

ENGLISH

Grade 5

Government of Nepal
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Curriculum Development Centre

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The audio files for the listening tasks provided in this book are available on the website of the Curriculum Development Centre.

Send your comments and suggestions to:

Curriculum Development Centre
Phone: 01-6630-588, Fax: 01-6630-797
Email: info@moeecd.gov.np
Website: moeecd.gov.np

Preface

The curriculum is the central guide that decides what is essential for teaching and learning. A textbook is one of the main tools to deliver the intent and content of the curriculum. An amendment in the curriculum and textbook is a regular process to make them relevant, practical, qualitative, and useful for the overall development of a learner. This textbook 'English Grade 5' has been developed to address the main aims of Basic Education: developing the fundamental skills of basic literacy and life skills in addition to arousing the interest in arts and aesthetic value. It is aligned with the intent of the National Curriculum Framework for School Education, 2076, and is developed based on the new Basic Level English Curriculum 2077.

This textbook has been prepared by a team that includes Dr. Neil David Rose, Mr. Shankar Adhikari, Mr. Nim Prakash Singh Rathaur, Mr. Nabin Kumar Khadka, Mr. Matrika Subedi, and Mr. Kailash Tamang. The Director General, Mr. Baikuntha Prasad Aryal has contributed to bring the book in this form. The subject committee chairperson Prof. Dr. Balmukunda Bhandari, Dr Bamdev Adhikari, Dr. Netra Prasad Sharma, Mr. Tukaraj Adhikari, Mr. Dinesh Kumar Thapa, Mr. Arjun Basnet, Mr. Kedar Tamang, Mr. Pashupati Pandya and Mr. Ramesh Dhakal have contributed in the development of this book. The content and language of this book was edited by Ms. Kunti Adhikari. The illustrations in this book are designed by Shaili Malla and the layout design has been done by Mr. Shreehari Shrestha. The Curriculum Development Centre extends its sincere gratitude to all of them. With a view that the learning of English should be based on authentic materials, we have retrieved and adapted the texts and tasks including the audio from various authentic sources. Therefore, the Centre would like to extend its acknowledgment to all of them.

The contents in this book are arranged in such a way that the learners get an opportunity to practice listening, speaking, reading, and writing skills as well as grade-appropriate vocabulary, grammar, and language functions in each unit. Considerable effort has been made to make this book activity oriented and interesting to the learners. All the components of each lesson in this textbook are equally important. The teachers can adapt the contents and tasks to the need of their learners and classroom contexts. This textbook can be used as a major resource for classroom teaching but it is not all in all. The teachers are encouraged to explore other resources too in addition to this book and use them to supplement the language learning of their learners.

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Meeting People

Getting started

A. Look at the pictures. Guess what they are doing.



Hello, my
name is
...



Meet my
friend ...



B. Listen and sing.

Hello, hello,
How are you?
What's your name?
What do you do?



Hello, hello,
I'm fine, thank you.
My name is Nita,
And I go to school.

Sing the song again with your own name in place of **Nita**.

Reading I

Look at the picture and answer these questions.

- Who do you think these people are?
- What do you think they are doing?
- What might they be saying to each other?



Kumari's First Day at Saraswati Basic School



The **gatekeeper** welcomes Kumari's family.



Namaste! I'm Dolma. I'm the **headteacher** of this school.



Good morning, dear all. I'm Kumari Majhi. I'm from Kaski.



Hello, Kumari. Meet my friend, Rita. She is from Dolakha.



Pleased to meet you, Rita.



I'm happy to meet you, too.



Goodbye to you all.



We had a **wonderful** time today.
See you soon.

A. Complete these sentences with the correct words.

wonderful gatekeeper headteacher pleased

- a. My mother works in a community school. She's the there.
- b. The stopped the guests and checked their invitations.
- c. Ganesh was to meet his friends yesterday.
- d. Tony's birthday party was really

B. Answer these questions.

- a. Who did Kumari go to school with?
- b. What is the name of Kumari's new school?
- c. Where is Kumari from?
- d. How did she introduce herself?
- e. How did Kumari say goodbye to her friends?

C. Fill in the table with suitable expressions and responses. You may ask your teacher for help.

Expressions	Responses
Nice to meet you.	.....
.....	See you tomorrow.
Hi, I'm Mahesh.	.....
.....	Nice to meet you too.
Hi, Diana. Meet my friend, Satyam.	.....

Pronunciation

Learn to say these expressions with the help of your teacher.

Hi, my name is Sundar.

Hello, I'm Victor.

Meet my friend, Janaki.

See you soon.

Pleased to meet you.

Take care.

Goodbye.

Let me introduce myself. I'm Bindu.

Nice to meet you.

Writing I

A. Use capital letters and full stops where necessary.

hi, my name is ishika pandit i'm from nuwakot i live with my family in jhapa my mother is a government officer and my father runs a small business i have a small brother, abijit, who is just 4 my parents always provide me everything i ask for i love my family very much

B. Now, write a similar paragraph about yourself. Use the text above as an example.

Grammar I

A. Study these sentences carefully.

- The gatekeeper **welcomes** Kumari's family.
- I **'m** the head teacher of this school. I **am not** a student.
- He **studies** in grade five. He **does not like** English much.
- She **is** from Dolakha. She **is not** from Kathmandu.
- They **have** a cute puppy but I **don't have** one.

B. Answer these questions. Write complete sentences.

- a. Where do you live?
- b. Do you like tea or coffee?
- c. What does your mother do?
- d. What time do you arrive at school?
- e. What do you not want to do at school?
- f. What do you do on Saturdays?
- g. Write one thing that you do every day.
- h. Write one thing that you don't do in the morning.
- i. Write one thing that your father or mother doesn't do.
- j. What do you like about your school?

C. Choose the correct alternative from the brackets to complete these sentences.

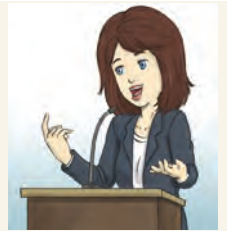
- a. We often English books. (reads/read)
- b. Emily in the river every Saturday. (swim/swims)
- c. I like lemonade very much but my brother
(don't/doesn't)
- d. Janet jeans (likes/doesn't like) but she likes trousers.
- e. Mr. Tamang is a teacher. He at a school.
(work/works)
- f. Your house (looks/look) beautiful. I like it.
- g. They a party every month. (have/has)

- h. after school? (What do you do/
What does you do)
- i. Our class teacher's name Khem. He is from
Nepal. (is/are)
- j. I in grade five. (am/are)

Listening

A. Look at the picture and guess the answers to these questions.

- a. Who is she?
- b. What could she be speaking about?



B. Listen to the audio and tick (✓) the correct answers.

- a. How old is Sara Lambert?
- i. 38 ii. 40 iii. 45
- b. Where is she from?
- i. London ii. New York iii. Paris
- c. How many children does she have?
- i. two boys ii. a boy and a girl iii. two girls
- d. What can she do?
- i. play football ii. ski iii. paint
- e. What doesn't she have at home?
- i. chicken ii. guinea pig iii. pigs

C. Write as much information from the audio as you can remember. Compare your list with your friend's.

Speaking

A. Study these expressions which are used when introducing and saying goodbye to someone.

Introducing	Saying goodbye
My name is	Goodbye.
I'm	See you tomorrow.
Nice to meet you. I'm	Sorry, I've got to go now.
Jack, please meet Nicholas.	Bye.
I'd like you to meet Liza.	I think I must go now.
Lila, this is Anil. Anil, this is Lila.	See you later.

B. Act out the following conversation with a partner.

Ramesh: Hi, it's me, Ramesh.

Timila: Hello, I'm Pashupati.

Ramesh: Where are you from?

Timila: I'm from Tanahun, and you?

Ramesh: I'm from Lamjung.

Timila: Nice meeting you, Ramesh.

Ramesh: Nice meeting you too. Good bye.

Timila: Bye!

C. How do you respond in the given situations? Have conversations in pairs.

- a. You meet a stranger on the way to school. You want to introduce yourself to him/her.
- b. You want to introduce one of your friends to your classmates.
- c. Your school is over. You want to take a leave from your friends.

Reading II

Look at the picture and guess the answers to these questions.

- a. What do you see in the picture?
- b. What happens when the leaves of a tree fall down?

Tree Leaves

Red, yellow, orange and brown,
From the trees, leaves fell down.
It's the winter that had called them,
They came down leaving their **stem**.

They fell on my head and on my hand
I **wondered** where they would all **land**.
I looked at them, they were dancing,
With the wind they were playing.



They fell down all the day long,
Together they sang a beautiful song.
They came to me and bade goodbye,
And, flew again towards the sky.
And, flew again towards the sky.

- A. Find the words from the poem that rhyme with the given words. Add at least one more rhyming word yourself for each of them.**

brown them hand long goodbye

- B. Answer these questions.**

- What are the colours of the fallen leaves?
- Why have the leaves fallen down?
- Where did the leaves fall?
- What did the leaves do after they fell on the ground?
- Where did the leaves go again?

- C. In which season do tree leaves fall, and why? Talk to your friends.**

Grammar II

- A. Study the sentences carefully. Notice the highlighted words.**

- Hari came here **in** the morning.
- We usually go swimming **on** Sundays.
- My birthday is **in** January.
- My father always gets up **at** 4 a.m. in the morning.
- Where were you **on** the 10th of Baishakh?

B. Complete the given sentences with the correct alternatives from the brackets.

- a. Can you come (at/on) Friday?
- b. It rains a lot (on/in) winter here.
- c. My birthday is (at/on) 5th May.
- d. We usually have lunch (at/in) 1 p.m.
- e. We didn't have classes (on/in) June.
- f. I will be back (at/in) ten minutes.
- g. My grandfather married (in/at) 1960 AD.
- h. Go and meet your father (at/in) the evening.
- i. The next class is (at/on) 9 a.m.
..... (on/in) Monday.
- j. We had a party (at/on) my birthday.

Writing II

Complete the given email below using suitable information from the box.

He always tells good stories to me
five members in my family
My mother is a nurse
our grandfather
to talk about my family and me



Do it yourself.

Visit some public places in your locality. Find how different people greet/introduce each other and also say goodbye. What expressions do they use? Make notes in the table given below. Share your experience in the class.

Greeting	Introducing	Saying goodbye

Getting started

A. Look at the pictures and answer these questions.

- What things do you think they own?
- Write the correct words (his/hers/theirs/its) under each picture. One example has been given.



his bicycle











B. Listen and sing.

The shepherd on the mountain
 Takes good care of his sheep.
 Lies a simple tent nearby trees
 Is where he goes to rest and sleep.



He watches out for wild leopards,
To keep them from their claws on flock,
And if he sees one coming his way
At the leopard he will throw a big rock.

It's a lonely time for a shepherd's life,
Working so high on the mountain ridge.
When he needs to get his supplies,
It's a long way down to the village.

- Gordon Nightingale

How do you keep your possessions safe? Discuss with your friends.

Reading I

Answer the following questions.

- a. How many rooms do you have in your house?
- b. Which room your favourite one? Why?

Rooms in my House

Hi! My name is Laura. I live in London in a small house. It is our beautiful house. Have a look!

It is a two-storey building with a **garden** full of flowers. There is a kitchen, a dining room, a living room, my father's study room, two bedrooms and a bathroom.



My bedroom is on the second floor of the house next to my parents' room. My brother also shares the same room. He mostly spends his time in the living room and in my room. My room is small, but I have everything I need in it. There is no balcony, but this is my favourite room in the house. In my room, the bed is right by the door.

Above the bed, a large clock **hangs** on the wall. There is a small **bedside table**. Opposite the bed, there is a large window with beautiful curtains. By the side of the window, stands a desk and chair with my school books on it. I spend a lot of time doing homework and making notes.

I use my brother's computer to **seek** information on the internet. I also use my mother's mobile phone to have fun and learn from the internet. In our parents' room, there is a big **closet** with our clothes. In the room, there is also a red carpet. There are lots of photos of my family and friends hanging on the walls.



Our living room is **spacious** and bright. I keep it clean and **tidy**. Its walls are blue and the floor is **salmon**. We have two sofas, a coffee table and a few stools. There is also a small round table where I sometimes put the books I am reading. I enjoy reading, so there is a bookshelf with many books on it. There is a **vase** with a small plant in it on the bookshelf. In the corner of the living room too, there is a big plant in a vase.

A. Show these things in the picture.

wardrobe lamp window bedside table toy
pillow carpet shelf



B. Write True or False against these statements.

- Laura's house is a one-storey building.
- Laura and her brother live in the same room.
- Laura has no balcony in her room.
- There are two windows in the room.
- Laura also has books in the living room.
- The living room is very big.

C. Answer these questions.

- Where does Laura live?
- How many rooms are there in her house?
- Which room is her favourite?
- Who has got a computer?
- Why does she use her mother's mobile phone?
- Where are the two vases?

D. Where do you keep your belongings in the house? Share with your friends.

Pronunciation

Listen to your teacher saying these words. Practise pronouncing them.

room broom groom moon soon loop loot too boot cool	blood flood	floor door poor moor
---	----------------	-------------------------

Grammar I

A. Study the following paragraph about Meena. Who do the words in red refer to? One example is given.

Meena is a 10-year-old girl. She is the only child of her parents. The parents keep their things safely and tell her to do the same. They tell her not to use their mobile phones at night. There is a dog in the house. The dog keeps wagging its tail every time. She tells her friends, "Our house is small but beautiful. My mom and dad are the best people in the world."

B. Make as many sentences as possible using the following table.

It is This is She is They are We love Are these	my her his their our	book. house. sister. cars. country. shoes?
--	----------------------------------	---

C. Choose the correct words in blue and rewrite the sentences.

a. Is this your/yours pen?

- b. He lives in **hers/her** house.
- c. The coffee is **my/mine**.
- d. I met **theirs/their** mother.
- e. The new bicycle is **her/hers**.
- f. These cakes are **my/mine**.

D. Complete the sentences with the correct words given below. You can use the words more than once.

his her my its their theirs our hers

- a. This is book. It's mine.
- b. Is this Ramita's book? Yes, it's
- c. Where is pen which she gave you yesterday?
- d. They have bought my car. Now, it's
- e. This is Bhim's dog.dog can swim well.
- f. My friends leave books in the classroom. These are..... books.
- g. The dog keeps movingtail.
- h. These cakes are, not yours.
- i. This is house. It's ours.
- j. What do you call it? Do you know name?

Listening

A. Look at the picture and guess the answers to these questions.

- a. Who are these people?
- b. What are they doing?



B. Listen to the audio and complete the following sentences with the words/phrases given in the box below.

California heating very low family 300 six

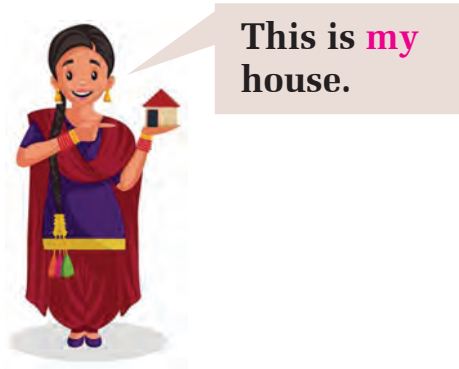
- a. The ceiling is in the house.
 - b. The house is years old.
 - c. Her lived here for nearly 80 years.
 - d. There are..... bedrooms.
 - e. The house has a central system.
 - f. They feel cold because they are from.....
- C. Do your parents or guardians rent or own a house? What are the good and bad things about renting or owning a house? Share your ideas to your friends.**

Speaking

- A. Look at the pictures and read what they are saying. Report back to your friends as in the example.

Example: This is *my* house.

This is *her* house.



- B. Act out the following conversations with your friend. Notice the words in red.

Q: Where's **your** book?

A: I left it in **my** house.

Q: Whose pen is this? Is it **yours**?

A: That's not mine. That's **my** friend's pen.

Q: Have you got **your** homework?

A: I'm sorry, teacher. I forgot to bring that exercise book.

Q: Then what have you brought in **your** bag?

A: I've got **my** sister's note-book, brother's toy car, **my** colour pens and **my** lunch box.

C. Work in groups of four. Ask and answer questions as in the example below.

Example: pencils/Rima/her/hers

A: Whose pencils are these?

*B: These are **Rima's** pencils.*

*C: These are **her** pencils.*

*D: They are **hers**.*

- a. books/Rita's/her/hers
- b. mobile phone/father's/his/his
- c. earrings/mother's/her/hers
- d. songs/Anju's/her/hers
- e. horses/rich riders'/their/theirs
- f. house/our/ours

D. Make a list of five things in your house and talk to your friends and explain who they belong to.

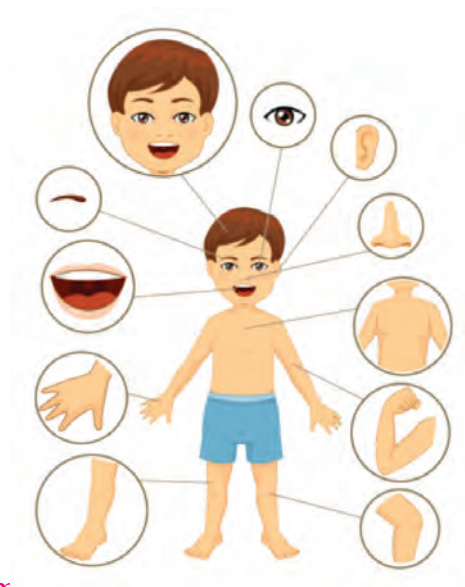
Reading II

Look at the picture and answer these questions.

- Name the parts of the body shown in the picture.
- Choose any three parts of the body you have named and explain their functions.

How I am Made

I stand on my feet
My belly gets,
The food that I eat.
My eyes see the world,
My hands grab and hold.
My lungs breathe in air
That you cannot see,
But can feel fresh and clear.
My knees bend and jump,
My mouth likes to gab and hum.



My heart pumps my blood
That travels every part
And everywhere like a god
My brain makes things run
So that I can many things learn.

All these bits and pieces
Even some you can't see
All linked up together
Are what make up ... me.

- Michael Salinger

A. Match the words in column 'A' with their meanings in column 'B'.

Column A

belly

grab

hold

bend

gab

bits

Column B

grasp and carry

chat or talk

stomach or tummy

small pieces

catch or snatch something

bow or twist

B. Answer the following questions.

- a. What do eyes do?
- b. Why do we need lungs?
- c. What does the heart do?
- d. What does the brain do?
- e. How many parts of the body are mentioned in the poem?
Make a list of them.

C. Which part of the body do you think works the most? Why?

Writing II

A. Label the following messages and notes (in blue) with their correct types from the boxes. One will be used twice.

Wishing Accepting Thanking Welcoming Inviting

Dad,
You are my role model, hero and best friend.
I love you so much.
Happy Birthday!

Wishing

Lara,
You are funny. Do you want to play at my house? Say YES.
Jara

Dear Jara,
Ok. I can come to your house. Tell your mum to call my mum.
Lara

Wishing you joy and happiness. You are an amazing teacher, and you deserve the best...
Happy Teacher's Day!

Jim,
Thanks for your wonderful gift. I really liked it.
Thank you.
Jenny

Dear Sam,
Welcome to our class. I am excited to have you here.
Best,
Ben

B. Write similar short notes and messages for the following situations.

- Invite your friend to your birthday party.
- Thank your friend for helping with your homework.
- Wish your teacher a happy wedding anniversary.
- Wish a happy new year's message to your friend.

Grammar II

A. Study the following sentences. What do the words highlighted in red mean? Identify whether the words in red are nouns or pronouns.

- a. **Jivan** is a curious boy. **He** told **me** the news.
- b. **Kristina** has got a dog. **She** loves **her** dog.
- c. **Karma** has got a cat. **He** plays with **it**.
- d. **We** have got a garden. **It** is very beautiful.
- e. **I** have got a book.
- f. **They** have got a car.
- g. **She** is living in Kathmandu now.
- h. **They** always play together.

