c. reveal | to provide a person a particular task |
| d. assemble | to come or go down from a higher to a lower level |
| e. angel | having all features and qualities of something much larger |
| f. microcosm | a spirit believed to be a servant of God, and is sent by God to deliver a message or perform a task |

D. Answer the following questions.

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

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

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

The poem "Did I Miss Anything?" is written from two distinct points of view. They are the student's point of view and the teacher's point of view. The words "nothing" and "everything" represents theand the teacher's point of view respectively. Stanza one is written from the students' point of view. It reveals the fact that the teacher isin the classroom. In the teacher's absence, the students simply sit in....., with their hands folded on the desks. Stanza two is written from the teacher's point of view. It tells how he has given heavily weighted exams,readings, and prepared a quiz. Stanza three represents students' perspective. Here, a typical student that the classroom education is valuelessand a waste of time. It will have no effect or purpose later in life. However, in stanza four, the poet explains why education is important. It claims that through education a person is The fifth stanza questions how anything could possibly bewithout a teacher. The sixth stanza explains the of the classroom. The last two one-line stanza of the poem serves as a message to all doubtful students: they should always be present in the classroom so as to take in all they are able to learn in the ".....of human experience".

Reading Exercise 11 | Unit Six | Page Number: 63

Read the following brochure, and do the activities that follow.

Achham

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



The major ethnic groups in the district are Chhetris of Kunwar, Sunar, Rawal, Bogati, Khatri, Rokka, Khatri, Kathayat, Bhandari, Bista, Batala, Saud, Dharmi, Bohara and Thakulla castes. There are also Brahmins with Devkota, Bajagain, Dhungana, Regmi, Joshi, Rijal, Bhattarai, Bista, Dhakal and Mudbhari castes.

The cultural heritage of this district is similar to that of Doti. The important aspects of the cultural heritage are the dances such as Narsingha, Jhayaali and Deuda. These dances are typical to this area, and performed during major festivals.

There are several important religious places along the bank of the holy river Budhiganga, and along the confluence of Budhiganga and Saraswati. These are described in the Skanda Puran, one of the holy scriptures of the Hindus. They have potential scope for the development of religious tourism in Achham.

Topography Location

Longitude: 81° 02"-81° 35"

Latitude: 28° 45"-29° 23"

Communication

Post Office Telephone, Wireless

Temperature

Maximum: 40°C

Minimum: 5° C

Climate

Sub-tropical, mild and cool temperature

Rainfall : 1794 ml.

Major Rivers

Karnali, Budhi Ganga, Seti, Kailash, Khola, Cheepe Khola

Lakes and Ponds

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

Tourist Attraction Centres

Mangelsen, Jayaghadh, Gajara, Baidhyanath Temple, Ramaroshan

Accessibility : Road connection

Medical facilities : Hospital, Health Post, Clinic, Ayurvedic Center

Accommodation facilities : Local lodge

(Source: Nepal Tourism Board)



A. Find similar meaning to the following words/phrases.

- | | |
|----------------------|-------------------------------------|
| a. residence | b. permit; let |
| c. archetypal; model | d. capability; possibility |
| e. range; extent | f. without the use of wire |
| g. temperate | h. a place to live, work or stay in |

B. Match the following words with their meanings.

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

C. Decide whether the following statements are true or false.

- Mangalsen is 930 kilometers away from Kathmandu.
- The Skanda Puran is the Holy Scripture of the Hindus.
- There is a seasonal road that exists from Sanfebagar to Budiganga.
- There is no facility of accommodation in Mangalsen.
- A tourist can find places of historical significance in Mangalsen.

D. Answer the following questions.

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

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

| Major ethnic groups | Types of dances | Rivers | Lakes and ponds | Means of communication | Medical facility |
|---------------------|-----------------|--------|-----------------|------------------------|------------------|
| | | | | | |

Reading Exercise 12 | Unit Seven | Page Number: 72

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

Rampant pesticide use risks health

Published: July 19, 2009

KATHMANDU: Most of the commercially produced vegetables available in the market are found to be unsafe for consumption, thanks to an excessive use of chemicals during their cultivation.

"We are consuming poison along with vegetables," scientist Ram Babu Paneru at Nepal Agricultural Research Council

Paneru found that farmers used the chemicals at wrong intervals. "I was shocked to hear that they mix pesticides and insecticides and vitamins together before spraying in the fields", he said. The vegetables must not be consumed for a number of days after pesticide application. Farmers were found to be immediately

told this daily. "The farmers have been using pesticides and insecticides excessively in the farms, posing a threat to human health. Paneru said he recently visited vegetable farms in Charaudi and Mahadevsthan villages of Dhading, Empaphant and Baradi of Tanahun and Tutunga village of Kaski districts.

"Unprescribed use of chemicals is harmful for both the farmers and consumers," he said. "It spoils the taste of vegetables and has environmental hazards".

Consumption of such chemicals affects the nervous system and can cause impotence, liver and kidney dysfunction. They can also cause disabilities in children and miscarriage in women, in addition to causing skin, heart and eye ailments.

sending their products off to the markets.

Dr. Shree Baba Pradhan, senior entomologist at NARC, blamed the government for the sorry state of affairs. "There are no effective policies on the implementation of the existing ones," she said. "Consumers should be made aware about their rights and the agro vets need to be provided with training on pesticide application."

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

(Source: The Himalayan Times)

A. Find similar meaning to the following words/phrases.

- | | | |
|---|-------------|-----------------------|
| a. the fact of a part of the body not working normally | d. use | e. too much |
| b. the process of giving birth to a baby before it is fully developed | g. weakness | h. surprised; stunned |
| c. danger; hazard | j. on hand | |
| f. destroy | | |
| i. condition; position | | |

B. Find opposite meaning to the following words/phrases.

- | | | |
|-------------------|------------------|------------------|
| a. out of stock | b. in safe hands | c. undamaging |
| d. correct; right | e. with delay | f. speak well of |
| g. ineffective | h. advantaged | i. in favour of |
| j. keep away from | | |

C. Choose the appropriate words from the box below to complete the sentences.

| | | | | | |
|-------------|--------------|------------|--------------|-------------|----------|
| excessive | commercially | pesticides | insecticides | consumption | ailments |
| cultivation | | | | | |

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

D. Fill in the gaps with the correct information from the text.

- a. Unprescribed use of chemicals is harmful for _____.
- b. Jeevan Prabha Lama is the _____.
- c. The excessive use of chemicals is _____ health.
- d. NARC stands for _____.
- e. Vegetables available in the market are _____.

E. Decide whether the following statements are true or false.

- a. Most of the vegetables available in the market are unsafe for consumption.
- b. Ram Babu Paneru is the scientist at Nepal Agricultural Research Council.
- c. Excessive use of pesticides and insecticides is posing a threat to human health.
- d. Unprescribed use of chemicals spoils the taste of vegetables.
- e. The vegetables must not be consumed for a number of days after pesticide application.
- f. According to a senior entomologist at NARC, there are no effective policies on the implementation of existing ones.

F. Answer the following questions.

- a. What is the headline of the news article above?
- b. Who is the author of the article?
- c. When was the article written?
- d. Why is it difficult to carry out the test in labs?
- e. What is harmful to both the farmers and the consumers?
- f. Name the places where the scientist Paneru recently visited.
- g. What are the deadly effects of excessive use of pesticides?

Reading Exercise 13 | Unit Seven | Page Number: 73

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

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

By Chelsea Harvey December 8, 2015

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

The disproportionate effect of climate change on the poor isn't a new idea. But in general, whole the economic models used to inform climate policies have accounted for income inequalities between different countries

most glaring lacunae in these models," said the author Francis Dennig, an assistant professor of economics at Yale NUS College in Singapore, in an email to the post.

Dennig and his colleagues decided to see what would happen if they tweaked a leading climate economy model, known as RICE (the Regional Integrated model of Climate and the Economy), to account for inequalities within different regions of the world essentially acknowledging that different countries contain people of both higher and lower incomes. They found that when they assumed a scenario in which lower income sectors of society were hit hardest by the effects of climate change, a key factor in our understanding of the economic effects

or regions of the world; they've failed to acknowledge that these inequalities exist within countries as well.

"The lacking description of sub regional/ national inequality is one of the

of climate change changed drastically in comparison to models that didn't take these inequalities into account.

(Source: The Washington Post)

A. Find similar meaning to the following words/phrases.

- | | |
|-----------------------------|---|
| a. complication; difficulty | b. extremely; radically |
| c. to make something worse | d. very easily seen; obvious |
| e. gap | f. to make slight changes to something to improve it; twist |
| g. comings and goings | h. influence; pressure |
| i. subordinate | j. incorporated; included |

B. Find opposite meaning to the following words/phrases.

- | | |
|---------------------|----------------------|
| a. in proportion | b. lack of prejudice |
| c. outside | d. on the surface |
| e. low-ranking | f. identical |
| g. keep in the dark | h. fact |
| i. not yet | j. include; have |

C. Decide whether the following statements are true or false.

- Chelsea Harvey wrote about climate change.
- RICE accounted for inequalities within different regions of the world regarding climate change.
- The article was written in the Kathmandu Post.
- Climate change is one of the widely accepted theories.
- Lower income sectors of society are hit hardest by the effects of climate change.
- The article was published on Sunday.

D. Answer the following questions.

- Mention the headline of the article above.
- Write the name of the author of the given article.
- When was the article written?
- Who is Francis Denning?
- What does RICE stand for?
- Who will be disproportionately affected by climate change?
- Who developed Regional Integrated model of Climate and the Economy?
- Why was Regional Integrated model of Climate and the Economy developed?

Reading Exercise 14 | Unit Eight | Page Number: 84

Read the following text and do the activities that follow.

Human Trafficking

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

Victims are trafficked within a country or transnational. They are smuggled because they are

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



Traffickers prey on the most vulnerable members of society. In order to deceive, first, they take help of local people to identify such families. They may provide economic incentive and financial loans to their friends, relatives, family, spouse or even parents. At times, most victims are lured to promises of better jobs or well paid jobs in cities, false marriages and proposals, easy modern dream of sophisticated life and other. Victims of earthquakes, floods, wars and epidemics can be easily smuggled.

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

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

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

A. Find similar meaning to the following words/phrases.

- a. a topic that has strong impact on all and that must receive special attention=C
- b. sexual abuse of children and youth=S
- c. extending across national boundaries=T
- d. a person who engages in a sexual activity for payment=P
- e. treatment of a person or group as insignificant=M
- f. left by husband=D
- g. exposed to the possibility of being harmed=V
- h. a telephone service providing help with problems=H
- i. the act of forcibly depriving someone of something to which s/he has a natural right =E
- j. enjoyment; entertainment=R

B. Find opposite meaning to the following words/phrases.

- | | | |
|-------------------------|--------------------|----------------|
| a. take no advantage of | b. short | c. uncommitted |
| d. free from care | e. trust | f. unhappiness |
| g. stick together | h. person over you | i. majority |
| j. not obligatory | | |

C. Complete the following sentences choosing the correct options.

- The majority of trafficking victims are _____. (women and children/ youths and teenagers/house servants)
- Our constitution has preserved the _____. (right to speech/ right to communication/ right to freedom)
- Traffickers take advantage of the most _____ members of society. (susceptible/skillful/educated)
- Human trafficking is similar to _____. (slavery/prostitution/child labour)
- Various _____ are involving to combat trafficking. (INGOs and NGOs/ schools/traffickers)

D. Decide whether the following statements are true or false.

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

E. Put the following sentences in correct order.

- Our little effort will be a great help to control violation of human rights.
- The target groups for human trafficking include people from low income households, ethnic minorities and illiterate.
- The victims are either paid less or their earnings are withheld with prolonged indebtedness to traffickers.
- Human trafficking is one of the worldwide serious concerns.
- Most victims are involved in slavery like practices, and kept in prison like environment.

F. Answer the following questions.

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

G. Complete the following table based on the given text.

| Who are easily trafficked? | How do they get trafficked? | What do they do after trafficking? |
|----------------------------|-----------------------------|------------------------------------|
| Illiterate | Promise of better job | Domestic work |
| | | |
| | | |

Read the following poem and do the activities that follow.

The Road not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,

I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I
I took the one less travelled by,
And that has made all the difference.



Robert Frost

About the Poet and the Poem

Born in 1874 and privileged with four Pulitzer Prizes for poetry, Robert Frost is an American poet who was much admired for his depictions of the rural life of New England. His realistic verse portraying ordinary people in everyday situations is found to have been highly admired. He died on January 29, 1963 in Boston, Massachusetts. The poet states that he wrote this poem about his friend Edward Thomas who would worry all the time that he could not travel the other path.

In the given poem, the speaker must choose between two diverging paths in a wood, and he sees that choice as a metaphor for choosing between different directions in life. The speaker, walking on an autumn day in a forest where the leaves have changed to yellow, must choose between two paths that head in different directions. He regrets that he cannot follow both roads, but since that is not possible, he pauses for a long while to consider his choice. He decided that the paths are roughly equivalent. He tries to cheer himself up by reassuring himself that he will return someday and walk the other road. At the end the speaker resumes his initial tone of sorrow and regret. He realizes that he probably will never return to walk the alternate path, and he considers how the choice he must make now will look to him in the future. The speaker believes that when he looks back years later, he will see that he had actually chosen the “less



traveled" road. He also thinks that he will later realize what a large difference this choice has made in his life. Two important details suggest that the speaker believes that he will later regret having followed his chosen road: One is the idea that he will "sigh" as he tells this story, and the other is that the poem is entitled "The Road Not Taken"—implying that he will never stop thinking about the other path he might have followed.

A. Find similar meaning to the following words/phrases.

- | | |
|------------------------------|---------------------------------|
| a. a reduced amount of | b. someplace; anywhere |
| c. disbelieve; mistrust | d. show the way |
| e. in the same way | f. actually; in fact |
| g. looking very tired, weary | h. the process of time going by |
| i. covered with grass | j. maybe; possibly |

B. Find opposite meaning to the following words/phrases.

- | | | |
|--------------------|--------------------------------|-----------------|
| a. unjust; unfair | b. near; in close proximity to | c. similarity |
| d. dusk; twilight | e. glad; happy | f. up and about |
| g. small in height | h. not as good as | i. not at all |
| | | j. individually |

C. Match the following words with their definitions.

- | | |
|----------------|--------------------------|
| a. diverged | a deep and long breath |
| b. wood | walked on |
| c. undergrowth | branched away |
| d. claim | demand |
| e. sigh | forest |
| f. trodden | shrubs; a mass of bushes |
| g. bent | from now on |
| h. hence | curved |

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

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

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

E. Find the words from the poem which rhyme with the words given below.

wood fair day sigh

F. Decide whether the following statements are true or false.

- The poet cannot decide which road to take in the beginning.
- The first road is less travelled one.
- The poet realizes that both roads are not likely equally traveled.
- The fork in the road is symbolic of the choice the speaker has to make about his life.
- The poet chooses the worn out road.

G. Answer the following questions.

- Who is the speaker in the poem?
- Where is the speaker standing in this poem?
- Why does he stop there for a long time?
- Why is he in a dilemma?

- e. Which road does he choose to travel?
- f. Why does he leave the other one?
- g. Is the speaker optimistic? How can you say this?
- h. Do you think he has made the right decision?
- i. What do you think 'the roads' refer to?
- j. What is the central idea of the poem?

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

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

| The first road | The second road |
|----------------|-----------------|
| | |

Reading Exercise 16 | Unit Nine | Page Number: 97

Read this narrative essay about an unexpected incident and do the activities that follow.

A Scary Secret of Two Sisters

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

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

We went out of the lodge as soon as our grandparents were out of our sight.

When we reached a narrow gravelled street it was already dusk. The view of the setting sun was very pleasant. Birds were returning to their nests. We could hear children playing soccer nearby, but the little street was quiet. There was no sign of any hotel. Suddenly, a thug stepped out from the bush. He growled,

"Don't move!" He was tall and lanky. His black beard and dirty, curly hair was disgusting. He was wearing a black face mask and spectacles. When he came very close to us, we could smell cigarettes and a terrible smell of alcohol in his breath. I shivered. My little sister was terrified. We were speechless. He said, "Give me your chain." So I did. Then he turned to my sister and said, "Your earrings!" Without uttering any word, she gave her best gold earrings. Snatching my hand bag, he jumped into the bush and vanished. Then, we cried and cried. After sometime we recollected ourselves and ran back to the lodge. We did not feel safe until we got into our room and locked the door behind us. Though the man looted our precious things, he taught

us a good lesson. We had disobeyed our elders which we were not supposed to do. Despite their warning, we walked out in a place which was new for us. Before this horrible experience, we did not use to listen to our parents and elders. How stupid we were! We now learned that we should obey them because their experience and knowledge are our guidelines for a better life. After this incident, we became more obedient.

However, we decided not to tell the scary incident to our grandparents or even our parents. We knew that they would punish us even though we had learned a lesson. That dangerous adventure is still a secret that I only share with my sister.

(Adapted from Savage and Mayer's "Effective Academic Writing")

A. Find similar meaning to the following words/phrases.

- | | |
|--|--|
| a. covered with gravel | b. grabbing; stealing |
| c. shook slightly because you are frightened | |
| d. disappeared suddenly | e. a stupid or careless mistake |
| f. containing furniture | g. a violent person, especially a criminal |
| h. said something in a low voice | i. motionless; immobile |
| j. wavy; crimped | |

B. Find opposite meaning to the following words/phrases.

- | | | |
|----------------------------|-------------------------|---------------|
| a. boredom | b. insignificant | c. low-priced |
| d. not getting any younger | e. satisfied; pleased | f. wonderful |
| g. pretty | h. of no value | |
| i. out of harm | j. comforting; cheering | |

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

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

D. State whether the following statements are true or false.

- The writer was sixteen and her sister was ten years old.
- They felt in high spirits on the way to the home town of our grandparents.
- The lodge was clean and well furnished.
- It was already evening when they reached a narrow gravelled street.
- One of the sisters was wearing a black face mask and spectacles.
- The man looted their precious things but he taught them a good lesson too.

E. Answer the following questions.

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

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

Yogmaya: Poet, Teacher, Insurgent

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

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

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



I am the child in your lap.
You are the babe in mine;
There is nothing between us, nothing at all.
Your eyes have tears, just like my own.

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

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

Supreme among peaks, this our Himalaya
From where waters flow, Arun merges
And with Barun, flows on
To mingle with Irkhuwa.

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

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

Eventually, Yogmaya's teachings became a comprehensive utopian ideal, linked with a non-violent political strategy she devised to bring it about. It began four decades before the United Nations sponsored an international convention on women, before the current

generation of American feminists was born, and even before Mahatma Gandhi's non-violent 'Quit India' movement (a campaign to rid India of British occupation) was underway. But Yogmaya's movement went further because it included a call to end injustice against women and girls.

A. Find similar meaning to the following words/phrases.

- a. having two projecting, pointed parts = T
- b. treating people in a cruel and unfair way = P
- c. twist or twine together = I
- d. to remove completely or get rid of something = E
- e. behaviour or attitudes that show high moral standards = V
- f. exemplify; symbolize = E
- g. brave; willing to do dangerous things = D
- h. to deal with a problem or difficult situation = C
- i. kind, gentle and loving = T
- j. to combine = M

B. Find opposite meaning to the following words/phrases.

- | | | | |
|--------------------------|-----------------|--------------|-------------|
| a. dull | b. exclude | c. engage in | d. fairness |
| e. hostile | f. all for | g. bias | h. waste |
| i. lack of consideration | j. cheerfulness | | |

C. Match the following words with their meanings.

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

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

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

E. State whether the following sentences are true or false.

- a. Yogamaya was a teacher, activist of women's rights and a religious leader in Nepal.
- b. Yogamaya had set only one target.
- c. She was free to launch a campaign for political reform.
- d. There was corruption everywhere when she initiated her movement.
- e. Yogamaya along with her followers committed a mass suicide by jumping into Arun River.
- f. The then Prime Minister Chandra Shamsheer ordered to round up the protesters.

F. Answer the following questions.

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

Reading Exercise 18 | Unit Eleven | Page Number: 119

Read the following story and do the activities that follow.

Parents

"Dad! I'm going to meet my email friend."

"When?" I asked.

"Now."

"I'm coming with you."

"No, I'm going alone".

"Look, Anuja...."

"You are obsessed dad. Nothing is going to happen to me."

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

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

"This is ridiculous." She stamped her feet.

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

"Oh Dad, you're impossible."

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

"Dad! I think I must tell you something."

"I'm listening."

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

"You lost me."

"Sorry. What I want to tell you is that I chatted her as a boy."

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

"Yes, she knows me as a boy. "

"God!" I tried to digest this new information.

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

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

"Why are you laughing?"

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

"You mean.... You mean she saw me and...." I stammered.

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

A. Find similar meaning to the following words/phrases.

- | | | |
|--|----------------------|-------------------------|
| a. having a liking for | b. defensive | c. act as if |
| d. chewing up | e. false; artificial | f. come within reach of |
| g. having too much interest in sexual pleasure | h. search for | |
| i. cluster; group | | |

B. Supply the correct word from the box below after each definition.

Obsessed window-shopping ridiculous stomach swerved lurking
stammered evil

- preoccupied or filled the mind of (someone) continually and to a troubling extent
- the activity of looking at goods displayed in shop windows especially without intending to buy anything.....
- very silly or unreasonable.....
- a large belly.....
- changed or caused to change direction abruptly.....
- hiding so as to wait in ambush for someone or something.....
- having or showing offensive desire.....
- spoke with sudden involuntary pauses repeating the initial letters of words.....

C. Read the extracts given below, and answer the questions that follow.

- "I'm not a girl ... I mean I'm not a girl for the girl ... I mean the friend I am going to meet."
 - Who said this and to whom?
 - What does 'the girl' refer to?
 - What does 'a girl' refer to?
- "You see, I was right. There is no one here. The girl you chatted on theInternet must have been a fake."

- a. Who said this and to whom?
- b. What does 'you' refer to?
- c. What happened afterwards?
- III. "You mean... You mean she saw me and..."
- a. Who said this and to whom?
- b. What does the speaker try to say?
- c. What does 'she' refer to?

D. Put the following sentences in correct order.

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

E. Answer the following questions.

- a. Where is Anuja going?
- b. What was her father's suggestion?
- c. Why did Anuja tell her secret to her father?
- d. What did her father notice on the other side of the road?
- e. Did Anuja meet her friend? Why not?
- f. How did her father feel at the end?
- g. Who do you think is cleverer, Anuja's father or the mother of Anuja's friend?
- h. Write down the major traits of Anuja's father.
- i. Do you think Anuja's father was caring? Why? Why not? Give reasons.

Reading Exercise 19 | Unit Twelve | Page Number: 133

Read the following poem and do the activities that follow.

I Wandered Lonely as a Cloud

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced; but they
Out did the sparkling waves in glee:
A poet could not but be gay,



In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought:

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

William Wordsworth

About the Poet and the Poem

William Wordsworth was born on April 7, 1770 in the Lake District of northern England as the second of five children of a modestly prosperous estate manager. He is a true worshipper of god and nature and thus a nature lover poet.

In the poem "I Wandered Lonely as a Cloud", the speaker says that, wandering like a cloud floating above hills and valleys, he encountered a field of daffodils beside a lake. The dancing, fluttering flowers stretched endlessly along the shore, and though the waves of the lake danced beside the flowers, the daffodils outdid the water in glee. The speaker says that a poet could not help but be happy in such a joyful company of flowers. He says that he stared and stared, but did not realize what wealth the scene would bring him. For now, whenever he feels "vacant" or "pensive," the memory flashes upon "that inward eye, that is the bliss of solitude," and his heart fills with pleasure, "and dances with the daffodils."



A. Find similar meaning to the following words/phrases.

- a. extreme happiness
- b. to look quickly at somebody or something
- c. to walk slowly around
- d. the state of being alone
- e. cheerful
- f. to move from side to side or up and down
- g. a light wind
- h. thinking deeply about something
- i. to look steadily at somebody or something for a long time
- j. to move lightly and quickly
- k. delight, pleasure

B. Find opposite meaning to the following words/phrases.

- | | | |
|-----------------------|------------------------------|----------------|
| a. displeasure, anger | b. outward; external | c. thoughtless |
| d. foe; rival | e. together | f. occupied |
| g. not working | h. uninteresting; unexciting | |
| i. on top of | j. deplete | |

C. Match the following words with their meanings.

- | | |
|--------------|--|
| a. vacant | cheerful |
| b. sprightly | extended |
| c. couch | a broad inlet of the sea where the land curves inwards |

- | | |
|--------------|---------------------------------|
| d. gaze | to look steadily |
| e. sparkling | sofa; a long comfortable seat |
| f. bay | lively; full of life and energy |
| g. stretched | empty |
| h. gay | shining and flashing with light |

D. Rearrange the paragraph given below in the correct order.

- Those daffodils were like stars that shine and twinkle on the Milky Way. They were stretched endlessly along the shore. The speaker saw ten thousand daffodils tossing their heads in a sprightly dance.
- The speaker was wandering alone like a floating cloud on high over valleys and hills. Suddenly, he saw a crowd of golden daffodils beside the lake, beneath the trees. They were fluttering and dancing in the breeze.
- For now, whenever he lies on his couch in vacant or pensive mood, the memory flashes upon that inward eye; that is bliss of solitude. Then his heart is filled with pleasure and dances with the daffodils.
- The waves beside them were also dancing but they were not as beautiful as daffodils. There he could not do anything but be happy in such a joyful company of flowers. He gazed and gazed but did not realize what wealth the scene would bring him.

E. Answer the following questions.

- Who is compared with a cloud?
- Where did the person in the poem see the daffodils?
- What word does the poet use to compare the daffodils with?
- The speaker dances with the daffodils. Why?
- What is the theme of the poem?
- Is the 'loneliness' of the first stanza similar to the 'solitude' of the last stanza?

Reading Exercise 20 | Unit Twelve | Page Number: 136

Read the following interview and do the activities that follow.

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

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

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

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

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

Dr. Rajan: During the first week of infection, the patient has a high grade fever, headache, body ache and loss of appetite. Constipation may be present, although diarrhoea and vomiting may also be common in early illness. At the end of the first week, rashes called rose spots may appear on the upper abdomen and back. Patients may develop a cough and become delirious. By the end of the second week, patients may become profoundly ill unless the

disease is treated by antibiotic treatment. In the third week the patients may pass into coma and die if no treatment is given.

Reporter: It seems to be a serious disease. Could you tell us how it transmits?

Dr. Rajan: It is transmitted via the faecal oral route or the urine oral route. This may take place directly through dirty hands contaminated with faeces or urine from cases or carriers of typhoid fever or indirectly by ingestion of contaminated water, milk or food or through flies.

Reporter: Would you mind telling us the percentage of typhoid infected people who visit your department?

Dr. Rajan: Actually it is difficult to say the exact percentage as we don't have actual data. Though it can affect any age group, its incidence is highest in 5-19 year of age group. Typhoid fever is observed all through the year but the peak incidence is reported in the rainy season that is July to September.