B. Replace the nouns highlighted in red with their correct pronouns. One example is given.

*Example: **Pema** is a dancer.*

***She** is a dancer.*

- a. **Ellen** is an actress.
- b. **Bandana** is from Bhojpur.
- c. **Daya, Rakesh and Dolma** are good friends.
- d. **Hassim** has many friends.
- e. Ask **Radha** to come here.
- f. **Rama** helps Ambir.
- g. **Arjun** is teaching students.

- h. Did you see **Nabin** on the way?
- i. **He and I** are going to school.
- j. We have a dog. **The dog** can't bark.

Do it yourself.

Write a short poem about the things that you and your family possess. Display the collection of poems in a wall magazine or the school noticeboard.

Getting Information

Getting started

- A. Look at the pictures. What things would you like to know about them? Take turns to ask and answer questions about them.



- B. Listen and sing.

I Raised My Hand in Class

I raised my hand in class this morning,
sitting in the back.

The teacher didn't see, I think.

Instead she called on Jack.



I stretched my hand up higher,
but she called on Zach and Zoe.
I started bouncing up and down,
but, still, she called on Chloe.

I waved my arms but, even so,
she didn't call on me.

She called on Bryan, Brooklyn, Billy,
Bailey, Ben, and Bree.

She called on Taylor, Tristan, Thomas,
Trinity, and Ty.

Then, finally, she called my name.

I breathed a heavy sigh.

She asked me for the answer.

I just frowned and clenched my knees,
and said, "I've no idea,
but could I use the bathroom, please?"

- Kenn Nesbitt

Find the words from the song that rhyme with the following words and say them aloud.

back

Zoe

Bree

sigh

please

Reading I

Look at the poster and answer these questions.

- a. What does it show?
- b. What are the people doing in each picture?

Let's protect ourselves from COVID-19



Wash your hands frequently with soap.



Wear masks.



Stay at home if you feel sick.



Cover your nose and mouth when you cough or sneeze.



Avoid touching your face.



Avoid crowds.



Keep your distance from others.



Avoid touching other people – do not shake hands.

A. Write these words under the correct pictures.

cough handshake distance sneeze rub



.....



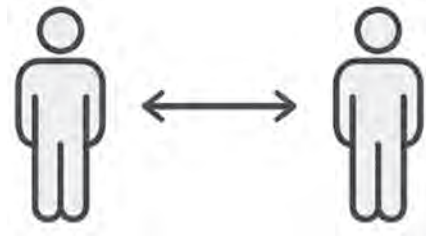
.....



.....



.....



.....

B. Find the words from the poster for these meanings.

- a. save
- b. again and again
- c. ill
- d. stop oneself from doing something
- e. a group of people together

C. Answer the following questions.

- a. What should you wash your hands with?
- b. Where should you stay if you feel sick?
- c. What should you do when you cough or sneeze?
- d. Make a list of two things that you should stop doing?
- e. Should you shake hands? Why?

D. Why is it important to wash your hands properly? Talk to your friends.

Pronunciation

Pronounce these words. Notice what different sounds the letter **a in the words make.**

mask wash hand warm and snake avoid
father many change last add man ask

Writing I

Write a short letter to your friend telling her or him the ways to be safe from COVID-19. Use the reading text above as a guide.

Joroyal, Doti

19 November, 2022

Dear Neetu,

Hi! How are you? I'm okay here. Yesterday, our teacher told us how to be safe from COVID-19. Let me tell you how you can avoid COVID. Here are some rules:

- a.
- b.
- c.
- d.
- e.

Please follow these rules. I think you can avoid COVID-19 this way. Take care!

Yours,

.....

Grammar I

A. Write one-word answers to these questions as in the example.

Example: Q: How often do you need to wash your hands?

A: frequently

- a. How often do you take food?
- b. How often do you go swimming?
- c. How often do you get angry with your friends?
- d. How often do you go to the cinema?

B. Read the following paragraph. Notice the use of the highlighted words.

Sophie is a hardworking student. She **always** wakes up at six o'clock in the morning and she **never** goes to bed late. She **usually** eats at seven in the morning. After that, she goes to school. She is **never** late for school. **Sometimes** she has to take a bus to reach school on time. She is **sometimes** rewarded by her teachers for her good performance. However, she isn't very interested in sports. So, she **never** takes part in any sport events at school. Still, she looks fit and healthy.

C. Tick (✓) the correct alternative to complete the sentences.

- a. I late on Saturdays.
 - i. get up usually
 - ii. get usually up
 - iii. usually get up
- b. Anil late for work.
 - i. never is
 - ii. is never
 - iii. are never

- c. on weekends?
i. Often do you travel ii. Do you often travel
iii. Often you do travel
- d. Mrs. Rai early for class.
i. often is ii. are often iii. is often
- e. Where do you go on vacation each year?
i. never ii. usually iii. ever

D. Rewrite the following sentences using the words given in the brackets.

- a. They go to the movies. (often)
- b. She listens to classical music. (always)
- c. He reads the local newspaper. (sometimes)
- d. Sara smiles. (never)
- e. She complains about her husband. (always)
- f. I drink coffee. (sometimes)
- g. Frank is ill. (often)
- h. He feels terrible. (usually)
- i. I go jogging in the morning. (always)
- j. She helps her daughter with her homework. (never)
- k. We watch television in the evening. (always)

Speaking

A. Work in pairs and act out the following conversations.

Conversation I

Stranger: Could you please tell me where Siddhartha Bank is ?

Binita: It's in Basantapur Chowk, opposite the temple.

Stranger: Thank you very much.

Conversation II

Goma: Excuse me, do you know when the bank opens?

Bharat: It opens at 10 a.m.

Goma: Thank You.

Conversation III

Customer: Excuse me, how much are the apples?

Shopkeeper: They are Rs. 150 per kg.

Customer: Can I get one kg please?

Shopkeeper: Here you are.

Customer: Thank you.

B. Imagine that you are visiting a town for the first time. Ask for the following information (a-e) with the people you meet. Use the phrases given in the box.

Could you tell me.....?

Do you know.....?

May I know.....?

I'd like to know.....

Can you tell me?

a. who/the mayor

b. where/the supermarket

c. how far/the bank

d. how much/chicken

e. when/the last bus leaves

C. Work in pairs. Use the following clues to ask questions and answer them as in the example.

Example: Where/live nowadays? – Sundar Bazar, Lamjung

A: Where do you live nowadays?

B: I live in Sundar Bazar, Lamjung nowadays.

- a. Who/your favourite singer? – Rachana Rimal.
- b. When/your birthday? - Magh 2
- c. How old? - 10 years
- d. What/your favourite food? – chicken
- e. Where/go last Saturday? – zoo

Reading II

Answer these questions.

- a. Have you ever visited any fair?
- b. What do people do in a fair?

Hong Kong Book Fair

EDITION	31 st
FAIR DATES	14 - 20 July 2021 (Wednesday - Tuesday)
VENUE	Hong Kong Convention and Exhibition Centre, 1 Harbour Road, Wan Chai, Hong Kong
OPENING HOURS	14 - 15 July 2021 (Wednesday - Thursday) 10 a.m. - 10 p.m.
	16 - 17 July 2021 (Friday-Saturday) 10 a.m. - 12 midnight (Level 1) 10 a.m. - 11 p.m. (Level 3)
	18 - 19 July 2021 (Sunday-Monday) 10 a.m. - 10 p.m.

	20 July 2021 (Tuesday) 9 a.m. - 5 p.m.
ORGANISER	Hong Kong Trade Development Council
MAJOR EXHIBIT CATEGORIES	Books and Publications Children's Books Religious Books Stationery and Arts and Crafts Products e-Books and e-Learning Resources Learning Centres Hobby Goods Multimedia Products Sports and Leisure

A. Learn the meanings of the words in red from the text and use them to complete the following sentences.

- Bhrikutimandap is a popular for exhibition programmes.
- The 2nd of the Kathmandu Book Fair ended on 28 June 2022.
- I participate in different sport in my school programme.
- The traffic jam is a problem in Kathmandu.
- I went to sleep late yesterday. It was nearly

B. Answer the following questions.

- How long did the Hong Kong Book Fair 2021 run?
- Where did the Book Fair take place?
- On which date did the Book Fair open for fourteen hours?
- On which date did the Book Fair remain open from 10 a.m. to 10 p.m.?
- Who was the organiser of the Book Fair?
- How many categories were there in the exhibition?

- C. Which of the exhibition categories is your favourite? Why? Give your reasons.**

Grammar II

- A. Look at the text in Reading II again and complete the sentences below with **was** or **were**.**

- a. It the 31st edition of the book fair.
- b. It organised for seven days.
- c. The organiser Hong Kong Trade Development Council.
- d. There different major exhibit categories.

- B. Study the following sentences and underline the past forms of the verb **be** in them.**

- a. Kisan was a good boy in his childhood.
- b. The parents were very happy with their children.
- c. I was very nervous during the exam.
- d. Were all of them present in the meeting?
- e. Who was not there yesterday?

- C. Rewrite these sentences using **was** or **were**.**

- a. Jamuna /be/at the supermarket last Saturday.
- b. The children/be/respectful to their teachers.
- c. They/not be/happy at all.
- d. We /be/all sick last month.
- e. I /be/ very tired after the long walk.
- f. The kids/not be/ in the garden.
- g. Mr Yadav/be/fit/ for the job.

D. Complete the sentences with the question words from the box.

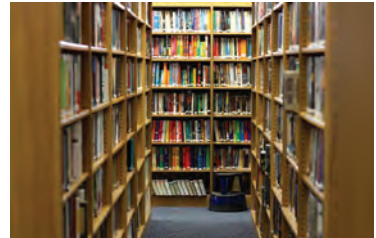
Where	Why	When	What	How	How many	How much
-------	-----	------	------	-----	----------	----------

- a. were you crying yesterday?
- b. is your birthday?
- c. were the keys?
- d. milk was spilt?
- e. students were there at the function?
- f. was the thief found?
- g. was the best game you often played in your childhood?

Listening

A. Look at the picture and answer these questions.

- a. Where do you think the place is?
- b. What do you find there?



B. Listen to the audio and write True or False.

- a. The person has a library card.
- b. He is borrowing a book for the second time.
- c. He needs three books this time.
- d. He chose a book called 'An Easy Way to Learn English'.
- e. He can keep the books for one week.
- f. The fine is two dollars for every extra day.

C. What would you like to know about a library? Write at least three questions you would like to ask a librarian for information about their library?

Writing II

Write a letter to your elder sister or brother, who is away in another town, informing her or him about the upcoming school event at your school. Include the answers to these questions.

- a. When is the event?
- b. Who is organising the event?
- c. How long will the event run?
- d. What are the main categories of the event?

Do it yourself.

Work in groups of four. Design a schedule for the School Annual Day and display it on the wall of your classroom. Other groups will review your group work and decide who has the best design.

Requesting and Apologising

Getting started

- A. Notice the situations shown in the pictures. How might people in the pictures say sorry?



- B. Listen and sing.

I'm really sorry for my recent actions,
Selfishly searching for your reactions.
What I did was not very kind,
I don't know what, got into my mind.

I'm really sorry, I truly care,
What I did was completely unfair,
Hope you forgive me over time,
I feel awful about my crime.

Have you ever apologised? What did you say? Whom did you have to apologise and why? Talk to your friends.

Answer these questions.

- When do people generally say sorry?
- How do you say sorry in your mother tongue when you do something wrong?

Moe's Apology

Once there was a young boy named Moe. He liked playing with anything he found. One day while he was playing with his father's bright green snake sculpture, it slipped from his hand and smashed upon the ground!



Moe didn't know whether to lie and hide, or tell and help clean up. After some time, Moe wrapped the snake parts in a blanket and ran out of the room.

Moe's father soon found the broken sculpture. Moe was "innocently" sitting in his room when he heard a shout. "ARGH!" It was his father, who had just found the broken sculpture under the blanket. "Moe," his father asked, "Did you break my snake then hide it?"

Moe thought hard about what to do next. Just then his mum walked in and realised the situation. "Sheesh," she said, "Just say sorry and help clean up!" He thought that it was a good advice but it was quite late.

Moe's mother sighed: "Don't worry, my dear. It is never too late."

Now Moe knew what to do. He thought that he must apologise. He gave his father a big hug, said "SORRY!" and asked, "Father, how can I help fix my mistake?"

His father replied, "I forgive you, my little man, but I need you

to help glue the pieces back together. Your mum gave the snake to me many years ago, and it makes me sad to see such a special sculpture broken.”

“I didn’t mean to make you feel **sad**,” Moe said, hugging his father.

“Thank you for your realisation.” said Moe’s father.

Moe and his father worked together to mend the broken snake. When the snake was mended, they **clapped** together.

Later at dinner that night, Moe’s father explained that the last part of a complete apology is to create a plan to try not to make the same mistake again in the future!”

“We all make mistakes, my little guy, but what matters is that we learn and grow better each time.” Moe’s father explained.

A. Find the given words in the puzzle below. Circle the words. Then, look up their meanings in a dictionary and use them in your own sentences.

pretend

sculpture

wrapped

shout

realise

clap

mend

apologise

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

B. Put the following sentences from the story in the correct order.

- a. Moe broke the snake sculpture and hid it under a blanket.
- b. Moe's mother advised him to say sorry.
- c. Moe was playing with his father's snake sculpture.
- d. Moe's father told Moe not to make the same mistake again in the future.
- e. Moe apologised for his mistake.
- f. Moe's father found the broken sculpture.
- g. Moe helped his father to glue the pieces of the snake sculpture back together.

C. Work in a group of three and act out the role of Moe, Moe's father and Moe's mother.

Pronunciation

Notice how **-ed** in the following words is pronounced.

lik**ed** mess**ed** want**ed** slipp**ed** wrapp**ed**
realis**ed** sigh**ed** repli**ed** explain**ed** ask**ed**

Speaking I

A. Read the story again and find out when Moe expresses apology. If you were Moe, what would you do in that situation?

Now, look at different expressions of saying sorry and ways of responding to them.

Saying sorry	Responding
I'm sorry. I'm so sorry. I apologise for.... I'm sorry to bother you. I'm sorry I didn't mean that. Sorry about that.	That's okay. That's alright. No problem. Never mind. It doesn't matter. Don't worry.

B. Act out the following conversation.

- Sheetal: Excuse me sir.
- Teacher: Yes, why are you late to school, Sheetal?
- Sheetal: I am very sorry. The road from my house was so muddy today.
- Teacher: Really? Next time, please come earlier, otherwise you will miss the lesson.
- Sheetal: Okay sir. I promise!
- Teacher: Good! Then you may get into the class.

C. Work in pairs. Take turns to say sorry in the following situations.

- You lost your friend's English book.
- You borrowed a pen from a friend a few days ago. You promised to give it back today, but you forgot to bring it.
- You forgot to do the English homework you were given.
- You were writing with a pen and you suddenly spilt the ink on your friend's shirt.
- You forgot one of your friends' name.
- You gave your friend the wrong answer by mistake.

Grammar I

A. Look at the statements and questions below and mark the question words.

- a. There are 35 students in my class. How many students are there in your class?
- b. My class teacher is Mr. Karki. Who is your class teacher?
- c. My first class is at 10:15 a.m. When is your first class?
- d. I am so happy because I have found a toy car on the way. Why are you so happy today?
- e. My name is Ram Karki. What is your name?

B. Complete the sentences below with the correct question words.

- a. do you prefer tea or coffee?
- b. old is your father?
- c. is your next holiday?
- d. is your favourite singer?
- e. are you from?
- f. do you live with?
- g. do you usually go to bed?
- h. are you learning English?
- i. brothers or sisters do you have?

C. Rearrange the following words to form questions.

- a. our/who/is/in/team/?
- b. we/are/eating/?/when/lunch/today
- c. our/?/when/flight/is

- d. his/phone/?/is/number/what
- e. your/favourite/colour/what/is/?
- f. is/where/from/?/Jaya
- g. are/?/going/you/why/there
- h. you/make/?/do/how/cake
- i. what/time/the/bus/arrive/?/does

Listening

A. Look at the picture and answer these questions.

- a. Where do you think the girl with a suitcase is?
- b. What do you think she is asking for?



B. Listen to the audio and write whether the following statements are **True** or **False**.

- a. Zielinski reached the hotel in the afternoon.
- b. She is staying in the hotel for five nights.
- c. She didn't have her passport.
- d. She got the room on the third floor.
- e. The room number is 305.

C. Why do you think people need or want to visit a hotel? Discuss.

Reading II

Look at the text below and answer the questions.

- What kind of writing is this?
- How do you know?

Jawalakhel, Lalitpur

27 August, 2022

Hi Sanu,

How are you? I hope you're well and **enjoying** the school holidays in your own village.

Saru, Nitesh and I are here in the zoo and we are having a **brilliant** time. We visited all around, observed each display and all the animals in the zoo. We saw elephants, ostriches, tigers, bears, chimpanzees and many more. We liked the peacock dance very much. I have recorded a small video of its dance. I will show you it later when you return. Now we're sitting in a cafe having a milkshake and an ice-cream, and thinking about you! I am writing this letter as we enjoy our food!

Yesterday we went **sightseeing** to Kathmandu Durbar Square. Then, we went to the Dharahara and **luckily** got the chance to get to the top of it! We also saw the beautiful view of the Kathmandu Valley.

We did some shopping in New Road. I bought a T-shirt and a little **present** for you.

Wish you were here!

Will you write to me about what you are doing these days?

Love,

Roshika

A. Complete the sentences with the correct words given below.

brilliant	luckily	sightseeing	enjoying	present
-----------	---------	-------------	----------	---------

- a. We visited Ghale Gaun last week. We enjoyed and culture there.
- b. A tree fell down so close to me., it didn't hurt me.
- c. Tomorrow is my sister's birthday. I will buy afor her.
- d. "Did you like the film?" "I thought it was"
- e. Rupa's friends are absent today. I don't think Rupa is herself very much.

B. Answer these questions.

- a. When was the letter written?
- b. Where is Sanu now? How do you know?
- c. Where are Roshika and her friends now?
- d. What video has she recorded?
- e. What does she request Sanu to do?

C. Work in pairs. Share your experiences about your recent visit to an interesting place.

Speaking II

A. Work in pairs. Ask and answer these questions. Use the clues in the box to accept or reject the requests.

- a. Can you help me with this bag, please?
- b. Can you open the door, please?

- c. Can you please stop reading aloud?
- d. Can you tell me the time, please?
- e. Can you please turn the light on?
- f. Can you lend me some money, please?

Accepting a request	Declining a request
Of course. Sure. Certainly. Yes, that's no problem/No problem.	I'm sorry. I'm afraid not. I'm sorry, I can't.

B. Work in pairs and take turns to make requests and respond to them as in the example.

Example:

A: Can you make me a cup of coffee, please?

B: Of course.



make me a cup of coffee



take my picture



lend me your bicycle



turn off the TV



add some water to my glass



close the window

Writing

Read Roshika's letter again. Imagine you are Sanu. Write a reply to her.

Grammar II

A. Look at some sentences taken from **Reading II**. Study how they are written in negative forms.

Statements	Negative forms
a. We are having a brilliant time.	a. We are not having a brilliant time.
b. We liked the peacock dance very much.	b. We didn't like the peacock dance at all.
c. I have recorded a small video of the peacock dance.	c. I haven't recorded any video of the peacock dance.
d. I will show you it later.	d. I won't show you it later.

B. Change the following statements into negative.

- a. My sister makes delicious milkshake.
- b. They are careful about the health safety measures.
- c. It was an unforgettable experience.
- d. We enjoyed the tour very much.
- e. I recognised him instantly.
- f. They were waiting for our reply.
- g. I have finished my homework.

- h. He teaches mathematics.
- i. I will visit Pokhara next month.
- j. I can drink very hot tea.

C. Write any five sentences of your own in affirmative forms and change them into negative.

Do it yourself.

Work in a group of four. Prepare a poster to keep in public places, for example in a garden, in a corridor or in a library. Make it attractive for people to see.

Please walk slowly.