Reporter: Please tell us its preventive measures. I mean how can a person be safe from such a dreadful disease?

Dr. Rajan: Good question! Protection and purification of drinking water supplies, improvement of basic sanitation and promotion of food and personal hygiene are essential measures to prevent transmission. Hands should be frequently washed using soap and clean water. They should be washed before preparing food, eating, drinking and after using the toilet. Early diagnosis and treatment of typhoid cases is very important. Next preventive measure is vaccination. Two typhoid vaccines are available. Oral live attenuated vaccine given on days 1, 3, 5 and 7 with a booster every 5 years and the other one is parenteral vaccine which involves one dose with a booster every 2 years.

Reporter: I'd appreciate it if you could tell us how we can make people aware of this fatal disease. I'd like to know the way people could be educated on its seriousness.

Dr. Rajan: Sure. We can make people aware of this fatal disease through health education. People should know how the disease is transmitted and its preventive measures. People should eat safe food, drink safe beverages, practise hygiene and cleanliness. If you feel sick and think you might have typhoid fever, consult your doctor. Early diagnosis and treatment is very important because if untreated 10-15% of the people affected usually die of typhoid fever. However, this can be brought down to 1% if diagnosed and treated early.

Reporter: Finally, do you have anything to say regarding this disease, doctor?

Dr. Rajan: Well, Typhoid is easily preventable infectious disease. Simple measures which I have said earlier in your question can prevent us from getting this disease. Creating public awareness not only for typhoid fever but all other infectious disease is crucial.

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

Dr. Rajan: Thank you, Mr. Thapa.

A. Find similar meanings to the following expression.

- a. with the capacity to develop or happen in the future=P _____
- b. the conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal=S _____
- c. continue after interruption =R _____
- d. the condition in which there is difficulty in emptying the bowels=C _____
- e. make (something) impure by exposure or addition of a poisonous or polluting substance=C _____
- f. the identification of the nature of an illness or other problem by examination of the symptoms =D _____
- g. able to be prevented or avoided = P _____
- h. extremely excited because of fever= D _____

- i. made weaker or less effective=A _____
 j. overwhelmingly; in a way that has a very great effect on something=P _____

B. Find opposite meaning to the following words/phrases.

- | | | |
|-------------------------|--------------------|-----------------|
| a. non-communicable | b. bring to an end | c. occasionally |
| d. uncontaminated; pure | e. good-looking | f. unimportant |
| g. depreciate | h. unimportance | |

C. Match the following words with their meanings.

- | | |
|------------------|--|
| a. bacteria | a substance that is put into the blood and that protects the body from a disease |
| b. vaccine | the simplest and smallest forms of life |
| c. virus | solid waste material that leaves the body through the anus |
| d. faeces | a living thing, too small to be seen without a microscope , that causes infectious disease in people, animals and plants |
| e. microorganism | a very small living thing that you can only see under a microscope |

D. Write true or false against the following statements.

- The reporter wanted to know about diarrhoea.
- The disease is widespread in the developing countries where cleanliness is poor.
- The socio-economic impact of communicable diseases is not worth mentioning.
- The parental vaccine involves one dose with a booster every 2 years.
- Typhoid is not easily avoidable infectious disease.

E. Answer the following questions.

- What do you mean by Typhoid fever?
- What is an infectious disease?
- Why are infectious diseases serious to humans?
- What are the symptoms of Typhoid fever?
- How does Typhoid fever transmit?
- What are the preventive measures of Typhoid fever?

Reading Exercise 21 | Unit Thirteen | Page Number: 145

Read the following poem and do the activities that follow.

The Chimney Sweeper

When my mother died I was very young,
 And my father sold me while yet my tongue
 Could scarcely cry ‘weep! ‘weep! ‘weep! ‘weep!
 So your chimneys I sweep and in soot I sleep.
 There’s little Tom Dacre, who cried when his head,
 That curled like a lamb’s back, was shaved: so I said,
 “Hush Tom! Never mind it, for when your head’s bare,
 You know that the soot cannot spoil your white hair.”
 And so he was quiet, and that very night,
 As Tom was a-sleeping he had such a sight!
 That thousands of sweepers, Dick, Joe, Ned, and Jack,
 Were all of them locked up in coffins of black;
 And by came an angel, who had a bright key,
 And he opened the coffins and set them all free;
 Then down a green plain, leaping, laughing they run,



And wash in a river and shine in the sun.
 Then naked and white, all their bags left behind,
 They rise upon clouds, and sport in the wind.
 And the angel told Tom, if he'd be a good boy,
 He'd have God for his father and never want joy.
 And so Tom awoke; and we rose in the dark
 And got with our bags and our brushes to work.
 Though the morning was cold, Tom was happy and warm;
 So if all do their duty, they need not fear harm.

William Blake

(Source: The English Romantic Poets, An Anthology, edited with an Introduction by Promod K. Nayar)

About the Poem and the Poet

William Blake was born in 1757 and died in 1827. He is an English artist and poet who from childhood claimed to have visions. He had a very personal style, full of religious symbols. He was very poor all his life, and was buried in London in a common grave.

Extracted from one of the poems of Blake, "The Song of Innocence", in the poem the narrator introduces the boy chimney sweeper as no more than a 'little black thing'. The child is so young that he cannot even pronounce the traditional cry of 'sweep, sweep' which the chimney sweeps of Blake's time called out to advertise their presence as they walked through the streets. When the narrator asks him where his parents are, he simply replies that they have 'both gone up to the church to pray'. He then tells how they sold him to be a chimney sweeper but still refuse to accept that they have done him any wrong. In the final two lines he attacks the church and the king for pretending that all is right with the world and for closing their eyes to 'our misery'.



A. Find out the single words from the poem for the following definitions.

- a. a pipe or structure through which smoke or steam is carried away from a fire furnace
- b. black powder in the smoke of wood, coal
- c. make (a house, etc.) secure by locking the doors and windows
- d. bare, uncovered
- e. box in which dead body is buried or cremated
- f. a divine or supernatural messenger from deity
- g. only just; almost not
- h. view; glimpse
- i. miniature; tiny
- j. ruin; destroy

B. Find out the opposite meaning from the poem for the following words/phrases.

- a. security
- b. easily, without no trouble
- c. improve
- d. hidden; out of sight
- e. drop; go down
- f. restricted; controlled
- g. having a lie-down
- h. in a straight line

C. Answer the following questions.

- a. Who composed the poem?
- b. Why did the speaker cry?

- c. What does the expression 'That curled like a lamb's back' mean?
- d. How did the angel open the black coffins?
- e. At what condition would Tom get joy?
- f. What do you think there might be in their bags?
- g. What did the angel tell to Tom?
- h. How was the morning?
- i. At the end of the poem what message was given to Tom?

D. Use the words in the box to complete the summary of the poem.

| | | | | | |
|------------------|--------------|--------|--------|-------------|-----|
| Chimney-sweeping | shaved dream | locked | fellow | field tools | boy |
| paradise | key | | | | |

The speaker of the poem is a small who was sold into thebusiness when his mother died. He recounts the story of a.....chimney sweeper, Tom Dacre, who cried when his hair was.....to prevent vermin and soot from infesting it. The speaker comforts Tom, who falls asleep and has a or vision of several chimney sweepers all in black coffins. An angel arrives with a special that opens the locks on the coffins and sets the children free. The newly freed children run through a green and wash themselves in a river, coming out clean and white in the bright sun. The angel tells Tom that if he is a good boy, he will have this for his own. When Tom awakens, he and the speaker gather their and head out to work, thinking that one day they would have a better life.

Reading Exercise 22 | Unit Fourteen | Page Number: 154

Read the following story and do the activities that follow.

Reunion of the Family I

"Grandma! "Grandma!! Yelled Dinesh.

Pabitra looked around and said, "I'm here Kanchhu."

Dinesh was perplexed when he saw his grandma packing so many bags.

"Where're you going grandma?"

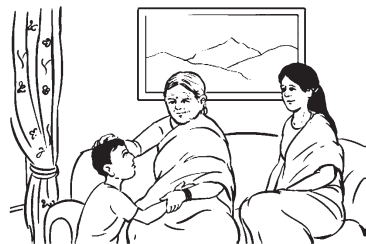
Pabitra looked at her eight years old grandson.

"Your uncle's house."

"Are you going for a long time there?" asked Dinesh.

Pabitra didn't reply but continued packing her things. At the moment his mother Junakiri arrived looking very stressed.

"Go to your room and check whether you have completed your homework. Don't disturb grandma," she said staring at him.



Dinesh went to his room. He was scared of his mother when she was in a serious mood. After an hour, she called a taxi and loaded it with her luggage.

"Where are you Kanchhu? Come here. I'm leaving."

No sooner had he approached than she kissed and squeezed him tightly; put some money in his hand got onto the taxi.

"Grandma! When will you come back?" Dinesh shouted as she vanished into the crowded city in the taxi. His questions remained unanswered.

He turned to his father Jayaram and said, "Daddy, stop her or let me go with her. Why hasn't taken me? When will she come back?"

Jayaram held his hand, entered the room and said, "She has gone to your uncle's house. How could she take you with her? You should be anxious about your study and exam. I don't know when she will come back."

Grandma loved him very much. He used to sleep in her lap playing with her gray hair and caressing her wrinkled face. She used to tell wonderful stories at his bed time. She was a good story teller. How could he forget her? In her absence, when his school had holidays, Dinesh mostly spent the day with Binita, a middle aged woman, who worked as a housekeeper for more than 20 years for his family. Her slim body with straight long hair; dimple on right cheek; pointed nose and big black eyes; oval face with white skin and sweet, polite nature made her fascinating and loving too. Everyone in the family called her Naani. She used to take good care of him.

That afternoon, after school Binita was giving Dinesh his food. They were alone in the house. "Naani, why has grandma gone to her younger son's house? Why did she take so many bags? Will she come back?" asked Kanchhu.

"I really can't say Kanchhu. I only know that she won't be coming back in the near future'.

"But, why, Naani? Doesn't she love me?"

"Of course she does".

"Then why did she leave me and go?"

"I can't answer this question," she replied.

"No, you have to answer it, if not, I won't have any food."

Naani looked at Dinesh's innocent face and said, "Okay, I'll tell you but you've to promise that you won't tell your parents. If they know, they will berate me."

"Promise Naani, I won't tell anyone".

A. Find similar meaning to the following words/phrases.

- | | |
|--------------------------|---------------------------|
| a. scream; shout | b. puzzled; confused |
| c. look intently | d. harassed; worried |
| e. frightened, terrified | f. belongings; baggage |
| g. make steps towards | h. moved out; disappeared |
| i. worried; concerned | j. press; clutch |

B. Find opposite meaning to the following words/phrases.

- | | | |
|--------------------------|----------------------|----------------|
| a. smooth; soft | b. being there | |
| c. disgusting; repulsive | d. sour; bitter | |
| e. deserted; empty | f. with a loose knot | g. not special |

C. Match the words and phrases with their definitions.

- | | |
|--------------|--|
| a. reunion | to look at someone or somebody for a long time |
| b. caressing | putting your belongings into your bag |
| c. loving | going away from a person or place |
| d. packing | feeling or showing love and affection for someone |
| e. leaving | patting or touching softly or lovingly |
| f. staring | coming together after one has been apart for some time |

D. State whether the following statements are true or false.

- Dinesh was surprised at the packing of his grandma.
- Pabitra and Dinesh are mother and son.
- Junkiri asked Dinesh to go to his room and check if he had completed his homework.
- Dinesh was happy at his mother when he saw her in serious mood.

- e. Dinesh's question got answered all of sudden.
- f. Jayaram is Dinesh's father.
- g. Jayaram asked Dinesh to be attentive about his study and exam.
- h. Grandma used to tell Jayaram bed time stories.

E. Put the following sentences in the correct order.

- a. Binita informed Dinesh that grandma was not coming back in his house in near future.
- b. Grandma loved him very much.
- c. Pabitra didn't reply the question of Dinesh.
- d. Pabitra called a taxi and loaded it with her luggage.
- e. Pabitra continued packing her things.
- f. Everyone in the family called her Naani.

F. Answer the following questions.

- a. Who was leaving the house?
- b. How many members were there in Jayaram's family and who were they?
- c. Why was Dinesh perplexed?
- d. What did grandma do with Dinesh before she left the house?
- e. Did Dinesh get his question answered?
- f. Who is Naani?
- g. Describe the physical features of Binita.

Reading Exercise 23 | Unit Fourteen | Page Number: 156

Read the following story and do the activities that follow.

Reunion of the Family II

Our family was a happy family. There was only daughter in the family. Everyone envied our family but it did not last long when your grandpa passed away five years ago. Your grandmother started feeling that your parents paid no heed to her. Last night while you were sleeping, there were arguments. "Why?" he said. "I think there're various reasons. Grandma, with age, is getting quick-tempered. Your daddy is busy in his business and your mom has to prepare documents on the computer for the next day. Due to their busy schedule, they did not have time to share each other's problems," said Naani. Last night when your daddy arrived late night, grandma said, "Why are you late nowadays? You neither pay attention to me nor to Kanchhu. I don't want to see you late again." He got angry and said, "Don't bother me. I have to handle so many things." "Do you think I am nuisance? I don't like to live with you any longer. I'll go to my younger son's house tomorrow," she said.

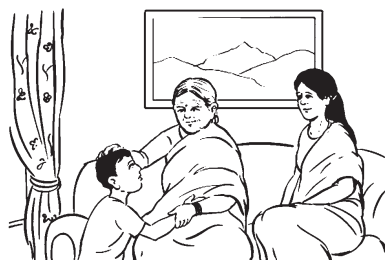
"Didn't my mom say anything?" Naani gestured, "Your mom was furious too. She just added, "If you leave us now, never try to come back."

"What did grandma say?"

"Sure, I'll never come back."

Dinesh's eyes filled with tears. "I'll never forgive my daddy and mom for this." "Kanchu, you shouldn't say so. It's unfair. Remember what you promised before. Keep to your word. It's not only your parents' fault, it's her too. The fault is on both sides."

Six months passed. Grandma would sometimes ring up and talk to him. As soon as he said,



“When you are coming grandma?” she would quickly change the subject and start talking about something else.

Last Monday, fifteen days before his final examination of grade three his parents called him to their room. “Dinesh, you’ve already scored distinction but this time I want you to get the first rank,” said Jayaram.

His mom also added, “According to your class teacher, you can if you put a little bit more effort.”

“If you top the list, I will give you a prize something which you desperately want.” Jayaram said.

“Okay daddy and mom” Dinesh replied.

Dinesh put his full effort into his study. He took his exam. The result came out after 30 days. His parents did not have any words to express their happiness when they found he was second in his class. While they were returning home after collecting the results, they bought a tablet and put it in Dinesh’s room.

As soon as he came home after playing with his friends they said, “Congratulations, Kanchhu! You’ve been second. We’ve a surprise for you. Let’s go in.” “But daddy, I did not come first in the class.”

“It doesn’t matter Kanchhu. You did a lot. Next time we’re sure you can top the list.”

Thank you daddy and mom.

“Let’s go in.” Both entered the room. Jayaram said, “Here’s your surprise gift.” In front of his eyes was a tablet. Junakiri who was ready to capture his happiness in her camera stopped when she noticed Dinesh staring at the tablet with a strange expression on his face. “What’s wrong with my Kanchhu? Don’t you like it?” Junakiri asked her son who took no notice of the tablet.

“I.... I thought it was grandma in the room,” said Dinesh, and walked out of the room. Puzzled Junakiri and Jayaram gazed at each other.

A week later Junakiri took a half day leave from her office and came home; and Jayaram went to bring his mom back. “Sorry ma, we made a big mistake. Let’s go home. Your Kanchhu is waiting for you. He always grumbles, “When is my grandma coming?” said Jayaram.

As Jayaram talked about Kanchhu, she forgot the past and came home at once.

When Dinesh came back home from school, he opened the door as usual. He could not believe his eyes when he saw his grandmother standing and spreading her arms. He threw his school bag down, and rushed into her arms. “Grandma!” he said and embraced her.

Naani, Jayaram and Junakiri were watching the scene, and their eyes were filled with tears of happiness.

Later in the evening while they were all sitting and having their supper, grandma said to Dinesh, “Kanchhu, when we adults sometimes behave like children, God uses little ones like you to teach us a lesson.”

“Does it mean you will never leave me again, grandma?”

“Indeed, Kanchhu, I will never leave you again.”

Jayaram cuddled him and said, “Without you, how can we be united?”

A. Find similar meaning to the following words/phrases.

- | | | |
|---------------------|---------------------|------------------------|
| a. above suspicion | b. speak angrily to | c. give your word |
| d. amusement | e. be jealous of | f. kick the bucket |
| g. pay attention to | h. easily incensed | i. grab your attention |
| j. angry; irritated | | |

B. Find opposite meaning to the following words/phrases.

- | | |
|-------------------------------|-----------------------|
| a. non-discriminatory | b. hardly; barely |
| c. discontent; displeasure | d. in the early hours |
| e. pick up where you left off | f. without any work |
| g. at fault | h. a small number of |

C. State whether the following statements are true or false.

- Dinesh's family was a happy family.
- The father had plenty of time to share each other's problems.
- Jayaram offered Dinesh to give prize if he topped the list.
- The result came after a month.
- Grandma forgot all her past and came home at once.
- Grandma reminded Dinesh that god uses the old ones to teach young a lesson.

D. Put the following sentences in the correct order.

- There was a tablet on the table in his room.
- Jayaram congratulated his son for being the second in the class.
- She would quickly change the topic and start talking about something else.
- Junakiri took a half day leave from her office to welcome her mother-in-law at home.
- As he talked about Kanchhu, she hurried to come home back.
- Dinesh asked his grandma where she was going.

E. Answer the following questions.

- When did Dinesh's parents realise that their son was not happy at all?
- Do you have a housekeeper like Naani at your home? If yes, how do you behave towards her?
- Why did Pabitra leave the house?
- Why were Naani, Jayaram and Junakiri's eyes filled with the tears of happiness?
- How was Dinesh able to unite his family?
- What message did you get from this story?

Reading Exercise 24 | Unit Fifteen | Page Number: 165

Read the following poem and do the activities that follow.

Past and Present

I remember, I remember
The house where I was born,
The little window where the sun
Came **peeping** in at morn;
He never came a wink too soon
Nor brought too long a day;
But now, I often wish the night
Had borne my breath away.
I remember, I remember
The roses, red and white,
The violets, and the lily-cups-
Those flowers made of light!
The lilacs where the robin built,
And where my brother set



The **laburnum** on his birthday,-
 The tree is living yet!
 I remember, I remember
 Where I **was** used to swing,
 And thought the air must **rush** as fresh
 To swallows on the wing;
 My **spirit** flew in feathers then
 That is so heavy now,
 And summer pools could hardly cool
 The fever on my brow.
 I remember, I remember
 The fir trees dark and high;
 I used to think their **slender** tops
 Were close against the sky:
 It was a childish ignorance,
 But now 'tis little joy
 To know I'm farther off from Heaven
 Than when I was a boy.

Thomas Hood

(Source: The Golden Treasury of Best Songs and Lyrical Poems in the English Language)

About the Poem and the Poet

Thomas Hood was born on May 23, 1799 in London. He is an English poet, journalist, and humourist whose humanitarian verses served as models for a whole school of social-protest poets. He also is notable as a writer of comic verse, having originated several durable forms for that genre. He died on May 3, 1845. In the given poem, the poet replicates the early days' outlooks of life.



First stanza: The poet remembers his house where he was born and the balanced sun rays that came peeping through the little window inside his house in the morning. The last two lines reveal that he wished the night had tolerated his breath to describe his present situation.

Second stanza: The poet talks about the flowers and the trees when he saw and felt beautiful colours of roses, lilies and lilacs during his childhood days.

Third stanza: The poet compares his feeling between the past days by comparing them. He was in high spirit because of his time spent with playing a swing, enjoying the breeze and the wind. He was quite energetic then but the pool water that is cool and enjoyable is not sufficient to tranquil his fever. He lacks enthusiasm now.

Fourth stanza: The poet keeps in mind about his thinking about fir trees and their heights that they were too near to the sky as if touching it which was too childish thinking. This kind of thinking gives him a little joy. He now concludes that the childhood experiences are not attainable now.

A. Find similar meaning to the following words/phrases.

- a. retain information b. put up with c. get a move on

- d. weighty; big e. barely f. away from
- g. juvenile h. a place in castle where valuable things are stored
- i. most excellent j. paradise

B. Find opposite words to the following words/phrases.

- a. hell b. mature; grown up c. knowledge
- d. deep; bottomless e. overweight f. near to the ground
- g. open; unlock h. seldom; hardly ever

C. Find the rhyming words for the following words from the poem.

- a. born b. sun c. day
- d. set e. swing f. high g. joy

D. Fill in the blank spaces with the appropriate form of the words in the bold face from the poem.

- a. The tree on which the poet's brother used to set the _____ is still there.
- b. The sun used to _____ in the poet's house in the morning through the little window of the house.
- c. The poet used to think the air must _____ as fresh to swallows on the wings.
- d. The poet used to think the _____ tops of the trees might touch the sky.
- e. The poet said that his _____ used to fly in feathers then but now it's so heavy.

E. Match the following words with their meanings.

- a. peep a small tree with hanging bunches of yellow flowers
- b. violets to look quickly and secretly at something
- c. lily a small plant with purple or white flowers with a sweet smell that appear in spring
- d. laburnum a large white or brightly coloured flower with petals that curl back from the centre
- e. slender the part of a person that include their mind, feeling and character
- f. spirit a bush or small tree with purple or white flowers with a sweet smell that grow closely together in the shape of a cone
- g. lilac thin or narrow

F. Answer the following questions.

- a. Who composed this poem?
- b. What is the poem about?
- c. What does the poet remember in the first stanza?
- d. What does he wish in the first stanza?
- e. What does he remember in the second stanza?
- f. How does the poet describe his childhood in the third stanza?
- g. Was the poet really closer to the heaven when he was a child? Why does he think so?

G. Fill in the gaps with the suitable words or phrases from the box.

in the morning swing born cool spirit brother present slender fir childhood
joy

In the poem 'Past and Present', the poet initially portrays his childhood and the house where he was Those beautiful days when the sun rays came peeping through his window are still vivid in his memory. In the second stanza, he remembers the days of his where he used to see and feel the beautiful colours of roses and lilies and the lilacs. In the same way, he talks about the tree in which he and his used to set the laburnum on his brother's birthday.

The third and fourth stanzas show the contrast experience of his past and..... He vividly remembers how he used to, enjoy the breeze and wind. In the same way, he was all energetic and high in spirit. But now, he does not have energy to lift his The water in the pool was cool and pleasant but now it is not cool enough to his fever. Finally, he says how he used to think in the wildest manners about trees and their tops which could touch the sky. Now he misses his of his childhood and realises that nothing is attainable.

Reading Exercise 25 | Unit Sixteen | Page Number: 174

Read the following text and do the activities that follow.

Jitiya Festival

Jitiya is an important festival of Nepali married women of Mithilanchal and Tharu women of all castes. This festival is named after Masabashi's son Jimutavahana, a blessing son of the Sun. Masabashi was an unmarried princess who spent her life as hermit living in a hermitage.

Jitiya falls in the month of Ashwin (September-October). It is celebrated for three days on Saptami (the seventh day), Astami (the eighth day) and Navami (the ninth day).



The fasting day, Astami, is called Jitiya. The married women take brata (fast) for the good fortune of their children, husband and family. In this festival, brothers invite their married sisters to their homes, and the married women go to their maiti (maternal home).

On the first day of Jitiya, women take a bath in a river or a pond early in the morning and formally start their brata. Before taking a bath, they put khari (oil-seed cake), special soil on a leaf of sponge gourd and worship Jimutavahana, and let it flow on the river. They take the remaining oil back home and massage their children with it. This khari is effused for legendary figures Chilo (eagle) and Shero (fox) wishing them to take brata (fasting) of Jitiya. The married women remember their female ancestors too. On this day, women scrub their house with cow's dung to make their house scared. At midnight, they prepare ongthan or datkhat (special food), and eat it before cockcrow. They also eat fish and millet bread. They have curd, beaten rice and fruits ad dar. Before eating datkhet, they offer some food to the legendary figures Chilo and Shero.

The second day of Jitiya is called Upas. On this day, the married women fast the whole day. They go to river, pond and well and make an idol of Jimutavahana made of kush (the holy grass), and worship the idol. The devotees get together and the ones, who know about Jimutavahana, narrate his story. They neither drink a drop of water nor do they have some fruits during Astami. During fasting hours, they sing and dance too. Their song is called Darkatoni. Everyone married or unmarried, can participate in singing and dancing.

The third or last day of Jitiya is called Parwan. The women wake up early in the morning and go to the river to take a bath. Then they return home and perform puja. After puja, they offer

some fruits, milk and curd to Jimutavahana, a legendary deity, before they eat. Then only they take food and drink water. Afterwards the women complete their brata, then they sing and dance the whole day.

Why do the women remember Jimutavahana, the eagle and jackal during this festival? There is a popular story behind this. Jimutavahana had saved the life of a baby eagle. By fasting, the eagle ensured her offspring had a long life, whereas the jackal's offspring had a short life because the jackal did not fast. While celebrating Jitiya, women devotees make idols of the jackal and eagle with sand or cow dung, and red crimson is applied on their forehead. As the main part of the ritual, women worship nature. The celebration of Jitiya strengthens good relationships between different ethnic groups and creates harmony in a society. It creates social solidarity and helps the society function.

A. Find out synonyms of the following words from the text.

- | | |
|----------------------------|-----------------------------|
| a. piece of good fortune | b. showing too much emotion |
| c. forerunner; predecessor | d. well-liked |
| e. evenhandedness | f. harmony |
| g. statues | h. renowned |
| i. poured | j. rub; clean |

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

- | | |
|----------------------|----------------|
| a. grow weaker | b. malfunction |
| c. single | d. on your own |
| e. of no consequence | f. tear down |

C. Match the following words with their meanings.

- | | |
|--------------|--|
| a. devotee | a child of a particular person or couple |
| b. hermit | a god or goddess |
| c. hermitage | abstinence from food |
| d. fasting | a place where hermit lives |
| e. deity | a religious person who lives a simple life |
| f. offspring | a passionate enthusiast or admirer |

D. Decide whether the following statements are true or false.

- All women and unmarried girls celebrate Jitiya festival.
- It is celebrated all over Nepal.
- Married women never go to Maiti to celebrate Jitiya festival.
- It is celebrated for three days.
- Even the eagle and the jackal are remembered and offered Prasad by the devotees of Jitiya.
- Jimutavahana is a legendary deity.
- Singing and dancing do not play any role during the Jitiya festival.

E. Put the following sentences in the correct order.

- Jimutavahana had saved the life of a baby eagle.
- The married women remember their female ancestors too.
- Jimutavahana is a legendary deity.
- Jitiya falls in the month of September-October.
- Women take a bath in a river or a pond early in the morning on the first day of Jitiya.

F. Answer the following questions.

- Why is Jitiya festival celebrated?
- How long is this festival celebrated?
- What do married women do on the second day of celebration?
- How and when do married women scrub their house?
- What is the relationship between Masabashi and the Sun?
- What do married women offer to Jimutavahana before they break their fast?
- How can the celebration of Jitiya promote harmony among people?

Reading Exercise 26 | Unit Seventeen | Page Number: 183

Read the following drama and do the activities that follow.

Sushila's Determination

Mrs. Ojha: Sushila, it is time your father and I had a talk with you.

Sushila: Yes, mother. What is it about?

Mr. Ojha: Well, you know that your mother and I are very concerned about your future. You know that we are not rich. If we were rich we would send you to a university. Since we could not do that, we have considered the best course for you is to do what Nepalese young ladies have done for centuries.



Sushila: And what is that?

Mrs. Ojha: Sushila, you are not very respectful to your father.

Imagine you are asking your father rudely, "What's that?" Before he has the chance to tell you.

Sushila: I'm sorry, mother. But I was not rude, only anxious.

Mr. Ojha: It's alright, Sushila. Well, we think it's time you got married

Sushila: (Gasping) But!.....!.....!.....

Mrs. Ojha: There's no need to get excited. If I were you I would listen to the whole thing first.

Mr. Ojha: We understand your anxiety, Sushila; you've been brought up in this foreign country, so different from Nepal. Had you been brought in Nepal, you would have thought it natural to get married at this age.

Sushila: Father, I feel that, as I cannot go to a university, the best career I can look forward to is that of a nurse. Many of the young ladies I know are nurses and have excellent careers in private clinics. Had you allowed me to apply to the nursing institute, I'd have got the scholarship.

Mr. Ojha: But there is no secure future in being a nurse. Although it's not a noble profession, it doesn't pay much.

Sushila: But I don't see any security in marriage. I do not know what my future husband will be like. You haven't told me who he is.

Mrs. Ojha: (Angrily) you are too impatient. If I were you I'd have complete trust in my parents. Of course we have chosen a most suitable man for you, one who will give you and your future children all the security you need.

Sushila: But will he show me love, kindness and consideration, besides giving me security?

Mrs. Ojha: I'm sorry to see that you have been so influenced by your friends, films and television. I agreed to marry your father without having seen him before, without even

knowing his name. He gave me all the kindness I require. Hasn't he treated you and your brother well?

Sushila: (After a pause and in tears) yes, mother. I agree entirely with what you say about Father. You were lucky. But how do I know I shall be as fortunate as you?

Mrs. Ojha: Lucky? There is no such thing. Of course, besides learning all we could about your future husband and his family, we have consulted your horoscope. If you believe in your horoscope the marriage will turn out very well.

Mr. Ojha: Have you considered who is going to pay for your nursing course? I haven't got the money.

Sushila: But you will have to find money for my marriage.

Mr. Ojha: (After a pause) Yes, I will.

Mrs. Ojha: I see what you mean. She's alright, Sushila's father. Instead of saving money for her marriage we should spend it on her education. Then she will be able to find a good husband for herself

Sushila: Oh, Mother! (She hugs her mother).

A. Find words from the drama which have the following meanings.

- | | |
|---|--------------------------------|
| a. feeling fear and uncertainty | b. catching breath in surprise |
| c. thoughtfulness (for the feeling of other) | d. lucky |
| e. chart showing the position of the stars at birth/ used for fortune telling | |
| f. courteous | g. line of business |
| h. learning | |
| i. dignified | j. compassion |

B. Find opposite meaning to the following words/phrases.

- | | | |
|-------------|-----------------------|----------------------------|
| a. tolerant | b. oppose | c. well-mannered |
| d. carefree | e. cruelty; brutality | f. lack of self-confidence |

C. Fill in the gaps with correct words/phrases from the text.

- a. Sushila's parents are concerned about her:
i. career ii. marriage iii. higher studies
- b. Sushila wants to be:
i. a nurse ii. a doctor iii. a teacher
- c. Sushila seems as she was brought up in:
i. India ii. Nepal iii. an overseas country
- d. According to Sushila, who is lucky?
i. Mrs. Ojha ii. Sushila's brother iii. Sushila
- e. At the end Sushila's parents decided to:
i. get her to marry ii. let her join the nursing course iii. compel her to stay at home

D. State whether the following statements are true or false.

- a. Mr. Ojha is worried about Sushila's further studies.
- b. Mrs. Ojha knew Mr. Ojha before her marriage.
- c. Sushila has been brought up in the overseas country.
- d. Sushila says that she has been so influenced by her friends, films and television.
- e. Sushila is agreed to her parent's proposal and wants to marry soon.
- f. Finally her father is agreed to invest money in her studies instead of marriage.

E. Answer the following questions.

- a. What does Sushila want to do?
- b. What do her parents want her to do?
- c. What should Sushila's parents do if they were rich?

- d. What does Sushila want from her future husband?
- e. What conclusion do they reach from their dialogue?
- f. Why don't Sushila's parents want to send her to university?
- g. Was her parents' marriage a love marriage? How do you know?
- h. Why does Sushila say that her mother was 'lucky'?
- i. What's Sushila's suggestion about money to pay for her studies?
- j. If you were Sushila's father what would you do?

Reading Exercise 27 | Unit Eighteen | Page Number: 192

Read the following text and do the activities that follow.

Habit Cultivation

We are what we repeatedly do. Excellence is not an act, but a habit. Aristotle

We all are born to lead successful lives, but our conditioning leads us to failure. We are born to win but are conditioned to lose. We often hear comments like "This person is just lucky, he touches dirt and it turns to gold" or "He is unlucky; no matter what he touches, it turns to dirt". These comments are not true of anyone.

If you were to analyze the lives of lucky and unlucky individuals being commented on, you'd find that the successful person is doing something right in each transaction, and the failure is repeating the same mistake time and again. Practice does not make perfect-only perfect practice makes perfect. Practice makes permanent whatever you do repeatedly. Some people keep practicing their mistakes and they become perfect in them. Their mistakes become perfect and automatic.

Cultivating a habit is like plowing a field. It takes time. Habits generate other habits. Inspiration is what gets us started; motivation is what keeps us on track. And habit is what makes it automatic.

The ability to show courage in the face of adversity; show self-restraint in the face of temptation, choose happiness in the face of hurt, show character in the face of despair, and see opportunity in the face of obstacles are all valuable traits to possess. But these traits do not just appear; they are the result of constant and consistent training, both mental and physical. In the face of adversity, our behavior, whether positive or negative can only be what we have practised. When we practise negative traits such as cowardice or dishonesty in small events, and hope to handle the major events in a positive way, it won't happen because that's not what we have practised.

If we permit ourselves to tell a lie once, it is a lot easier to do it a second and a third time until it becomes a habit. Success lies in the philosophy of "sustain and abstain." Sustain what needs to be done and abstain from what is detrimental until this becomes habitual. Human beings are more emotional than rational. Honesty and integrity are the result of both our belief system and practice. Anything we practise long enough becomes ingrained into our system and becomes a habit. A person who is honest most of the time gets caught the first time he tells a lie; whereas a person who is dishonest most of the time gets caught the first time he tells the truth.

Honesty and dishonesty to self and others becomes a habit. The choice is ours as to what we practise. Whatever response we choose, our thinking pattern becomes habitual. We form habits, and habits form character. Before we realize that we have got the habit, the habit has got us.

Someone once said, "Our thoughts lead to actions, actions lead to habits, and habits form character." Character leads to destiny. Therefore, you should try to form character building habits.

(Source: *You Can Win* by Shiv Khera)

A. Find similar meaning to the following words/phrases.

- | | |
|------------------------------|-----------------------------------|
| a. over and over again | b. examine; investigate |
| c. business deal | d. to produce or create something |
| e. encouragement; motivation | f. mechanical |
| g. harsh conditions | h. self-control |
| i. enticement; lure | j. qualities |

B. Find opposite meaning to the following words/phrases.

- | | | |
|----------------------|---------------------|-----------------|
| a. irregular; uneven | b. not in agreement | c. truthfulness |
| d. quit | e. poverty | f. momentary |
| g. flawed; deficient | h. accomplishment | |

C. Choose the best words from the box to complete each of these sentences.

determination traits inspiration integrity abstain automatic

- If you want to get success, you need to have your own.....
- If you are motivated to do something after reading a book, the book has been your
- What are the of a good teacher?
- You don't need to wind an..... watch while using.
- Honesty and are the result of both our belief system and practice.
- The doctor suggested that he had to from alcohol.

D. Decide whether the following statements are true or false.

- We are born to have successful lives.
- Only practice makes a person perfect.
- We can cultivate habits in no time.
- We can acquire all valuable traits by constant and consistent training, both mental and physical.
- If we permit ourselves to tell a lie once, it is a lot easier to do it a second and a third time.
- Honesty and integrity are the result of both our belief system and practice.
- Habits form character.

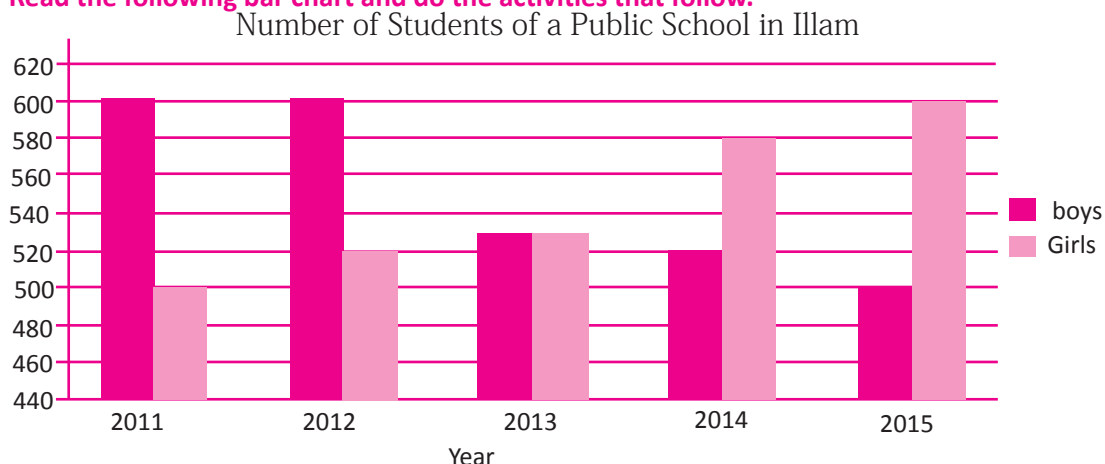
E. Put the following sentences in the correct order.

- Truthfulness and integrity are the result of both our belief system and practice.
- Some people keep practicing their mistakes and they become perfect in them.
- A dishonest person gets caught the first time he tells the truth.
- Our thoughts lead to actions, actions lead to habits, and habits form character.
- We are what we repeatedly do. Excellence is not an act, but a habit

F. Answer the following questions.

- What comment do we often hear?
- How do some people become perfect in making mistakes?
- What are the valuable traits that human beings have to possess?
- How can you form a habit?
- What type of habit have you decided to form after reading this text?

Read the following bar chart and do the activities that follow.



The above bar chart illustrates the comparison between the number of the boys and the girls studying in a public school in Illam each year between the years 2011 and 2015. The dark bar to the left shows the number of boys, whereas the bar to the right depicts the number of girls.

The bar chart reveals that the number of boys decreased every year and fell to 500 in 2015 from 600, whereas the number of girls increased every year and reached to 600 in 2015 i.e. a hundred more than in the year 2011. In 2011, the number of boys was exactly a hundred more than that of girls. But after a five years period, the figure became just the opposite. The number of boys gradually went down, and the number of girls increased in the same ratio. So in the year 2015, the number of boys remained a hundred less than the number of girls though the number of boys and girls was exactly the same in 2013.

Overall, we can clearly see the decline in the number of boys, while the number of girls seems to be a rising trend. The most surprising fact of the school is that though the number of boys and girls changed, the total number of school students remained constant.

A. Find similar meaning to the following words/phrases.

- | | | |
|-------------------------|-----------------------|------------------|
| a. demonstrate | b. represent; portray | c. make known |
| d. on the whole | e. refuse | f. steady; fixed |
| g. amazing; astonishing | | |

B. Find opposite meaning to the following words/phrases.

- | | | |
|------------|-------------------|---------------|
| a. add to | b. approximately | c. in a hurry |
| d. falling | e. invented story | f. dissimilar |
| | | g. underneath |

C. Choose the best alternative to complete the following sentences.

- a. The number of the students in the school
 - i. changed rapidly
 - ii. changed only in few years
 - iii. was the same in all years
- b. The ratio of the boys and the girls in 2015 was
 - i. 6:5
 - ii. 5:6
 - iii. 0.83%
- c. The number of girls increased
 - i. as much as the number of boys that decreased
 - ii. less than the decreased number of boys
 - iii. more than the number of boys that decreased

- d. The data presented in the bar chart surprises us because
- the number of boys decreased every year
 - the number of girls increased every year
 - the total figure of the students did not change

D. State whether the following statements are true or false.

- The given chart is a wheel chart.
- The number of girls is increasing every year.
- The number of boys decreased in the years 2011 and 2012.
- The total number of student remained constant despite the decrement of boys.
- The bar chart represents the number of students of four different years.

E. Answer the following questions.

- What kinds of data are presented in the above bar diagram?
- How many girls were studying in 2015?
- What was the number of boys that decreased every year?
- What percentage of boys decreased over a period of five years?
- What might be the reason behind the decreased number of boys and increased number of girls?

Reading Exercise 29 | Unit Nineteen | Page Number: 206

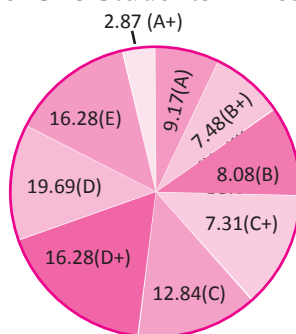
Study the following table and pie chart and do the activities that follow.

**Students Appeared in the SLC Exam
in the Academic Year 2072-2073 and their Score in English**

| S.N. | Grading of Obtained Marks in Percentage | Grade | Explanation | Standard Number | Number of Students | Percentage |
|------|---|-------|-------------------------|--------------------|--------------------------|------------|
| 1 | 90 and more than 90 | A+ | Outstanding | 4.0 | 12522 | 2.87 |
| 2 | 80 and more that 80 and less than 90 | A | Excellent | 3.6 | 40085 | 9.17 |
| 3 | 70 and more than 70 and less than 80 | B+ | Very Good | 3.2 | 32676 | 7.48 |
| 4 | 60 and more than 60 and less than 70 | B | Good | 2.8 | 35297 | 8.08 |
| 5 | 50 and more than 50 and less than 60 | C+ | Satisfactory | 2.4 | 31943 | 7.31 |
| 6 | 40 and more than 40 and less than 50 | C | Acceptable | 2.0 | 56121 | 12.84 |
| 7 | 30 and more than 30 and less than 40 | D+ | Partially Acceptable | 1.6 | 71125 | 16.28 |

| | | | | | | |
|---|--------------------------------------|---|-------------------|-----|--------|-------|
| 8 | 20 and more than 20 and less than 30 | D | Insufficient | 1.2 | 86060 | 19.69 |
| 9 | Less than 20 | E | Very Insufficient | 0.8 | 71124 | 16.28 |
| | | | | | 436983 | 100% |

Performance of SLC Students in Academic Year 2072-2073



The above pie chart displays the performance of the students in English subject in letter grading examination of the academic year 2072 -2073. According to the pie chart, only 436,983 students took the SLC examination in the academic year 2072-2073. Among them, only 2.87 per cent students secured A+ and 9.17 per cent examinees scored A. The pie chart clearly shows that 7.48 per cent students obtained B+, whereas 8.08 had to be satisfied in the grade B. In the same way, 7.31 per cent of the students obtained C+, and 12.84 of them scored C grade.

As seen in the chart, among the total hundred per cent, 16.28 per cent students scored D +, and the highest number of students, i.e. 19.69 per cent scored D. Similarly, 16.28 per cent students scored E. The lowest number of students, i.e.

2.87 scored A + grade.

On the whole, the achievement of the students in the SLC examination is not satisfactory because only very few students, i.e. 2.87 per cent scored A+, and only 34.84 per cent of the students are in between A+ and C+, i.e. between satisfactory and outstanding. The pie chart elucidates that the concerned authority and stakeholders should pay attention to raise the present performance level of the SLC students of Nepal.

A. Find similar meaning to the following words/phrases.

- | | |
|--------------------|---------------------------|
| a. functioning | b. educational |
| c. without a doubt | d. pleased; happy |
| e. accomplishment | f. exceptional; excellent |
| g. related to | h. concentration |

B. Some of the phrases used in the above text to describe the pie chart are given below. Read them carefully and find out other similar expressions that can be used for describing the pie chart.

- The above pie chart displays.....
- According to the pie chart.....
- The pie chart clearly shows that.....
- As seen in the chart.....

C. Indicate whether the following statements are true or false.

- a. The pie chart presents the data of all the subjects of the SLC examinees.
- b. According to the pie chart, the majority of total examinees scored the grade A in the exam.
- c. The least number of students belonged to the group that obtained B.
- d. The highest number of students scored D + grade.
- e. Among the total students appeared in the exam, only 8.08 per cent scored the grade B.

D. Answer the following questions.

- a. How many students appeared in the SLC examination in the year 2072-073?
- b. What is the percentage of students who scored grade C+?
- c. Which grade was scored by the majority of the students?
- d. What is the total number of students who achieved the grade D+?
- e. Is the achievement level of the students in the SLC examination satisfactory? Why? Why not?

Vocabulary in Use

Phrasal Verbs: Get

| | |
|-------------|---|
| Get about: | to move from place to place or from person to person |
| Get above: | to have too high an opinion of yourself |
| Get across: | to be communicated or understood; to |
| Get ahead: | to make progress |
| Get along: | to leave a place |
| Get along: | used to talk about how well sb is doing in a particular |
| Get at: | to keep criticizing sb |
| Get away: | to have a holiday/vacation |
| Get back: | to return, especially to your home |
| Get behind: | to fail to make progress at the right time |

UNSEEN TEXT

Unseen Text I

One unseen text carrying: 10 Marks

Text types: news stories, menus, notices, manuals, advertisement, diary entry, e-mails, product guides, time table, etc.

Type of Test Items

1. Multiple Choice
2. Sequencing
3. Fill in the gaps (without choices)
4. Multiple matching
5. True/False
6. Short Answer questions

1. Read the news-story given below and do the exercises that follow.

Rhino census team spots 29 rhinos

Damodar Bhandari

Bardiya, May 20

The census of Nepal's one-horned rhino had begun in Bardiya National Park from Friday amidst rumors that their number is declining due to poaching.

The census is being conducted by the Department of National Park and Wildlife Conservation in association with National Nature Protection Fund, World Wildlife Fund, Nepali Army, and Nature Trail Guides Association Bardiya.

According to a source at Bardiya National Park, the team spotted 20 rhinos in the park till today. Director General of Department of National Park and Wildlife Conservation Dr. Krishna Chandra Poudel said the rhino census kicked off at a time when there were conflicting views – one side claiming that the rhinos have become extinct and the other hotly denying that claim. The rhino census will continue for 14 days, he added.

Earlier, 13 rhinos were relocated to Bardiya National Park's Karnali embankment areas and 70 more to Babai Valley region from Chitwan National park. Officials at the park are speculating that although some rhinos were found in Karnali embankment areas, most of those in the Babai Valley were killed by poachers.

Dr. Shanta Raj Gyawali, director general at the National Nature Protection Fund and an expert on the one-horn rhino, said: "Rumors is that some rhinos are still there in Karnali embankment areas but poachers killed those in Babai."

A. Find similar meaning to the following words/phrases.

- a. crook; thief b. put somewhere else c. contradictory d. hypothesizing
e. dotted

B. Write T for true and F for false statements.

- a. The number of one-horned rhino has been declining every year.
- b. The census is being conducted by the Bureau of Statistics.
- c. The rhinos have become extinct in Nepal.
- d. Poachers have killed all the rhinos.
- e. Bardiya National Park lies in Bardiya.

C. Answer the following questions.

- a. What is the rumor about one-horned rhino?
- b. What has begun recently about the one-horned rhino?
- c. What are the two conflicting views about the one-horned rhino?
- d. What is the main objective of rhino census?
- e. Who has reported the news?

2. Read the news-story given below and do the exercises that follow.

38-Yr-Old Bhaktapur Library Awaiting Reconstruction

Kabila KC

Bhaktapur, May 20

Lack of people's representatives and fund crunch has been hindering the reconstruction and expansion of 238-year-old library in Bhaktapur.

Says Dr. Purushottam Lochan Shrestha, an associate professor and researcher of history, culture and archaeology, "Safukotha (Newari term for library) takes people back to around 238 years. According to the language chronicles – published by the Nepal National Library under the Department of Archaeology in 1963 – Ranajit Malla collected materials related to chemistry, Tantrasharta, Vedas and Puranas in Safukotha."

According to him, the municipality acquired land around Safukotha to preserve the historic house and run a well-equipped library in the same place.

"It was also one of the 99 courtyards in Bhaktapur. For the preservation of the historic place, we had planned to purchase the private property six years ago by paying the owners the cost of their own property."

Aruna Nakarmi, project in-charge of the Monuments Conservation and Office of the Caretaker of the Palace Area (MCCOPA), says, "We are not being able to look after Safukotha due to the storage of budget." "We are focusing more on the renovation of sites like the Taleju temple and the 55- window palace. Reconstruction of the library will begin next year."

Says an official at the Heritage Department, "We are working on a concept to renovate Safukotha and use it as a library for public by transferring books from the public library to Safukotha. These days, people from the Kusle community are living in Safukotha. Indra Prasad Karki, executive officer at the Bhaktapur Municipality said, "We would have reconstructed the library if it was on the list of projects."

A. Find similar meaning to the following words/phrases.

- a. pay money for b. significant c. well-appointed d. renewal
e. moment of truth

B. Choose and copy the best answer.

- a. The main problem of the library is _____. (lack of fund/lack of government officer/ lack of interest)
b. The library takes people back to _____. (around 200 years/around 238 years/around 250 years)
c. _____ collected materials related to different subjects from Chemistry to Vedas. (Malla Kings/Ranajit Malla/Pre-Malla Kings)
d. This municipality acquired _____ to preserve the historic house and a r un a well-equipped library. (fund/manpower/land)
e. Kabila K.C is the _____ of the news report. (editor/reporter/producer)

C. Answer the following questions.

- a. What had hindered the reconstruction and expansion of this very old library?
b. What materials have been collected in this library?
c. Why is it necessary to reconstruct and expand this age old library?
d. What is the focus of the project?
e. What did the municipality executive officer say?

3. Read the advertisement and answer the following questions.

Job Opportunity

Shubhakamana Prakashan Samuha, a leading publishing house in Nepal wishes to appoint qualified, energetic and dedicated personnel for the following position:

Post: Office Assistant (two)

Academic qualification and other requirements:

- ✦ Proficiency certificate level / + 2
- ✦ Good Knowledge of computer operation
- ✦ Excellent in correspondences (Both in English and Nepali)

Interested candidates may send their application together with detailed CV, two copies of passport size photo, references and expected salary.

Female are encouraged to apply.

Applications should be arrived to the following address by 19th February 2007.

**The Administrative Department
Shubhakamana Prakashan Samuha
Soaltee Mode, Kalimati, Kathmandu
P.O. Box 2450**

Only short listed candidates will be invited for the interview.

A. Find meanings that are similar to the following words.

- a. primary b. competent c. inspired d. employ e. outstanding

B. Fill in the gaps with suitable words from the above advertisement.

- a. The candidate should be brilliant in _____ and _____.
- b. The publishing house is located at _____.
- c. Shubhakamana Prakashan Samuha is a _____ in Nepal.
- d. _____ are encouraged to apply for the post advertised.
- e. The advertiser of the post is _____.

C. Answer the following questions.

- a. What are the requirements besides the academic qualifications?
- b. What is the post advertised?
- c. What type of person is the publishing house seeking?
- d. What are the things that a candidate should enclose along with the application?
- e. What is the deadline for submitting application?

4. Read the advertisement and answer the following questions.

WANTED

A well established national level finance company operating in Kathmandu town is looking for an enthusiastic and result oriented candidate for the post of **Chief Manager** having following experience and qualification. Any Nepali citizen willing to join the company may apply to under mentioned address within 15 days as per the following terms and condition.

Terms & condition

- ✦ Candidate should be post graduate in Business Administration/ Business Science.
- ✦ Candidate having law background is preferable.
- ✦ At least 5 years job experience in Banks or in Finance Companies as an Officer with adequate knowledge of computer.
- ✦ Age should be below 45 years.
- ✦ Name of two persons for reference.
- ✦ Salary and other benefits are negotiable.

Application should reach to the following address along with C.V & passport size photograph.

The Advertiser, P.O Box 25762

Only short listed candidates will be called for interview.

A. Match the words with their meanings.

- | | |
|-----------------|--------------------|
| a. adequate | direct towards |
| b. oriented | interested |
| c. willing | sufficient |
| d. enthusiastic | open to discussion |
| e. negotiable | keen |

B. Complete the following sentences with appropriate words/phrases from the text.

- a. Emoluments are _____.
- b. Candidates are given _____ of time to apply.
- c. The added knowledge for the candidates is about _____.
- d. A selected candidate has to work in _____.
- e. The age of the candidate should not exceed _____.

C. Answer the following questions.

- a. Which company has advertised for the post of Chief Manager?
- b. Where should a candidate apply and how?
- c. Besides his major qualification, what should the candidate possess?
- d. What type of candidate does the company require?
- e. Who will be called for the interview?

5. Read the following advertisement carefully and answer the questions below.

WANTED

A newly established software marketing company is looking for energetic and self motivated employees for marketing their new products. It is challenging but has a lot of opportunities and return. Selected candidates will be trained on various marketing skills in Kathmandu and have opportunities to go for further training in India's Cyber City, Hyderabad.

Post: Marketing Executive

Minimum Qualification: Commerce Graduate

Essential Qualities: Knowledge of Accounting and programming languages, various Computer applications and operating systems.

Interested candidates may send their application along with CV to dynamicinstitute@wlink.com.np before 25th March.

A. Find similar meaning to the following words.

a. applicant b. occasion c. supplementary d. necessary e. diverse

B. Fill in the blanks with appropriate words from the advertisement.

This is an example of _____. It is for the post of _____. A person whose minimum qualification is _____ can apply. The candidate must be _____. The selected candidate will be given training on _____ in Kathmandu.

C. Answer the following questions.

- Where should the candidates apply?
- When can they apply for the post?
- Who can apply for the post advertised?
- Where will be the duty station for the selected candidates?
- What documents are required to submit?