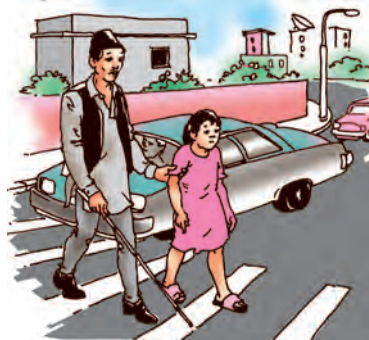
No horn please!

Please turn off your mobile.

Please put your shoes here!

Getting started

- A. Look at the pictures. Guess what they might say in these situations.



- B. Listen and sing.

Thank you, God, for the world so sweet
 Thank you, God, for the food we eat
 Thank you, God, for the birds that sing
 Thank you, God, for everything!

Thank you, God, for the world so sweet
 Thank you, God, for the food we eat
 Thank you, God, for the birds that sing
 Thank you, God, for everything!



Why do you need to be thankful to the god? Tell your friends.

Reading I

Answer these questions.

- What do you say in your mother tongue to congratulate people?
- When do you congratulate people?

Messages of Congratulations

A

Well done! Congratulations on your **success** in the exam and good luck for your future studies.

B

Congratulations! Hardworking students like you always **perform successfully** in their exams.

C

I am **glad** that you have **finally** got your dream job. Congratulations!

D

Well done! We are **proud of** you for getting the **award**. Congratulations!

E

Congratulations Nepali football team for **winning** the **gold medal**. You played very well!

A. Learn these words and complete the sentences with them.

success finally successfully award gold medal

- a. Niru has won an of Rs. 20,000 in the essay writing competition.
- b. You always win the race. What's the secret of your ?
- c. Karnali team won the football match and they received the
- d. Pasang Sherpa reached the top of the mountain.
- e. We waited the programme to start for a long time., it started at 3 p.m.

B. Why were the messages in Reading I on page 53 written? Write A-E to complete the table. One has been done for you.

success in an exam	A
getting a new job	
winning the award	
winning the gold medal	
performing successfully in the exam	

C. How do you congratulate others? Practise in pairs.

Pronunciation

Listen to your teacher saying these words. Say how many syllables each word has. Take help from your teacher.

well your success like always
finally congratulations dream perform medal

Grammar I

A. The following words are from Reading I above. Are they nouns, verbs, adjectives or adverbs?

well

successfully

finally

B. Answer the questions given at the end of each statement. Say only one word.

- a. He ran **quickly**. How did he run?
- b. She spoke **softly**. How did she speak?
- c. James coughed **loudly** to attract her attention. How did James cough?
- d. He plays the *Madal* **beautifully**. How does he play the *Madal*?
- e. He ate the chocolate cake **greedily**. How did he eat the chocolate cake?

C. Complete the following sentences choosing the correct adverb from the brackets.

- a. You should drive Otherwise you may get into an accident. (fast/slow)
- b. Dress up You are getting late for school. (quickly / quietly)
- c. The man hasn't eaten anything for eight hours. Now, he is eating (carefully/hungrily)
- d. The road is slippery. Walk (softly/carefully)
- e. The thief entered the house Nobody knew it. (quietly/noisily)

Writing I

Imagine one of your friends has achieved a good grade in the first terminal examination. Complete the following message of congratulations using the words below.

examination

Congratulations

done

Good luck

Nita

Congratulations

Dear ,

Well! on getting a good grade in the first terminal I am proud of you. for more progress in the future. once again.

Yours,

.....(your name)

Reading II

Answer the following questions.

- How do you say 'thank you' in your mother tongue?
- When do you thank people?
- Why do you write a thank-you note?

25th November, 2022

Dear Aunty,

Thank you for the lovely dress you gave me for my birthday. It is very beautiful! I really like the colour and the design. Red is my favourite colour.

Thank you so much for coming to my birthday party. I hope you had a good time.

Love,
Jenisha

15th January, 2022

Dear Mr. Karki,

I just wanted to say a big thank you for teaching us English in such a nice way. You made us **excited** to learn English from you.

Also, I want to say that I **appreciate** how you greeted me whenever we saw each other in the school **hallways**.

Sincerely,
Rohan

A. Match the words on the left with their meanings on the right.

- | | |
|---------------|---|
| a. lovely | i. feeling or showing happiness |
| b. design | ii. a passage in a building with rooms on either side |
| c. excited | iii. beautiful; attractive |
| d. appreciate | iv. the way something is made |
| e. hallway | v. to recognise the good quality of somebody |

B. Now, complete the following sentences with the words on the left from task A above.

- She is very that she will get to meet her best friend.
- Thank you very much! I really your help.
- I met the teacher along the and thanked her.
- Do you like the of this shirt?
- Look at the flower. It's very

C. Answer the following questions.

- a. When did Jenisha write the note?
- b. What did Jenisha's aunt give her?
- c. Why did Jenisha like the gift?
- d. Why did Rohan thank Mr. Karki?
- e. Is Rohan happy with the teacher's method of teaching English? How do you know?
- f. Does Rohan like the way the teacher greets him? How do you know?

D. What do you say to thank others? Say two or three phrases from the reading text.

Grammar II

A. Study the following sentences. The words in red are from the thank you notes above. Are they adjectives or adverbs?

- a. It is a **beautiful** dress.
- b. There is a **nice** building over there.

B. Many of the adverbs end in '-ly'. Change the following adjectives into adverbs.

- | | | |
|---------------|--------------|--------------|
| a. sudden | b. quiet | c. slow |
| d. careful | e. easy | f. hungry |
| g. thoughtful | h. confident | i. beautiful |
| j. nice | | |

C. Say which word in each group is the odd one. Give your reasons.

- a. nice, beautiful, pretty, happily
- b. little, slowly, happy, lonely
- c. careful, confidently, slow, loud
- d. quickly, sudden, hungry, tall
- e. hungrily, dress, shoes, computer

Listening

A. Discuss these questions with your friends.

- a. Who do you ask about homework when you miss a school day?
- b. What do you say when a friend explains to you about your missed homework?

B. Answer these questions.

- a. Is Kate still sick?
- b. When is Kate going to school?
- c. What's the homework for English class?
- d. Why does Kate thank Paul?

C. Write a conversation between you and your teacher in six exchanges asking what she thinks about you handing in your homework late.

Speaking

A. Study and practise saying the following expressions.

Thanking	Congratulating
Thank you.	Congratulations!
Thank you very much.	Well done!
Thanks.	Great!
Thank you for your help.	Congratulations on your success!
Many thanks.	Congrats!
Cheers.	

B. What do you say in the following situations? Use suitable expressions from the table above.

- One of your friends has passed an examination.
- Your friend has given you a pencil.
- Your friend has lifted your bag for you.
- Your sister is getting married.
- Your teacher just gave you a gift on your birthday.
- Someone has returned your lost book.
- Someone helped you to carry your books.
- You received your change from the shopkeeper.

C. Act out the following dialogues in pairs supplying the missing expressions.

- A: Happy birthday! Please take this gift.
B:
- A: Let me know when you need help again.
B:

- c. A: Let me carry your bag.
B:
- d. A: Hurray! I've won the match.
B:
- e. A: I've got a B in an English test.
B:
- f. A: Did you know? My father bought me a new mobile phone.
B:

Writing II

A. Use full stop (.) or question mark (?) or exclamation mark (!) in the following sentences.

- a. Will you help me, please
- b. Shut up
- c. Oh When are you going
- d. Ouch That hurts
- e. Go away I hate you
- f. Wow

B. Suppose your teacher gave you a set of coloured pencils on your birthday. Make a postcard to thank her/him.

Do it yourself.

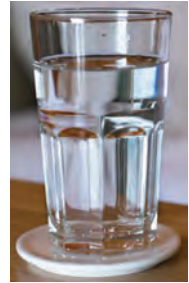
Work in groups of five. Write a thank-you note to your English teacher. Make the note as beautiful as you can. Vote on each others' tasks and decide which group has the best text and design.

Getting started

- A. Look at the pictures. Take turns to ask and answer questions about the pictures, as in the example.

Q: How many trees are there in your garden?

A: There are many trees.



- B. Listen and sing.

Twelve months in a row,
Use them well and let them go;
Welcome them without a fear,
Let them go without a tear –
Twelve months in a year;
Greet the passing miracle,
Spring and summer beautiful,



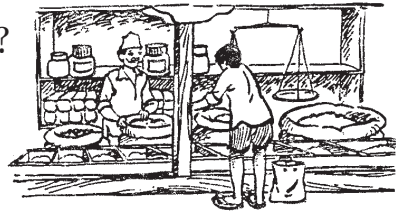
Autumn, winter, gliding on,
Glorious seasons quickly gone –
God's treasure in a row,
Take them, love them, let them go!

How many seasons are mentioned in the song? What is your favourite season? Why? Talk to your friends.

Reading I

Look at the picture and answer these questions.

- Who do you think these people are?
- Where do you think they are?
- What do you think the man is going to buy?



At a Grocery Store

- Grocer: Good morning, ma'am. How can I help you?
- Sanju: I have to buy a few things. First, I would like to have some rice. Do you have *basmati* rice?
- Grocer: Yes, ma'am. It is in front of you.
- Sanju: It doesn't look so good. What is that?
- Grocer: It's Long Grain Rice.
- Sanju: Can I have 5 kg, please?
- Grocer: Here you are, ma'am.
- Sanju: I need 500 gm of powdered milk.

Grocer: What **brand** would you like?

Sanju: I would like to have the DDC brand.

Grocer: I'm sorry, ma'am. We don't have that brand. We only have Kabhreli Milk. Would you like that?

Sanju: Okay, that's fine. I also need a tin of ghee.

Grocer: No, ma'am. I only have **fresh** ghee. Are you okay with that?

Sanju: Is it good of quality?

Grocer: Yes, ma'am. The best you can get in the market.

Sanju: Okay, give me a kilogram. What about the price?

Grocer: It's Rs. 1150 a kilo. It's not very **expensive**.

Sanju: Okay. Also give me a 200 gm packet of powdered **spices** and a tube of toothpaste.

Grocer: Okay, ma'am. Here they are.

Sanju: What is the total price?

Grocer: **Altogether** 1580 rupees.

Sanju: Here is the money.

Grocer: Thank you, ma'am.

Sanju: You're welcome.

A. These words are from the conversation in Reading I but their letters are jumbled. Arrange the jumbled letters to form the correct words.

uqialty
rkmaet

dpoweder
eymon

paetck

shfre

B. Now, complete these sentences with the words you have formed.

- a. They went to the and bought a lot of things.
- b. This store sells the best items only.
- c. She never feeds milk to her baby.
- d. Sanju spent a lot of buying things from the market.
- e. She always eats fruits in the morning.
- f. Could you please give me a of biscuits?

C. Answer these questions.

- a. When did Sanju go to the grocery store?
- b. Did Sanju buy the rice she wanted? Why?
- c. Which brand of milk was Sanju searching for?
- d. How much ghee did Sanju buy?
- d. Make a list of items Sanju bought.
- e. How much did she pay in total?

D. Recall the time you went to a grocery store. What items did you buy and in what quantity? Share with your friends.

Pronunciation

Pronounce the words in the box. Notice how the letters in red are pronounced.

price	brand	company	blackboard
important	sky	symbolic	faster

Grammar I

A. Study the following sentences carefully. Decide whether the coloured nouns are countable or uncountable.

- a. How many **students** are there in your class?
- b. How many **books** do you have?
- c. How much **money** do you spend every day on tiffin?
- d. How much **meat** are you going to buy?
- e. How many **films** did Tom watch last year?

B. Complete this dialogue with **how much or **how many**.**

Dad: Okay. dear, onions do we need?

Son: Only one Kg, I think.

Dad: Very good. And, cheese?

Son: Mum said about 100 gm.

Dad: Umm ... 100 gm. Fine. Now, tomatoes, Ragav?

Son: We need half a kilogram.

Dad: What about spaghetti? packets of spaghetti do we need?

Son: We don't need to buy any. We have some at home.

Dad: Right. The last thing is meat. meat do we need?

Son: Meat? Oh, 500 gm. That's 500 gm of chicken.

C. Correct these sentences and rewrite them as in the example.

Example:

He bought lots of sugars.

He bought lots of sugar.

- a. We drank many cup of coffee yesterday.
- b. The room was full of dusts.
- c. There are fifty boy in my class.
- d. Shall we borrow some moneys?
- e. How many money did you ask for?
- f. I ate three mango.
- g. These childs are flying kites.
- h. These houses are made of muds and stone.

D. Rewrite the following sentences. Use the plural forms of the underlined nouns.

- a. The wolf chased the sheep.
- b. Put the book on the shelf.
- c. The police officer ran after the thief.
- d. The doctor pulled out the aching tooth.
- e. The lady took the key from her bag.
- f. The child flew the kite.
- g. The worker had swept the chimney.
- h. She bought a computer and a keyboard.

Listening

A. Look at the picture and answer these questions.

- What do you think the boy is doing?
- Do you feel shy or confident when speaking in English? Why?



B. Listen to the audio and state whether the given sentences are **True** or **False**.

- The speaker is shy about speaking in English.
- The speaker's friends also worry about making mistakes.
- His friends do not care about using correct grammar.
- The teacher suggests it is best to learn by doing.
- The speaker has long conversations with himself.
- He reads his short stories aloud.

C. How do your family members feel about speaking in English? Why? Talk to your friends.

Reading II

Look at the picture and answer these questions.

- What do you see in the picture?
- How does it look to you?

Bright and Beautiful

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The creator God made them all.

Each little flower that opens,
Each little bird that sings,
He made their shining colours,
He made their tiny wings.

The rich man in his castle,
The poor man at his gate,
God made them high and lowly,
And fixed all men's fate.

'He' gave us eyes to see them,
And lips that we might tell,
How great is the God, I know,
Who has made all things well.



Cecil Frances Alexander

A. Match the words on the left with their meanings on the right.

- | | |
|------------|----------------------------------|
| a. bright | i. a big stone building |
| b. creator | ii. very small |
| c. castle | iii. full of lights |
| d. tiny | iv. very good |
| e. well | v. someone who creates something |

B. Write True for the true statements and False for the false ones.

- Some creatures are great while others are small.
- The wings of the little birds are large.
- The rich man lives in a castle.
- God gave us ears to see.
- God has made all the things well.

C. Do you believe that the God created everything? Share your opinion with the class.

Speaking

A. Read the following conversations, act them out and notice the 'quantity words'.

Conversation I

Garima: **How many** animals are grazing in the field?

Puspa: I can see **ten**.

Conversation II

Shopkeeper: **How much** sugar do you need?

Customer: I need **a kilogram**, please.

Conversation III

Mother: **How many** clothes have you washed today?

Son: I've washed **lots** of them.

- B. The image below is Ruchi's kitchen. Look at the picture, ask and answer questions using **how much** and **how many** of certain things there are.**



- C. Talk about yourself with your friend. Ask and answer about the things you have.**

Example:

Bindu : Kamala, how much money do you have in your pocket?

Kamala : I have fifty rupees. How about you?

Bindu : I have only ten rupees.

Grammar II

A. Study these sentences carefully. Notice the use of **a** or **an**.

- a. I saw **an** accident yesterday.
- b. That is **a** good idea.
- c. I need **a** kilogram of fresh apples.
- d. **A** school inspector is coming to our school today.
- e. Alina wants to be **an** engineer.

B. Complete these sentences with **a** or **an**.

- a. I want to ask you question.
- b. It is nice day today, isn't it?
- c. Mohini works in bank.
- d. elderly man was carrying a heavy load this morning.
- e. Muna is engineer in company.
- f. He belongs to different profession.
- g. They are searching for location to start the business.
- h. Art is wonderful subject.
- i. Did you write essay last night?

C. Complete these paragraphs with a or an. Write X if no article is necessary.

- a. My mother is English teacher. I am student at Ganesh Secondary School. When I get home from school, I watch programmes on TV. That's the best part of my day.
- b. Once upon time, there lived grasshopper. It was very lazy. There was also ant who was very active.
- c. Yesterday, my mother told me story. In the story, there was old man and his wife. The couple had daughter who wanted to become engineer. They sent her to good school.

Writing

A. Study the following paragraph about a shopping experience. Underline the boldfaced singular nouns in blue ink and the plural nouns in black .

Hi, it's me Anoj. Last evening, I went shopping with my **father**. We had to buy a lot of **things** that we needed. For example; **clothes, groceries, fruits** and many more. First, we went to a clothing **store**. My father bought a **T-shirt**, a pair of **socks**, and an office **bag**. He also bought a **shirt** for me. Then, we went to a shoe store and bought a pair of **shoes** for both of us. After that, we went to a grocery store and bought a packet of **tea**, some **soap**, a loaf of **bread** and a kilogram of **ghee**. Finally, we bought some **fruits** and returned back home.

B. Now, write a similar paragraph explaining your shopping experience. Include the following points.

- a. where you went,
- b. who you went with,
- c. what things you bought,
- d. what quantities you bought, etc.

Do it yourself.

Go round the class. Ask and find out about five of the things your friends own. Ask questions using 'How much...?' and 'How many...?' and complete the table below.

Names of your friends	Things they own (include quantities)
Kamala Devkota	an eraser, two pens, a dog and some money

Making Comparisons

Getting started

- A. Compare the animals shown in the pictures. Use the words given in the box.



small



fast



intelligent



- B. Listen and sing.

Big, bigger, biggest

Big, bigger, biggest

Big, bigger, biggest

Let's compare the sizes!

Let's compare the sizes!!

Small, smaller, smallest

Small, smaller, smallest

Small, smaller, smallest

Let's compare the sizes!

Let's compare the sizes!!

Compare different objects in your class in term of their size.

Reading I

Look at the pictures and answer these questions.

- What do you think the first picture shows?
- Is it cold or warm in the second picture? Why?

From Pole to Pole

Antarctica and the Arctic region are the coldest areas of our planet. They have been the **destinations** for many scientific studies. Antarctica is the coldest of the seven **continents**. Masses of ice and snow cover most of Antarctica's land.

Antarctica lies around the South Pole. It is the most **barren** place on Earth. Few plants can survive in its extreme cold. Only a few types of wildlife live on the coast. There is no sunlight at all for four months at a time in Antarctica. This keeps the continent very cold. There are no cities or towns. In fact, no people live there **permanently**. Antarctica was discovered in 1820. Many teams of **explorers** visit there to learn about this interesting piece of land. The **seacoast** has a variety of



animal life. Whales, seals, penguins, and fish are among the animals that live in the **coastal** water. All of these animals depend on the sea for food and **shelter**.

At the opposite end of the Earth is the North Pole. It is called the Arctic. This is also a very cold region. But it has warmer areas than Antarctica has. So, the Arctic is a **permanent** home for many people. Parts of Europe, Asia, and North America are also in this **region** (area). Most of the Arctic lands have no snow and ice in the summer. In many parts, there is no sunshine during the winter. However, there is at least a little sunshine for some of each day from March to September.



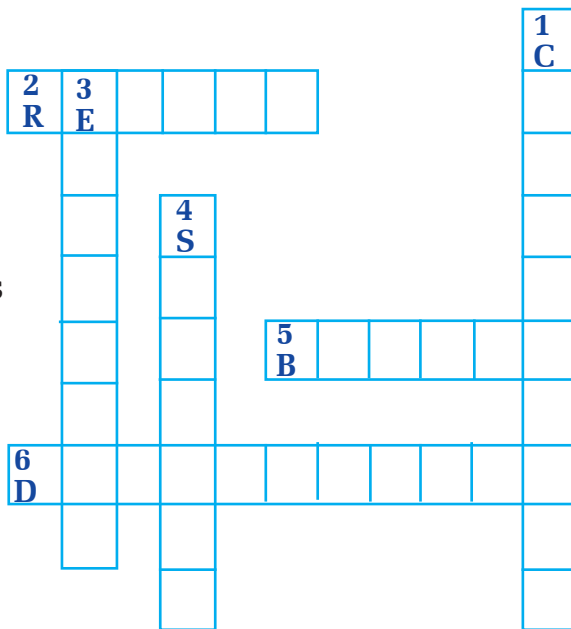
A. Solve this crossword puzzle.