6. Read the advertisement and answer the questions given below.

Vacancy Announcement

A leading private sector bank invites applications for the post of **Trainee Assistant** to be posted outside the Kathmandu Valley.

The candidates should be young, graduate, below 26, from the discipline of Business/Commerce/Economics with minimum 50% marks.

The candidates must be fluent in both English and Nepali written /spoken.

S/he must be a Nepali citizen and must have working knowledge of computer.

Interested and deserving candidates may apply with full bio-data, 2 recent passport size photos and names of two references within 10 days of the publication of this notice.

P.O. box 6506, Kathmandu, Nepal.

Only short listed candidates will be called for written test and personal interview.

A. State whether the following statements are true or false.

- The bank claims that it is a leading bank.
- Posted candidates will work in the Kathmandu Valley.
- All the deserving candidates will be called for interview.

- d. Candidates can send applications after ten days from this publication.
- e. Candidates majoring Economics with 50% marks cannot apply.

B. Fill in the gaps with the words/phrases from the vacancy announcement.

- a. Interested candidates may apply for the post of Trainee Assistant with bio-data, P/P photos and _____.
- b. Candidates must be _____ in both English and Nepali.
- c. Applicants should have scored at least ____ marks in aforesaid disciplines.
- d. The candidates should be young, graduates and below ____ years of age.
- e. Only _____ citizen can apply for the post advertised.

C. Answer the following questions.

- a. Where will the trainee assistant be posted?
- b. State the academic and other qualifications for the candidates.
- c. Who will be called for the written test and personal interview?
- d. What should the candidate submit along with the application?
- e. Where should the application be sent to?

7. Read the following Expression of Interest and do the activities that follow.

Expression of Interest

UNICEF Lahore wishes to solicit applications from interested and eligible INGOs/NGOs/CBOs to participate in a competitive process for the submission of expression of interest in the area of 'Child Protection'.

Nonprofit organizations with good reputation, well established financial and management systems and sound professional background, and legally registered are invited to submit their expression of interest. The expression of interest must include the following information:

1. Name of the organization, mission and vision statements along with major organizational goal and objectives
2. Registration number
3. Relevant experience in child protection and details of work
4. Major Donors
5. Key achievements in Child Protection
6. CVs of person/s holding key position in organization

After careful assessment of EOIs, only short listed eligible organizations will be contacted to submit their proposals. Late submission will NOT be entertained. Please submit your sealed expressions marking the envelope with "Expression of Interest for Child Protection" latest by 04 March, 2017 at the below address.

Operation Officer
House No. 124-C/II, Model Town,
Lahore. Ph: 042 99230526-31

A. Match the following words with their meanings.

- | | |
|----------------|----------------|
| a. envelope | accomplishment |
| b. assessment | turn of phrase |
| c. competitive | evaluation |
| d. expression | letter cover |
| e. achievement | spirited |

B. State whether the following statements are true or false.

- UNICEF asks applications from interested and eligible candidates.
- Environment protection is the area of submitting expression of interest.
- Late submission of EOIs does not matter.
- The EOIs should be sent to Lahore office.
- It has no concern on CVs of person/s holding key position in organization.

C. Answer the following questions.

- What information should the expression of interest include?
- Where should the expression of interest sent to?
- Who will be contacted to submit their expression of interest?
- Who are invited to submit their expression of interest?
- What is the last date to submit the expression of interest?

8. Read the following Expression of Interest and do the activities that follow.

Rural Education and Environment Development Center Nepal

REED-Nepal

Call for Expression of Interest (EOI)

This notice is published for seeking EOI from interested firms, companies, organization and association for the supplies of materials and services for the fiscal year 2016-17. Interested parties are requested to apply along with the copies of following documents within 10 days from the date of publication and submit either in person or e-mail at the address mentioned in this notice:

1. Firm Registration
2. VAT Certificate
3. Latest Tax clearance certificate

Supplies/Services:

1. Office furniture and fixtures
2. Computers, electronic office equipments and related accessories.
3. Repair and maintenance of computers, printers, electronic items and office equipment.
4. Stationeries and office supplies.
5. Printing and publication.

Notes: The incomplete application and submission after the deadline shall not be entertained.

An active roaster shall be maintained for suppliers who meet the required criteria for supplies and services.

REED Nepal reserves the right to select vendors as per organizational need.

REED-Nepal,

GPO 8260, Bhakundole, Lalitpur

E-mail:reed@gmail.com.np

A. Find the words that are similar to the following words/phrases.

a. unfinished b. cut-off date c. authorization d. use e. keen

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

_____ parties are requested to _____ along with the copies of required _____ documents within _____ days from the _____ and submit either _____ at the address mentioned in this notice.

C. Answer the following questions.

- What does REED stand for?
- Why is this notice published?
- Who reserves the right to select vendors as per its need?
- What documents are required to submit along with EOI?
- What type of application will be cancelled?

9. Read the admission notice and answer the following questions.

After all it matters where your child studies

Admission Notice

Class XI

Modern Indian School

Chobhar, Kathmandu, Tel: 4330163, 4330088

A premier English medium co-educational School affiliated to CBSE Delhi, with excellent facilities including well equipped Science and Computer labs, well laid play- fields, qualified, experienced and dedicated teaching staff, provision for wide range of co-curricular activities, Excellent result with Number of Distinction in Class XII.

Admission to Class XI some seats for bright students.

Science & Commerce streams with wide choice of subjects available.

Registration Open

Entrance test: 3 June, 2017 (Sunday) at 11:00 A.M

Interview: 4 June, 2017 of short listed candidates

The schedule and forms for admission are available at the School Office on request on all working days.

A. Fill in the gaps with appropriate words.

The advertisement is published by _____ for the admission of class XI students who are _____. They can choose _____ under science and commerce _____. Registration forms are _____ on working days.

B. Decide whether the following statements are true or false.

- This school is affiliated to Nepal Education Board.
- Seats are open for only bright students.
- The school provides many facilities to all the students.
- The registration can be done at all the time.
- The entrance test is on Monday.

C. Answer the following questions.

- Which school has advertised for the admission?
- What facilities are provided by the school?
- When will the entrance test be held?
- When and where can one buy registration forms?
- What are the streams taught there?

10. Read the following advertisement carefully and do the activities given below.

**Admission Open
Malpi Primary School**

Where every child counts

Application forms for the academic year 2075 are being distributed for classes I, II, III and IV. Parents are welcome to come in person to pick up the forms and make an appointment for a school visit.

Sunday: 12: 00 noon – 3:00 p. m.

Monday to Friday: 9:30 a. m. – 4:00 p. m.

Malpi Primary School

Baluwatar

Phone: 4411458, 4426092

A. Tick the best answer.

- The advertisement is for _____. (the job/admissions/publicity)
- The Application forms are being distributed for the academic year _____. (2075/2016-2017/next year)
- The admissions are open for _____. (all classes/four classes/higher classes)
- The parents can _____. (come for school visit/call to school at any time/purchase the form)
- The school respects _____. (every child/special children only/no children)

B. Write true or false for the following statements.

- The school is in America.
- This is a primary school.
- Any students can have admissions for any classes.
- Only parents can come to pick up application forms.
- This school is in Baluwatar, Kathmandu.

C. Answer the following questions.

- What is the advertisement for?
- What classes are the admissions open for?
- On which days can the parents visit the school?
- Who can pick up the forms and visit the school?
- What is the contact number of school?

11. Read the passage and do the activities given below.

Many animals are able to communicate with each other very well-but none of them can talk as we do. That is, no animals use words. Birds cry out and make sounds that other birds understand. Smells, movements, and sounds are used for communication by animals, through which they express joy, anger or fear.

Human speech is a very complicated process which no animal can perform. One reason is that in a very special way we use a whole series of organs to produce the sounds we want to make when we utter words. The way our vocal cords are made to vibrate, the way the throat, mouth and nasal cavities are adjusted, the way the lips, teeth, lower jaw, tongue, and palate are moved – just to make vowel and consonant sounds, is something animals can't do.

They cannot produce a whole series of words to make a sentence. And there is another, perhaps more important reason why animals can't talk. Words are only labels for objects, actions, feelings expressions and ideas. For example, the word 'bird' is a label for a living, flying object. Other words describe its colour, shape, flying and singing. Still other words would be used to tell what the speaker thinks or feels about the bird or its actions.

For human beings, therefore, the use of words means the use of labels or symbols, and then organizing them in a certain way to communicate something. This requires a degree of intelligence and logical thinking that no animals have. So, they can't talk the way people do.

A. Find similar meanings to the following words/phrases.

- a. exchange a few words b. possibly c. way of thinking d. cleverness
e. out of the ordinary

B. Find opposite meanings to the following words/phrases.

- a. uncomplicated b. insignificant c. a smaller amount
d. better-quality e. self-doubting

C. Write true or false against the following statements with their continuations given below.

- a. All animals are able to communicate with each other very well.
b. Animals express joy, anger or fear through smells and sounds.
c. Animals cannot produce whole series of words like human beings.
d. Animals cannot talk as their vocal cords are active.
e. Intelligence and logical thinking are only possessed by human.

D. Answer the following questions.

- a. How do animals communicate each other?
b. Why is human speech a complicated process?
c. What do the animals use for communication?
d. What are words?
e. Why cannot animals communicate like human?

12. Read the passage and do the activities given below.

Snorts, dicks, whistle and groans are tune in to the long-distance language of the ocean. The vast oceans of the world are dark, deep and mysterious places where eyesight counts for little once you venture very far beneath the surface. For humans, who live in a world dominated by visual stimuli, to exist in such conditions would be impossible. But for whales and dolphins that live in the ocean or, in the case of a few species, muddy rivers and estuaries, the darkness is unimportant. What is crucial to them is sound. Sound is an efficient way to transmit and sense information, especially as it travels five times faster through water than through air. If humans shout to someone, it is unlikely that they will be heard a kilometer away. But if a whale <shouts> in an ocean channel, another whale may hear it tens, if not hundreds of kilometers away. Whales and dolphins use sound in two ways: for communication and for echolocation. Dolphins, porpoises and toothed whales communicate through a wide variety of high-frequency sounds - pure tone whistles, pulsed squeals, screams or barks - generally at frequencies of 500Hz to 20 kHz where a hertz is a cycle per second and a kilohertz a thousand. But with using sounds to communicate, toothed whales and dolphins also rely on echolocation to learn about their immediate environment, including prey that might be lurking nearby. They produce intense short broad-band pulses of sound in the ultrasonic range of between 0.25 and 220 kHz. These clicks are brief typically less than one millisecond long but they are repeated many times each second.

A. Find similar meanings to the following words/phrases.

- a. in need of attention b. loitering c. strange d. good at your job
e. put on the air

B. Find opposite meanings to the following words/phrases.

- a. rare b. of great consequence
c. moderate d. similarity e. small

C. Match the following expressions.

- | | |
|------------------------------|-----------------------------------|
| a. oceans of the world | language of ocean |
| b. ultrasonic range | five times faster through water |
| c. humans | live in a world of visual stimuli |
| d. Snorts, dicks and whistle | dark, deep and mysterious |
| e. Sound travels | 0.25 and 220 kHz |

D. Answer the following questions.

- a. What are the long distance languages of the ocean?
b. Why is sound important for whales and dolphins?
c. What is the difference between the shout of the whale and a human being?
d. How do dolphins, porpoises and toothed whales communicate?
e. Why is sound an efficient way to transmit and sense information?

13. Read the following text and do the activities given below.

Psychology is the study of human behaviour of how people behave and why they behave in just the way they do. Its chief purpose is to know more about human nature and human activity. In the past psychology was defined as the science of soul or mind but it is not possible to have any direct knowledge of the soul or mind. Whole behaviour is objective and can be observed, both soul and mind are just assumptions, and even if we agree that

they are justifiable assumptions, they cannot be observed and are not a proper object of scientific study. Later psychology was defined as the science of consciousness or conscious experience, but nobody has been able to say what makes us conscious of things and people around us, and in any case there are a number of things an individual does without being aware of them. Many people bite their nails or move their heads and are surprised when their attention is drawn to these acts. They perform them unconsciously. Besides anybody's experiences his own private and personal world into which others cannot enter. It is known directly only to him who has that experience. But a person's behaviour is open to everybody to observe, it can be directly studied and it is better to confine the study of psychology to behaviour alone, to those activities of the individual which can be observed, compared and analyzed by all. It is a systematic study of all that man does in response to his world of things and persons.

A. Find similar meanings to the following words/phrases.

- a. character b. guesses c. individual d. orderly e. without thinking

B. State whether the following statements are true or false.

- a. In the past psychology was defined as the science of body.
- b. Behaviour is objective and can be observed.
- c. Many people bite their nails consciously.
- d. Later psychology was defined as the science of consciousness
- e. Psychology is the systematic study of human behavior.

C. Answer the following questions.

- a. How is psychology defined?
- b. How did people define psychology later?
- c. Can a person's behaviour be observed directly? If so how?
- d. What is the main purpose of studying psychology?
- e. What do you mean by 'justifiable assumptions'?

14. Read the following passage carefully and answer the questions given below.

We often talk of lower animals and higher animals. Man, we say, is the highest animal. If you have noticed an interesting difference in the behaviour of various forms of animals, you'll at once understand why we put some animals in the lower groups and others in the higher. You will have noticed that simple animals like fish lay eggs and leave them. They lay thousands of eggs at a time but do not look after them. The mother does not care for the children at all. She simply leaves the eggs and never comes back to them. As there is no one to look after them most of these eggs die and only a few of them develop into fish. Is this not a terrible waste? As we go up and examine the higher animals, we find that their eggs or children are fewer but they look after them better. The hen, for example, also lays eggs but she sits upon them and hatches them. And when the little chicks come out she feeds them for some time. When they grow up, the mother does not care much for them. But a great change comes in the higher animals-we call them mammals. These animals do not lay eggs but the mother keeps the egg inside her and gives birth to the fully developed baby animal, like dogs or cats or rabbits. And afterwards the mother suckles, or gives

milk, to her young. The mother thus looks after her babies a great deal. Even here, however, you find that there is a great deal of waste. The mother rabbit gives birth to a large number of baby rabbits every few months and many of these die. But a higher animal like the elephant gives birth to only one baby elephant and looks after the baby well.

A. Choose the best answer.

- a. A word which means 'smaller in number' is _____. (fewer/greater/never)
- b. A word which is opposite in meaning to 'boring' is _____. (dull/interesting/deadly)
- c. The mother _____ of the children at all. (does not care/takes care/often takes care)
- d. Mammals _____. (do not lay eggs/lay eggs/take care of eggs)
- e. The elephant gives birth to _____. (more babies/only one baby/no babies)

B. Write true or false to the following statements.

- a. The mother rabbit gives birth to a large number of baby rabbits every few months.
- b. Fish lay eggs and take care of them.
- c. Higher animals' children are fewer.
- d. Some animals do not look after their eggs properly.
- e. Lower animals look after their children properly.

C. Answer the following questions.

- a. Why is man called the highest animal?
- b. Why do only a few eggs laid by a fish develop into fish?
- c. How do mammals differ from other animals in looking after their young ones?
- d. What are the differences between higher and lower animals?
- e. Give a suitable title for the given text.

15. Read the following passage carefully and answer the questions given below.

Of all the trees of southern Asia, the banyan is unique, not only for the manner of its growth, but for the area of shade it provides from the burning sun. Its close relationship with man has evolved over the years to make the banyan a popular meeting place, a focal point of worship and a source of practical materials for commerce. Known as the 'strangler fig' because of its unusual manner of growth, the banyan is an epiphyte or air plant that has its birth in the branches of a host tree and lives on airborne moisture and nutrients. Banyan seeds are deposited by birds, bats or monkeys in the rich soil collected in the crevices of host-tree branches. As the banyan grows, it sends aerial roots down the trunk of the supporting tree. In time, the roots that reach the ground choke the host tree by preventing its trunk from enlarging.

The two best known species of banyans are: the Indian *Ficus Benghalensis*, one of the world's largest tropical trees; and the Chinese *Ficus Retusa*, a smaller species with fewer aerial roots.

A. Match the words with their meanings.

- | | |
|----------------|---------------------|
| a. focal point | dampness |
| b. airborne | family tree |
| c. roots | centre |
| d. tropical | carried out by wind |
| e. moisture | hot |

B. Write true or false for the following statements.

- The banyan is unique tree.
- The banyan is not useful for us.
- Banyan seeds are deposited by men.
- When it grows, it sends aerial roots down the trunk of the supporting tree.
- Ten species of banyan trees are found.

C. Answer the following questions.

- Why is the banyan tree known as the 'strangler fig'?
- How are the Banyan seeds deposited?
- What are the two species of banyan tree?
- What is the usefulness of banyan tree for humans?
- Why is this tree unique?

Vocabulary in Use

Phrasal Verbs: Get

- Get down: to leave the table after a meal
- Get in: to arrive at a place
- Get into: to become involved in sth; to start sth
- Get off: to leave a place or start a journey; to help sb do this
- Get on with: used to talk or ask about how well sb is doing a task
- Get onto: to begin to talk about a new subject
- Get out: to become known
- Get over: used to say that you are shocked, surprised, amused, etc. By sth
- Get through: to use up a large amount of sth
- Getting on: to be becoming old

Unseen Text II

One unseen text carrying 15 marks: (Text types: stories, essays, letters, science articles, newspaper articles, book, film reviews, etc.)

Type of Test Items

- | | |
|---------------------------------------|---------------------------|
| 1. Multiple Choice | 2. Sequencing |
| 3. Fill in the gaps (without choices) | 4. Multiple matching |
| 5. True/False | 6. Short Answer questions |

1. Read the following story and do the exercises that follow.

Nine year-old Suresh was troublesome at school. His parents were well off, but they lived separately. His father had married another woman and left Suresh's mother. Suresh was in the habit of pushing children for no apparent reason, and once he scratched a girl's leg with a pencil and it bled.

Suresh was also a problem at home. There was a close connection between his home circumstances and his behaviour at school. He lived with his mother and a younger brother with whom he quarreled all the time. His mother seemed to prefer his brother, who was much better behaved at home and much more successful at school than Suresh. Suresh made his mother angry. She tried not to favour her younger son, but she was aware that it seemed as if she did.

It seemed very obvious that Suresh's attacks on other children at school were connected with his jealousy of his younger brother. He attacked his brother at home, just as he attacked other children at school. His attacks on his brother were, of course, linked to his feeling of being unwanted and unloved at home. They also ensured that his mother took notice of him. Similarly, his attacks on the other children at school gained him the teacher's attention. Once he had the teacher's attention, e.g.: when she talked to him, he could be very appealing. Just as his frequent quarrels with his younger brother could be seen as his way of telling his mother that he felt hurt by her preference for the younger child, he showed his teacher that he was hurt when she paid attention to other children. Neither his mother nor his teacher neglected him but neither of them could give him as much as attention he desired.

Suresh's attention-seeking behaviour made the teacher's life very difficult. She understood that he wanted and needed attention, yet, as he was only one of 40 children in the class she could not give him what he wanted. She also had to protect the other children from his attacks. So he had to reprimand him and punish him, just as his mother did at home.

In this way Suresh was caught in a vicious circle which was difficult to break. He wanted to be loved, he felt angry because he could not get what he wanted, and he attacked other children because he was angry, and therefore could not get the love that he wanted.

A. Find similar meaning to the following words.

- | | | |
|-----------------------------------|---------------------------|-----------|
| a. rich | b. clear | c. linked |
| d. knowing or realizing something | e. annoying or irritating | |

B. Write true or false for the following statements.

- Suresh's parents lived together with him.
- Suresh lived with his mother and young brother.

- c. Suresh attacked his brother, because he was unwanted and unloved at home.
- d. The circumstances at home were not favorable for Suresh.
- e. His mother favored her younger son knowingly.

C. Answer the following questions.

- a. What did Suresh do at school once?
- b. What did Suresh do at school and at home?
- c. Why did he quarrel with his younger brother?
- d. What were the reasons for his bad behavior?
- e. Who did Suresh live with?

2. Read the following story and do the exercises given below.

The phone rang on the Dr Allen's desk. "Hello," she said, picking up the phone. "Dr Allen here." "Oh, good morning, Dr Allen," a voice said. "It's Jenny Anderson here, Professor Smith's secretary. It's about the meeting on Monday. You are definitely coming, aren't you?" "The Meeting! Yes, of course," Dr Allen said, looking in her diary. "It's at eleven, I see." "Well, no. We had to change the time," Jenny Anderson said. "It's going to be at twelve. I'm sure I told you." "But I've got a lecture at twelve," Dr Allen said. "But surely you can cancel your lecture just for once," Jenny Anderson suggested. "The meeting's very important, as you know." "I've never cancelled a lecture in my life," Dr Allen told her. "Sorry!" There was a silence. "However," she went on, "I've got an idea. I've just got a new cassette recorder – rather a good one, in fact. I'll record my lecture beforehand – and then I'll be able to come to the meeting." "Wonderful," said Jenny Anderson. "I'll tell Professor Smith you'll be there, then."

At five to twelve on Monday morning Dr Allen went along to the lecture room. There were about twenty students waiting for her. "I'm sorry," she told them, "I won't be able to give my lecture today." The students looked surprised. Dr Allen explained that she had an important meeting. "However," she went on, "although I can't be with you myself, my voice can!" She gestured towards the cassette recorder on the table. "You see, I've recorded my lecture and you can listen to it while I go to my meeting. So, in a way, I'll be in two places at once! One of the miracles of modern science!" Feeling rather pleased with herself, Dr Allen switched on the cassette recorder and left.

The meeting in Professor Smith's office finished a little early. So, Dr Allen decided to go back to the lecture room. She stood for a moment outside the door, listening to her own voice. Then, very quietly, she opened the door. To her surprise, the room was empty. But then, as she looked around, she saw a number of small cassette recorders – all 'listening' to her lecture! "Well," she thought, "if I can be in two places at once, so can they!"

A. Find the words from the text which are similar in meaning to the following words.

- a. certainly b. earlier c. wonderful event d. vacant e. shock

B. Put the following statements in the correct order.

- a. She told them that her voice could be with them.
- b. Students were waiting for her lecture.
- c. Dr Allen was told to attend a meeting at 12.
- d. She recorded her lecture and went to the classroom at 11:55.
- e. She found no one listening to her voice.

C. Answer the following questions.

- a. Who was Jenny Anderson?
- b. What was Dr. Allen's idea not to cancel the lecture?
- c. What did Dr. Allen see when she returned to the lecture room?
- d. Was she angry?
- e. What is one of the miracles of modern science according to Dr. Allen?

3. Read the following text and answer the questions given below.

Bill Fuller, the postman, whistled cheerfully as he pushed his bicycle up the hill towards old Mrs. Dunley's house. His work for the day was almost finished: his bag, usually quite heavy when he set out on his round, was empty now except for the letter that he had to deliver to Mrs. Dunley. She lived over a mile from the village so that, when Bill had a letter for her, he always finished his day's work much later. He did not mind this, however, because she never failed to ask him for a cup of tea.

When Bill entered the gate of Mrs. Dunley's house, he was surprised not to find her working in her garden. She usually spent most afternoons there when the weather was fine. Bill went straight round to the back of the house, thinking that she might be in the kitchen. The door was locked and the curtains were drawn. Puzzled, he returned to the front of the house and knocked hard on the door. There was no answer. Bill thought that this was very strange he knew that Mrs. Dunley rarely left the house. Just then he noticed that her bottle of milk, which was delivered early in the morning, was still on the doorstep. This worried him.

If Mrs. Dunley had not taken in her milk, perhaps she had been ill. It was small, but he just managed to squeeze through. He went into the hall. There he almost fell over Mrs. Dunley who was lying at the foot of the stairs, unconsciously. Realizing that there was little he could do for her, Bill rushed out of the house, stopped a passing car and in order to take Mrs. Dunley to the City Hospital told the driver to telephone for an ambulance as soon as he got to the village.

A. Write "True" or 'False' against the following statements.

- a. Bill was riding his bicycle up the hill.
- b. Mrs. Dunley was generally fond of working in her garden.
- c. Bill went into the house through a small window.
- d. Bill had never failed to ask Mrs. Dunley for a cup of tea.
- e. Bill walked round the house until he found an open window.

B. Rearrange the following sentences in the correct order.

- a. Mrs. Dunley was found senseless.
- b. Mrs. Dunley was found now nowhere around the house.
- c. Bill took her out for treatment.
- d. Bill entered the house.
- e. Bill walked round the house until he found an open window.

C. Answer the following questions.

- a. Where did Mrs. Dunley live?

- b. Why was Bill surprised when he went into the main entrance?
- c. Who was Bill Fuller?
- d. How did Bill help Mrs. Dunley?
- e. What actually had happened there?

4. Read the story given below and do the exercises that follow.

For the fact, the school, the Burnell children went to was not at all the kind of place their parents would have chosen if there had been any choice. But there was none. It was the only school for miles. And the consequences was, all the children of the neighborhood, the Judge's little girls, the doctors' daughters, the store-keeper's children and the milkman's were forced to mix together. Not to speak of there being an equal to mix together. Not to speak of there being an equal number of rude, rough little boys as well. But the line had to be drawn somewhere. It was drawn at the Kelveys. Many of the children, including the Burnells, were not allowed even to speak to them. They walked past the Kelveys with their heads in the air, and as they set the fashion in all matters of behavior, the Kelveys were shunned by everybody. Even the teacher had a special voice for them and a special smile for the other children when Lil Kelveys came up to her desk with a bunch of dreadfully common-looking flowers.

They were the daughters of a spry, hardworking little washerwoman, who went from house to house by the day. This was awful enough. But where was Mr. Kelvey? Nobody knew for certain. But everybody said he was in prison. So they were the daughters of a washerwoman and a gaolbird. Very nice company for other people's children and they looked it. Why Mrs. Kelvey made them so conspicuous was hard to understand. The truth was they were dressed in 'bits' given to her by the people for whom she worked. Lil was a stout, plain child, with big freckles. And her little sister, our Else, was a tiny wishbone of child, with cropped hair and enormous solemn eyes - a little owl. Nobody had ever seen her smile; she scarcely even spoke. She went through life holding on to Lil, with a piece of Lil's skirt screwed up in her hand. Where Lil went, our Else followed. In the playground, on the road going to and from school, there was Lil marching in front and our Else holding on behind. Only when she wanted anything, or when she was out of breathe, our Else gave Lil a tug and Lil stopped and turned round. The Kelveys never failed to understand each other.

A. Write true and false against the following statements.

- a. The Burnell parents were happy to send their children to the local school.
- b. The Kelvey children were neglected to everybody at school.
- c. Everybody knew that Mr. Kelvey was in prison.
- d. Lil Kelvey was bossy.
- e. The Kelveys were unsuccessful to understand each other.

B. Fill in the gaps with appropriate words.

- a. The Burnell parents would not have chosen that school if there had been any_____.
- b. The Kelveys were_____ by everybody at school.
- c. It was hard to understand why Mrs. Kelvey made them so_____.
- d. Everybody said that Mr. Kelvey was a _____.
- e. Lil Kelvey led and Else Kelvey _____.

C. Answer the following questions.

- a. Why were the Burnell children forced to mix with the poor children?
- b. What was the dividing line between the children?
- c. Who were the Kelveys?
- d. How do you know that the Kelvey sister never failed to understand each other?
- e. What is the text about?

5. Read the following essay and do the exercises that follow.

Wildlife Conservation

Nowadays everybody is talking about wildlife conservation. Many animals are in danger of extinction and must be saved: this is the plea of the conservationist. You may be wondering what it means when a particular animal belongs to an endangered species. The conservationists will draw your attention to two dangers that threaten the wildlife of the world. Let's look at each of them

An animal may be said to be endangered when people begin to kill it indiscriminately. Elephants are killed for their ivory; alligators are killed for their skin; and several kinds of birds are killed for their feathers. If such killing is not checked, these animals may become extinct.

There is an even more serious threat to animals. When people cut down the trees of the forest, the animals living there lose their home. Trees are cut for fuel or for timber, and little by little the forest area diminishes. Sometimes large areas of forest are cleared to make way for a reservoir or a dam. The animals in the area are then pushed out of existence.

What does that matter? You may ask. We can do without many of these animals. The world will be safer without poisonous snakes and man-eating tigers. But if one animal species is removed from the earth, it is like removing one link from a chain. Wildlife is a vital part of our ecosystem. Nature maintains a delicate balance among the plants and animals of the world.

If we go on killing species of animals, we will be removing thread after thread from the complex tapestry of life until finally nothing will be left of life on earth.

A. Write true or false for the following statements.

- a. Alligators are killed for their ivory.
- b. There is serious threat to some animals.
- c. The world will be safer without poisonous snake.
- d. The plants and animals of the earth should be well balanced.
- e. The wildlife conservation is a serious concern at present.

B. Rewrite the best answer in your answer paper.

- a. An endangered species should be.... (diminished/saved/loved/neglected)
- b. Endangered animals will be extinct if (killing is checked/animals are saved/ killing is not checked/we stop killing)
- c. Animals can lose their home after the (deforestation/forestation/ conservation/all of them)
- d. The word "diminish" means_____ (become unsafe/become distinctive/ become smaller)
- e. The word "tapestry" means..... (a piece of cloth woven with a design/ the string of a tape recorder/story of the animal)

C. Answer the following questions.

- a. What are the two dangers for wildlife?
- b. Why are the elephants killed for?
- c. Why are forests being cut down?
- d. What happens when one animal species is removed from the earth?
- e. What is the urgent request of wildlife conservationists?

6. Read the following essay and do the exercises that follow.

Death Penalty

The death penalty is the most controversial penal practice in the modern world. Other harsh, physical forms of criminal punishment—referred to as corporal punishment—have generally been eliminated in modern times as uncivilized and unnecessary. In the majority of countries, contemporary methods of punishment—such as imprisonment or fines—no longer involve the infliction of physical pain. Although imprisonment and fines are universally recognized as necessary to the control of crime, the nations of the world are split on the issue of capital punishment. About 90 nations have abolished the death penalty and an almost equal number of nations retain it.

The general moral question of whether government has the right to punish wrongdoers by killing them has long plagued philosophers and theologians. Supporters of the death penalty often argue with those who oppose it about the implications of certain verses in scripture and about the general question of whether people give up their right to life when they commit murder. Similar moral arguments focus on whether it is ever legitimate to execute someone for a crime committed as a juvenile or to execute the mentally impaired. Many opponents argue, moreover, that it is senseless for government to kill to show that killing is wrong. These are critical issues, but in the modern debate about the death penalty in the United States, these issues may be beside the point. For no matter what one believes about the abstract question of whether capital punishment is appropriate, the concrete realities show conclusively that the death penalty as administered in the United States is inconsistent with any reasonable view of justice and morality. Examining actual death penalty cases provides insight into the harsh realities of the death penalty. The death penalty mistakenly condemns some innocent defendants, it is applied unequally on the basis of race, and it is arbitrary in the sense that it is secured almost exclusively against people who are very poor. When these facts are balanced against the purported values of capital punishment, it is clear that the inevitable defects of the system far outweigh any of its theoretical benefits.

A. State true or false against the following statements.

- a. A physical form of criminal punishment is referred to as corporal punishment.
- b. Death penalty no longer exists in the world.
- c. Criminals do not have right to survive.
- d. The nations of the world are split on the issue of capital punishment.
- e. Many opponents argue that killing is wrong.

B. Match the words with their meaning.

- | | |
|-----------------|------------------------|
| a. condemn | be more important than |
| b. arbitrary | all things considered |
| c. inconsistent | random |
| d. exclusively | express disapproval of |
| e. outweigh | not in agreement |

C. Answer the following questions.

- What is death penalty?
- Why is death penalty arbitrary?
- How can we develop insight about harsh realities of death penalty?
- What question has overwhelmed the philosophers and theologians?
- What are required to the control of crime?

7. Read the following essay and do the exercises that follow.

Pollution

Pollution is the fouling of the environment – land, water and air by waste, smoke, chemicals and other harmful substances. The most serious pollution occurs where there are large cities and many factories. Every industrial country faces the problem of waste. As factories produce new goods for people to buy, old ones are thrown out with the household rubbish. Burning this refuse pollutes the air, dumping it in rivers and seas pollute the water and rubbish tips are unpleasant sights and take up much needed space. Getting rid of plastics is particularly difficult. Wood and paper decay after some time through the action of bacteria. But plastics never decay. The more we throw away, the more litter is produced. The world's oceans have been used as 'dustbins' with millions of tons of rubbish being dumped into the seas every year harming marine life. If too much untreated sewage is poured into seas, lakes and rivers from sewers, the water can no longer dilute it. All the oxygen in the water is used up, and the fish die.

The bacteria which normally break down the sewage into harmless substances also die. Only harmful bacteria which do not need air remain, and cause disease. Smoke from factory chimneys and exhaust gases from motor vehicles pollute the air. Chemicals in the air combine with moisture to make acids which eat away stone and brick, and so damage buildings. Carbon monoxide gas and substances called hydrocarbons given out by the engines of cars, Lorries and buses can damage people's health. Ridding our world of pollution is an unimaginably big task.

A. Find similar meanings to the following words.

- | | | |
|----------------|-----------------|-----------------|
| a. contaminate | b. unbelievably | c. disagreeable |
| d. damaging | e. tire out | |

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

- Chemicals in the air combine with _____ to make acids.
- The world's oceans have been used as _____.

- c. Wood and paper decay after some time by _____.
- d. _____ gas and substances called hydrocarbons deteriorate people's health.
- e. _____ are the main sources of pollution.

C. Answer the following questions.

- a. What is pollution?
- b. Name three factors leading to pollution.
- c. The world's oceans have been used as 'dustbins' Elaborate.
- d. Why do fish die?
- e. Which substance is produced by the engines of cars, Lorries and buses?

8. Read the letter and answer the questions given below.

20th February

The Editor,
The Kathmandu Post,
Kathmandu, Nepal.

Dear Sir,

Motor car accidents are on the increase in our city these days. Every day one gets to read in the papers people being run over by cars or hit by motorcycles. They are either being killed or seriously injured. This is most depressing.

It was only yesterday I saw an old lady, trying to cross the road at Kalanki, very narrowly escape being run over by a speeding car. It must have been running at a speed of 60 kilometers per hour. Such reckless driving in the city is a hazard. It causes fatal accidents to pedestrians trying to cross the road.

Although there are speed limits, drivers do not seem to care and the traffic authorities are not strict in enforcing the regulation. What use is the rule if it is not enforced or followed?

I hope your newspaper will publish this letter and raise public awareness to the hazards of reckless driving. Everyone must work together to bring pressure on the traffic police and local authorities to check reckless driving and make roads safe for the people.

Yours sincerely,
XYZ

A. Give similar words to the following words.

- a. wounded b. miserable c. careless d. consciousness e. make known

B. Choose the correct alternatives and complete the following sentences.

- a. This is an example of _____. (a business letter/a personal letter/a letter to an editor of a newspaper)
- b. This letter has been written _____. (to encourage the driving speed/to lessen road accidents/to aware passers-by)
- c. A speeding car ran over _____ the previous day. (a girl/an old lady/a boy)
- d. Everyday there are cases of _____. (accidents/reckless driving/pedestrians' fighting)
- e. The authorities are to check _____. (road conditions/passengers/ reckless driving)

C. Answer the following questions.

- a. What causes road accidents in cities?
- b. Who are responsible for not being driven vehicles in a normal way?
- c. What example of the road accident is mentioned in the letter?
- d. When was the letter written and whom is it addressed to?
- e. What is the subject of the letter?

9. Read the letter given below and do the exercises that follow.

10th October

Dear Aunt,

I'm very unhappy because my father won't let me go on an outing with three other friends. They are going to a hillside bungalow which my friends' father has rented for a week. We were planning to go there after games practice on Friday, that is, after we had finished our badminton at about 11:30. We planned to spend the whole of Friday afternoon there, stay the night and then have the whole of Saturday there as well. I asked my father but he refused to let me go. What he objected to most was my spending the night there, he said I couldn't go there because I was too young to stay away from home for so long. I think he is being unreasonable. What could happen, anyway? He shouldn't worry because my friend's parents will be there too. It isn't as though we will be alone. I think my father is very unfair because when he wants me to do something then I'm big enough but when he objects to something then I'm too young. When I wanted to join the National Library he couldn't be bothered to take me. He said, "Can't you go on your own? You're big enough. You aren't a baby anymore." But when it came to things like this weekend away he says, "No, you're too young to stay away from home." Why is he so unfair? I feel so upset, what do you think I should do?

Love

Anil

A. Write the meanings of the following words/phrases.

- | | | |
|---------------------------|------------------|-------------|
| a. difficult to deal with | b. disagree with | c. troubled |
| d. an adequate amount of | e. sadden | |

B. Write T for true and F for false statements.

- a. Anil is too small to stay outside the house.
- b. Anil's father is unreasonable for Anil.
- c. Anil wants to force his father to allow him to stay outside.
- d. Anil asks his aunt to give him advice.
- e. Anil feels very upset.

C. Answer the following questions.

- a. Where does he want to go with his friends?
- b. To whom is he writing a letter?
- c. Who is unreasonable according to the boy?
- d. Why do you think Anil's father refused to let him stay at the bungalow?
- e. What do you think his reasons were?

10. Read the letter given below and do the exercises that follow.

20th November

Dear Joe,

Thank you for your letter. You have asked a lot of questions about my village. I'm not sure if I will be able to answer all of them but I'll try.

My village is on the bank of a river. It is a small village with nearly 50 families. The houses are made of mud and they are almost hidden by tall coconut trees. The thatched roofs of the houses are always covered with different kinds of creepers, such as gourds, which we eat as vegetables. There is a high school and a post office in the village. On the occasion of Dashain a big fair is held.

Our English teacher has told us about your country and culture. He says that you are much more developed than we are. You have trains, cars, computers, TVs and you don't plough the fields with bullocks. I have heard that computers can do anything. Is that true?

I have neither seen a train nor a computer. I have seen a bus though. There is no concrete road to my village, to reach the nearest market we have to walk for two and a half hours and it was there that I saw the bus. I wish I could have those things in my village.

However, I'm happy. We don't have pollution in our village. Our Social Studies teacher says that towns and cities such as Kathmandu are polluted with dirt and smoke. What does that mean? Here, in our village, everyone cooks and smoke comes out of the houses but we don't feel anything. Is it the same in your city- London, isn't it? Please write about your city and don't forget to tell me about how you plough your fields, OK?

I am fine here with my family. Sony, my little sister, says 'Namaste'.

Bye.

Suraj

A. Write opposite meanings to the following words.

- a. unable b. exposed c. same d. recall e. far away

B. Write T for true and F for false statements.

- a. Suraj writes this letter to Joe to thank him.
- b. Nepal is still underdeveloped, according to Suraj.
- c. Suraj knows about Joe's country and culture through Joe.
- d. Social studies teacher says Kathmandu is a polluted city.
- e. London is a developed city.

C. Answer the following questions.

- a. What questions does Suraj ask Joe?
- b. How do we know that Suraj's village is not a developed village?
- c. What signs of development are there in the village?
- d. What is the name of Joe's hometown?
- e. How does Suraj know that it is far more developed than his village?

11. Read the letter given below and do the exercises that follow.

10th December

Dear Mr. Shrestha,

I would like to take this opportunity to congratulate you on your recent appointment to the Chief Editor of The Himalayan Times. This is certainly an impressive accomplishment, of which I am sure your family, friends, and you are justifiably proud.

As the Chief of The Himalayan Times, it will be your responsibility to provide unbiased news stories and articles. As this is a new position at this daily paper, you have the opportunity to set the standard for future Chiefs to follow, and I am certain you will do a fine job. Your selection as the Editor in Chief shows that you are well on your way towards a bright future.

I congratulate you again on this honour, and wish you the best of luck in all of your future endeavors. I am sure you will continue to set a fine example for all to follow. As always, please do not hesitate to call upon me if I may be of assistance to you.

Sincerely,

Krystal Raj Bhandari

A. Write similar meaning of the following words/phrases.

- a. Impartial b. impressive c. respect d. liability e. very well

B. Find the opposite meanings of the following words/phrases.

- a. come to an end b. biased c. ancient d. doubtfully e. unsure

C. Answer the following questions.

- Who has sent this letter and to whom?
- What is the reason for sending this letter?
- Who has been congratulated?
- What's the name of the newspaper?
- What is Mr. Shrestha expected to do?

12. Read the following letter and do the exercises that follow.

5th March

My Dear Puspa,

Thank you so much for your letter which I received yesterday. But I am sorry to know that you are so unhappy at REED Home. I understand that you feel rather homesick, for it is the first time you have been away from home; and I, too, often feel the same as you, my child. You know, we can't always have what we want in life. If I were selfish, I would always keep you at home, for I don't like any of my children to be away; but then how would you ever get your education and grow to be a self-reliant person to manage your own life? Your father thinks that a few years at a boarding school is necessary for all boys, to make men of them; and he knows best.

So my dear boy, you must be brave and stick to your school. I am sure you will soon get to like it, as other boys do. Don't mind jokes boys play on you, and if you do, don't let them know you do. When they see you don't mind, they will soon get tired of teasing you. So cheer up! And be a brave boy.

With much love,

Yours loving Mother

Samikshaya

A. Complete the following sentences supplying appropriate word/phrase from the above letter:

- a. The mother is not selfish. That's why she kept her son away from ____ study.
- b. It seems that the other boys play _____ on Pritam.
- c. One must struggle to get good _____ as the boy is doing.
- d. Puspa is _____ of living at hostel.
- e. The mother suggested him to be a _____ boy.

B. Choose the right answer from the given alternatives.

- a. The word 'rather' is close in meaning with _____. (slightly/carefully/slowly)
- b. The opposite meaning of 'tired' is _____. (exhausted/sleepy/ energetic)
- c. 'Cheer up' does not mean _____. (make happier/brighten up/depress)
- d. _____ is the closet meaning of the word 'stick'. (continue/attach/push)
- e. The word 'brave' means _____. (courageous/timid/nervous)

C. Answer the following questions.

- a. Who wrote the letter to whom?
- b. Where is the boy studying at?
- c. Why is he feeling homesick?
- d. Why do parents want him to be?
- e. What suggestions does Samikshya give to her son?

13. Read the passage given below and do the exercises that follow.

Dogs have better sense of smell than we do because the physical structure of a dog is better adapted for scenting odors. In dogs this sense has remained keen, while in man it has become comparatively dull. Dogs use scent in feeding, detecting enemies, recognizing mates and offspring and in rivalry.

The chemical sense of smell is called chemoreception and the sense organs chemoreceptor. But there is little in the nose to provide clues about its mechanism and relatively little is known how smell works. There are no accessory structures in the nose, and the receptors and nerve fibers leading to the brain are so fine that they are difficult to study. The chemoreceptor of human beings, dogs and other mammals lie in a cleft in each nostril.

During quiet breathing the main flow of air by-passes the cleft. But when a mammal sniffs, air is drawn into the clefts and over about half a square inch of yellowish tissue in which are embedded several million chemoreceptor. They are long thin cells with hair-like crowns making a web lying on the surface of the tissue which is bathed in mucus. These are connected to a part of the brain called the olfactory bulb, the size of which is a fair indication of the keenness of the sense of smell.

The olfactory bulb of a dog is much larger than that of a man. The moist nose of a dog also aids his sense of smell.

Smells are immensely important to dogs as we see from the way they refuse to by-pass a scent without investigating it and very often, adding to it. They mark their home range and investigate passer-by. Their keen sense has been used by man as a help in hunting and tracking for many thousands of years.

A. Match the following words with their meanings.

- | | |
|---------------|------------------------|
| a. structure | sharp |
| b. odors | comparatively |
| c. keen | form |
| d. relatively | linked |
| e. mammals' | smells |
| f. connected | milk secreting animals |

B. Decide whether the following statements are true or false.

- a. Dogs smell with their nose like men do.
- b. Dogs are gifted for keen sense of smell.
- c. The olfactory bulb of a man is larger than that of a dog.
- d. Dogs live only by the sense of smell.
- e. The moist nose of a dog also aids his sense of smell.

C. Answer the following questions.

- a. Why do dogs have better sense of smell than we do?
- b. What do dogs use scent for?
- c. What are smelling sense organs in a dog?
- d. What do humans use the keen sense of the dog for?
- e. What is chemoreception?

14. Read the passage and answer the questions given below.

As with many insects, the glow-worm's life is divided into four distinct stages: the egg, the larva (equivalent to the caterpillar of a butterfly), the pupa and the adult. The glow-worm begins its life in the autumn as a pale yellow egg. The freshly laid egg is extremely fragile but within a day its surface has hardened into a shell. The egg usually takes about 35 days to hatch, but the exact time varies according to the temperature, from about 27 days in hot weather to more than 45 days in cold weather. By the time it is due to hatch, the glow-worm's light organ is fully developed, and its glow signals that the egg will soon hatch. After it has left the egg, the larva slowly grows from a few millimeters into the size and shape of the match stick. The larva stage is the only time the insect can feed. The larva devotes much of its life to feeding and building up its food reserves so that as an adult it will be able to concentrate all its efforts on the task of finding a mate and reproducing. Throughout its time as a larva, approximately 15 months, the glow-worm emits a bright light. The larva's light is much fainter than the adult female's but it can still be seen more than five meters away.

In the final stage of glow-worm's life, the larva encases itself in a pupil skin while it changes from the simple larva to the more complex adult fly. When the adult fly emerges from the pupa the male seeks a female with whom it can mate. After mating, the female lays about 120 eggs. The adult flies have no mouth parts, cannot eat and therefore only live a few days. When people talk of seeing a glow-worm they normally mean the brightly glowing adult female.

A. Match the following words with their meanings.

- | | |
|--------------|---|
| a. encase | to have sex to produce young |
| b. extremely | to cover or surround something completely |
| c. shell | to appear or become known |
| d. mate | to a very high degree |
| e. emerge | the hard outer part of eggs |

B. Write 'True' or 'False' against the following sentences.

- a. The time taken by the egg to hatch depends on temperature.
- b. The shape of fully grown larva is like a matchstick.
- c. The larva stage is the shortest stage.
- d. The adult glow-worm spends maximum time to eat.
- e. It takes 15 months time to form a larva.

C. Answer the following questions.

- a. Name the four stages of glow-worm's life.
- b. How many days does the glow-worm's egg take to hatch?
- c. Why can't adult glow-worm live longer?
- d. What happens in the final stage of glow-worm's life?
- e. Why do the adults flies live only a few days?

15. Read the passage and answer the questions given below.

Man's dependence on plants is indispensable. It is this dependence for food, shelter clothing that has led him to explore all possible ways to preserve plants from being lost to the ravages of natural or man-made calamities. Accordingly, man has used different methods to overcome these calamities. While doing so, scientists hit upon a technique whereby plants can not only be restored from being lost but can also be developed into a complete plant from a small plant part. This technique, called tissue culture, subsequently proved to be a boon for mankind. Basically, tissue culture is a technique by which small pieces of different parts of a plant body (called explants) are grown on a nutritional media under completely sterile conditions. These explants divide and gradually develop either into unorganized mass of cells called callus or after a few cell divisions differentiate to form full-fledged plants. The concept of tissue culture dates back to 1878, when a German Botanist Vochting said that from a small plant piece, a whole plant can be regenerated. Later, other scientists like Haberlandt in 1902 postulated that cultivation of artificial embryos can be possible depending on the nutritional media.

A. Find similar meanings to the following words.

- a. artificial b. travel around c. reliance d. fundamentally
- e. fortunate thing

B. Choose the best answer from the given alternatives.

- a. Man's dependence on plants is _____. (crucial/unnecessary/less important)
- b. Tissue culture has proved to be a _____. (boon/bane/none)
- c. The concept of tissue culture was brought by _____. (a German Botanist/Haberlandt/nutritional media)
- d. The unorganized mass of cells is called _____. (callus/cell divisions/tissue culture)
- e. The concept of tissue culture _____ back to 1878. (goes/relates/has no connection)

C. Answer the following questions.

- a. Why should we try to preserve plants?
- b. What is 'tissue culture'?
- c. Why is it considered a boon for mankind?
- d. How is cultivation of artificial embryos possible?
- e. Why is man's dependence on plants indispensable?

16. Read the following passage and answer the questions given below.

The drink of Asia for hundreds of years, tea, is believed to have been brought to Europe by the Dutch. Today, from the remotest corner of Ladakh to Buckingham Palace, tea is synonymous with cheer. It is rightly said that there will be no agreement on a perfect cup of tea. Though for tea drinkers the brew is addictive, the preferred method of preparation and taste differs from person to person and region to region. Today many varieties of tea and tea brands are available in the market. An innovation is the tea-bag that is easy, quick and less messy than traditional ways of brewing tea. Green tea is popular in China and the Far East. In Japan, the tea ceremony is a traditional way of greeting guests and is a social occasion. Unlike the tea we are familiar with, green tea is not drunk with sugar or milk.

It is an olive colored liquid served in porcelain cups. In Morocco, green tea is infused with freshly plucked mint. Some scientists believe tea prevents tooth decay because it is a rich source of fluoride. Tea is also a folk remedy for stomach upsets, flu and diarrhea. Research suggests that drinking tea reduces the risk of heart disease and cancer and lowers cholesterol levels in the blood. It is welcome thought for inveterate tea-drinkers.

A. Find opposite meanings to the following words.

- a. strange b. innovative c. different d. more e. slow

B. Put these sentences in correct order.

- a. Research suggests that drinking tea reduces the risk of heart disease.
- b. Green tea is popular in China and the Far East.
- c. Tea is believed to have been brought to Europe by the Dutch.
- d. Tea is synonymous with cheer.
- e. Tea is used as the remedy for stomach upsets, flu and diarrhea.

C. Answer the following questions.

- a. How is tea prepared in different parts of the world?
- b. What are its benefits?
- c. Trace the history of tea as given in the passage.
- d. What do some scientists believe?
- e. Where is the green tea popular?

17. Read the following passage carefully and answer the questions given below.

Palmistry, also chiromancy is an art of characterization and foretelling the future through the study of the palm. It was known among the Chaldeans, Assyrians, Egyptians, and Hebrews and was recognized by such philosophers as Plato and Aristotle. Widely accepted during the middle Ages, it was revived during the 19th century, especially in France. Since the turn of the century it has been regarded as a branch of fortune-telling.

Palmistry is chiefly concerned with the mounts of the palm, the lines on the mounts, and the lines interlacing the palm. The left hand supposedly reflects inbred and the right hand acquired characteristics. Each mount signifies a certain personality trait. The mount of Jupiter denotes honour and a happy disposition; of Saturn, prudence and therefore success; of Apollo, appreciation of beauty; of Mercury, scientific, industrial, and commercial interests; of Mars, courage; of the Moon, a dreamy disposition; and of Venus, an amorous nature. The four most important lines represent life, intelligence, the heart or sensation, and personal fortune. Other markings of the palm corroborate or modify by their positions the deductions made from the mounts and lines.

A. Find similar meanings to the following words/phrases.

- a. prediction b. rejuvenated c. positive reception in d. no doubt
e. consciousness

B. Find opposite meanings to the following words/phrases.

- a. carefree b. say the opposite to c. decrease
d. of no great concern e. undecided

C. Put the following sentences in the correct order.

- a. The four most important lines represent life, intelligence, the heart or sensation, and personal fortune.
b. Palmistry a branch of fortune-telling.
c. Palmistry is chiefly concerned with the mounts of the palm.
d. Palmistry is an art of characterization and foretelling the future.
e. The mount of Jupiter denotes honor and a happy disposition.

D. Answer the following questions.

- a. Define palmistry.
b. What is palmistry concerned with?
c. What characteristics are associated with our hands?
d. What do the four lines on the mounts of palm represent?
e. When and where did palmistry begin?

18. Read the newspaper article and answer the questions given below.

Legislation of Abortion

The government claims that legislation of abortion and the newly- launched Safe Delivery and Free Health Services Program have helped reduce the combined maternal mortality and morbidity ratio. In 2006, it stood as per 1,000 live, births, in 2009, the ratio came down to 229 per 1,000 live births, a significant improvement in material mortality rate in three years. The rate of progress makes it likely that Nepal will meet the Millennium Development Goal (MDG) of the Maternal Mortality Rate (MMR) of 134 per 1,000 live births by 2015.

The government has launched the National Free Health Service and Free Maternity Health Services Program. According to new provisions, the government funded health outlets across the country would provide necessary maternity services. For instance, the government-run Aama Safety Program will reimburse the transportation costs incurred by pregnant women during travel. These incentives have led to an increase in the number of pregnant women seeking health care services. But worryingly, many pregnant women continue to lose their life even after reaching health facilities. According to the Maternal Mortality and Morbidity Study, 80 percent of the pregnancy related deaths in health outlets are due to their late arrival and in critical conditions. The number of women dying during abortion has also doubled despite the legalization of abortion in the country in 2002- as even the clinically trained health care providers do not possess required expertise. Moreover, many women seek abortion late into their pregnancies, which can be fatal if the pregnancy exceeds 12 weeks, the safe and legal limit for abortion.

As such, many challenges lie on the path of providing women with quality maternity services. One such challenge is to ensure that enough health care providers such as doctors and nurses are available at rural health and sub-health posts. The health care personnel posted in a particular place should serve out their terms rather than being transferred midterm with the change in the government, as has been happening thus far. But more man power alone will not be enough. Infrastructure like beds and delivery equipments should also be in adequate supply for them to function effectively. Hence, a comprehensive approach to maternal health is the need of the hour.