Across

- 2. an area
- 5. the land that is not fertile
- 6. the place someone is going

Down

- 1. the main land masses in the world
- 3. a person who explores a new area
- 4. a safe place to stay



B. Write True for true and False for the false statements.

- a. Antarctica is the coldest of all the continents.
- b. Antarctica is dark for four months at a time.
- c. There are no people living in Antarctica permanently.
- d. The Arctic is a warm region of Earth.
- e. Many people live in the Arctic.

C. Answer the following questions.

- a. What are the two coldest areas on Earth?
- b. Why is it cold in Antarctica?
- c. Why do only a few wildlife species live in Antarctica?
- d. When was Antarctica discovered?
- e. What animals live in Antarctica?
- f. Where is the Arctic located?
- g. When is there no sunshine in the Arctic?

D. Label the picture with seven different continents.

Asia Antarctica Australia Africa North America
South America Europe



Pronunciation

Listen to your teacher and practise pronouncing these words.

see sea cities seacoast certain south
said case so shelter shore shoe
ship show cash patient sugar marsh

Grammar I

A. Complete the following sentences with the missing words from the reading text above.

- Antarctica and the Arctic regions are the places.
- Antarctica is the of the seven continents.
- Antarctica is the place on earth.
- The Arctic has areas than Antarctica has.

B. Complete the missing words in the table.

Adjective	Comparative	Superlative
old	older	oldest
cold	.....	.....
much	.....	.....
.....	.....	warmest
nice	nicer	.....
good	.....	.....
little	.....	.....
many	.....	.....
interesting	more interesting	.....
.....	.....	most barren

C. Notice the mistakes in the statements below and correct them. The mistakes are highlighted.

- a. That book is **interestinger** than this one.
- b. My brother is **more good** at football than me.
- c. My phone is the **more expensive** thing I have.
- d. The cheetah is the **most fast** animal.
- e. The blue whale is the **most heaviest** animal.
- f. I am the **most young** in my family.
- g. She can run **fast** than me.
- h. My younger sister is **more taller** than me.

D. Complete the following sentences using the comparative or superlative forms of adjectives in brackets.

- a. My father is the (tall) person in my family.
- b. Mary is(short) than Kamala.
- c. Jennie is(helpful) than Muna.
- d. You are the (sweet) person I have ever met.
- e. My friend is the(good) dancer in the class.
- f. I have done the(funny) thing today.
- g. It is(difficult) than you told me.
- h. These shoes are much (cheap) than those.
- i. John is (clever) than his brother.
- j. What is the (common) word in English?
- k. The Nile is the (long) river in the world.

Listening

A. Try answering the following questions.

a. Which is your favourite food?



b. Which are the five tastiest foods you know?



c. Why are they tastier than other foods?

B. Listen to the audio and complete the sentences with only one word.

- There's so much food in the world.
- We can spend a whole lifetime eating a different every day.
- It is difficult to say what thefood in the world is.
- The speaker's in food keeps changing.
- Countries have so many different
- Fast food is not for us.
- We have to be more about the food in the future.

C. Do you like eating fastfood or homemade food? Why? Make comparisons.

Speaking

A. Act out the conversation in pairs. Notice the comparisons.

Jessica: Hi Dolma. How are you doing?

Dolma: Oh, not too bad.

Jessica: Your hair looks nice.

Dolma: Thank you very much. I've just had it trimmed. It's shorter now.

Jessica: Better than before. Do you want to come for a cold drink?

Dolma: OK. Today is the hottest day of the year.

Jessica: Do you want to watch a movie as well?

Dolma: I'm afraid I can't. I've too much work to do.

Jessica: You always say that! You are busier than everyone here.

Dolma: No, I am not. I just like to keep busy.

Jessica: I'll help you when we finish.

Dolma: Oh, alright then, just a short movie.

B. Compare the animals below using the appropriate forms of adjectives given. Talk about all of the animals.

Example: A dog is smaller than a lion.

small big dangerous cute slim faithful



C. Compare different things in your classroom as in the example. Talk about at least five things.

Example: The door is bigger than the window.

Writing I

Do you like winter or summer? Write a paragraph comparing the two seasons.

Reading II

Answer these questions.

- Who is the tallest student in your classroom?
- What other differences can you see among your friends?

Comparison

Some boys are big, some boys are bigger.
Some girls are tall while others are taller.
Some girls can run while others should walk.
Some boys listen while other boys talk.



Some people give and other people take.
Some farmers **hoe**, leaving others to **rake**.
Sometimes we plant and sometimes we sow.
Sometimes we stop when perhaps we should go.



The **desert** is the hottest but the mountains so cold.
Some people are **cautious** and others are **bold**.
It is good to be happy and okay to be sad.
When we think of good and the bad times we've had.

- *Gordon Nightingale*

A. Match the words in column A with their meanings in column B.

Column A

- a. hoe
- b. rake
- c. desert
- d. cautious
- e. bold

Column B

- i. a dry land
- ii. careful
- iii. a gardening tool
- iv. brave and confident
- v. collect or gather

B. Read the poem again and complete the following sentences.

- a. Some boys are big and some are.....
- b. Some girls are able tobut others are not.
- c. Farmers work hard to plant and seeds.
- d. The deserts are theareas on the Earth.
- e. We have good andtimes in our life.

C. Do you know you are better than others in some ways and others are also better than you in some other ways? What are those things? Make a list and share in the class.

Grammar II

A. Study the following sentences. Notice the words in red.

- a. There is a river. The river is very deep.
- b. Hari is the tallest boy in the class.
- c. The Earth moves round the Sun.
- d. The birthday party was nice.
- e. The sky is clear today.
- f. She is an honest girl.

B. Choose the correct words from the brackets to complete the sentences.

- a. There is (a/an/the) cat. (The/A/An) cat is chasing a mouse.
- b. Which is (a/an/the) highest mountain in the world?
- c. Are you (a/an/the) student?
- d. Close (a/an/the) door, please.

- e. I am looking at (a/an/the) moon.
- f. Have you ever seen (a/an/the) elephant?
- g. There is (a/an/the) temple in the middle of our village.
- h. (A/An/The) Sun is a star.
- i. Do you like (a/an/the) apple or (a/an/the) orange?
- j. She is (a/an/the) European girl.

C. Complete these sentences with a, an or the.

- a. There is a tree. tree is really big.
- b. I havedog andcat.
- c. My hen laysegg every day.
- d. Amar is.....funniest boy in the class.
- e. Look! sky is lovey today.
- f. She is intelligent student.
- g. Did you see man with a long beard on the way? He is my father.
- h. Let's read book.
- i. This is a pen.pen costs Rs. 100.

Writing II

Write a short paragraph about two of your friends. Use adjectives to compare their height, likes, behaviours, etc.

Do it yourself.

Observe the buildings or houses around your school. Draw their pictures and write as many adjectives as possible to describe them.

Describing Location

Getting started

- A. Look at the picture. Describe where the things are located. Talk about them as in the example.

Example: The picture is on the wall.



- B. Listen and sing.

I have a little pretend game I play
When Daddy calls to me.
I say, "I'm right here, Daddy!
I'm under the sea!"



Or I say. "I'm in the window."

Or else, "I'm out the door."

"I'm on top of the table."

Or "I'm under the floor."

I say, "I'm right here, Daddy!

I'm next to the fish!"

The fish who's swimming

Around his little dish.

The girl is in different places in the song. Name these places.

Reading I

Look at the picture below and answer these questions.

- What do you think the name of the building is?
- Where is it located?

Rani Mahal

The Rani Mahal is located on the bank of the Kaligandaki River in Palpa district of Nepal. Rani Mahal means "queen's palace". It was **built** by General Khadga Shumsher in 1893. It took about four years to complete this beautiful palace.



This four-storey palace has a dozen of rooms; guest rooms, a kitchen, etc. The **prayer** room is situated at the eastern front of the palace. There

are sitting rooms on the top floor, while there are bedrooms on the middle floor. The palace is **surrounded** by gardens and a pond. The stairs that start from the palace gate go all the way down to the Kaligandaki River. The river also **possesses** religious importance.

The palace is situated at a distance of 13 km north of Tansen, Palpa. The palace looks **attractive** sitting on a **massive** rock in a quiet place. Many visitors go there to see its beauty. There are some hotels and camping sites near the palace.

Now, there is a road to visit the palace. It takes about half an hour to reach there from Tansen. You can also get public vehicles from Tansen Narayansthan. Hiking lovers can also walk from Kailashnagar near Batasedanda which is about 3 km from Tansen leading to the Rani Mahal. It takes about 3-4 hours of **hiking** to reach the palace.

A. Match the words on the left with their meanings on the right.

- | | |
|---------------|-------------------------------|
| a. built | i. has or owns something |
| b. prayer | ii. very big |
| c. possesses | iii. was all around |
| d. massive | iv. words that you say to God |
| e. surrounded | v. going for long walks |
| f. hiking | vi. made or constructed |

B. Write True for true statements and False for false ones.

- Rani Mahal is on the bank of the Kaligandaki river.
- It took five years to build the palace.
- The palace has four storeys.
- The palace looks beautiful.
- You can go to the palace by motor vehicle.

C. Answer the following questions.

- a. Which district does the Rani Mahal lie in?
- b. What things are there around the palace?
- c. What importance does the Kaligandaki River have?
- d. How long does it take to go to the palace from Tansen in a vehicle?

D. If you got a chance to visit the Rani Mahal, what would you like to see? Talk to your friends.

Pronunciation

Pronounce these words with the help of your teacher.

sites palace distance massive
vehicles hotels landscape motorcar

Grammar I

A. Choose the correct sentences given and write them below the pictures.

- a. Look! The dog is jumping over the fire.
- b. A child is hiding under the bed.
- c. Saru is swimming in the pond.
- d. The children are sitting in front of the TV.
- e. The blue car is behind the green car.
- f. The house lies between the trees.



B. Choose the correct preposition from the brackets and complete the sentences.

- a. My dad is working..... the kitchen. (on/in/at)
- b. I'm waiting for my friend her house. (in front of/under/on)
- c. We're playing hide and seek – I'm hiding the door! (on/under/behind)
- d. I sit.....my mum and my dad on the sofa while watching TV. (under /in/between)

- e. Can you swimwater? (in front of/over/in)
- f. We keep our bagsthe desks. (over/in front of/on)
- g. Nepal liesIndia and China. (at/in/between)
- h. Bees are flyinga honey pot. (between/at/over)
- i. Do not standthe door. Come in. (on/in/at)
- j. The thief was hidingthe bed when the police came. (on/between/under)

Speaking

- A. Look at the picture below and have conversations with your friend about different things that you see. An example is given. Use the prepositions in the box.**



in
on
at
between
under
over
in front of
behind

Example:

A: Where is the painting?

B: It's on the wall.

- B. Draw a picture of a bedroom showing all your possessions. Then, explain to your friends where your things are located.**

Writing I

Using the drawing of your bedroom above, write a paragraph explaining where various things are located in your room.

Reading II

Look at the pictures below and answer these questions.

- What do you notice in the pictures?
- Go outside, look at the sky and describe the different types of clouds you see.

Clouds

What are clouds?

Clouds are made of water drops or ice **crystals** floating in the sky. There are many kinds of clouds. They are an important part of weather of the Earth.



How are clouds formed?

The sky can be full of water. But most of the time you can't see the water. The drops of water are too small to see. They have turned into a gas called water **vapour**. As the water vapour goes higher in the sky, the air gets cooler. The cooler air causes the water **droplets** to start to stick to things like **bits** of dust, ice or sea salt.



What are the types of clouds?

Clouds get their names in two ways. One way is by where they are found in the sky. Some clouds are high up in the sky. Low clouds form closer to Earth's surface. In fact, low clouds can even touch the ground. These clouds are called **fog**. Middle clouds are found between low and high clouds.

Another way clouds are named is by their shape. **Cirrus** clouds are high clouds. They look like feathers. **Cumulus** clouds are middle clouds. These clouds look like **giant** cotton balls in the sky. **Stratus** clouds are low clouds. They cover the sky like bedsheets.

What causes rain?

Most of the water in clouds is in very small droplets. The droplets are so light that they float in the air. Sometimes those droplets join with other droplets. Then they turn into larger drops. When that happens, **gravity** causes them to fall to Earth. We call the falling water drops "rain." Freezing rain, **sleet** or even **hail** can fall from clouds.

A. Match the words in column A with their meanings in column B.

Column A

- a. crystals
- b. vapour
- c. droplets
- d. giant
- e. sleet
- f. hail

Column B

- i. a mixture of rain and snow
- ii. very large
- iii. small balls of ice
- iv. small drops of liquid
- v. a mass of very small drops of liquid in the air
- vi. small pieces of a substance

B. Answer the following questions.

- a. Why can't we see water in the sky?
- b. What happens when water vapour goes higher in the sky?

- c. Write the names of high and low clouds.
- d. What causes the droplets to fall to the Earth?
- e. What is the name of falling water droplets?

C. Have you noticed various shapes of clouds in the sky? Draw and write down the shapes of clouds you have seen.

Listening

A. Look at the picture and guess the answers to these questions.

- a. Which city is it?
- b. What do you see in the city?



B. Listen to the audio and match the words/phrases in column A with the correct information in column B.

Column A

- a. Shirley
- b. nice parks in Melbourne
- c. a lake
- d. fruit bats

Column B

- i. in the centre
- ii. hanging upside down from the trees
- iii. lots of parks
- iv. from Australia

C. Listen to the audio again and list down all the prepositions you hear.

Grammar II

Complete the following sentences with **in, **on** or **at**.**

- a. The water is the bottle.
- b. The book is the table.

- c. Tenzing is work.
- d. The Phewa lake isPokhara.
- e. I am listening to classical music the radio.
- f. The answer is the bottom of the page.
- g. She lives Birgunj.
- h. I'll meet you the airport.
- i. She stood the window and looked out.
- j. I waited for Rohan the station.

Writing II

This is a picture of a living room. Look at the picture and write, in a paragraph, where things are located. The start of the paragraph has been given.



This is a living room. There are two dogs under the table. There

Do it yourself.

Draw a picture of your classroom and describe it to your friends.

Getting started

- A. Look at the pictures below. Talk about them using the clues given.



Moon/move/around the earth



Leopard/fastest animal/in the world



Water/liquid



Mt. Everest/the highest mountain

- B. Listen and sing.

The Rainbow

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky.

-Christina Rossetti

Underline and say the rhyming words from the poem.

Reading I

Look at the pictures below and answer these questions.

- What do you think the animal is?
- Where do you think this animal is found?

Red Pandas

Red pandas are also known as the ‘lesser pandas’ or ‘firefoxes’. They are the mammals that are actually not related to the giant panda. The much larger giant pandas are bears. Red pandas are not bears. They’re in their own **unique** family.

The red panda is well known for its round face, red and black **fur**, and a bushy tail.

The red pandas are all about the same size as a house cat. Their bodies grow to around 60 cm in length and their tails grow up to around 50 cm in length.

Red pandas live in cool, **damp** mountain forests containing **bamboo**. Their main source of food is bamboo. They only eat the tender leaves and shoots. They can digest only small amounts at a time. Because of this, they must eat 2 to 4 pounds every day. That’s a lot for an animal weighing only 6 to 14 pounds! In warmer weather, they also eat fruit and insects. Sometimes they eat eggs or even small animals.



Red pandas spend most of their time in the trees. They have claws to **grip** branches and long bushy tails for balance. They use their claws for defense if necessary. They also **release** bad smells. In this way they protect themselves from their enemies.

It can get pretty cold where red pandas live. They use their bushy tails as blankets in cold weather. Their thick fur and **furry** feet also **provide** warmth. Furry paw pads keep them from slipping on wet branches and

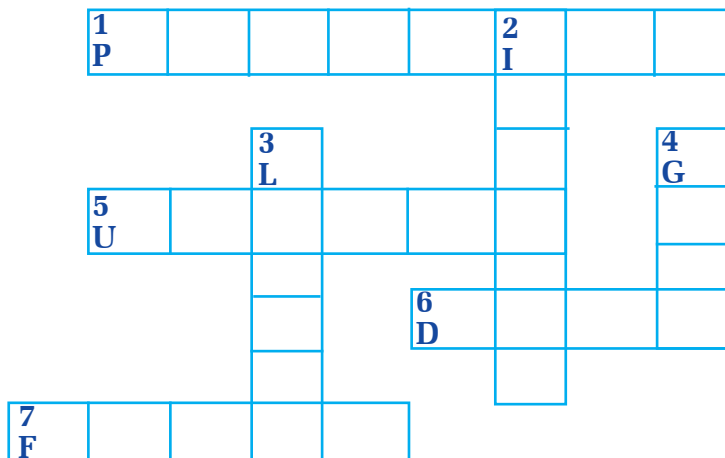


snow. Red pandas have excellent eyesight, hearing, and sense of smell.

Mother pandas give birth to one to four **cubs**. The cubs stay with the mother for about one year, or until the next **litter** is born.

Red pandas are **endangered** animal. Their forest habitat continues to be replaced by farms. **Poaching** and **illegal** pet collection are also problems. Still, there is hope. We wil find ways to save them.

A. Solve the crossword puzzle based on the clues given below and the words in red above.



Across

1. illegal killing of wild animals
5. unlike anything else
6. slightly wet
7. covered with fur

Down

2. against the law
3. a number of young animals born to an animal at a time
4. take and keep a firm hold of

B. Complete the following table about red pandas.

Fast Facts about the Red Panda						
Animal type	Body size (length)	Food	Weight	Habitat	Protection status	Major threats
.....	endangered animal	.....

C. Answer the following questions.

- a. What are the other names of the red panda?

- b. What is the main difference between red pandas and giant pandas?
- c. Why do red pandas eat a small amount of food at a time?
- d. What helps red pandas to grip onto branches?
- e. What do red pandas use their bushy tail for?
- f. How many cubs can a mother panda give birth to?

D. Have you ever heard of or read about any other animals that are in danger? Share with your friends.

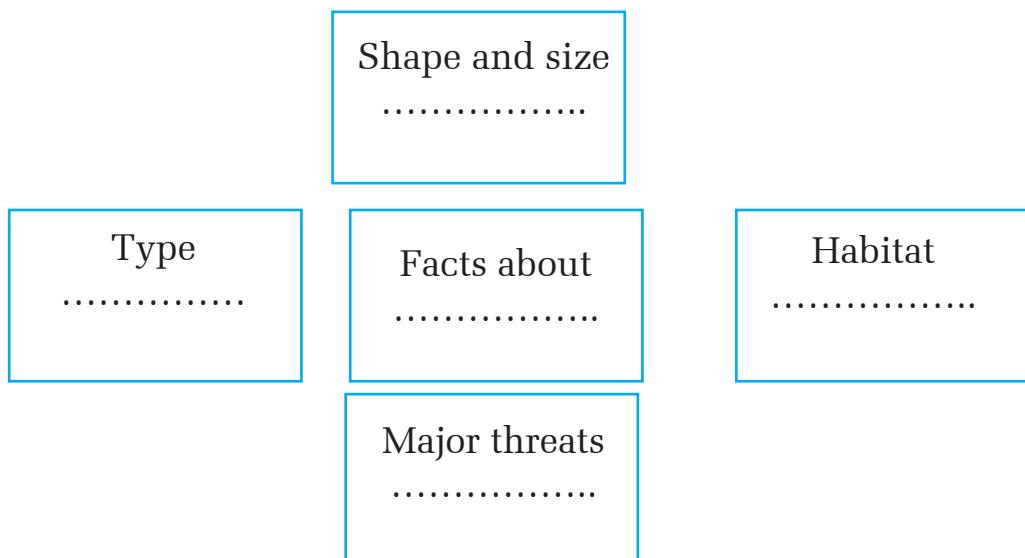
Pronunciation

Pronounce the following words correctly.

bamboo	food	shoots	put	book	good
cool	full	fool	pool	school	rule
wood	pull	moon	soon	too	

Writing I

Collect information about an endangered animal, e.g. tiger, rhino or snow leopard. Make notes in the following mind map and then write a short paragraph about it.



Grammar I

A. These sentences are from Reading I. Complete them with the missing words.

- a. Red pandas in cool, damp mountain forests.
- b. But, sometimes theyeggs or even small animals.
- c. They claws to grip branches.
- d. Furry paw pads them from slipping.
- e. Mother pandas birth to one to four cubs.