A. Match the following words with their meanings.

- | | |
|-----------------------------|-----------------------------------|
| a. keep on | significant |
| b. threat | incentive |
| c. important | continue |
| d. effectively | challenge someone to do something |
| e. something that encourage | successfully |

B. State whether the following statements are true or false.

- It is impossible that present progress rate of maternal mortality will meet the MDG of the MMR.
- The government run Aama-Safety Program pays money for pregnant women for traveling cost.
- The safe and legal limit for abortion is more than 12 weeks.
- Not only manpower but also infrastructure can play effective role in maternal health.
- The health care personnel posted in a particular place should serve out their terms.

C. Answer the following questions.

- By what figure has maternal mortality in Nepal been improved in 2009 compared to 2006?
- Why has the number of women been dying doubled despite the legalization of abortion?
- What should be done for providing women with quality maternity services?
- What do National Free Health Service and Free Maternity Health Services Program provide?
- What are the problems behind providing women with quality maternity services?

19. Read the following newspaper article and answer the question given below.

Problem caused by Rubbish

We people love living in cities. Because of some facilities, the population is growing very fast. The number of people doesn't grow alone. Together with it the traffic and the dirt is grown too. Houses have been built in fertile lands leaving no open space to breathe.

We have to face serious problems because of the rubbish thrown everywhere in the city, we cannot walk around the city with our nose open; I would like to draw attention of the authorities through your popular newspaper.

The authority is so much negligent. It seems they don't have eyes to see and ears to hear the request of the people. They seem as if there is no problem. The dirt remains on the roadsides for weeks and sometimes more than that. The environment is full of stink. The street dogs are roaming out of control. They may pass on rabies to the people.

We wonder when the authority will take care of it. I think the municipality can do something for the remedy. I strongly request the authority that they should train the people to manage the rubbish. We can separate the waste material coming from the kitchen to make fertilizer. We can collect the plastic and metal pieces and sell them and we can set up recycle centers. We can setup biogas projects and replace LP gas.

We can very often read these kinds of views in the newspapers, but they remain only in the seminars and workshops. Please bring them into practice. It is too late to think over it. Our life depends on us. Let's think before it is too late to control. It is said, «A stitch in time saves nine.» Let's do something and show we are civilized.

A. Find opposite meaning to the following words/phrases.

- a. attentive b. wild c. pleasant smell d. unite, join e. unpopular

B. State whether the following statements are true or false.

- a. With the population growth the traffic and the dirt also grows in cities.
b. The street dogs are also very well behaved in cities.
c. We can setup biogas projects and replace LP gas.
d. Our life depends on our own conducts.
e. Pollution problem is one of the least raised problems in cities.

C. Answer the following questions.

- a. Why is population in cities growing day by day?
b. What are the problems caused by the unmanaged rubbish?
c. What is the responsible factor for pollution in cities?
d. What is the solution to the problem mentioned in the text?
e. What does "A stitch in time saves nine" suggest?

20. Read the following weather report and answer the question given below.

Weather Forecast

Good evening. It's 7:15. Here's the weather forecast for the next 24 hours. Heavy rain is expected in the eastern region of the country. It will be cloudy all day there with plenty of rain. In the central region it will be quite hot with long spells of sunshine, whereas, in the west, it will again be cloudy, with showers at times. Moving to the mid-west and far west it will be mostly sunny and very hot. In the western hills it will be dry and windy. The maximum and minimum temperatures recorded at the five regions yesterday were:

Dhankuta: maximum temperature 28.2 degree Celsius, minimum 21.5 degree Celsius and, rainfall, 15.8 millimeters.

Kathmandu: maximum temperature 30 degree Celsius, minimum 19.3 degree Celsius with 1.8 millimeters of rainfall.

Pokhara: maximum temperature 31.1 and minimum 22.3 degree Celsius, with 1.8 millimeters of rainfall.

Birendranagar: maximum temperature 31.7 degree Celsius, minimum 23.3 degree Celsius with 6 millimeters of rainfall and

Dipayal: maximum temperature 36.8 degree Celsius, minimum 24.2 degree Celsius with 3 millimeters of rainfall.

That's all for today.

A. Find similar meanings to the following words/phrases.

- a. copiousness abundance b. to a certain extent c. predict, foresee
d. magic charms e. light rainfall

B. Match the following information with their meaning.

- a. Dhankuta 3 millimeters of rainfall
b. Kathmandu 6 millimeters of rainfall
c. Pokhara 19.3 degree Celsius
d. Birendranagar 15.8 millimeters of rainfall
e. Dipayal 1.8 millimeters of rainfall

C. Answer the following questions.

- a. What is the text about?
b. What will be the climate of the eastern region like?
c. Which of the region has the maximum temperatures among all?
d. Which of the region has the minimum rainfall among all?
e. Describe the likely climate of central development region.

21. Read the following movie review and answer the questions that follow.

Title of the Movie: Hatchi: A dog's tale

Director: Lasse Hallstrom

Executive Producers: Jim Seibel, Paul Mason

Starring: Richard Gere, Sarah Roemer and Joan Allen, Cary Hiroyuki Tagawa, Erick Avari, Jason Alexander, Davenia Mc Fadden, Robbic Collier

Author: Davor Blazeovic

Editor: Kristina Boden

Language: English

Duration: 93 Minutes



Unprecedented loyalty in a story of age-old friendship

Hatchi is a movie based on the true story about a dog in Japan, Hachiko, who would wait at the train station every day for his owner to arrive even after the owner passed away. The movie depicts a special bond between a dog and a professor whom he met when it was a little puppy.

The real Hachiko was born in Odate Japan in 1923. When his master, Dr. Elsaburo Ueno, a professor of Tokyo University died in May, 1925, Hatchi returned to Shibuya train station the next day and for the next nine years to wait for his master. Unlike other Japanese remakes, this movie actually gives credit to the original story so that you don't get the sense that Hollywood wants to call it its own. All actors/ actresses in the movie do a superb job in making you feel as if you were a part of the community embracing the dog. "Love and Loyalty" succinctly sums up the film. The love is so simple, so pure and the loyalty is so unfailing and so steadfast that it would melt any steel heart.

It is a film without explosions, computer graphics, and violence rather it is a family film with a message. Adults will relate to the story of life-long friendship and loyalty. Children will love the "dog story", a tender story with huge box office potential. The possible "sleeper hit" of the holidays. Pet lovers everywhere will relate to this film and will leave theaters in tears. It is a weepy, wonderful film about the bond that develops between one man and a dog after a chance meeting at a train station. Hachiko, the Akita dog, has set the Yardstick of loyalty under which all loyalty among human beings is to be measured. Loyalty that is truly monumental. Loyalty is to be surpassed only by God Himself.

It is a must-watch film, especially for all dog lovers. It is highly recommended for all families and people of all ages.

A. Find similar meaning to the following words/phrases.

- a. unparalleled b. faithfulness c. in a few words d. unwavering e. exceeded

B. Put the following sentences in correct order.

- It is a weepy, wonderful film.
- The love is so simple and unfailing.
- Hachi is a movie based on the true story about a dog in Japan, Hachiko.
- Loyalty is to be surpassed only by God Himself.
- The "dog story" is a tender story with huge box office potential.

C. Answer the following questions.

- Who is the director of the movie?
- What does the story of the movie depict?
- Who was the real Hachiko and when was he born?
- What is the theme of the movie?
- Why does the movie melt any steel heart?

22. Read the following book review and answer the questions that follow.

Title of the Book: Contemporary Society

Publisher: Nepal Foundation for Advanced Studies and Friedreich Ebert Stiftung

Editors: Ananda Prasad Shrestha, Dev Raj Dahal, Devi Prasad Gautam

Pages: 142

What developments the contemporary Nepalese society has witnessed and experienced over the years? If anybody wants to know the answer to this question, reading a new book, which is the product of joint efforts of various authors, could be informative. From definition of democracy to introduction of social system and civic education to general elections and decentralization, the book briefly explains all the development dimensions.

Written as a part of the course study for the higher secondary education, the book contains articles on many issues explaining various phases of development.

Contributed by journalists, sociologists, political scientists and economists, the subject matter of the book is varied and deep. The book also highlights the different parliamentary elections held in Nepal. Political parties, civic society and role of NGOs and their contribution to society are other informative parts of the book.

The concept of sustainable development and environment and the process how priority has changed are other important aspects of the book.

Although the book is written keeping the higher secondary schools' students in mind, it can be useful for the people of different walks of life.

Divided into 12 chapters, it deals with historic as well as contemporary development of Nepalese society limiting the idea just to the level of higher secondary school. Different paradigms of political, social and human rights are also well explained.

Journalist Dhruba Hari Adhikary, scholars Dr. Krishna Bahadur Bhattachan, Shiva Raj Dahal, Ananda Prasad Shrestha, Yesokanit Bhattachan, Dr. Devi Prasad Gautam and Dev Raj Dahal have contributed their articles in the book.

A. Match the following words with their meanings given below.

- | | |
|-----------------|--------------|
| a. issues | up to date |
| b. sustainable | educational |
| c. informative | model |
| d. contemporary | long lasting |
| e. paradigm | concerns |

B. State whether the following statements are true or false.

- The book contains articles on many issues explaining various phases of development.
- Different paradigms of cultural and religious situation are also well explained.
- The book is written keeping the secondary school's students in mind.
- The book has 10 chapters.
- Nepal Foundation for Advanced Studies and Friedreich Ebert Stiftung are the author of the book

C. Answer the following questions.

- Who is the publisher of the book?
- What does the book contain?
- Who are the contributors of deep and varied subject matters?
- For which level of students does the book target?
- What does the book explain?

LISTENING

Listening is regarded to be the primary skill in language learning. Our present Secondary English curriculum has given emphasis on listening skill as well. The textbook has included some listening texts and exercises related to them. According to the SEE specification grid, a listening test of 10 marks is given to the students. In this unit, I have included some model sets as well as some practice questions along with their tape scripts.

Objectives

- Listen to spoken text, understand the gist and retrieve specific information from it
- Record in note or make summary from the main points of spoken messages
- Respond appropriately to spoken directions or instructions

Tips for listening test

- Students are instructed in detail how listening test is conducted (first three minutes).
- The audio is played for three times. First they will listen and do the first question, second they will listen and do the second question and the third time they will listen and check their answers.
- Questions are distributed to students and they have to write their names, symbol numbers, etc. on the answer sheets and go through the questions. They are given **five minutes** to write their names and read the questions.
- The audio is played for the first time. Students are given **five minutes** to answer the first question.
- The audio is played for the second time. Students have to answer the second question in **five minutes**.
- The audio is played for the third time and students have to check their answers in **one minute**.

Types of questions

1. Multiple choice with answers or pictures
2. Fill in the blanks
3. Ordering
4. Matching

Short answer questions (Items should be prepared in such a way that the answers can be given in not more than 4 words and it should be stated in the instruction with an example.)

Materials

Sound Files

Interviews, conversations, short discussions/talks, adverts/commercials, reports, announcements, news, detailed directions, stories, operating instructions, messages, weather forecast, personal profiles, short narratives, recorded or broadcast audio material

Note: The sound files should be authentic and clearly articulated with average speed of delivery.

Number of Sound Files

Three sound files carrying 4, 4, and 2 marks respectively will be used and the last sound file will be used to test sounds, stress and intonation.

Length of the Sound File

Maximum three minutes

Total Number of Test Items: 10

Weighting per Item: 1

For the students with speech and hearing difficulties any two of the following types of question can be asked each containing five marks:

1. Paragraph writing
2. Picture describing
3. Dialogue writing
4. Developing a story from the given outlines

For students with visual difficulties, listening questions designed for all students will be provided.

Model Questions on Listening Test

Full Marks: 8

Listening Test Paper

| | |
|---------------|-----------------------|
| Name: | |
| Symbol No.: | |
| School Name.: | |
| District: | |
| | Monitor's Sign |

| For marker's use only | |
|-----------------------|----------------|
| Question | Marks |
| 1. | |
| 2. | |
| 3. | |
| Total | |
| | Monitor's Sign |

Model Questions

(Listening)

Subject: English

Maximum Marks: 10

Time: About 20 minutes

Grade: X

Task 1

You are going to hear pre-boarding announcement made at the airport. First you will have one minute to study the tasks below. Then you will hear the announcement twice with a gap of 30 seconds between the plays. While listening, fill in the blank spaces with appropriate words/phrases from the audio. After the second listening, you will have 30 seconds to check your answers. There is an example at the beginning. **4x1 = 4**

Example: The announcement is for flight 89B.

- a. This boarding announcement is for the passengers who are going to.....
- b. Passengers and those who require special assistance are invited.
- c. Passengers are requested to make their and identification ready.
- d. Regular boarding will start in about minutes.

Script of the sound file:

Pre-boarding announcement

Good afternoon passengers. This is the pre-boarding announcement for flight 89B to Rome. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes time. Thank you.

Link for the audio:

<https://www.englishclub.com/english-for-work/airline-announcements.htm>
Conversation 1

Task 2

You are going to hear a conversation between a receptionist and a customer who is making a hotel reservation. First you will have one minute to study the tasks below. Then you will hear the conversation twice with a gap of 30 seconds between the plays. While listening, complete the table below with maximum four words from the audio. After the second

listening, you will have 30 seconds to check your answers. There is an example at the beginning. 4x1 = 4

| Name of the caller: | | John Sandals |
|---------------------|--|--------------|
| a. | Name of the receptionist: | |
| b. | The caller plans to live in the hotel: | |
| c. | The price of the hotel per night: | |
| d. | The area code: | |

Script of the audio file

A: Hi there, I want to reserve a hotel room.

B: No problem at all. Could I have your full name, please?

A: Sure, John Sandals.

B: Hi, Mr. Sandals. I'm Michelle, at your service. When do you need the room?

A: My plans are to be there April 14th to the 17th.

B: We have new room rates, sir. Will that be acceptable to you?

A: It depends on the price, of course. What is it?

B: It's \$308 a night.

A: I have no problem with that.

B: Great! Would you prefer smoking or nonsmoking?

A: Definitely nonsmoking. I can't handle that smell.

B: Nonsmoking. Now, is a queen-size bed okay?

A: No problem.

B: Great, Mr. Sandals. Your reservation is confirmed. Now all I need is your phone number.

A: Of course! It's area code 626-555-1739.

B: Thank you so much, Mr. Sandals. We look forward to seeing you!

Link for the audio:

<http://www.eslfast.com/robot/topics/hotel/hotel01.htm>

Conversation 2

Task 3

You are going to hear a few sentences. Listen to the audio or your teacher and write the intonation pattern of the sentences you hear. There is an example at the beginning. $0.5 \times 4 = 2$

| Sentence | Intonation Pattern |
|----------------|--------------------|
| Example | Falling |
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Sentences

Example: Write your name here. (Falling)

- | | |
|-------------------------------|------------------------------------|
| a. Nice to meet you. | b. May I borrow your English book? |
| c. Do you like tea or coffee? | d. Where are you going? |

(Source: CDC, Sanothimi, Bhaktapur)

SPEAKING

The main purpose of language teaching is to enable students to use the language in day to day communication. In our context, students hesitate to speak in English even though they can produce a variety of written texts and possess a good knowledge of the language. As such, the present English curriculum has emphasized the spoken skill as well so that students will be able to speak fluently and accurately in a variety of authentic situations. In SEE examination as well, a speaking test is given to the students that covers 15 marks. In this unit, I have included some model as well as practice questions based on SEE grid and also some useful tips for the students.

Purpose

To find whether the students have obtained the learning outcomes of speaking mentioned in the curriculum.

Speaking constructs

The speaking test should test the following speaking constructs

- | | | |
|--|---------------------------|-----------------------|
| 1. Pronunciation | 2. Stress and intonation | 3. Fluency Accuracy |
| 2. Appropriacy | 3. Clarity of expressions | 4. Language functions |
| 5. Use of discourse markers and the features of connected speech | | |

(Each test item should aim to test all the above mentioned constructs in totality.)

Tips for Speaking Test

- Greet the monitor (e.g. Good morning/Good afternoon, Sir / Madam) so that you can present yourself naturally and politely.
- Ask the monitor for permission before taking your seat with ease. (e.g. May I sit down Sir/ Madam?)
- Give your admission card to the monitor so that she/he can note down your symbol number and name on the scoring sheet. (e. g. Here is my admission card, please.)
- The speaking test carries 15 marks and there will be altogether 4 questions. Each one is described below:

Types of test items

Each student at the beginning of speaking test should be asked some very general questions to make the students feel comfortable. The following types of test items will be used to assess the speaking skill:

1. General interview (3 marks) (Ask any three questions on personal/ common/familiar topics.)

The monitor may start the conversation asking various ordinary questions related to you such as your name, about your study, exams, family background, etc. This will be your first question and it carries 3 marks. You will be asked more than three questions as well but don't hesitate to speak. You will be asked very simple questions.

2. Describing pictures, charts, maps, tables, etc. OR, narrating a sequence of events (4 marks)

(Ask any one question where students are required to speak at least 8 sentences.) Your second question will be related to describing. This carries 4 marks. You will be asked to describe pictures, charts, maps, tables, etc. or you will be asked to narrate a sequence of events. While narrating the sequence of events use the past tense. In describing others, use appropriate structures. For example if you are asked to describe the objects in pictures, your first sentence will be: This is a/an (the object in the picture) and your second sentence will be: This is used for (purpose). If you are asked to describe the

objects in the pictures, you will be given four pictures and try to speak at least 8 sentences.

3. Cued situation (4 marks)

(Give students at least two cued situation so that they will speak at least two sentences each using appropriate language functions/structures.)

Your third question will be based on the cued situation. It carries 4 marks. Your monitor will give you at least two cued situations like; what would you do if you were the prime minister? In such situation, try to use the correct structures and functions as well. For example, if you are asked the question like: if you have lost your pen, how will you ask with your friend?, your answer should be the request like: Could you please give me your pen? I've lost it.

4. Speaking on a given topic (4 marks)

(Give a topic to the students, give them some time to think, and ask them to speak on the same.)

This is the last question in your speaking test. You will be given a topic to speak on. It carries 4 questions. When you are given a topic, you will be given 1 minute to think. Think for some time. Make a tentative plan in your mind and speak using the simple language.

- Request the monitor for another set if you do not feel comfortable with the given set.
- Do not answer the questions in haste. The monitor will allow you some time (15/20 seconds) to respond to each question. Tenses and sentence structures should be as per the monitor asks.
- Say, thank you, bye / good bye, sir/ madam before leaving the exam hall.

Instruction

The instruction should be short and clear.

Time: 10 to 15 minutes per students

Some more notes on speaking skills

- **Practise listening and speaking** outside the classroom as much as possible.
- **Listen to the radio**, especially newscasts as they often repeat stories. This review can improve your comprehension and increase your vocabulary. Watch as how on TV, for example, a talk show, a children's show for easy English, a documentary, or a soap opera.
- **Watch TV** or a video with your family or friends and then talk about it.
- **Talk** to your friends in English.
- **Practise pronunciation.** Pronunciation is important. English is a stress-based language. We indicate important information to the listener through stress.
- Practice **stress and linking** to help you develop speaking and listening skills.

Sample speaking test items

1. General interview

Some sample questions for this part of speaking test are:

- | | |
|---|--------------------------------------|
| a. What's your name? | b. Where do you live? |
| c. How was your examination? | d. Who do you live with? |
| e. Tell me about your family. | f. How was your written examination? |
| g. Do you like English? Why? | h. What do you do in your free time? |
| i. Who do you love more: father or mother? Why? | |

(You will be asked at least three questions like the above)

2. Describing pictures, charts, maps, tables etc. or narrating a sequence of events

3. Look at the pictures and describe them what's happening there. Use the past or present tense:



3. Cued situation (4 marks)

Examples:

- How would you ask for a pencil with your friend if you lost yours?
- You are feeling cold inside a room. How do you ask your mother to close the door?
- What would you do if you were the prime minister of Nepal?
- How do you respond when someone says 'thank you' to you?

(You will be asked four different questions and you will need to answer using the correct structures and functions)

4. Speaking on a given topic (4 marks)

(Give a topic to the students, give them some time to think, and ask them to speak on the same.)

Some Practice Questions

Please think about the topic "Student life" for a while. You will have maximum two minutes time to think about it. Now speak on the same topic.

Some topics for further practice

- | | |
|--------------------------------|-----------------------------------|
| 1. Friendship | 2. Climate change |
| 3. The English language | 4. Sex education in schools |
| 5. Benefits of open learning | 6. Importance of higher education |
| 7. Qualities of a good student | 8. Environmental pollution |
| 9. Computers for learning | 10. Village life |

FOR FACILITATORS: The questions given above covers the samples of speaking test asked in the SEE examination. Do TEACH ALL THE SPEAKING EXERCISES FROM THE TEXTBOOK IN THE CONTACT SESSIONS.

Model Question Speaking

**Subject: English
Grade X**

Maximum Mark: 15

Time: About 15 Minutes per student

Note: Study the sheet carefully before you start speaking to your test-monitor.

General icebreaker questions to make the students feel comfortable. (Not used for marking)

Task 1

General interview questions on personal/ familiar/ common topics.

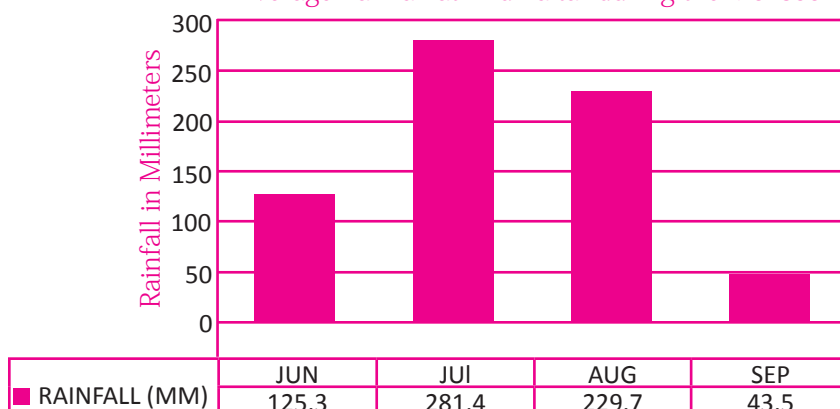
3x1=3

1. Could you tell me about family?
2. Why did you choose to study in this school?
3. What do you like doing when you have free time?

Task 2

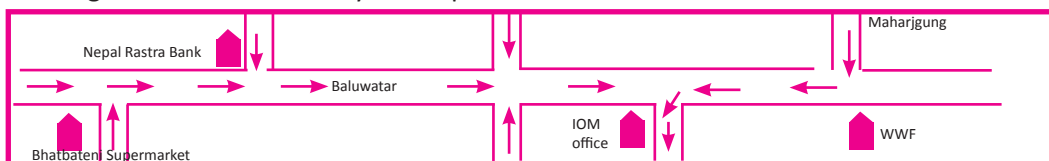
Here is a chart showing average rainfall during the months of Monsoon at Khumaltar of Lalitpur. Study the information and interpret the chart. Use at least 8 sentences. 8x0.5=4

Average Rainfall at Khumaltar during the Monsoon



Task 3

- a. Suppose one of your friends says that s/he is suffering from cold and asks you some advice. What would you suggest him/her to do? Use at least two sentences. 2x1=2
- b. You are helping someone to get to IOM office from Bhatbhateni Super Market. Study the map and speak at least two correct sentences so that the person gets to the office with your help.



Task 4

Choose one of the topics below and speak at least 8 sentences on it. You have 1 minute time to think before you start speaking. 8x0.5=4

- a. Games and sports
- b. Living in a village
- c. Earthquake

Source: CDC, Sanothimi, Bhaktapur

Pratice Questions

1. Interview questions

- a. What's your name?
- b. Where are you from?
- c. Which district and zone is your village/town in?
- d. How much mark do you expect to get in English?

- e. What subject have you thought to read after SEE?
- f. How did you come to the examination hall this morning?
- g. How many members are there in your family?
- h. What are the vowel letters of English alphabet?
- i. What is your aim in life? Why?
- j. Do you help your parents when you are free? How?
- k. What is your favorite food? Why?
- l. Which is the highest mountain in the world? What is its height?
- m. Tell me the name of 2 national luminaries of Nepal.
- n. What four suggestions would you like to give the people who support the 'Dowry System'?
- o. Think and say any four things we mustn't do in the classroom.
- p. Tell me any four rules and regulations that you should follow at your home
- q. What will you do in coming winter vacation? Say any four things.
- r. Tell me the way of preparing nice tea. Describe it at least in four sentences.
- s. What would you do if you were the Home Minister of Nepal at present?
- t. What would you do if you found a purse on the way to school?

2. Work in a pair. Study the following situations, and play the role of the people in the conversations below.

Situation one: Two strangers are sitting next to each other on a bus.

Boy: Excuse me, I'm feeling cold. Is it OK if I close the window?

Girl: Fine with me. I'm cold too.

Boy: Thanks.

Situation two: Kapil has just finished signing a paper. Anupam needs to borrow a pen.

Anupam: Excuse me, could I borrow your pen?

Kapil: Yes, certainly you can.

Situation three: Furba is driving Ajit back to his house. He's going to stay in his house for a while. Therefore, he wants to park his car.

Furba: Is it all right if I park inside your compound?

Ajit: It's OK if there is a room.

Situation four: Tilak and Nabin are staying in a hotel. Nabin has to call his mother but he has left his cell phone at his house.

Nabin: Is it OK if I use your cell phone?

Tilak: I'm afraid you can't. My battery is dead.

3. Have similar conversations in the following situations.

a. take a photograph: yes

b. pat your beautiful cat: no



c. take a leave for two days: yes



d. go to the movie: yes



e. open the window: yes



4. Go through the following statements, and present your view 'for' or 'against' them in a single sentence.

- Zoos should be abolished.
- All museums should be free to the public.
- Renewable forms of energy should be subsidized by the government.
- Weapon proliferation increases the possibility of war.

5. Anjana went missing on an island two years ago. Now, she has been rescued and taken home. A news reporter is interviewing her to know or make known to the public how she spent the days there to broadcast on television. Work in a pair. Play the role of an interviewer and interviewee.

Key words: survive, eat, drink, wear, spend, night/day

6. Look at the pictures. You and your partner take it in turns to tell what they mean.



7. Read the contexts and the conversations below and have similar conversation using the clues given below.

Context one: Prakriti is searching for her cell phone.

Prakriti: Hello Bikeshan, I think I left my cell phone in my room. Have you seen it? Bikeshan: No, but I'll look for it. If I find it, I'll call you.

Context two: Riya forgets to take her medicine.

Riya: Hello Doctor, I forgot to take my medicine. What can I do now?

Doctor: Don't worry. If you forget to take your medicine, inform the nurse about it.

- not feeling well/go to hospital
- want to do better in the exam/practise a lot
- learn guitar/take music class
- cook meat/use cooking recipe
- visit unknown places/use map

8. Work in a pair. Student A asks a question, and student B replies.

Example: what/if boil water

A: What happens if you boil water?

B: If you boil water, it changes into steam.