B. Fill in the spaces with the present simple forms of the given verbs.

- a. My sister (play) tennis.
- b. They (eat) lunch at 12:00.
- c. It (snow) here in December.
- d. Mr. Rai (teach) English at the secondary level.
- e. Ruby and Dil(watch) television after school.
- f. We (eat) pasta once a week.
- g. Bob (go) to French classes on Saturdays.
- h. You(need) more practice at football.
- i. I(help) my parents on Saturdays.
- j. Reetu and Bijaya(be) too late for school.

Speaking

- A. Work in pairs. Look at the exercise 'Fast Facts about the Red Panda'. State the 'fast facts' in full sentences as in the example.**

Example: *The red panda is a mammal.*

- B. Read the following clues. Take turns and state these facts to your friends.**

Example:

A: Water/not freeze/in hot places

B: Water does not freeze in hot places.

- a. The Sun/rise/in the east
 - b. Water/boil/at the 100°C
 - c. The Earth/be/a planet
 - d. Two and two/make/four
 - e. Nepal/lie/between India and China
 - f. The Sun/be/a star
 - g. Snow/be/white
 - h. Paper/made from wood and straw
- C. Work in pairs. Think of any five facts and share with the class.**

Listening

A. Look at the pictures. What animals are they? Share one fact about each of them.



B. Listen to the audio and match the animals in column 'A' with their habits in column 'B'.

Column A

a. Dolphins

b. Tarantulas

c. Bears

d. Giraffes

e. Snakes

Column B

i. sometimes clean their ears with their tongues.

ii. never blink.

iii. always live in groups.

iv. often eat fish.

v. usually live in a hole in the ground.

C. Make a list of five animals found in your locality. Share one interesting fact about each of them.

Reading II

Look at the picture and answer these questions.

- What do you think it is?
- What facts do you know about it?

The Spinning Earth

The earth, they say,
spins round and round.
It doesn't look it
from the ground,
and never makes
a spinning **sound**.



And water never
swirls and **swishes**
from **oceans** full
of **dizzy** fishes,
and shelves don't lose
their pans and dishes.

And houses don't go **whirling** by,
or puppies swirl around the sky,
or robins spin instead of fly.

It may be true
What people say
about one spinning
night and day...
but I keep **wondering**, anyway.

- Aileen Fisher

A. Complete the sentences with the correct words given below.

spin sound oceans wondering swirls

- Ships sail in
- I am how that happened.

- c. The wheels of a car round and round.
- d. When it rains heavily, the water down the drain.
- e. The door opened without a

B. Complete the following summary of the poem with the words given in the box.

true spinning sound earth Aileen Fisher shelves

This poem is written by The poet wonders how the could be travelling so fast, yet everything around us appears calm. The earth doesn't seem that it is because it never makes a The water doesn't go up and dishes don't fall from the Houses and puppies don't move round and round. It may be that the earth moves but it really keeps the poet wondering.

C. Think of any two things that you wonder about the earth and its movement. Share them with your friends.

Example: The Earth is round.

Grammar II

A. These sentences are from the poem. Complete the sentences with the missing words.

- a. The Earth, they say round and round.
- b. It it from the ground.
- c. Water never swirls and from the oceans.
- d. Shelves their pans.
- e. Robins instead of fly.

B. Study the following table and compare the sentences. Focus on the highlighted words.

I like tea.	I don't like tea.	Do you like tea? What do you like ?
She comes from Spain.	She doesn't come from Spain.	Does she come from Spain? Where does she come from?
They get up at eight o'clock.	They don't get up at eight o'clock.	Do they get up at eight o'clock? When do they get up ?
She drinks tea every afternoon.	She doesn't drink tea every afternoon.	Does she drink tea every afternoon? What does she drink every afternoon?
They are friends.	They aren't friends.	Are they friends? Who are they?

C. Match the affirmative statements in column 'A' with their negative statements in column 'B'.

Column A

- a. My brother has a job.
- b. I drive to school.
- c. Pilots fly planes.
- d. We do our homework.
- e. I go to the gym in the morning.
- f. We have class on Saturday.
- g. We have an exam on Sunday night.

Column B

- i. Pilots don't fly planes.
- ii. We don't do our homework.
- iii. I don't drive to school.
- iv. We don't have any exam on Sunday night.
- v. We don't have any class on Saturday.
- vi. My brother doesn't have a job.
- vii. I don't go to the gym in the morning.

D. Write the correct questions and finish the short answers

a. live / at / you / Do / school / ?

.....

No,

b. in / students / Do / the canteen / ? / eat

.....

Yes,

c. to school / your brother / on Saturday / ? / Does / go

.....

No,

d. live / nearby / Do / your friends / you / ?

.....

Yes,

e. at / school / finish / Does / three o'clock / ?

.....

No,

Writing II

A. Punctuate the following paragraph. Use capital letters, full stops, commas, and question marks where necessary.

the earth is a planet in the solar system The other planets are Mercury venus, Mars, jupiter, Uranus saturn and Neptune. all these planets travel around the Sun The moon is not a planet Do you know anything about the Moon

B. Write a paragraph about the Earth. Use the clues given below.

one of the eight planets

third planet from the Sun

move around the Sun at an average distance of about 93 million miles (150 million kilometers)

bright and bluish when seen from outer space

only planet in the solar system that can support life

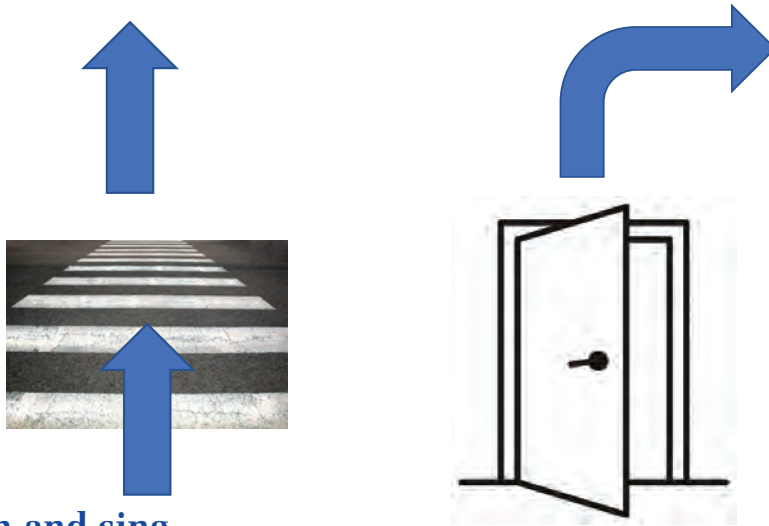
the perfect range of temperatures for life.

Do it yourself.

Search for facts about the Sun and design a fact sheet about it. Make it as interesting and attractive as possible. Display it on your classroom walls and vote for the best three.

Getting started

A. Look at the symbols and pictures. What do they mean?



B. Listen and sing.

Cook it!

Open it, weigh it,
Shake it out,
Peel it, chop it,
Stir it about.

Squeeze it, pinch it,
Sieve it through,
Mix it, knead it,
Add a few.

Act out all the verbs from the song above. Do this with a friend using gestures.

Reading I

Answer these questions.

- Who cooks food at your home?
- Where did they learn to cook?
- Which food do you think is shown in the picture below?

How to Make Pancakes

Ingredients

100 gm of flour, two eggs, 300 milliliters of milk, a lemon and some sugar

Procedure

- First, break the eggs into a bowl.
- Next, add the milk.
- Sieve** the flour into the bowl.
- Stir** the mixture.
- Put a spoonful of the **mixture** into a hot frying pan.
- Cook for one minute.
- Flip the pancake.
- Cook the other side for a minute.
- Squeeze** lemon juice on the **pancake** and sprinkle with sugar.
- Now, enjoy eating your pancake!



A. Learn these words first and then complete the sentences with them.

sieve stir mixture squeeze pancake

- a. This bread is as flat as a
- b. A..... is a combination of different things.
- c. Heat the soup and until it thickens.
- d. Just take hold of the tube of toothpaste and
- e. When the tea is ready, into a glass.

B. Answer these questions.

- a. What ingredients do you need to make a pancake?
- b. How many eggs do you need?
- c. What do you do first?
- d. What do you do to the flour?
- e. What do you do with the mixture?
- f. How long do you cook the pancake?
- g. What do you put on the cooked pancake?

C. Work in pairs. Take turns to explain the recipe to your friend. Use gestures too.

Pronunciation

Listen to your teacher and say these words.

weigh	flip	chop	stir
squeeze	pinch	sieve	mix
knead	add		

Grammar I

- A. Read the following sentences. If anybody tells you to do these things (a to f below), do you do or don't do them?

Example: Run to the board. (I do)

Don't do your homework. (I don't)

- Open your book.
 - Don't close the door.
 - Stand up.
 - Don't make a noise.
 - Turn off the radio.
 - Stop talking.
- B. Complete the following sentences. Use the verbs below. Use negative forms where appropriate. You may use the verbs more than once.

fall bully cheat follow sit
listen eat be stand pay

- Don't eat too much spicy food.
- Always in a queue when you are at a bus stop.
- noisy during lessons.
- to your teacher andtheir instructions.
- on tests.
- on your desk.
- late for school.
- your younger or less able classmates.
- attention all the time.
- asleep at school.
- polite to others.

C. Rewrite these sentences. Start with the verbs to keep the same meaning. Use negatives too.

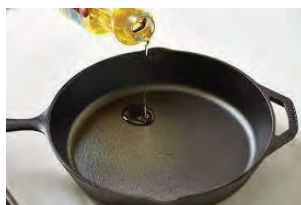
Example: You must go to bed early today, Chetan.

Go to bed early today, Chetan.

- a. You should get up at six tomorrow morning.
..... at six tomorrow morning.
- b. You mustn't stand in the middle of the road.
..... in the middle of the road.
- c. You can have a drink with us.
..... a drink with us.
- d. You must clean the carpet in the living-room.
..... the carpet in the living-room.
- e. You needn't wait for others any longer.
..... for others any longer.
- f. You can't park your car in this street.
..... your car in this street.

Writing I

The pictures below show how to prepare an omelette. Complete the sentences below to write a set of instructions.



- First, heat a frying..... .
- Next, add into the
- Then, break an..... and add to the pan.
- until the white is just set.
- Finally, slide the onto your

Reading II

Connect the words/phrases to the correct picture.

- go straight
- turn right
- turn left
- on the right
- on the left
- train station
- post office
- bank



Reading a Map



- A. Study the map above. Read the directions below. Where do you reach when you follow the directions? Write the name of the places.

Your teacher will show the map in the class and will move her/his finger according to the directions below and you will say the name of the places you arrive at.



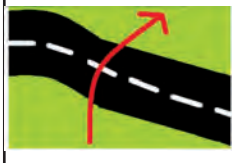



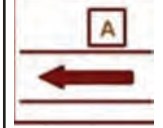

- Walk along Bhrikuti Street. Take the first turning on the right. Go straight on. It's on your left between the restaurant and the hospital.
- Walk along Balbhadra Street. Turn left into Phalgunanda Street. Go straight on. Take the second turning on the left. It's on your left between the amusement park and the greengrocer.
- Walk along Bhrikuti Street. Take the first turning on the left. It's on your right opposite the park.

- d. Walk along Balbhadra Street. Take the first turning on the left. It's on your right next to the bank.
- e. Walk along Bhrikuti Street. Take the second turning on the left. It's on your left.









Grammar II

A. Write correct phrases from the box under each picture.

across the road next to the box past straight
 through the grass in front of the box between the boxes
 out of the box

 out of the box .....	.....	.....	.....
			

B. Study the map below. Choose the correct answers for a-d below.

Bakery 	Police Station 	Museum 	Bank 
New Road			
 School	 Park	 Temple	 Library

- a. The temple is the library.
 i. between ii. opposite iii. next to
- b. The bank is the library.
 i. between ii. opposite iii. next to
- c. The park is the school and the temple.
 i. between ii. opposite iii. next to
- d. The police station is the park.
 i. between ii. opposite iii. next to

C. Complete the sentences below with one of the words from the box.

in front of	along	under	out of	of
at	straight	on	past	across

- a. Go the building and turn left.
- b. At the end the street, turn right.
- c. the traffic lights, turn right again.
- d. Go ahead until you come to a petrol station.
- e. Next, take the third turning your right.
- f. Go the stationery shop and carry on until you come to a bridge.
- g. Go the bridge and on the other side you will see a park.
- h. Keep going. After about 300 metres, you go a railway bridge.
- i. Keep going for another 100 metres.
- j. You'll see the tourist information office you. You can't miss it.

Listening

A. Where do you live? Answer these questions to your friend.

- a. Where is your house located?
- b. Where is the post office/health post/clinic located?



B. Listen to Sarah talking about the area where she lives. Where are these places (a-e) located? Listen and match.

- | | |
|-----------------------------|---------------------------------------|
| a. her apartment | i. one block down the street. |
| b. the grocery store | ii. between a bank and a coffee shop. |
| c. the movie theater | iii. a block past the subway. |
| d. the subway | iv. across from the coffee shop. |
| e. her favourite restaurant | v. next to the grocery store. |
- C. Try remembering some of the directions Sarah was saying. Write two or three sentences she said while giving directions.

Speaking

Work in pairs. Study the map below. Take turns to ask for and give directions to reach to the places (a-d). Use the expressions in the box to help you.

- a. market
- b. bus station
- c. coffee shop
- d. bank

Excuse me, where is
..... ?

How do I get to?

What are the directions
to....?

Go straight

Turn left/turn right at
the junction ...

Walk along the road
until ...

The is on your left/
right.

It's opposite/next to ...

It's in between ... and ...



Writing II

Look at the map above and write directions on how to get to the following places.

- shoe shop
- cafe
- hospital

Do it yourself.

Draw a map of your school. Show different rooms and other things like the playground. Give the map to your brother/sister or a neighbour. Try giving directions to go to different rooms from your classroom.

Narrating Past Events

Getting started

- A. Look at the pictures of clocks below. They show what Sumina did at different times yesterday. Use the phrases below to explain what she did.



left the school



reached home and played



took a meal



went to bed

- B. Listen and sing.

I got a new game for my brother.

My mum and my dad got upset.

They said, “You should never do something that, later, you’ll come to regret.”

I nodded and told them, “I’m sorry,” then sat back and smiled as I played.

I got a new game for my brother, and that was an excellent trade.

Underline all the past forms of the verbs in the song. Write their present forms as in the example below.

Past	Present
got	get

Reading I

Look at the picture and answer these questions.

- Where do you think they are?
- Why do people go there?
- What do you think the man is holding in his hand?

A Villager and his Money

Once, there was an elderly farmer who lived in a village. He had a lot of money which he kept at home under his bed **mattress**. He was always very **careful** with his money. He never went to bed without making sure that all the doors were **properly** locked. One evening, the old man was very tired after his day's work, so he asked his wife to lock the doors.



The farmer's wife **enjoyed** talking to her neighbour. She went out as usual to her house that night and had a long talk with her. When she came home, she went straight to bed but forgot to lock the back door.

During the night, a thief got into the house. He just walked in through the back door without making a sound. He moved towards the bedroom and **knocked** a pot over. The farmer heard the noise, sat up in bed and called out, "Who is there?" The thief was **frightened** and ran out of the house without taking anything.

“You know it isn’t safe to go to bed without locking the door,” he said to his wife. “Why didn’t you lock it?”

“I am sorry,” she replied. “I forgot to lock it, but you ought to put your money in the bank. I keep asking you to do so.”

He went to a bank in the city the next day. The farmer **counted** his money and gave it to the bank clerk. The clerk gave the farmer a **receipt** and a cheque book.

A year later, the old farmer went to the bank again and asked for his money. After he counted the money, he handed it straight back to the clerk saying, “Thank you. Now, take it back again, please. I do not need it.”

The clerk was very surprised. He said to the farmer, “Sir, will you please tell me why you took your money out of the bank, if you didn’t need it?”

The old farmer replied, “I just wanted to be sure that the bank had not spent it.”

A. Learn these words from the story and complete the following sentences.

mattress	careful	properly	enjoy
knocked	frightened	count	receipt

- Be of what you say.
- Last night, someone on my door.
- The thief was of the old man.
- Do you need a for these goods?
- Did you the goats? There were five.
- The TV is not working I can’t hear the sound.

- g. Did you your holiday?
- h. Please go and sleep on the on the floor.

B. Read the story again and write who said the statements and to whom.

- a. “Why didn’t you lock it?”
- b. “I am sorry.”
- c. “Sir, will you please tell me why you took your money out of the bank, if you didn’t need it?”
- d. “Thank you. Now, take it back again, please. I do not need.”

C. Are these statements true or false? Read the story again and write **True or **False**.**

- a. The elderly farmer didn’t have much money.
- b. The farmer’s wife forgot to lock the door.
- c. The thief stole lots of money from the bedroom.
- d. The bank was in the farmer’s village.
- e. The farmer counted his money and immediately returned to the clerk.

D. Answer the following questions.

- a. Where did the elderly farmer keep his money?
- b. When did the thief break into the house?
- c. What did the thief knock over?
- d. Why did the farmer take his money to the bank?
- e. Why did the elderly farmer give the money back to the clerk?

E. Retell the story in your own words.

Pronunciation

Pronounce the given words. Notice what sounds you hear at the end of the words.

lived	locked	asked	enjoyed	walked
replied	counted	handed	surprised	wanted

Grammar I

A. These sentences are from the story. Complete them with the missing words.

- a. Once, there was an elderly farmer who in a village.
- b. He his wife to lock the doors.
- c. A thief into the house.
- d. He a pot over.
- e. Why you lock it?
- f. He it straight back to the clerk.
- g. The clerk very surprised.

B. Study what different people were doing yesterday at this time.

- a. I **was writing** a letter.
- b. My father **was talking** over the phone.
- c. The teacher **was teaching** in grade four.
- e. My friend Dev **was dancing** at the wedding party.

C. Rewrite the following sentences as in the example.

Example:

I wrote a story.

I was writing a story.

- a. I **walked** down the stairs.
- b. The teacher **drove** a car.
- c. She **didn't wear** trousers.
- d. They **didn't dance**.
- e. He **played** football.
- f. She **sang** a beautiful song.
- g. We **drank** the cold drinks.
- h. They **had** a party.

Writing I

Complete the given story. Use **simple past** or **past continuous** forms of the verbs given in the brackets.

One day, a camel and her baby (talk). The baby (ask), "Mother, why do we have humps?" The mother (reply), "Our humps are for storing water so that we can survive in the desert". "Oh", (say) the child, "and why do we have rounded feet mother?" "Because they are meant to help us walk comfortably in the desert. These legs help us move around in the sand."

"Alright. But why are our eyelashes so long?" "To protect our eyes from the desert dust and sand. They are the protective covers for the eyes", (reply) the mother camel.

The baby camel (think) for a while and (say),
 “So we have humps to store water for desert journeys, rounded
 hooves to keep us comfortable when we walk in the desert sand,
 and long eyelashes to protect us from sand and dust during a
 desert storm. Then what are we doing in a zoo?”

The mother couldn't say a word!

Listening

A. Look at the picture and answer these questions.

- Who do you think these people are?
- What do you think they are talking about?



B. Listen to the audio and answer the questions below. Write a maximum of four words.

a. Where did Levi go on his holiday?	
b. What happened to their car?	
c. What was the weather like there?	
d. How were the staff at the restaurant?	
e. What happened when Levi went shopping?	

C. Describe one of your best holidays or trips to a friend.

Speaking

A. Work in pairs. Match the questions on the left with their answers on the right and take turns to ask and answer the questions.

Who taught you English in grade four?	I went to the market.
---------------------------------------	-----------------------

When did you do your homework?	Miss Kalika taught us English in grade four.
What were you doing at this time yesterday?	No, I didn't.
Did you buy the tickets for the movie?	I bought some chocolates.
Where did you go last Saturday?	I was studying English.
What did you buy for your younger brother?	I did it this morning.