- | | |
|---|--------------------------------------|
| a. what/if eat too much | b. what/if don't study sincerely |
| c. what/if ride a bike at 140 km/hr | d. what/if freeze water |
| e. what/if cross busy road on red light | a. what/if political leader? |
| b. what/if the Prime Minister? | c. what/if the president of America? |
| d. what/if lost in the desert? | |

9. Look at the pictures below. Have you ever done or seen the following things? Make sentences as given in the example for each of the pictures using the given clues. Then have conversations in a group as in the example:

Example: sold car/bought a cycle/cheap/financial problem/eco-friendly/money

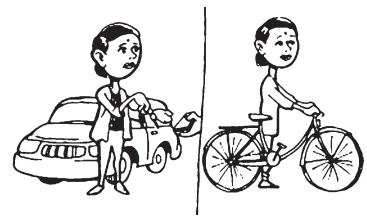
A: Why did she sell her car and buy a bicycle?

B: She sold her car and bought a cycle because fuel has become so expensive.

C: It is because of her financial problem.

D: She sold her car and bought a bicycle so that she could be eco-friendly.

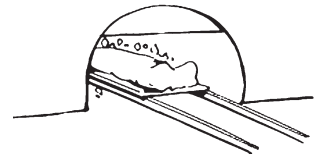
E: She did it in order to get money.



- a. left school/started working/lost parents/earn money/basic needs/ feed younger sister



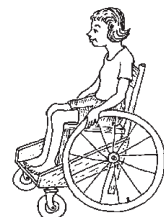
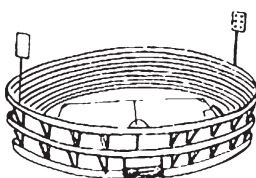
- b. dead body cremated/electric machine/eco-friendly/easy/cheap/ time saving



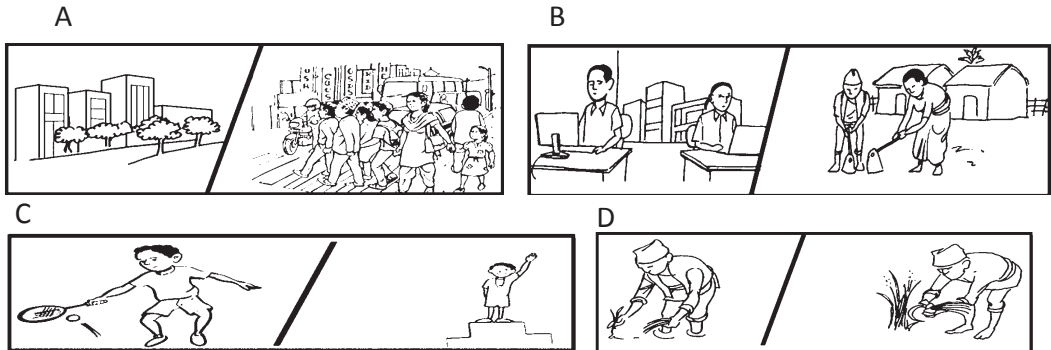
- c. joined martial art class/hobby/fit and strong/self defense/confidence



10. Describe the following pictures.



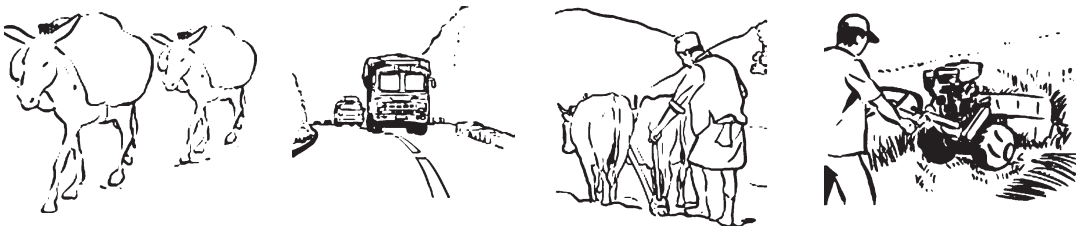
11. Look at the pairs of pictures which describe different events and situations. Describe each pairs using who, whose, whom, that, which, etc. Say at least three sentences for each of them.



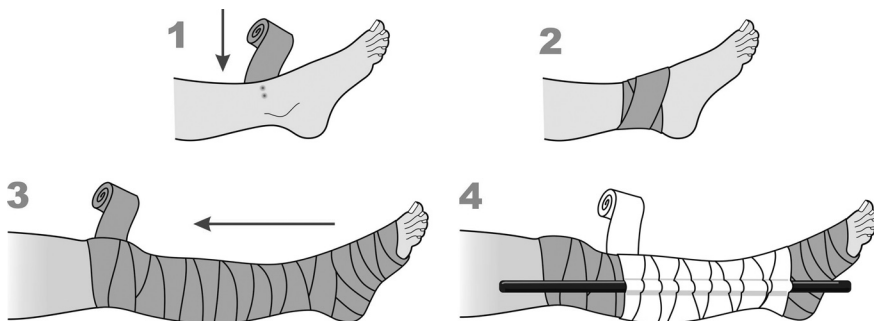
12. The pictures below show some of the practices in different cultures. Do you practise them in your culture? Discuss with your friends.



13. Look at the following sets of pictures, and describe how life has been easier today as compared to the past.



14. Look at the pictures below, and discuss the stages of providing first aid for snake bite.



SYNONYMS

| | |
|-------------|-------------|
| alive | lively |
| allocate | distribute |
| allow | permit |
| ameliorate | improve |
| amount | quantity |
| annul | cancel |
| appease | pacify |
| ask | inquire |
| assembly | gathering |
| assent | agree |
| attire | dress |
| avarice | greed |
| brook | tolerate |
| bucolic | rustic |
| build | construct |
| busy | active |
| buy | purchase |
| calamity | disaster |
| conversant | familiar |
| converse | opposite |
| copy | imitate |
| cordial | friendly |
| correct | accurate |
| courtesan | prostitute |
| covert | secret |
| crave | desire |
| culvert | drain |
| cunning | sly |
| cure | remedy |
| delude | deceive |
| demeanor | behaviour |
| demise | death |
| gather | collect |
| gay | cheerful |
| give | donate |
| interesting | fascinating |

| | |
|------------|-------------|
| demobilize | disband |
| demoralize | dishearten |
| denigrate | defame |
| denounce | condemn |
| depart | leave |
| deplete | exhaust |
| deride | ridicule |
| desecrate | profane |
| desiccate | dehydrate |
| despot | tyrant |
| destitute | poor |
| detain | confine |
| feign | pretend |
| fertile | fruitful |
| fidelity | loyalty |
| fierce | ferocious |
| fight | battle |
| filch | steal |
| find | discover |
| first | initial |
| fiscal | monetary |
| float | drift |
| foible | weak |
| force | compel |
| forerunner | predecessor |
| foretell | predict |
| free | release |
| friend | companion |
| funny | amusing |
| gain | profit |
| gargantuan | large |
| garrulous | talkative |
| general | common |
| ghastly | horrible |
| intrepid | fearless |
| intricate | complex |

| | |
|------------|------------|
| intrigue | plot |
| intrinsic | inherent |
| inundate | flood |
| involve | implicate |
| irate | angry |
| irrational | illogical |
| jeer | mock |
| jest | joke |
| jocular | humorous |
| join | connect |
| jostle | push |
| judicious | prudent |
| jump | leap |
| just | fair |
| kudos | acclaim |
| lazy | indolent |
| least | minimum |
| leery | cautious |
| loquacious | talkative |
| lost | misplaced |
| loving | fond |
| loyal | true |
| lucrative | profitable |
| ludicrous | absurd |
| luminous | bright |
| lure | entice |
| pull | drag |
| purloin | steal |
| push | thrust |
| queue | line |
| quick | rapid |
| queach | thicket |
| quiet | peaceful |
| quill | feather |
| quip | joke |
| rare | scarce |

| | |
|------------|----------------|
| luster | shine |
| luxuriant | lush |
| middle | center |
| misshapen | deformed |
| moral | ethical |
| morsel | piece |
| mundane | ordinary |
| nepotism | favoritism |
| new | unused, modern |
| noisy | rowdy |
| noted | well-known |
| omnipotent | all-powerful |
| omniscient | all-knowing |
| oppress | persecute |
| opulence | wealth |
| oral | verbal |
| orator | speaker |
| origin | beginning |
| outset | beginning |
| outside | exterior |
| ovation | applause |
| pertinent | relevant |
| pick | choose |
| placate | appease |
| plentiful | abundant |
| policeman | constable |
| polite | courteous |
| poor | destitute |
| port | harbor |
| portion | piece |
| praise | compliment |
| prank | joke |
| pretty | beautiful |
| protect | guard |
| rarely | seldom |
| rash | hasty |

| | |
|------------|--------------|
| read | peruse |
| ready | alert |
| real | genuine |
| reap | harvest |
| rebuke | reprimand |
| receptacle | container |
| reckless | rash |
| revenue | income |
| rich | wealthy |
| rift | split |
| riot | revolt |
| roam | wander |
| robust | vigorous |
| rostrum | podium |
| rough | coarse |
| round | circular |
| rude | impolite |
| rue | regret |
| rule | govern |
| ruse | trick |
| rustic | rural |
| serene | peaceful |
| sham | pretense |
| usually | generally |
| utter | complete |
| vacant | empty |
| vacillate | waver |
| vain | unsuccessful |
| valiant | brave |
| vendetta | feud |
| vulgarity | obscenity |
| vulnerable | susceptible |
| watch | look |
| weak | feeble |
| wet | damp |

| | |
|-------------|-------------------|
| sheen | beautiful |
| short | brief |
| shorten | abbreviate |
| show | exhibit |
| shun | avoid |
| siege | blockage |
| silent | quiet |
| silly | foolish |
| simple | easy |
| snub | ignore |
| sovereign | monarch |
| specimen | sample |
| style | fashion |
| subdue | suppress |
| succulent | juicy |
| superb | excellent |
| surmount | overcome |
| surprise | astonishment |
| surrender | yield |
| surround | encircle |
| susceptible | vulnerable |
| sustenance | food |
| swamp | marsh |
| thrive | prosper |
| titular | figurehead |
| toil | labor |
| top | summit |
| trail | path |
| tranquelize | calm, anesthetize |
| tyrannical | dictatorial |
| understand | comprehend |
| unduly | excessive |
| unison | together |
| value | worth |
| vanquish | conquer |

Antonyms

| | | | |
|------------|-------------|--------------|--------------|
| abandon | retain | daunt | encourage |
| abase | exalt | dearth | plenty |
| acute | dull | decided | hesitant |
| adversary | ally | delirious | coherent |
| affirm | deny | deter | encourage |
| antipathy | rapproch | detrimental | advantageous |
| approve | condemn | diminutive | gigantic |
| arbitrary | reasoned | disastrous | fortunate |
| attract | repel | disown | acknowledge |
| assist | impede | dissonance | harmony |
| bawdy | decent | wrest | snatch |
| belittle | magnify | yearly | annually |
| bizarre | normal | drowsy | alert |
| bliss | misery | dwarf | giant |
| brisk | sluggish | eager | apathetic |
| brutal | humane | earthly | heavenly |
| calamity | boon | ecstasy | anguish |
| endless | finite | neurotic | stable |
| eternal | temporal | nonentity | celebrity |
| factitious | genuine | oblivious | mindful |
| fantastic | realistic | obsolete | -up-to-date |
| filthy | spotless | ostensible | actual |
| godless | pious | pacify | provoke |
| gaunt | obese | paucity | abundance |
| gusto | distaste | petty | major |
| harass | soothe | profane | sacred |
| haughty | humble | quiescent | agitated |
| humanize | brutalize | questionable | indisputable |
| illusion | reality | quarrelsome | peaceable |
| impolitic | prudent | reassure | alarm |
| indolent | industrious | regardless | mindful |
| insult | flatter | reprove | praise |
| intricate | simple | severe | mild |
| jocular | solemn | sin | virtue |

| | |
|---------------|---------------|
| jubilant | despondent |
| judicious | imprudent |
| juvenile | mature |
| kudos | dishonour |
| knack | blind spot |
| knowledgeable | ill-informed |
| lasting | ephemeral |
| lavish | meager |
| lethal | harmless |
| loyal | treacherous |
| magnify | minimize |
| meek | arrogant |
| microcosm | macrocosm |
| mysterious | intelligible |
| naïve | sophisticated |
| nagate | confirm |
| neurotic | stable |
| nullify | ratify |
| opponent | ally |
| overt | covert |
| petty | major |
| peevish | rigid |
| pacify | provoke |
| verify | disprove |
| punny | robust |
| prolix | laconic |
| private | public |
| several | few |

| | |
|-----------|--------------|
| static | mobile |
| tacit | explicit |
| titanic | diminutive |
| truth | falsehood |
| uncouth | polished |
| undoubted | questionable |
| unruly | orderly |
| utopian | realistic |
| vast | minute |
| vice | virtue |
| vigorous | feeble |
| wary | cautious |
| yield | resist |
| youthful | elderly |
| zenith | nadir |
| repel | attract |
| rife | rare |
| rigid | flexible |
| robust | frail |
| roomy | poky |
| rural | urban |
| refuse | accept |
| rash | prudent |
| rancid | fresh |
| rabble | elite |
| senile | juvenile |
| sloth | energy |
| sturdy | frail |

IRREGULAR VERBS

| Base | Past | Past Participle | Base | Past | Past Participle |
|------------|----------------|-----------------|-----------|---------------|-----------------|
| abide | abided, abode | abided, abode | outgrow | outgrew | outgrown |
| arise | arose | arisen | output | output | output |
| awake | awoke | awoken | outrun | outran | outrun |
| be | was, were | been | outsell | outsold | outsold |
| babysit | babysat | babysat | outshine | outshone | outshone |
| bear | bore | born | overdo | overdid | overdone |
| beat | beat | beaten | overdraw | overdrew | overdrawn |
| become | became | become | overeas | overate | overeaten |
| befall | befell | befallen | overfly | overflow | overflown |
| beget | begot | begotten | overhang | overhung | overhung |
| begin | began | begun | overlay | overlaid | overlaid |
| behold | beheld | beheld | overpay | overpaid | overpaid |
| bend | bent | bent | override | overrode | overridden |
| beseech | besought | besought | overrun | overran | overrun |
| beset | beset | beset | oversee | oversaw | overseen |
| bind | bound | bound | overshoot | overshot | overshot |
| bite | bit | bitten | oversleep | overslept | overslept |
| bleed | bled | bled | overspend | overspent | overspent |
| blow | blew | blown | overtake | overtook | overtaken |
| breastfeed | breastfed | breastfed | overthrow | overthrew | overthrown |
| break | broke | broken | overwrite | overwrote | overwritten |
| bread | bred | bred | partake | partook | partaken |
| bring | brought | brought | pay | paid | paid |
| broadcast | broadcast | broadcast | plead | pleaded | pleaded |
| browbeat | browbeat | browbeaten | preset | preset | preset |
| build | built | built | proofread | proofread | proofread |
| brunt | brunt, burned | brunt, burned | quit | quit, quitted | quit, quitted |
| catch | caught | caught | read | read | read |
| choose | chose | chosen | rebuild | rebuilt | rebuilt |
| cleave | cleaved, cleft | cleaved, cleft | recast | recast | recast |
| cling | clung | clung | redo | redid | redone |
| come | came | come | redraw | redrew | redrawn |
| cast | cast, casted | cast, casted | rehear | reheard | reheard |
| creep | crept | crept | remake | remade | remade |

| | | | | | |
|-----------|----------------|----------------|-----------|------------|-------------|
| deal | dealt | dealt | rend | rent | rent |
| dig | dug | dug | rerun | reran | rerun |
| dive | dived, dove | dived | resell | resold | resold |
| draw | drew | drawn | reset | reset | reset |
| dream | dreamed | dreamed | retake | retook | retaken |
| drink | drank | drunk | retell | retold | retold |
| drive | drove | driven | rethink | rethought | rethought |
| dwell | dwelled, dwelt | dwelled, dwelt | rewind | rewound | rewound |
| fall | fell | fallen | rewrite | rewrote | rewritten |
| feed | fed | fed | ride | rode | ridden |
| feel | felt | felt | ring | rang | rung |
| fight | fought | fought | rise | rose | risen |
| find | found | found | run | ran | run |
| fit | fit, fitted | fit, fitted | saw | sawed | sawn, sawed |
| flee | fled | fled | say | said | said |
| fling | flung | flung | see | saw | seen |
| fly | flew | flown | seek | sought | sought |
| forbear | forbore | forborne | sell | sold | sold |
| forbid | forbade | forbidden | send | sent | sent |
| forecast | forecast | forecast | sew | sewed | sewn |
| foresee | foresaw | foreseen | shake | shook | shaken |
| foretell | foretold | foretold | shear | sheared | shorn |
| forget | forgot | forgotten | shed | shed | shed |
| forgive | forgave | forgiven | shine | shone | shone |
| forgo | forwent | forgone | shit | shit, shat | shit, shat |
| forsake | forsook | forsaken | shoe | shod | shod |
| freeze | froze | frozen | shoot | shot | shot |
| gainsay | gainsaid | gainsaid | show | showed | shown |
| get | got | got | shrink | shrank | shrunk |
| give | gave | given | shut | shut | shut |
| grind | ground | ground | simulcast | simulcast | simulcast |
| grow | grew | grown | sing | sang | sung |
| hamstring | hamstrung | hamstrung | sink | sank | sunk |
| hang | hung, hanged | hung, hanged | slay | slew | slain |
| hear | heard | heard | sleep | slept | slept |
| heave | heaved, hove | heaved, hove | slide | slid | slid |

| | | | | | |
|------------|-----------------|-----------------|--------|----------------|----------------|
| hew | hewed | hewed, hewn | sling | slung | slung |
| hide | hid | hidden | slink | slunk | slunk |
| hit | hit | hit | slit | slit | slit |
| hold | held | held | smell | smelled | smelled |
| hurt | hurt | hurt | smite | smote | smitten |
| inlay | inlaid | inlaid | sow | sowed | sowed, sown |
| input | input, inputted | input, inputted | speak | spoke | spoken |
| inset | inset | inset | speed | speeded | speeded |
| interweave | interwove | interwoven | spell | spelled | spelled |
| keep | kept | kept | spend | spent | spent |
| kneel | knelt | knelt | spill | spilled, spilt | spilled, spilt |
| knit | knit, knitted | knit, knitted | spin | spun | spun |
| know | knew | known | spit | spat, spit | spat, spit |
| lay | laid | laid | spoil | spoiled | spoiled |
| lead | led | led | spread | spread | spread |
| lean | leaned, leant | leaned, leant | spring | sprang | sprung |
| leap | leaped, leapt | leaped, leapt | stand | stood | stood |
| learn | learnt, learned | learnt, learned | stave | staved | staved |
| leave | left | left | steal | stole | stolen |
| lend | lent | lent | stick | stuck | stuck |
| let | let | let | sling | slung | slung |
| lie | lay | lain | stink | stank, stunk | stunk |
| light | lit | lit | strew | strewed | strewn |
| lose | lost | lost | stride | strode | strode |
| make | made | made | strike | struck | struck |
| mean | meant | meant | string | strung | strung |
| meet | met | met | strive | strove | striven |
| miscast | miscast | miscast | sublet | sublet | sublet |
| mishear | misheard | misheard | swear | swore | sworn |
| mishit | mishit | mishit | sweep | swept | swept |
| mislay | mislaid | mislaid | swim | swam | swum |
| mislead | misled | misled | swing | swung | swung |
| misread | misread | misread | take | took | taken |
| misspend | misspent | misspent | teach | taught | taught |
| mistake | mistook | mistaken | tear | tore | torn |
| mow | mowed | mowed, mown | think | thought | thought |

REGULAR VERBS

| Infinitive | Past | Participle | Infinitive | Past | Participle |
|------------|------------|------------|-------------|--------------|--------------|
| accept | accepted | accepted | learn | learned | learned |
| act | acted | acted | like | liked | liked |
| achieve | achieved | achieved | link | linked | linked |
| admire | admired | admired | list | listed | listed |
| advise | advised | advised | listen | listened | listened |
| affect | affected | affected | live | lived | lived |
| agree | agreed | agreed | locate | located | located |
| amaze | amazed | amazed | look | looked | looked |
| amuse | amused | amused | love | loved | loved |
| answer | answered | answered | manage | managed | managed |
| appear | appeared | appeared | mark | marked | marked |
| arrange | arranged | arranged | match | matched | matched |
| arrive | arrived | arrived | measure | measured | measured |
| ask | asked | asked | mention | mentioned | mentioned |
| attack | attacked | attacked | miss | missed | missed |
| bake | baked | baked | move | moved | moved |
| behave | behaved | behaved | name | named | named |
| believe | believed | believed | need | needed | needed |
| belong | belonged | belonged | note | noted | noted |
| blame | blamed | blamed | notice | noticed | noticed |
| borrow | borrowed | borrowed | number | numbered | numbered |
| bother | bothered | bothered | offer | offered | offered |
| call | called | called | open | opened | opened |
| cancel | canceled | canceled | order | ordered | ordered |
| carry | carried | carried | organize | organized | organized |
| cause | caused | caused | pack | packed | packed |
| celebrate | celebrated | celebrated | paint | painted | painted |
| clean | cleaned | cleaned | pamper | pampered | pampered |
| clear | cleared | cleared | pardon | pardoned | pardoned |
| climb | climbed | climbed | park | parked | parked |
| close | closed | closed | participate | participated | participated |
| compare | compared | compared | pass | passed | passed |
| compete | competed | competed | perform | performed | performed |

| | | | | | |
|-----------|-------------|-------------|-----------|-------------|-------------|
| complete | completed | completed | persuade | persuaded | persuaded |
| contain | contained | contained | pick | picked | picked |
| continue | continued | continued | plan | planned | planned |
| cook | cooked | cooked | play | played | played |
| correct | corrected | corrected | please | pleased | pleased |
| cough | coughed | coughed | practise | practised | practised |
| count | counted | counted | predict | predicted | predicted |
| crash | crashed | crashed | prefer | preferred | preferred |
| create | created | created | present | presented | presented |
| cross | crossed | crossed | programme | programmed | programmed |
| curse | cursed | cursed | protect | protected | protected |
| change | changed | changed | provide | provided | provided |
| chase | chased | chased | purchase | purchased | purchased |
| chat | chatted | chatted | push | pushed | pushed |
| check | checked | checked | rain | rained | rained |
| damage | damaged | damaged | receive | received | received |
| dance | danced | danced | recommend | recommended | recommended |
| date | dated | dated | relate | related | related |
| decide | decided | decided | relax | relaxed | relaxed |
| deliver | delivered | delivered | release | released | released |
| depend | depended | depended | remember | remembered | remembered |
| describe | described | described | repair | repaired | repaired |
| design | designed | designed | repeat | repeated | repeated |
| destroy | destroyed | destroyed | resist | resisted | resisted |
| decrease | decreased | decreased | rest | rested | rested |
| die | died | died | return | returned | returned |
| disagree | disagreed | disagreed | review | reviewed | reviewed |
| discover | discovered | discovered | sail | sailed | sailed |
| discuss | discussed | discussed | save | saved | saved |
| disturb | disturbed | disturbed | scan | scanned | scanned |
| dress | dressed | dressed | scare | scared | scared |
| dry | dried | dried | share | shared | shared |
| eliminate | eliminated | eliminated | shop | shopped | shopped |
| end | ended | ended | shout | shouted | shouted |
| enjoy | enjoyed | enjoyed | skate | skated | skated |
| entertain | entertained | entertained | ski | skied | skied |

| | | | | | |
|-----------|-------------|-------------|------------|-------------|-------------|
| excuse | excused | excused | slow | slowed | slowed |
| exercise | exercised | exercised | sneeze | sneezed | sneezed |
| exhibit | exhibited | exhibited | snow | snowed | snowed |
| expect | expected | expected | solve | solved | solved |
| express | expressed | expressed | spell | spelled | spelled |
| film | filmed | filmed | start | started | started |
| fill | filled | filled | step | stepped | stepped |
| fish | fished | fished | stop | stopped | stopped |
| fix | fixed | fixed | stress | stressed | stressed |
| follow | followed | followed | study | studied | studied |
| freeze | frozen | frozen | substitute | substituted | substituted |
| fry | fried | fried | suggest | suggested | suggested |
| greet | greeted | greeted | surprise | surprised | surprised |
| guess | guessed | guessed | talk | talked | talked |
| hail | hailed | hailed | taste | tasted | tasted |
| handle | handled | handled | terrorize | terrorized | terrorized |
| happen | happened | happened | thank | thanked | thanked |
| hate | hated | hated | touch | touched | touched |
| help | helped | helped | travel | traveled | traveled |
| hope | hoped | hoped | try | tried | tried |
| hunt | hunted | hunted | tune | tuned | tuned |
| identify | identified | identified | turn | turned | turned |
| ignore | ignored | ignored | underline | underlined | underlined |
| imagine | imagined | imagined | use | used | used |
| impress | impressed | impressed | vary | varied | varied |
| improve | improved | improved | wait | waited | waited |
| include | included | included | walk | walked | walked |
| increase | increased | increased | want | wanted | wanted |
| interview | interviewed | interviewed | warn | warned | warned |
| introduce | introduced | introduced | wash | washed | washed |
| invite | invited | invited | watch | watched | watched |
| jog | jogged | jogged | water | watered | watered |
| join | joined | joined | welcome | welcomed | welcomed |
| jump | jumped | jumped | wish | wished | wished |
| knock | knocked | knocked | witness | witnessed | witnessed |
| label | labeled | labeled | work | worked | worked |