B. Work in pairs. Take turns to ask questions and answer them as in the example.

Example: who/prepare food in the morning - my father

A Who prepared food in the morning?

B: My father prepared it.

- when/your father go to USA - last year
- what/you buy yesterday - some fruits
- you/do your homework - yes
- Kriti/play chess last week - no
- what/you eat for breakfast yesterday - some bread

Reading II

Look at the picture and guess the answers to these questions.

- What do you see in the picture?
- Does a snowman remain unmelt inside a house? Why?

Melinda's Snowman

Melinda made a snowman,
which she gave a carrot nose.
She placed some rubber boots
on what she **figured** were his toes.

Melinda gave him **charcoal** eyes,
and after one last **pat**,
upon her snowman's frozen head
she placed her father's hat.

She thought him nearly finished
and then as a final note,
she took her father's **favourite** tie
and **tied** it round his throat.

Melinda was so proud of him,
she **rushed** upstairs with **glee**.
She shouted to her mum and dad
to, "hurry, come and see!"

By the time they came downstairs
Melinda cried and cried.
"Melinda," mum and dad said,
"snowmen must be made outside."



Linda Knaus and Kenn Nesbitt

A. Find the words from the poem that rhyme with the words in the box and read both of them together.

nose

pat

note

glee

cried

B. Match the words on the left with their meanings on the right.

- | | |
|--------------|--|
| a. snowman | i. feeling happy about something you have done |
| b. pat | ii. to go/run very quickly |
| c. favourite | iii. a figure like a person made out of snow |
| d. proud | iv. to touch somebody/something gently |
| e. rush | v. something you like the most |

C. Write whether the statements are True or False.

- The snowman wore rubber boots.
- Melinda used charcoal to make the eyes.
- Melinda did not show her snowman to anybody.
- The parents were happy to see Melinda's snowman.
- Melinda's mother and father said nothing to her.

D. You might have heard about snowmen. Where did you learn about them? What facts do you know about them? Share your ideas with the class.

Grammar II

A. Put the jumbled words in the correct order to make meaningful sentences.

- English songs/They/sang/last evening.
- Nani/food/preparing/Was/in the morning?

- c. He/go to/did not/school/because of an illness.
- d. yoga/were/They/doing/some hours ago.
- e. call/Didn't/you/the meeting?
- f. the madal/She/played/in the concert.
- g. was shining/The sun/this morning.

B. Choose the correct option from the brackets to complete the sentences below.

- a. I a new job yesterday. (joined/was joining)
- b. What at this time last Saturday?
(did you do/were you doing)
- c. While I was washing the dishes, a dog
in. (was coming/came)
- d. Gopi didn't hear the phone ring. He
to loud music. (was listening/listened)
- e. The shop was closed when I there.
(was getting/got)
- f. The teacher told us to stop what we
(did/were doing)
- g. the book you were searching for?
(Did you find/Were you finding)
- h. Meena vegetables when she cut
her finger. (cut/was cutting)
- i. While Namuna TV, I turned the
light off. (watched/was watching)

Writing II

A. The jumbled sentences below make a story. Rearrange them to make a sensible story.

- a. The puppy had learned his lesson.
- b. The puppy saw his reflection which was doing whatever he was doing, and got angry for imitating him.
- c. The mother dog told the puppies not to go near the well or play around it.
- d. A dog and her puppies lived on a farm, where there was a well.
- e. In there, he saw his reflection and thought it was another dog.
- f. He decided to fight with the dog and jumped into the well. There was no dog.
- g. He barked and barked and swam until the farmer came and saved him.
- h. One of the pups wondered why they shouldn't go to the well and decided to explore it anyway. He went to the well, climbed up the wall and looked inside.

Do it yourself.

Ask your parents about the most interesting or exciting thing that they ever did in their childhood days. Share it with your classmates.

Getting started

- A. Look at the pictures. What do you think the people are doing and why? Talk to your friends.



- B. Listen and sing.

Skyscrapers

Do skyscrapers ever grow tired
Of holding themselves up high?
Do they ever shiver on frosty nights
With their tops against the sky?

Do they feel lonely sometimes
Because they have grown so tall?
Do they ever wish they could lie right down
And never get up at all?



- Rachel Field

Why do people build skyscrapers? Talk to your friends.

Reading I

Answer the following questions.

- What is the man in the first picture doing?
- Why do people cut down trees?

The Golden Goose

There was once a man who had three sons. The **youngest** was called Simon. People rarely listened to him because they thought his ideas were not very good ones.

One day, the **eldest** son of the man wanted to go into the forest to cut **wood**. His mother gave him a fine big cake and a bottle of apple juice. In the forest he met a little old man who said, "Give me a small piece of the cake you have in your bag, I am so hungry." But

the clever son answered, "I shall eat my cake myself and I shall drink my juice myself" and walked away. When he started to cut down a tree, his **axe** slipped and cut his arm. He had to go home and could not work for a long period of time.

The next day, the second son went into the wood. And his mother gave him a sweet cake and a bottle of apple juice. The little old man met him too. He asked for a small piece of cake and a mouthful of juice. The boy also said, "I shall eat my lunch myself". He left the little old man and went away. Very soon, the second son cut his leg so badly that he had to go home.



Then said Simon, “Father, let me go into the forest and cut wood”. His father answered him, “Your brothers cut the wood themselves. You understand nothing about wood-cutting, I think you must not try”. But Simon insisted so much that finally his father said, “Well, go if you like”.



To Simon, his mother gave a small loaf of brown bread and a bottle of water. The little old man met him in the forest and said, “Give me a small piece of the cake you have in your bag because I am so hungry”. Simon answered, “I have only a small loaf of bread and some water but let’s eat together”. So, they sat down under a tree. As Simon took out his food, the small loaf of brown bread turned into a big sweet cake and the water became delicious juice. So, they ate and drank together. Then the little man said, “As you have a good heart, I want to help you. Cut that tree and you will find something”. And the man went away. Simon cut the tree and found a golden goose inside. He was very happy.

Next morning, Simon took the goose under his arm and went out. He said to himself, “I shall see a little of the world before going home”. At last, he came to a city. There ruled a king with the only daughter who was so sad and had been bored for a long time. The king had



promised that whoever could make her happy, will marry her. When Simon heard this, he went with his golden goose to see her. The princess was so happy because the golden goose was so beautiful. The king was very glad too. Simon married the princess, and lived happily ever after.

A. Match the words in column 'A' with their meanings in column 'B'.

Column A

- a. eldest
- b. wood
- c. axe
- d. loaf
- e. goose
- f. promise
- g. glad

Column B

- i. a large waterbird
- ii. happy, pleased
- iii. to give your word
- iv. oldest or first
- v. an area of trees
- vi. a tool for chopping wood
- vii. a piece of bread

B. Complete the sentences below with the following words.

cut bread wood cake hungry water marry

- a. The eldest son went to the forest to cut
- b. The little old man asked for a piece of bread because he was so.....
- c. The second son alsohis leg badly.
- d. Simon's mother gave him a piece ofand
- e. The little old man turned the bread into big sweet
- f. The golden goose helped Simon the Princess.

C. Answer the following questions.

- a. What did the mother give to the eldest son?
- b. What happened to the eldest son when he started to cut the tree?
- c. Whom did the second son meet in the forest?
- d. Why did the little old man want to help Simon?

- e. What had the king promised?
- f. Why was the princess happy?

D. Which son do you think was better? Why do you think so? Give reasons. Use the word 'because' at the start of each reason.

Pronunciation

Pronounce the following words. Notice how the final **r is pronounced.**

- | | | | | |
|---------|--------|-------|----------|---------|
| clever | father | her | mother | brother |
| whoever | under | water | daughter | |

Grammar I

A. Find the past forms of the following verbs in the story. One has been done for you.

- | | | | |
|----------------------|-----------|---------|----------|
| a. have - had | b. call | c. want | d. give |
| e. meet | f. answer | g. walk | h. leave |
| i. ask | j. sit | k. turn | l. eat |
| m. rule | n. take | o. hear | p. live |
| q. be | | | |

B. Put the verbs you have written in **Grammar A above into the correct boxes. Two verbs have been given.**

Regular past	Irregular past
called	had

C. Answer the following questions in full sentences. Underline all the verbs in the past tense.

- a. When were you born?
- b. Where were you born?
- c. When did you join this school?
- d. Where did you go yesterday?
- e. Did you see a cat yesterday?
- f. What did you eat this morning?
- g. Did you talk to anyone yesterday?
- h. What did you see on the way to school this morning?

D. Find the correct answers from the box to the questions below.

- a. Did she go on vacation?
- b. What did she eat?
- c. How much did he spend?
- d. What time did you leave the school?
- e. Did they go by bus?
- f. Did you get any mail?
- g. Did we win the competition?
 - i. She ate some biscuits.
 - ii. Yes, because there were no trains.
 - iii. Yes, she went on vacation to Pokhara.
 - iv. No, we lost.
 - v. He spent about Rs. 5000.


- vi. I left around 4 p.m.
- vii. Yes, I got three mails.

Reading II

Look at the picture and identify what they are.

An Email Message



	NEW MESSAGE
From	neil@gmail.com
To	pritti@yahoomail.com
Subject	Hi

Dear Priti,

Thank you so much for welcoming me to Nepal last week. It was a very **special** visit. I loved spending time with you.

I enjoyed many things during my **stay**. I loved the **scenery** because I saw lots of huge mountains. I enjoyed the food because it was spicy and tasty. I liked the people because they were **amazing, friendly** and helpful. Your culture was so different to mine in the UK because you have lots of **traditions**.

There were two things that surprised me. The roads **scared** me a little because they were very busy with cars, motorbikes and people. The second thing that **surprised** me was how cold it was in the house where I stayed. The room was cold but it didn't have any heating system.

I would **definitely** visit Nepal again because it was the best holiday I have ever been on.

Kind regards
Neil

A. Match the words on the left with their meanings on the right.

- | | |
|--------------|-------------------------------------|
| a. special | i. customs followed for a long time |
| b. stay | ii. kind and pleasant |
| c. amazing | iii. different from the normal |
| d. friendly | iv. live for a period |
| e. tradition | v. wonderful and excellent |

B. Answer the following questions.

- Who wrote this email?
- Did Neil like his time with Priti?
- Why did he like the scenery?
- Why did the roads scare him?
- Why was the house cold at night?
- Does Neil want to come to Nepal again? Why?

C. What did Neil like about Nepal? Talk to your friends without looking at the email.

Writing

Read Neil's email again. Imagine you are Priti, write a reply email to Neil. Write why he should come to visit Nepal again.

neil@gmail.com

Hi

Grammar II

A. The following sentences are from the email. Complete them with the missing words.

- a. I loved the scenery I saw lots of huge mountains.
- b. They were amazing, friendly helpful.
- c. The room was cold it didn't have any heating system.

B. Complete these sentences with **and, **but** or **because**.**

- a. I didn't go to school yesterday I had a toothache.
- b. His mother made a cake it was his birthday.
- c. I lost the match I'm happy.
- d. My father likes tea my mother likes coffee.
- e. I am hungry I didn't have my breakfast.
- f. Paul gets up has a bath in the morning.
- g. I am going to Kathmandu I want to visit the zoo.
- h. He gave me a pen, a book a pencil.
- i. I didn't call her she was talking to someone.
- j. I am tall I can run fast.

C. Join the following pairs of sentences using **and, **but** or **because**.**

- a. My sister bought a new bag. Her old one got lost.
- b. I saw a snail. I saw a tortoise.
- c. Sita cannot play. She is sick.
- d. Mina has a toy car. Her brother has a bike.

- e. No one likes Jim. He is not polite.
- f. The room is dirty. You didn't clean it.
- g. My name is Mary. My sister's name is Leena.
- h. I have a sister. I have a brother.
- i. I love singing. My sister loves dancing.
- j. Mathematics is difficult. I like it.

Listening

A. Answer these questions.

- a. Why is it important to learn English?
- b. Do you like English? Why?

B. Listen to the audio and complete the sentences. Use ONLY one word.

- a. Justyna is a for a newspaper.
- b. She needs better English to at a university.
- c. Her teacher Kate is and helps in class.
- d. She is worried about her in tests.
- e. She is not good at tests and

C. How can you improve your study? Give two examples with reasons.

Speaking

A. Act out the following conversation in pairs.

Kajol: What is your favourite book?

Rahul: My favourite book is "Snow White" by Brothers Grimm.

Kajol: Have you read any story books recently?

Rahul: Yes, I have read the story “Hansel and Gretel”.

Kajol: What is the story about?

Rahul: It’s a story about two children, Hansel and Gretel who are left alone in the jungle by their parents.

Kajol: Did you like the story? Why?

Rahul: Yes, I liked the story because the brother and the sister finally return home with plenty of gold coins.

B. Make sensible sentences by matching the first part of the sentences to the second part using *because*. Read them aloud to your friends.

My room is still messy

I am afraid of the bees

Sister Mina is sleepy

Nitesh gets good marks

Urgen is very tired

because

they can sting me.

she didn’t have a good sleep.

I didn’t clean it.

he ran quickly uphill.

he studies hard.

C. Give possible reasons in the following situations (a-g) as in the example.

Example: You are angry now.

I am angry because my friend teased me.

- You are happy now.
- You are bored.
- You are excited.
- You are sad.

- e. You want to thank someone.
- f. You are scared.

Do it yourself.

Go around the class and ask five of your friends which subject they like and why. Make notes in the table below and report back to class.

Name	Subjects they like	Why?
Nita	Nepali	She likes stories

Getting started

- A. Look at the pictures and describe the people and the places.



- B. Listen and sing.

Big, big, big.

Little, little, little.

Long, long, long.

Short, short, short.

Clean, clean, clean.

Dirty, dirty, dirty.

Tall, tall, tall.

Short

Fast..... Slow.

Sing the song in the group along with appropriate actions.

Reading I

Identify three people you know and state their different job titles. Give examples of what they do for their jobs.

Jobs

All jobs are important. Here are some jobs with their short descriptions.

Teachers help students understand certain subjects and topics. They help their students to become qualified for their future **careers**.

Doctors, or medical professionals **specialise** in providing health-related assistance to patients. They are the most respected individuals in the world. Doctors help those who feel sick.



There are quite a few types of doctors. Dentists (mouth/teeth), dermatologists (skin), and psychiatrists (mental-health) are just a few examples of the many different types. Nurses are medical professionals who help with **treatments** of patients.

Police officers are professionals whose job is to protect citizens and solve **crimes**. Similarly, firefighters serve the public by responding to fires (and other emergency situations).



Farmers grow crops (or vegetable/fruit

plants) and raise animals. They sell their products in the market to earn money.

Chefs prepare meals in restaurants, cafeterias, and other **venues** wherein food and drink are sold to customers. Chefs are generally experienced in cooking and managing kitchens.

Waiters bring menus, **beverages**, meals and the bill to tables in restaurants and other places that serve food.

Artists produce art and creative works. They include music, paintings, drawings, poetry, writing and many more.



A Match the words in column 'A' with their meanings in column 'B'.

Column A

- a. beverage
- b. career
- c. specialise
- d. treatment
- e. crime
- f. venue

Column B

- i. cure
- ii. activities that involve breaking the law
- iii. a place
- iv. any type of drink besides water
- v. to become an expert
- vi. job

B. Choose the correct sentence endings from the box and complete the sentences.

prepare good citizens.
treat patients.
protect life and property.
deal with fire related emergency situations.

produce crops and keep animals.
plan menus and prepare foods.
greet and serve customer in a restaurant.
produce creative works.

- a. Teachers
- b. Doctors
- c. Police officers
- d. Firefighters
- e. Farmers.....
- f. Chefs.....
- g. Waiters.....
- h. Artists.....

C. Make a list of jobs and professions in your community and share in your class.

Pronunciation

Follow your teacher and pronounce the words.

chief waiter artist beautician surgeon
carpenter accountant dentist airhostess author

Grammar I

A. Look at the pictures below and match them with the words given in the box. Some of the words match with more than one picture.

happy old large tall huge sad
tired smart small young angry thin



B. Underline the adjectives in the following phrases.

- | | |
|-------------------|-------------------|
| a. an old man | b. a tall tree |
| c. a modern house | d. a Nepali movie |
| e. a sunny day | f. a little town |

C. Match the adjectives on the left with their suitable nouns on the right, to make new phrases.

- | | |
|----------|-------------|
| a. dark | i. knife |
| b. red | ii. table |
| c. hot | iii. clouds |
| d. sharp | iv. carpet |
| e. fresh | v. water |
| f. round | vi. air |

Now, complete the following sentences with those phrases.

- A is laid on the floor. It looks nice.
- Look at the I'm sure it will rain.
- The people are sitting at the..... to discuss the problem.
- I'm tired. Let's go out and enjoy the

- e. You need ato cut the potatoes.
f. On cold days, I take a bath with

Speaking

A. Underline the adjectives below and act out the conversations.

Conversation I

- Kabita: Have you seen our new teacher of English, Sophie?
Sophie: Yes, I saw her in the office this morning.
Kabita: How does she look?
Sophie: She is quite young. She is tall and slim. She has long dark hair.
Kabita: I'm really excited to meet her.

Conversation II

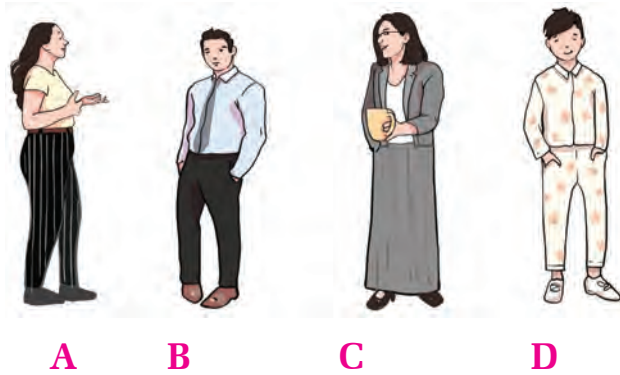
- Raman: Have you been to Chitlang?
Sabu: Yes. I went there last year.
Raman: How does it look?
Sabu: It is very beautiful.
Raman: I wish I could go there at least once.



Conversation III

- Samim: Have you seen a robot, Phurba?
Phurba: Yes. I saw one last week at the exhibition.
Samim: How was it?
Phurba: It was like a human. It had a head, a body, two arms and two legs.

B. Use suitable adjectives to describe the people below. Talk about their clothing, height, looks etc.



C. Look at the pictures and describe them. Use the given adjectives as clues.

Ghandruk



busy, lonely, friendly, beautiful

Dharan



busy, plain, tall, beautiful

Writing I

A. Add **question marks** or **full stops** to the end of each sentence.

- a. Why are you crying
- b. Can you pass the cup please
- c. She asked me what I was doing

- d. Who is your best friend
- e. I don't know where you kept your pencil case
- f. When did you return from school
- g. I know where you are going
- h. How do you know my name
- i. Please tell me what the time is
- j. I want to know what you are doing

B. Study the following sentences and notice the position of the comma (,).

- a. I love to eat apples, pears, bananas and grapes.
- b. Laxman, my brother, is a good dancer.
- c. Yes, I agree.
- d. Many years ago, dinosaurs lived on the earth.
- e. The teacher said, "Tomorrow is a holiday."
- f. It's true, isn't it?

C. Add comma (,) where necessary.

- a. The boy said "My name is Saroj."
- b. Gopal Prakash Prem and Raju are going to school.
- c. Roma my sister got a lot of gifts on her birthday.
- d. In 2020 Himesh won the Comedy Champion Award.
- e. She is a doctor isn't she?
- f. No I don't have a mobile phone.
- g. Luckily the damage was not serious.

Reading II

Look at the picture and answer these questions.

- Which mountain do you think it is?
Where is it?
- What do you think this place is famous for?



The International Mountain Museum Introduction

The International Mountain Museum (IMM) is a **must-see attraction** in Pokhara for mountain lovers and climbers. The museum displays a collection of **artifacts** and **information**



related to life and mountain climbing above 12,000 feet. The museum was established to record and document the past and present development of mountaineering activities. More than 70,000 people visit the museum each year.