GLOSSARY

| Words | Synonyms | Antonyms |
|--------------|---|--------------|
| absolutely | totally, completely, utterly, extremely | somewhat |
| abstain | desist, withdraw, go without, give up | indulge in |
| acceptable | satisfactory, suitable, good enough | unacceptable |
| access | right of entry, way in, approach, gain access to | depart, exit |
| accomplished | talented, skillful, gifted, skilled, expert | amateurish |
| achievement | attainment, accomplishment, success, triumph | failure |
| acknowledge | admit, recognize, allow, accept, reply | ignore, deny |
| adversity | hardship, difficulty, harsh conditions | privilege |
| affair | matter, issue, concern | solution |
| aid | give support to, assist, help, promote | frustrate |
| ailment | illness, sickness, disorder, weakness | strength |
| amendment | change, correction, alteration | preservation |
| ancestor | forebear, antecedent, predecessor | successor |
| annoyed | irritated, infuriated, bothered, angry | pleased |
| anthology | collected works, album, collection | |
| anxiety | worry, concern, nervousness, fear | reassurance |
| anxious | nervous, worried, concerned | unconcerned |
| appalling | awful, terrible, dreadful, horrifying | wonderful |
| appealing | attractive, interesting, interesting, fascinating | repulsive |
| appetite | hunger, desire for food | antipathy |
| approach | move toward, come near, come close to | move away |
| arguments | point of view, opinion, wiles | |
| ascend | go up, rise, mount, lead | descend |
| assemble | bring together, accumulate, amass, gather | disperse |
| assign | allocate, allot, appoint, give | unassign |
| assure | promise, guarantee, give surety, confirm | torment |
| assuredly | confidently, surely, with conviction | weakly |
| attain | reach, achieve, accomplish, arrive at | |
| attenuate | satisfy, calm, soothe, ease | intensify |
| bang | hit, boom, knock, crash against | |
| banquet | feast, dinner, formal meal | |
| bare | naked, nude, exposed, unclothed, empty, vacant | covered |
| barrier | fence, wall, obstacle, hurdle, hindrance | help |
| bay | inlet, cove, bark, cry | |
| blend | mix together, merge, intermingle | separate |

| | | |
|---------------|---|-----------------|
| blissing | piece of good fortune, consent, approval | veto, disaster |
| bliss | ecstasy, enjoyment, happiness, delight | misery |
| blunder | mistake, wrong step, mix-up, serious errors | errorless |
| boost | increase, improve, enhance, make better | damage |
| boulevard | road, thoroughfare, concourse | |
| breeze | gentle wind, light wind | storm |
| bribe | inducement, corrupt, backhander | disincentive |
| brilliant | talented, inspired, skillful, exceptional | dull |
| bust | take into custody, broken, out of action | mend |
| campaign | movement, crusade, fight, struggle | rest, tardiness |
| career | vocation, job, occupation, profession | |
| caressing | touching, patting, embracing | poking |
| charm | attraction, charisma, fascination, magic | repel |
| chirrup | chirp, tweet, twitter | gaze |
| chuck | throw, quit, leave, walk off | keep, support |
| circumstance | condition, situation, event, incident | |
| claim | assert, state, declare, argue, demand | grant |
| cockcrow | the crack of dawn, first light, dawn | dusk |
| coffin | sarcophagus, tomb, casket | |
| collapse | fall down, come to nothing, ruin, breakdown | create |
| combat | fight, battle, fight against, resist | obey, submit |
| comprehensive | full, all-inclusive, complete, thorough | sketchy |
| compromise | finding the middle ground, give and take | confrontation |
| concerned | worried, anxious, troubled, nervous | carefree |
| confront | face up to, tackle, challenge, threaten | avoid |
| connoisseur | expert, specialist, good judge | amateur |
| consider | think, believe, take into account, ponder | disregard |
| considerable | significant, great, substantial, large | insignificant |
| consideration | thought, thoughtfulness, kindness, sympathy | thoughtlessness |
| consistent | steady, regular, dependable, constant | inconsistent |
| consort | companion, spouse, partner | foe, rival |
| consumption | use, utilization, spending, expenditure | conservation |
| contaminated | impure, dirty, infected, tainted, polluted | pure |
| content | happy, satisfied, pleased, subject matter | unhappy |
| convict | criminal, crook, find guilty, condemn | acquit |
| courage | bravery, guts, nerve, valor | cowardice |

| | | |
|------------------|--|----------------|
| cowardice | weakness, fearfulness, spinelessness, fear | courage |
| cozy | comfortable, warm, comfy, convenient | uncomfortable |
| critic | opponent, reviewer, columnist, reporter | supporter, fan |
| crucial | vital, essential, fundamental, important, necessary | trivial |
| cuddle | hug, embrace, hold, clasp | release |
| cultivation | development, fostering, gardening | neglect |
| curator | guardian, warden, keeper | underling |
| cursory | superficial, quick, rapid, hurried | thorough |
| daring | bold, brave, courageous, heroic | cowardice |
| deceive | mislead, trick, betray, cheat | advise |
| decent | polite, honest, civilized, suitable, reasonable | indecent |
| deception | dishonesty, trickery, cheating | truthfulness |
| decline | refuse, turn down, send regrets, drop | accept |
| deity | divine being, god | devil |
| delirious | feverish, confused, hot, ecstatic | dejected |
| demonstrate | show, reveal, protest, prove | conceal |
| deserted | abandoned, isolated, forsaken, discarded | inhabited |
| despair | misery, desolation, gloom, have no hope | hope, joy |
| desperately | very much, anxiously, frantically, to a large extent | hardly, calmly |
| destiny | fate, fortune, luck, future | misfortune |
| determination | strength of mind, willpower, fortitude | weakness |
| detrimental | harmful, disadvantageous, unfavorable, negative | beneficial |
| devise | plan, work out, develop, set up | mess up |
| devotee | follower, supporter, aficionado, disciple | opposer |
| diagnosis | analysis, judgment, finding | dawdling |
| dilettante | amateur, dabbler | expert |
| disappointed | dissatisfied, disillusioned, saddened | satisfied |
| disaster | tragedy, adversity, catastrophe, calamity | success |
| discreditable | shameful, wrong, disgraceful | honorable |
| disgusting | repellent, horrible, dreadful, awful | attractive |
| disperse | scatter, go away, separate | come together |
| disproportionate | uneven, unequal, unbalanced | corresponding |
| distinct | diverse, different, well-defined | indistinct |
| diverge | vary, get sidetracked, move away | converge |
| divine | heavenly, marvelous, blissful, godly | earthly |
| doom | fate, destiny, kismet, disaster, tragedy | fortune |

| | | |
|-------------|---|------------|
| drastically | radically, severely, considerably, hugely | slightly |
| dreadful | terrible, awful, horrible, appalling | lovely |
| drizzling | wet, raining, showering lightly | dry |
| dusk | twilight, sunset, sundown, evening | dawn |
| dysfunction | malfunction | function |
| embody | exemplify, symbolize, represent | exclude |
| embolden | make confident, encourage, bolster | dishearten |
| ensure | make sure, make certain, guarantee | torture |
| enticement | temptation, lure, attraction | repel |
| entirely | completely, totally, wholly, utterly | partly |
| entrenched | well-established, ingrained, deep-rooted, fixed | uproot |
| entrust | hand over, trust, assign | mistrust |
| episode | chapter, event, incident | |
| eventually | finally, ultimately, sooner or later | initially |
| exacerbate | make worse, aggravate, intensify | improve |
| exceedingly | very, extraordinarily, outstandingly | least |
| excellence | fineness, brilliance, superiority, merit | mediocrity |
| excerpt | extract, passage, citation | |
| excessive | too much, unwarranted, undue | moderate |
| excitement | enthusiasm, agitation, pleasure | boredom |
| exotic | foreign, alien, out of the ordinary | familiar |
| explore | travel around, discover, investigate | |
| expunge | wipe out, obliterate, erase, delete | protect |
| extract | take out, remove, mine | insert |
| fable | tale, story, myth | |
| fair | just, reasonable, open-minded | biased |
| fascinating | charming, attractive, mesmerizing | repellent |
| fatal | deadly, lethal, incurable, serious | evitable |
| firmly | resolutely, powerfully, definitely | loosely |
| flesh out | expand, stretch out | contract |
| flutter | flap, wave, tremble | keep still |
| fraternity | harmony, alliance, company, group | disfavour |
| fraud | fake, counterfeit, deceit | original |
| fuming | furiously, very angry, enraged, seething | sunny |
| further | advance, additional, promote | prevent |
| glance | fleeting look, quick look, glimpse | perusal |

| | | |
|----------------|--|----------------|
| glaring | conspicuous, clear, brilliant | inconspicuous |
| growl | bark, roar, howl | rejoice |
| grumble | complain, moan, protest | delight |
| vicinity | surrounding area, neighborhood, locality | remoteness |
| high-tech | modern, advanced, technologically advanced | neurotic |
| hilarious | very funny, amusing, entertaining | |
| huge | enormous, vast, gigantic, massive, mammoth | tiny |
| idol | icon, statue | |
| imaginative | creative, inventive, inspired | unimaginative |
| immortal | eternal, everlasting, perpetual, never-ending | mortal |
| impotence | powerlessness, weakness, inability | power |
| incentive | enticement, encouragement, inducement | disincentive |
| incidence | occurrence, frequency, prevalence | |
| incredible | hard to believe, unbelievable, absurd | credible |
| indebtedness | thanks, gratitude | blame |
| indomitable | strong, unconquerable, resolute, determined | feeble |
| influence | power, pressure, manipulate, have an effect on | |
| ingrained | embedded, entrenched, deep-rooted | extrinsic |
| inherent | intrinsic, innate, inbuilt, inborn | acquired |
| injustice | unfairness, prejudice, inequality, bias | justice |
| innumerable | countless, numerous, immeasurable, infinite | finite |
| insensible | lacking feeling, uncaring | sensitive |
| inspiration | motivation, encouragement, stimulation | expiration |
| insurgent | rebellious, rebel, revolutionary, guerrilla | content |
| integrated | included, incorporated | seperated |
| intelligible | comprehensible, understandable, clear | unintelligible |
| interpretation | understanding, explanation, analysis | confusion |
| intertwined | knotted, entangled | free |
| irresistible | tempting, appealing, uncontrollable, strong | unappealing |
| jocund | happy, cheerful | sad |
| lecherous | lustful, shameless, immoral | moral |
| legendary | famous, renowned, well-known | actual |
| strengthen | make stronger, reinforce, toughen | weaken |
| magnificent | superb, wonderful, splendid, glorious | unimpressive |
| margin | edge, border, outskirts, center | middle |
| memoir | journal, record, chronicle, log | |

| | | |
|-----------------|---|---------------|
| metropolitan | city, urban, municipal | rustic |
| mild | gentle, kind, minor, unimportant | strong |
| mingle | come together, mix, merge | separate |
| minimize | reduce, diminish, decrease | maximize |
| misapprehension | misunderstanding, the wrong idea | comprehension |
| monotonous | dull, boring | varied |
| mournful | sorrowful, grief-stricken, despondent | cheerful |
| munch | chew, crunch, eat | |
| muster | gather together, congregate, assemble | disperse |
| noble | dignified, gracious, decent | poor |
| nuisance | irritation, pain, annoyance, trouble | enjoyment |
| oblige | force, necessitate, compel | request |
| obsessed | preoccupied, passionate, fanatical | uninterested |
| obvious | clear, understandable, apparent | obscure |
| offspring | children, progeny, young | parent |
| oppression | domination, tyranny, cruelty | liberty |
| opus | composition, work | |
| passerby | casual observer, spectator, bystander | |
| pensive | thoughtful, meditative, thinking | thoughtless |
| perceive | observe, understand, comprehend | ignore |
| perplexed | puzzled, at a loss, confused, baffled | |
| perspective | viewpoint, standpoint, point of view | |
| profound | deep, thoughtful, reflective, intense | superficial |
| prolonged | long-drawn-out, extended, delayed | brief |
| prosecute | put on trial, act against | |
| protagonist | central character, hero, leading role | antagonist |
| protective | defensive, caring, defending | carefree |
| pseudo | fake, artificial, simulated | genuine |
| purification | cleansing, refinement, decontamination | contamination |
| qualm | misgiving, doubt, apprehensiveness, shame | credibility |
| ramification | consequence, result, outcome | cause |
| rampant | out of control, widespread, unchecked, wild | contained |
| rational | lucid, balanced, coherent | irrational |
| reciprocal | mutual, give-and-take, joint, equal | one-sided |
| reluctant | unwilling, unenthusiastic, hesitant, uninterested | keen |
| reprehensible | guilty, in the wrong, blameworthy | innocent |

| | | |
|----------------|---|---------------|
| resume | begin again, take up again, restart | stop |
| reveal | make known, expose, uncover, show | conceal |
| reverence | respect, admiration, worship | contempt |
| reverse | turn around, contrary, the other side | carry out |
| ridiculous | unreasonable, silly, absurd, outrageous | sensible |
| rush | hurry, get a move on, hasten | dawdle |
| scarcely | barely, hardly, not just, not quite | considerably |
| scared | frightened, afraid, terrified, worried | fearless |
| scary | frightening, terrifying, intimidating | daring, bold |
| scenario | state of affairs, circumstances, picture | |
| scoundrel | crook, rogue, rascal, villain | honourable |
| scrub | rub, wash, clean, polish | litter |
| self-restraint | self-control, self-discipline, willpower | abandon |
| sensitivity | compassion, understanding, feeling | indifference |
| shiver | shake, tremble, quiver, shudder | |
| shocked | surprised, stunned, dazed, upset | indifferent |
| sight | view, prospect, picture, scene | |
| significant | important, major, noteworthy | insignificant |
| slab | block, lump, piece | |
| slender | slim, slight, lean, thin | fat |
| smack | spank, slap, hit, punch | |
| solidarity | unity, harmony, team spirit | discord |
| solitude | loneliness, privacy, isolation, seclusion | togetherness |
| soot | filth, dirt, stain, dust | |
| sophisticated | complicated, highly developed | primitive |
| sparkling | luminous, dazzling, gleaming | dull |
| spoil | ruin, destroy, mess up, make a fuss of | improve |
| spouse | next of kin, husband and wife | offspring |
| sprightly | energetic, active, lively, full of beans | melancholy |
| sprinkled | scattered, dotted, spotted | clean |
| squat | sit on your heels, crouch, short | |
| squeeze | press, compress, clutch | decompression |
| stained | discoloured, marked, tainted | pure |
| stammer | stumble, stutter, pause, hesitate | continuation |
| stare | gaze, gape, look intently | glance |
| steady | stable, firm, fixed, constant | rickety |

| | | |
|----------------|---|----------------|
| stretched | long-drawn-out, prolonged, extended | brief |
| sustain | continue, carry on, prolong | quit |
| swerve | turn sharply, swing over, change direction | straighten |
| temptation | lure, enticement, attraction, excitement | repulsion |
| thoroughly | methodically, carefully, systematically | carelessly |
| throughout | all the way through, all over | nowhere |
| transnational | international, global, worldwide | national |
| treasury | coffers, funds, bank account, capital | |
| trial | test, examination, experiment | |
| trodden | compressed, packed down, flattened, firmed | loose |
| tropical | hot, steamy, humid | temperate |
| tweak | squeeze, twist, nip | |
| two-pronged | two-sided, bilateral, joint | unilateral |
| ultimatum | taunt, challenge, provocation | |
| unconditional | unqualified, unrestricted, absolute | qualified |
| unfortunate | unlucky, ill-fated, inopportune, untoward | fortunate |
| unintelligible | incomprehensible, incoherent, making no sense | clear |
| unscrupulous | dishonest, unprincipled, crooked, deceitful | principled |
| unusual | strange, extraordinary, bizarre | ordinary |
| vale | valley, dale, gorge | hill |
| vindictive | hurtful, bitter, nasty, unkind, bitter | merciful, kind |
| vulnerable | susceptible, defenseless, helpless, at risk | impervious |
| wisdom | knowledge, insight, intelligence, judiciousness | foolishness |
| worldwide | universal, wide-reaching, all-inclusive | local |
| worth | value, significance, importance, merit | worthless |
| wrinkled | crumpled, lined, wrinkly | smooth |
| yell | shout, scream, roar, howl | rejoice |
| yet | up till now, so far, thus far, until now | already |

ENGLISH CONFUSABLES

a lot (a large amount) **allot** (distribute, assign)
accept (receive) **except** (leave out)
access (a way to enter) **excess** (too much)
adverse (unfavorable) **averse** (opposed to)
advice (noun) **advise** (verb)
affect (influence, verb) **effect** (result, noun)
allowed (permitted) **aloud** (clearly heard)
bare (nude, unadorned) **bear** (to carry; an animal)
beside (next to) **besides** (except for; in addition)
break (smash, split) **brake** (stopping device)
breath (noun) **breathe** (verb)
bring (moving toward) **take** (to carry off)
by (preposition) **buy** (purchase)
capital (city, wealth) **capitol** (building)
chose (past tense) **choose** (present tense)
cite (mention) **sight** (vision)
cloths (fabrics) **clothes** (garments)
coarse (rough) **course** (way or path)
complement (make complete) **compliment** (praise)
conscience (moral judgment) **conscious** (aware)
council (committee) **counsel** (advice, adviser)
desert (dry land) **dessert** (sweet food)
device (noun) **devise** (verb)
dual (having two parts) **duel** (fight)
dye (color) **die** (perish)
elicit (to draw out) **illicit** (illegal, forbidden)
eligible (qualified) **illegible** (not readable)
envelope (noun) **envelop** (verb)
every day (each day) **everyday** (ordinary)
farther (at a greater distance) **further** (in greater depth)
faze (disturb, bother) **phase** (stage)
fewer (sth. you can count) **less** (sth. you can't count)
forth (forward) **fourth** (comes after third)
good (adjective) **well** (adverb)
hear (perceive) **here** (in this place)
heard (perceived) **herd** (group)
hole (opening) **whole** (entire)
human (of people) **humane** (merciful)
it's (it is) **its** (of it)

knot (twist) **not** (negative)
know (be aware) **no** (opposite of yes)
knows (be aware) **nose** (part of face)
later (after more time) **latter** (in final position)
lay (to place) **lie** (to recline or tell an untruth)
lead (metal) **led** (guided)
loose (free, united) **lose** (misplace, fail to win)
meat (food) **meet** (encounter)
miner (excavator) **minor** (young person)
one (less than two) **won** (to acquire)
passed (went by) **past** (earlier time)
peace (absence of war) **piece** (part, portion)
plain (simple) **plane** (flat surface)
poor (not rich) **pour** (liquids) **pore** (opening in skin)
precede (before) **proceed** (through)
principle (rule) **principal** (chief person, sum)
quiet (silent) **quit** (stop) **quite** (really, positively)
rain (precipitation) **reign** (rule, authority)
right (proper) **rite** (ritual) **write** (put pen to paper)
road (path) **rowed** (a boat) **rode** (past tense of ride)
scene (stage, setting) **seen** (perceived)
some time (an amount of time) **sometime** (at some indefinite time)
stationary (not moving) **stationery** (writing paper)
than (word of comparison) **then** (at that time)
there (place) **their** (belonging to someone)
threw (past tense of throw) **through** (by way of)
waist (center of body) **waste** (squander)
weak (feeble) **week** (seven days)
wear (carry on the body) **where** (in what place)
weather (atmospheric conditions) **whether** (if, in case)
your (belonging to someone) **you're** (contraction for you are)

MODEL QUESTION

Curriculum Development Center

Sanothimi, Bhaktapur

Model Question

Based on the New Specification Grid 2071

Reading and Writing Test

Subject: English

Time: 2:15 Hrs

Maximum Marks-75

Grade: X

Candidates are required to show creativity in the answers wherever possible. The figures in the margin indicate full marks.

1. Read the following text and do the tasks that follow.

5

Human Trafficking

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

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

Traffickers prey on the most vulnerable members of society. In order to deceive, first, they take help of local people to identify such families. They may provide economic incentive and financial loans to their friends, relatives, family, spouse or even parents. At times, most victims are lured to promises of better jobs or well paid jobs in cities, false marriages and proposals, easy modern dream of sophisticated life and other. Victims of earthquakes, floods, wars and epidemics can be easily smuggled.

A. Answer the following questions.

5x1=5

- Why do women and children belong to the category of main trafficking?
- What strategies do traffickers use to deceive the most vulnerable members of society?
- What is human trafficking?
- What does UNODC stand for?
- Where are victims trafficked?

2. Read the following text and do the tasks that follow.

10

Parents

"Dad! I'm going to meet my email friend."

"When?" I asked.

"Now."

"I'm coming with you."

"No, I'm going alone".

"Look, Anuja...."

"You are obsessed dad. Nothing is going to happen to me."

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

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

"This is ridiculous." She stamped her feet.

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

"Oh Dad, you're impossible."

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

"Dad! I think I must tell you something."

"I'm listening."

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

"You lost me."

"Sorry. What I want to tell you is that I chatted her as a boy."

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

"Yes, she knows me as a boy."

"God!" I tried to digest this new information.

A. Put the following sentences in the correct order as they occurred in the story. 5x1=5

- Her father wants to go with her but she does not want him to go with her.
- The father tells her that she looks like a boy in her new clothes.
- Anuja wants to meet her email friend.
- Anuja reveals with her father that she pretended to be a boy to her email friend.
- Anuja finally accepts her father going with her.

B. Answer the following questions.

5x1=5

- How does Anuja spend most of her time?
- How old is her new e-friend?
- Why did Anuja's father warn her about bad people?

- d. Write any two physical characteristics of Anuja's father.
- e. What did Anuja tell her father on the way?

3. Read the following news story and do the tasks that follow.

10

Govt. to construct four-lane Bridge over Mahakali River

CHITRANGA THAPA, MAHENDRANAGAR

March-2017: The government is going to build a four-lane bridge over Mahakali River that borders Nepal and India in Kanchanpur district.

The road will be constructed under the Road Upgradation Project of the Department of roads (DoR). India's EXIM bank is said to provide a soft loan to build the bridge. The undertaking is expected to cost Rs 4.5 billion.

On Tuesday, Physical Infrastructure and Transport Minister Ramesh Lekhak inaugurated The Mahakali Bridge Construction Project Office at Mahendranagar. Speaking on the occasion, he said the bridge will be widen the Nepal-India economic ties.

The town of Dodhara Chadani, which is connected to the bordering India town via suspension bridge, could develop into a major town with the motorable bridge, the minister added.

DoR Director General Divendra Karki said the proposed bridge will be 800 meter long with 16 spans.

The construction work will begin shortly, he said, adding that the Detailed Project Report has already been completed and the project officials are presently working on tender documents.

The project chief, Sunil Babu Panta, said the bridge would be constructed 2.5 upstream from Dodhara Chadani suspension bridge.

A. Fill in the blanks with appropriate words/phrases from the news story.

5x1=5

- a. This news story was published on _____.
- b. The Mahakali Bridge Construction Project Office was inaugurated by _____.
- c. The town of _____ could develop into a major border town after the construction of the bridge.
- d. Devendra Karki is the Director General of _____.
- e. Project officials have already completed the _____.

B. Answer the following questions.

5x1=5

- a. Which district of Nepal will be linked by India by the bridge?
- b. How much cost is expected to build the bridge?
- c. What does DoR stand for?
- d. When was the Mahakali Bridge Construction Project Office inaugurated?
- e. According to Devendra Karki, how long will be the proposed bridge?

4. Read the following story and do the tasks that follow.

10

A woman was waiting at an airport one night, with several long hours before her flight. She hunted for a book in the airport shops, bought a bag of cookies and found a place to drop. She was engrossed in her book but happened to see, that the man sitting beside her, as bold as could be, grabbed a cookie or two from the in between. She tried to ignore to avoid a scene. So she munched the cookies and watched the clock, as the gusty cookie thief diminished her stock. She was getting more irritated as the minutes ticked by, thinking, "If I wasn't so nice, I would blacken his eye". With each cookie she took, he took one too. When only one was left, she wondered what he would do.

With a smile on his face and nervous laugh, he took the last cookie and broke it in half. He offered her one of the halves and ate the other. She snatched it from him and thought, "This

guy has some nerve and he's also rude. Why he didn't even show any gratitude!" She had never known that she had been so galled and sighed with relief when her flight was called. She gathered her belongings and headed the gate, refusing to look back at the thieving ingrate. She boarded the plane, and sank in her seat, and then she sought her book, which was almost complete.

As she reached in her baggage, she gasped with surprise, there was her bag of cookies, in front of her eyes. "If mine are here", she moaned in despair, "the others were his, and he tried to share".

Too late to apologize, she realized with grief, that she was the rude one, the ingrate, the thief.

A. As per the instructions below, suggest a word from among the underlined ones in the text. 5x1=5

- _____ is the antonym of increased.
- We can use the word _____ instead of many.
- _____ gives the opposite meaning to pleased.
- _____ means thankfulness.
- When we have no hopes we are said to be _____.

B. Answer the following questions. 5x1=5

- What two things did the lady buy at the airport?
- Why do you think the man must have been surprised?
- How was the last cookie eaten?
- Why did the woman think the man was rude?
- Did the woman apologize for her mistake? Why not?

C. Put the following sentences in the correct sequence so that they make the summary of the story. 5x1=5

- A man with a bag of cookies was sitting next to the woman.
- Both the man and woman ate the cookies from the same bag.
- The woman realized her mistake as she found her cookie bag safe after boarding the plane.
- A woman was sitting for her flight reading a book.
- The woman was, in fact, the ingrate which she thought the man was.

5. One of your class friends has won "The Best Player Award" in the regional badminton tournament and is selected to play in the national level. Write a message of congratulations to be published in a newspaper on behalf of your school family. 5x1=5

Clues: Rabi Dhami-best badminton player at school-deserved the award-the result of his hard work and sincerity-all proud of him-wish further success-make the name feel proud

6. Develop a story using the skeleton given below. Also give a suitable title to your story. 5x1=5

Two frogs live in a marsh-no rain for a long time-marsh dries up-life difficult for the frogs-decide to look for cool and watery place-find a well with water-one frog wants to jump in it-the other stops him-what he will do if the well dries-can't convince-the first one jumps in-the other lives outside with a difficulty-soon the well dries-the one in the well can't jump out-dies there-the other outside survives-the rains come and he starts living happily.

7. Write a dialogue between two friends who are planning for a picnic. Write at least six exchanges. 6
8. Write a letter to the editor of a local newspaper complaining against "The bad condition of road in your area". Request him/her to publish your letter in the newspaper so that the interest of the concerned authorities can be drawn to the issue. 8
9. Reproduce the following sentences as directed in the brackets. 6
- Don't open the door, ____? (Add a suitable question Tag)
 - Don't go there at once. (Change into affirmative)
 - Kapil visits his parents once in a week. (Change into How often----- question)
 - By the end of June this year, Sima ____ her M. A. in English literature. (Use the correct form of verb 'complete' in the blank space)
 - The head teacher asked, "How old are you, Gaurab?" (change into reported speech)
 - They are constructing a new bridge over the Bagmati River. (Change into passive voice)

10. Choose and copy the best answers for the numbered blanks below. (Rewriting is not compulsory) 10x0.5=5

Once there was ____1____ (the/an/a) fox. He lived in a jungle. There also lived a crane. The crane and the fox ____2____ (was/were/are) great friends. They visited each other's home now and then. One day, the fox invited the crane ____3____ (in/on/to) dinner. He ____4____ (has put/puts/put) the soup in a flat dish. The crane had a long beak. He could not take any of the soup. The fox finished licking his dish and asked the crane, "How ____5____ (was the food/the food was/the food is)?" The crane said it was very nice. In fact, it was really upsetting to the crane, ____6____ (isn't it/didn't it/wasn't it)? The crane felt insulted. He wanted to take revenge. The next week, the fox ____7____ (invited/will invite/was invited) to dine with the crane at his home.

The crane served boiled rice in a jug ____8____ (because/so that/in order to) the fox could not reach the food. The jug had a very narrow neck. The fox could only smell the rice. Its head wouldn't go inside the jug. The crane enjoyed the food very much. In this way, the crane made the fox ____9____ (feel/felt/to feel) sorry for his behaviour. If the fox had fed the crane well, the crane ____10____ (did not insult/would not insult/ would not have insulted) the fox.

 Best of Luck 