Location

The museum is located at the foot of Machhapuchhre peak, two miles south east of Lakeside. It was officially opened on February 5, 2004. The museum is about 10 minute drive or about 30 minute walk from Lakeside. Walking is the better option because there are a lot of **scenic pathways** that lead to the museum.

Entrance Fees

Foreigner: Rs. 500.00

SAARC Nation: Rs. 250.00

Nepali: Rs. 100.00

Nepali student : Rs. 50.00

Opening Hours

The museum is open from 9:00 am to 5:00 pm.

Major Attractions

1. Hall of Mountain People: The Hall of Mountain People has two sections: Nepali mountain people and mountain people from across the world. It contains information on the people living in the **highlands**. It also includes a beautiful **mandala** that is quite lovely to look at.



2. Hall of World Mountains: The Hall of World Mountains displays the information about the world's highest mountains and their heights. It also includes information on the mountains' classifications, mountain **wildlife**, and the **famous** mountaineers.



3. Hall of Mountain Activities: The Hall of Mountain Activities is divided into five sections: **equipment**, **ecology** and the environment, pictures, **climate** change, and touch screen. This section of the museum focuses on climbers, equipment, climate, and climate change.

Contact Information

International Mountain Museum

Ratopairo, Pokhara

061-450742, 452322, 452336, 450343

admin@internationalmountainmuseum.org

A. Find the words for these meanings hidden in the word search below. The first letter of all the words is given.

- a. particular weather condition: C
- b. a place of interest or pleasure: A
- c. having beautiful scene: S
- d. a figure: M
- e. known by many people: F
- f. high or mountainous land: H
- g. the relation of plants and living creatures: E
- h. a way that serves as a path: P

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

B. Complete the table with information from the reading text.

S.N.	Headings	Information
1.	Name of the museum	.....
2.	Date of official opening	.....
3.	Entrance fee for SAARC national	.....
4.	Opening hours	.....
5.	Any two major attractions	.....
	

- C. Look at the pictures in the reading text again. Write as many adjectives as you can to describe them.

Grammar II

- A. Look at the picture below. What do you think is happening in the picture? Say at least five sentences.



- B. Read the following text and make a list of verbs (present continuous forms) used. One is done for you.

Anu is visiting her grandparents in the village. She loves them very much. At this moment she is sitting on her grandfather's lap. Her grandfather is telling her a story. Anu is feeling happy. She loves to listen to her grandfather's stories.

Anu's grandmother is watering the plants in the garden. Her parents are also in the village. Right now, they are busy in the kitchen. Her mother is cooking meals and her father is cleaning dishes.

- a. is visiting b. c.
d. e. f.
g.

C. Rewrite the following sentences with the present continuous forms of the verbs given in the brackets. One example is given.

Example: *Let's go home. It (not rain) now.*
Let's go home. It is not raining now.

- a. Please don't make a noise. I (do) my homework.
- b. Listen! Somebody (knock) on the door.
- c. Why (you/look) outside?
- d. Excuse me, I (look) for a birthday present for my sister. Can you show me a toy car?
- e. We (not/go) to school today. It's a holiday.
- f. They (return) home now.
- g. What (you/do) these days?
- h. The population of the world (increase) day by day.

D. Look at the picture of a playground below and write at least six sentences using "There is..." and "There are..."



Begin like this:

There are so many play things in the playground. There is a seesaw.

Listening



- A. Look at the picture and answer the questions.**
- What do you see in the picture?
 - Can you guess which town it is?
- B. Listen to the audio and fill in the blanks with the correct words/phrases.**
- Panauti is a medieval
 - The cobbled streets are surrounded by and forest hills.
 - It is situated at the confluence of the rivers and Punyamata.
 - It serves as an important religious site apart from its.....importance
 - Visitors witness first-hand the local
- C. Listen to the audio again and write one interesting thing you heard about Panauti.**

Writing II

This is a picture of Kupinde Lake. Describe it using the given clues.



Clues:

- popular tourist place
- situated in Salyan
- about 24 km west from district headquarters
- about 1250m long, 250m wide, 40m deep
- surrounded by forest
- changes its colour three times a year
- boat rides
- Barahdev temple on the bank

Do it yourself.

Stick a photo or draw a picture of your favourite person in the box below and describe her/him to a small group.

Name	
-------------	--

Getting started

- A. Look at the pictures below. Take turns to talk about what these people like and dislike.



- B. Listen and sing.

I Love to do my Homework

I love to do my homework,
It makes me feel so good.
I love to do exactly
As my teacher says I should.

I love to do my homework,
I never miss a day.
I even love the men in white
Who are taking me away.



Tell your friends two or three things you like or dislike doing.

Reading I

Answer these questions.

- Do you like shopping? Why? Why not?
- Where do you generally go shopping?

Shopping

Some people like shopping, others don't. Here are some opinions.

Deepak from Kathmandu

I love shopping, especially for clothes! I usually go to New Road or Durbar Marga. I prefer department stores to shops. They have a wide range of things. We can choose from many items there. The **quality** of goods is also better in department stores. I also like going to stores when there are **sales**. The prices are much **cheaper** there. I generally go shopping once a month with my friends. We went shopping last weekend to buy a birthday present for Ayush. I sometimes like **online** shopping.



Preeti from Duhabi

I'm not **crazy** about shopping. I prefer watching TV or reading storybooks than going shopping. But when I have to buy clothes, I usually go to the bigger clothing stores in Biratnagar. The quality of the clothes is **pretty** good and the prices are **reasonable**. They always have special offers and, if you are lucky, you can find real **bargains**. I sometimes go to branded showrooms with my mum. We were there last month for the sales, but it was



C. Read the text again and say who these statements refer to. Tick (✓) the correct boxes.

	Deepak	Preeti	Manisha
a. Doesn't like shopping at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prefers watching TV than going to shopping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Needed new school uniform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Department stores are his/her favourite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Was unhappy with the sale prices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Spent a long time shopping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Work in a group of three to act out Deepak, Preeti and Manisha's opinions about shopping.

Pronunciation

Learn how the following words are pronounced.

cheaper	weekend	offers	reasonable
nightmare	prices	special	bargains

Grammar I

A. Study the following sentences. Notice the highlighted words.

- I like going to the park.
- She loves playing games.
- They hate cleaning.
- We love using the computer.

- e. She doesn't like studying.
- f. They hate going to the doctor.

B. Rewrite the following sentences as in the example.

*Example: My sister her bed. (not like/make)
My sister doesn't like making her bed.*

- a. Prabhu badminton. (enjoy/play)
- b. I (love/dance)
- c. I sunglasses. (hate/wear)
- d. You your homework, don't you? (dislike/do)
- e. Ravi and Rupsa through the park. (like/run)
- f. The dog the ground. (enjoy/scratch)
- g. My mother the dishes. (hate/wash)
- h. I early in the morning. (not like/wake up)
- i. Deepa her friends. (like/call)

C. Complete the following paragraph with 'love/like/hate/enjoy/prefer and Verb+ -ing in the brackets.

Manoj is a boy who has many hobbies and interests. He (like/listen) to pop music but he (not like/watch) TV programmes or anything else. He likes going outside to play. He (enjoy/play) basketball but he (hate/do) any exercise. He is busy doing different things. In his free time he(love/visit) a museum or the zoo. Sometimes he (enjoy/walk) in nature. Whenever he is at home, he (prefer/play) video games to doing household chores.

Speaking

- A. Look at the food items below. Tell your friend what items you like and what items you don't like eating.**

cheese, honey, coffee, bread, soup, coke, fish, ice-cream, pizza, lollipops, bread, eggs, grapes, curd/yoghurt, mutton, sandwich

- B. Work in pairs. Ask questions and answer them based on the following prompts. Use the phrases in the boxes to answer the questions.**

Positive responses	Negative responses
Yes, I like	No, I don't like
Yes, I really like	No, I dislike
Yes, I love ...	No, I don't like very much.
	No, I hate

Example: A: Do you like listening to English news?

B: Yes, I really like listening to English News.

- a. swimming
- b. playing skipping
- c. going out in winter
- d. reading comic stories
- e. flying in a plane
- f. washing clothes
- g. helping parents on holidays
- h. taking photos
- i. drinking orange juice
- j. watching Nepali movies

Listening

A. Look at the picture and answer the questions.

- Where do you think the man and woman are?
- What do you think they are doing?



B. Listen to the audio and write **True** or **False**.

- Erica is doing a survey about clothes and fashion.
- Erica is seventeen years old.
- Erica is wearing a skirt and a matching top today.
- Erica likes smart clothes.
- Erica buys a lot of designer clothes.
- Erica doesn't like bright colours.

C. What kinds of clothes do you like and don't like wearing? Why? Tell your friends what you think.

Writing I

Write a paragraph about your experience of shopping, similar to the one in **Reading I**. In your paragraph, include the answers to these questions.

- Where do you usually go shopping?
- Why do you go there?
- How often do you go shopping?
- When did you go last shopping?
- What did you buy?
- What did you like/didn't like while shopping?

Reading II

Look at the picture below and answer the questions.

- Tell the names of all seasons in a year.
- Which season do you think the picture represents?

Autumn Fires

In the other gardens
And all up in the **vale**,
From the autumn **bonfires**
See the smoke **trail**!
Pleasant summer over,
And all the summer flowers,
The red fire **blazes**,
The grey smoke towers.
Sing a song of **seasons**!
Something **bright** in all!
Flowers in the summer,
Fires in the fall!



- Robert Louis Stevenson

A. Match the words in column 'A' with their meanings in Column 'B'.

Column A

vale

bonfire

trail

pleasant

blaze

bright

Column B

to burn fiercely or brightly

nice

giving out much light

valley

a long thin line stretching behind

large fire outside for celebrating or signaling

B. Read the poem again and tick the correct answers.

a. What causes the smoke trail in autumn?

i. vale

ii. bonfire

iii. red fire

b. What type of summer was it?

i. hot

ii. rainy

iii. pleasant

c. Which season mainly has flowers?

i. summer

ii. fall

iii. autumn

C. Which season do you like the most? Why? Share your ideas with your friends.

Writing II

Compose a short and simple poem about either a beautiful or interesting thing you like.

Do it yourself.

Visit a library and find a poetry book or a children's story book. Copy one of the poems or stories you like most and share it with your class.

Getting started

- A. Look at the pictures. What do you think these people **can** or **cannot** do? Talk to your friends.



- B. Listen and sing.

Can you swim?

Can you dive?

Can you ride a bike?

Can you run?

Can you jump?

Can you drive a car?

Can you sing?

Can you dance?

There are different questions in the song. Look at them and give your true answers.

Reading I

Answer the following questions.

- Why do you think games and sports are important to us?
- Can people with disabilities take part in sports? Discuss in the class.

The Paralympic Games

The Paralympic Games are international sports competitions for people with disabilities. The Paralympics take place shortly after the Olympic Games, in the same host city. The name **Paralympics** means “alongside the Olympics.” **Athletes** from countries around the world



compete in the Paralympics. Some Paralympic athletes have **spinal cord** injuries that caused **paralysis**. Some have missing limbs. These athletes may use wheelchairs or artificial limbs to move around. Some athletes are blind or have limited vision. Others have conditions that limit their movements. Athletes with **intellectual** disabilities may compete in some of the events. The International Paralympic Committee (IPC) has organized the Paralympic Games since 1989. One of its goals is to help athletes with disabilities achieve **excellence** in sports. Another aim is to increase the world’s respect and admiration for people with **disabilities**.

At the Summer Paralympic Games, **participants** compete in more than a dozen sports. Among them are archery, cycling, rowing, sitting volleyball, soccer, swimming, table tennis, wheelchair basketball, and wheelchair fencing. At the Winter Paralympic Games, athletes compete in ice sledge hockey, skiing, wheelchair curling, and other cold-weather sports.

Athletes compete against others with similar abilities. In many events, athletes use artificial **limbs** or wheelchairs. However, these tools are not allowed in certain events, such as swimming and sitting volleyball. Some events require special equipment—for example, the low sledge, on which ice hockey players sit. In some cases, guides may assist athletes with visual disabilities.

The Paralympics began in 1948, when a doctor named Ludwig Guttman organized an athletic competition in the United Kingdom. The athletes were experts who had lost the use of their legs in World War II. The competition took place the same day as the opening **ceremony** of the Summer Olympics in London.

A. Learn the meanings of these words with the help of your teacher and use the correct words to complete the sentences below.

compete athletes admiration excellence
disability equipments intellectual paralysis expert

- a. She has hearing However, she performs very well in all the subjects.
- b. Theare training hard for the National Games.
- c. Polio disease can cause and sometimes death.
- d. Lack of proper nutrition can stop the growth of children.
- e. The audience clapped in the of her beautiful dance.

- f. Are you going toin any game in the Sports Week?
- g. Our school is famous in the area for its educational.....
- h. Whatdo you need to play table tennis?
- i. My uncle is a doctor. In fact he is anof skin.

B. Read the text again and choose the correct answers.

- a. When are Paralympic Games played?
 - i. sometime before the Olympic Games
 - ii. together with the Olympic Games
 - iii. Sometime after the Olympic Games
- b. How do the athletes with disabilities take part in Paralympics?
 - i. with the help of other athletes
 - ii. with the help of wheelchairs and artificial body parts
 - iii. with the help of experts
- c. Who do these athletes compete with?
 - i. with normal athletes
 - ii. with athletes like themselves
 - iii. with the experts of World War II
- d. Who organizes the Paralympic Games?
 - i. International Olympic Committee
 - ii. International Paralympic Committee
 - iii. The United Kingdom
- e. When did the Paralympic Games start?
 - i. in 1948
 - ii. in 1989
 - iii. in 1998

C. Read the text once again and answer the following questions.

- a. Who takes part in Paralympic Games?
- b. Write any two problems that Paralympic athletes have?
- c. Why were Paralympic Games organized?
- d. What are the two types of Paralympic Games?
- e. Who were the players of the first Paralympic Games?

D. How can we show our respect to the people with disabilities? Discuss with your friends.

Pronunciation

Listen to your teacher and say these words.

paralympic	disabilities	wheelchairs	competitions
archery	soccer	artificial	athletes

Grammar I

A. Study the following sentences. What do they mean?

- a. She **can speak** several languages.
- b. They **can't dance** very well.
- c. He **can swim** like a fish.
- d. Help! I **can't breathe**.
- e. I am too short. I **can't touch** the ceiling.

B. Complete the sentences with **can or **can't**.**

- a. I speak Chinese. I learnt it from my Chinese friend.
- b. I come to the party. I am really busy.
- c. We hear you speak. The music is so loud.

- d. Where are my keys? I find them.
- e. I believe it. I won a prize.
- f. We meet tomorrow if you want.
- g. you make me a cup of tea please?
- h. He jump. His leg hurts so much.
- i. Fish swim but birds

Writing I

Think about the sports you are good at. What skills do you need for those sports? Why do you think you are good at them? Write a short paragraph.

Reading II

Look at the picture and answer these questions.

- a. Do you have a mobile phone?
- b. What can you do with a mobile phone?

My Phone

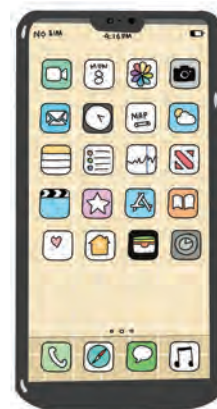
My phone has tons of **gadgets**,
 A hundred-fifty rings,
 Can store a thousand numbers
 And other **nifty** things.

My phone can send me e-mail
 And news from far away,

Predict tomorrow's weather,

And tell the time of day.

My phone can download music,



Take photos in a **flash**,
Make **videos** and **movies**,
And really make a **splash**.

I heard that in the old days
(I'm not sure what this means)
That people used their phones to talk
To other human beings.

- *Neal Levin*

A. Match the rhyming words.

- | | |
|----------|-------------|
| a. rings | i. beings |
| b. away | ii. splash |
| c. flash | iii. things |
| d. means | iv. day |

B. Write the words from the text for these meanings.

- to say that something will happen in the future
- a sudden bright light
- useful and practical
- a small tool that does something useful

C. Answer these questions.

- How many rings does the phone have?
- Does the speaker need a watch to tell the time? Why?
- What can the speaker download using a mobile phone?
- What can the speaker make using a mobile phone?

- D. What will you do with the mobile phone if you get one?
Talk to your friends.**

Grammar II

A. Study the following sentences.

- a. I **can't** write a poem but I **can** write a letter.
- b. He **couldn't** drive when he was at school.
- c. She **can** speak by using an electronic voice box.
- d. They **can** help you if you need.
- e. He **can't** speak Chinese.

B. Complete these sentences with **can, **can't**, **could** or **couldn't**. There may be more than one answer.**

- a. I ask you something?
- b. She said I call as often as I liked.
- c. Jack go to work yesterday because he was ill.
- d. She borrow my car, if she asked.
- e. you lend me some money?
- f. When I was a child, I play whenever I wanted to.
- g. It was a place where anything happen.
- h. I understand anything she said.
- i. You get a better job if you speak English.

Listening

A. Guess the answers to these questions.

- What musical instrument is the boy playing?
- What musical instruments do you know? Make a list.



B. Listen to the audio and write **True** if it's true or **False** if it's false.

- Tom can play the guitar well.
- Tom takes guitar lessons.
- Jane can play the piano.
- Jane is very good at playing the piano.

C. What musical instrument would you like to play? How would you learn that? Talk to your friends.

Speaking

A. Complete these sentences about you. Use **can** or **can't**. When you finish, take turns to say these sentences to your friends.

- I read long stories.
- I jump high.
- I play video games for many hours.
- I fly.
- I ride a bicycle.
- I play the Madal.
- I reach the ceiling.
- I smile.

B. Look at the pictures below. What can or can't they do? Take turns to tell the whole class.



C. You want to find out whether your friends can or can't do these things. Work in pairs. Take turns to ask and answer the questions.

Example:

A: Can you dance?

B: Yes, I can.

- a. write a letter
- b. sing a song
- c. carry a load on your head
- d. swim in a river
- e. cook food
- f. read loudly for two hours
- g. draw an elephant
- h. touch the ceiling
- i. type in Nepali

Writing II

Write a short description of what one of your friends can and can't do.

Do it yourself.

Talk to ten different people from your school. Find out at least one interesting thing they can do. Make notes about them and share with the whole class.

16 Agreeing and Disagreeing

Getting started

- A. Do you agree or disagree with the following statements? Talk to your friends giving suitable reasons.

Mobile phones should be allowed in schools.

Fast food is not healthy.

We need to play at times.

Teachers must provide homework to the students.

- B. Listen and sing.

My friends all call me Mr. Right
because I'm never wrong.
I brag about it every night.
I shout it all day long.

I value your opinion when
it's just the same as mine.
As long as you agree with me
we'll get along just fine.

How do you feel if somebody always tells lies? Is it good to do so? Why? Share your ideas with your friends.

Reading I

Answer these questions.

- Do you like paintings? Why?
- Do you think drawing portraits is interesting? How?

The King's Portrait

Once, there lived a king. He had only one leg and one eye. He was very **intelligent** and kind. Everyone in his kingdom lived happily under his rule. One day the king was walking through the palace hallway. He noticed the **portraits** of his forefathers. He thought, "One day my children will see these portraits and remember their **forefathers**." "The king, however, did not have his portrait. "How will my painting look like?" he wondered.



The king invited the best painters from his kingdom. "I want my portrait painted. Anyone who paints the best will get a good **reward**," he **announced**.

All of the painters began to think how they could make the best painting of the king. Many of them were worried that the king will be **disappointed** if they could not paint the king beautifully. So one by one, they made excuses and **denied** to make the portrait.

But one of the painters raised his hand and said, "I will make a very beautiful portrait of you, Your Majesty! You will surely like it." The king became happy hearing that. The other painters got

curious. The king gave him the permission to make his portrait. Soon, the painter started drawing. He then filled the drawing with paints. Finally, he said, "Your Majesty, the portrait is ready!"

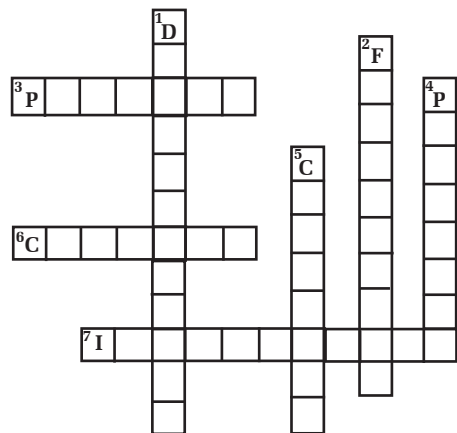
All the **courtiers** and the other painters looked **nervous.** "Is the painting really beautiful!" they thought, "What if the king doesn't like it!" But when the painter presented the portrait, everyone in the court, including the king, was left **amazed.** In the portrait, the king was sitting on a horse showing his only leg. He was holding his bow and aiming the arrow with his one eye closed.

The king was so **pleased** with the painter that he gave him a great reward.

A. Complete the crossword puzzle below with the correct words from the story.

Across

- 3. feeling happy about something
- 6. having a strong desire to know about something
- 7. good at learning, understanding and thinking



Down

- 1. sad or upset
- 2. a person in your family who lived a long time ago
- 4. a painting, drawing or photograph of a person
- 5. a person who is part of the court of a king or queen

B. Rewrite the following sentences in the correct order.

- a. A painter was ready to make the painting of the king.
- b. Everyone in the court was amazed to see the painting.
- c. The king was happy with the painter and rewarded him.
- d. The king saw the paintings of his forefathers in the hallway.
- e. Most of the painters did not want to make the portrait of the king.
- f. The king called painters from his kingdom to draw his painting.
- g. The painter presented portrait to the king.

C. Answer the following questions.

- a. Who was intelligent and kind?
- b. Why did the king want his portrait made?
- c. Why did most of the painter deny to draw the portrait of the king?
- d. How did everyone feel about the painting?
- e. How was the king shown in the painting?

D. Why do you think paintings and portraits are important to us?

Pronunciation

Try saying these sentences. Get help from your teacher if needed.

She sees cheese.

He threw three balls. `

Fred fed Ted bread and Ted fed Fred bread.

Four furious friends fought for the phone.

She sells seashells by the seashore.

Grammar I

A. Choose the correct alternatives and complete the sentences given below.

- a. (Is there/Are there) many children in the classroom?
- b. (How/What) old are you?
- c. (What/Why) aren't you going to Peter's party?
- d. Chandra hasn't come here yet. (Haven't/Hasn't) you called him?
- e. (When/What) will they come to meet me?
- f. Which book (are you/you are) reading now?
- g. I brush my teeth twice a day. (How/How often) do you do it?
- h. (Have you liked/Do you like) to have tea or coffee?
- i. A: (Where/How much) do you work?
B: On a farm.

B. Change the following statements into questions. Use the question words from the brackets.

- a. Sheela is a teacher. (Who)
- b. They have gone to Simla. (Where)
- c. Suman can swim. (What)
- d. Shyam Aryal teaches us English. (Who)
- e. She was badly injured. (How)
- f. Durga is famous for classical dancing. (What)
- g. I don't like him because he is an evil. (Why)
- h. I reached there at 10 a.m. (When)

Listening

A. Look at the picture and guess the answers to these questions.

- a. Who are these people?
- b. What are they doing?
- c. Have you ever been to the cinema? Which film did you watch recently?



B. Listen to the audio and tick the correct answer.

- a. Ismael is busy
 - i. doing homework
 - ii. watching TV
 - iii. watching a movie
- b. Altogether people are going to the movie.
 - i. three
 - ii. four
 - iii. five
- c. 'Light and Dark' is a movie.
 - i. comedy
 - ii. science fiction
 - iii. horror
- d. Jack suggested a movie about a school.
 - i. horror
 - ii. comedy
 - iii. romantic comedy
- e. The movie starts at
 - i. 8:00 p.m.
 - ii. 7:30 p.m.
 - iii. 8:30 p.m.

C. Many children like watching cartoons. Some say that it is not a good habit. Do you think it's not really good? Talk to your friends.

Speaking

A. Read and act out these conversations.

Conversation I

Husband: We should change the TV.

Wife: I don't think so. It'll cost a lot.

Conversation II

Sayana: Our team played very well last week.

Kiran: You're right.

Conversation III

Shambhu: We need to talk to the principal about our picnic.

Shanti: That's a good idea. Let's go.

B. Study the expressions in the table below that are used to agree or disagree.

Ways of agreeing	Ways of disagreeing
That's right!	I don't agree!
Exactly!	That's not right!
Yes, I agree!	I'm not sure about that.
Me too!	I disagree.
I agree with you.	No way!

C. Work in pairs. Have conversations similar to the ones in Speaking A. Use the expressions of agreeing or disagreeing.

- a. A: We/preserve/tiger
B: Yes/balance the ecosystem
- b. A: I/enjoy the holiday
B: Yes/had lots of fun

- c. A: English is a difficult subject.
B: No/interesting to learn
- d. A: We/play video games
B: No/waste of time
- e. A: We/do physical exercises regularly
B: Yes/healthy and fit

Writing

Watching TV is a total waste of time for students. Do you agree or disagree? Write a short paragraph on it.

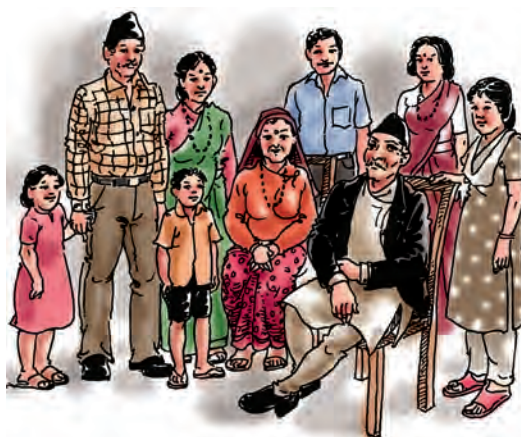
Reading II

Answer these questions.

- a. How many members are there in your family? Who are they?
- b. List out at least two things you share with your family members.

Growing up in a Joint Family

Would you **believe** 15 people living in the same house for years? Believe me, I was the part of it when I was **growing up**. Joint family culture in Nepal was very common until few years ago. However, the number of such families is **decreasing** with time. In



my experience, growing up in a joint family is one of the best things that happened to me in my life. I agree there are **pros and cons** of joint family but I would say we have more advantages than disadvantages.

We hardly get **bored** in a joint family. We always have someone to talk and play. These days, people look for social network because people do not have anyone to talk, spend time and express their feelings. In a joint family, we learn how to be **social**.

We learn how to behave with the elders and younger ones. When the family is big, we learn to follow the timetable. We naturally become **disciplined** as we follow the daily routine. We also learn to respect the elders. We share our gadgets, dress and food with our cousins. These are small things but this helps us grow up as a caring person.

I remember, we all family members, together used to do all works by ourselves. Our work got divided. We did not need **depend** on other people for our work.

Nowadays, we use Facebook, WhatsApp, Twitter and other social media applications to get connected to each other. In a joint family, we have family members to talk and share our feelings with.

I think, we also learn to manage our **emotions** when we live in a joint family. This is because we experience both positive and negative **behaviour** of the people around us frequently.

We can always enjoy the festivals more when we have a bigger family. We can share our problems with our family members. We always get **support** on personal problems. In my case, my grandparents always had love and support to me.

A. Look at the meanings and find the words from the text.

- a. skill or knowledge gained by doing or feeling a thing
- b. lose interest
- c. act in a particular way
- d. trained to obey rules
- e. linked
- f. strong

B. Answer these questions.

- a. How many people were there in the writer's family?
- b. List any two advantages of a joint family.
- c. How does a joint family make one disciplined?
- d. What do people use to get connected to each other these days?
- e. How do we learn to manage emotions in a joint family?

C. Do you think growing up in a bigger family is better than growing up in a smaller family? Give reasons to support your answer.

Grammar II

A. Fill in the gaps with one of the suitable words/phrases given in the box. One has been done as an example.

too expensive too slowly really difficult very hungry
enough time terribly so angry seriously injured
totally agree quite happy

Example: I didn't have lunch. I -am very hungry now.

- a. They are not buying the house. It's
- b. We should not include him in our team. He runs.....
- c. Do we have to complete the test?
- d. The exam was for him. He could only score 20 marks.
- e. After watching the movie, the children were
- f. The soup was hot. We had to wait 15 minutes before we could eat it.
- g. There was an accident yesterday. Many passengers were
- h. Did you do anything bad to him? He is with you.
- i. That's a very good idea. I with you.

Do it yourself.

“Students should be given lots of homework.” Some students do not like doing a lot of homework, while others do. Go round the class, ask your friends whether they agree or disagree with the statement. Then, fill in the given table.

Name	Agree	Disagree	Sentences used
Rajani Chaudhary	√	X	I agree.

Future Plans

Getting started

- A. Look at the pictures and say what he might be planning to do.



- B. Listen and sing.

Each day I'll do my best,
And I won't do any less.
My work will always please me,
And I won't accept a mess.

I'll colour very carefully.
My writing will be neat.
And I will not be happy,
Till my papers are complete.

I'll always do my homework,
And try my best on every test.
I won't forget my promise,
To do my very best!

What dreams do you have and what do you plan to do in the future? Talk to your friends.

Reading I

Guess the answers to these questions.

- Which planet is shown in the picture?
- Do you think that people will live there in the future? Why?

Life on Mars

Will humans someday live and work on Mars? Many **scientists** say, ‘yes.’ Scientists are working on plans to turn Mars into a new Earth.

Humans need three basic things to live: water to drink, air to breathe, and food to eat. It isn’t possible to live on Mars right now because there is no water, air or food available.



There is not enough oxygen. There is also no liquid water – just some ice. So how can we make Mars **habitable**? The answer, scientists say, is a process called **terraforming**. Terraforming means changing the environment of a **planet** so that it is similar to Earth’s. On Mars, the average **temperature** is around minus 60-degree Celsius. So, one of the main **goals** of terraforming Mars is to warm it up. One idea for warming it up comes from a similar problem to here on Earth – climate change.

Most scientists agree that Earth is becoming warmer due to increased levels of **greenhouse** gases in the **atmosphere**. We might create similar conditions on Mars by building factories that **release** greenhouse gases. The gases will help to change the atmosphere. Rain will fall, and it may be possible to grow plants for food. The plants will add more oxygen to the air.

There will be many difficulties in terraforming Mars. The project could take many **centuries** and the cost will be high. We have some of the technology, such as the ability to create greenhouse gases, but not the money. However, life on Mars is a real possibility in the future.

A. Write the words from the text for these meanings. The first letters of the words are given.

- a. the mixture of gases around earth **a**
- b. periods of 100 years **C**
- c. aims **g**
- d. to give off **r**
- e. how hot or cold a thing or place is **t**
- f. people who study science **s**
- g. suitable for people to live in **h**
- h. a large body in space like the Earth **p**

B. Complete the sentences using the words from the text

- a. There is no on Mars – just ice.
- b. Terraforming Mars means making it similar to
- c. One way to warm up Mars is to build These will release into the air.
- d. The plants will add to the air.
- e. Life on Mars is possible in the.....

C. If you are asked to travel to Mars and stay there for one month, what will you plan to take with you? Make a list of things and choose the five most important things.

Pronunciation

Follow your teacher and pronounce the words in the box.

isn't	aren't	weren't	hasn't	haven't
hadn't	can't	couldn't	wouldn't	shouldn't
don't	doesn't	didn't		

Grammar I

A. The following sentences are from the last two paragraphs of the above reading text. Complete with the missing words (will + verb).

- a. The gases to change the atmosphere on Mars.
- b. Rain, and it may be possible to grow plants for food.
- c. The plants more oxygen to the air.
- d. The cost high.

B. Make as many sentences as possible from the table below.

I	will	eat rice	tomorrow.
She	won't	go to school	
They	am/is/are going to	buy a book	
		write a letter	
		go to the farm	
		sing a song	
		draw a picture	
		go to the market	

C. Rewrite the following sentences as in the example. Use 'will' in your sentences.

Example: She (lend) me a book tomorrow.

She will lend me a book tomorrow.

- a. They (eat) some fruits.
- b. We (wear) fancy dress tonight.
- c. We (not help) you with your homework.
- d. Jamuna (not walk) home.
- e. You (cook) Daalbhat?
- f. Sumina (not buy) candies to her daughter.
- g. I (not spend) my money on junk food from now on.

Listening

A. What will you do next week? Write and talk to your friends as in the example.

Example: I will go to the farm at 7 o'clock next Sunday.

B. Listen to the audio and complete the table below with the verbs.

Time	What will Tony do?
7 o'clock	He will here.
9:30 a.m.	He will from LAX.
4:30 p.m.	He will .....in New York City.
Tomorrow night	He will dinner at the hotel.
After dinner	He will around the city.

C. Listen to your friend telling you about his/her plans for tomorrow and share them with the class.

Reading II

Answer the following questions.

- How do you feel when you see birds and planes flying in the sky?
- Do you wish you could fly? Why?

Night Flight

Close your eyes
so we can fly
around the clouds,
across the sky.

Close your eyes
and **hold** on tight.
We'll **zoom** around
the moon tonight.

Close your eyes
and **swoop** with me
above the dark
and **swirly** sea.

Close your eyes
so dreams can **soar**
from pointy **peak**
to **slippery shore**.

And when we've been
from star to star,
from here to there,
from near to far.

From top to **bottom**,
coast to **coast**,
we'll **float** back home
for eggs and **toast**.



- Ted Scheu

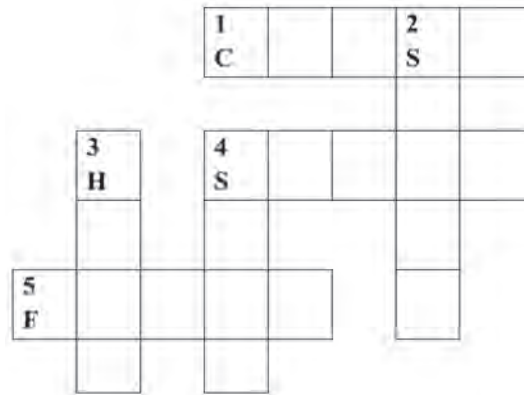
A. Solve the crossword puzzle with the words from the poem. Their meanings are given below.

Across

1. seaside/land near sea
4. dive
5. stay on/above surface

Down

2. beach/seaside
3. catch/grasp
4. fly/rise up



B. Answer the following questions.

- a. Why does the poet ask you to close your eyes in the first stanza?
- b. Where will the poet take you in the second stanza?
- c. Where do you start your journey in the fourth stanza?
- d. Why will you need to come back home?

C. If you were given a free air ticket, where would you like to fly to? Why? Talk to your friends.

Grammar II

A. Study the different forms of sentences in the following table.

Affirmative	Negative	Question
I will do my work.	I won't do my work.	Will I do my work?
She will be fine soon.	She won't be fine soon.	Will she be fine soon?
He will come to see me.	He won't come to see me.	Will he come to see me?

B. Match the sentences in the left box with the situations given in the right box.

a. I think it will rain today.	i. I want to borrow some story books.
b. I will go to the library tomorrow.	ii. It is unhealthy.
c. She will help you with maths.	iii. I will come to your house.
d. What will you do on Sunday?	iv. I have got no friends.
e. I will not eat junk food.	v. You need more practice.
f. Will you come to play with me?	vi. It's a cloudy day.

C. Rearrange the following words to form sensible sentences.

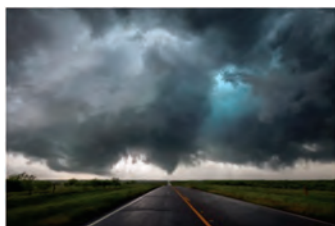
- go/now/home/will/I/not.
- give/the present/tomorrow/We/him/will.
- her/meet/next month/in/We/will/India/not.
- in Pokhara/spend/I/will/next year/my holiday.
- the library/take/I/the book/will/today/to.
- tomorrow/to the cinema/will/go/We.
- take/next week/Will/they/at school/a test?

Speaking

A. Look at the following pictures and talk about them.

- What is happening in the pictures?
- Match the pictures with the comments given in the box. Write the correct letters (a to e) in the boxes.

b



- a. It's going to rain.
- b. I'm going to swim.
- c. I'll slip for sure.
- d. They are going to listen to a story.
- e. The father and son will catch fish.

B. Act out the following conversation. Underline the verb forms that show future tense.

Yesh: Hi, Lara! What are you doing tomorrow?

Seema: Hello Mina! I'm going to swim in the river.

Yesh: Are you going to carry a swimming tube?

Seema: Oh, no. I can swim very well. Will you join us? I will teach you.

Yesh: Oh, sorry. I'm going to a party tomorrow.

Seema: What are you going to do before the party?

Yesh: I am going to learn some dance steps with my sister.

Seema: That's an interesting day! Have a nice time.

Yesh: You too.

C. Use 'will' or 'going to' to talk about your future plans. Say at least five sentences.

Writing

- A. Read the following message and identify the key features. This can be used as a model for task B.

Date	18 Feb 2022	
		3:00 p.m.
Salutation	Dear Raman,	Time
Message body	I am writing this message to inform you that I am going to join a picnic on Saturday 26th February. Will you join us? We are going to have great fun there. Please reply to me soon.	
Signature	Yours Alia	

- B. What are you planning to do after your final exams? Write a message to your friend telling them about your plans.

Do it yourself.

Talk to three of your family members or neighbours. Ask them what they are going to do in the next few days. Make notes in the following table.

Name	Plans
Lola	Monday - write a short story book. Tuesday – repair her computer. Wednesday – go to hospital for speech therapy.

Glossary

adapt /ə'dæpt/ (v.): to change something

altogether /ˌɔːltə'geðə(r)/(adv.): in total

amazed /ə'meɪzd/ (adj.): very surprised

apologise /ə'pɒlədʒaɪz/ (v.): to say that you are sorry

appreciate /ə'priːʃiət/ (v.): to recognise the good qualities of somebody/something

artifact /'ɑːtɪfækt/ (n.): an object that is made by a person, especially something of
historical or cultural interest

athlete /'æθli:t/ (n.): a person who competes in sports

atmosphere /'ætməsfrɪə(r)/ (n.): the mixture of gases that surrounds the earth

attraction /ə'trækʃn/(n.): an interesting or lively place to go or thing to do

avoid /ə'vɔɪd/ (v.): to prevent something from happening

award /ə'wɔːd/ (n.): prize

bargain /'bɑːgən/ (n.): a thing bought for less than usual price

barren /'bærən/ (adj.): not good enough for plants to grow on it

believe /brɪ'liːv/ (v.): to feel certain that something is true or that somebody is telling
you the truth

belly /'beli/ (n.): stomach

bend /bend/(v.): (especially of somebody's body or head) to lean, or make something
lean, in a particular direction

beverage /'bevərɪdʒ/ (n.): any type of drink except water

blaze /bleɪz/ (v.): to burn brightly and strongly

bold /bəʊld/ (adj.): (of people or behaviour) brave and confident

bonfire /'bɒnfaiə(r)/ (n.): a large outdoor fire for burning waste

bottom /'bɒtəm/)/ (n.): the lowest part of something

brand /brænd/ (n.): a type of product

brilliant /'brɪliənt/ (adj.): extremely clever

career /kə'riə(r)/ (n.): job

castle /'kɑːsl/ (n.): a large building

ceremony /'serəməni/(n.): a public or religious occasion that includes a series of
formal or traditional actions

closet /'klɒzɪt/ (n.): a space in a wall with a door used for storing things

coast /kəʊst/ (n.): the land next to or near to the sea or ocean

coastal /'kəʊstl/ (adj.): of or near a coast

continent /'kɒntɪnənt/ (n.): one of the land masses of the earth such as Asia

crazy /'kreɪzi/ (adj.): not sensible; stupid

creature /'kri:tʃə(r)/ (n.): a living thing such as an animal

crime /kraɪm/ (n.): activities that involve breaking the law

cub /kʌb/ (n.): a young bear, lion, fox, etc.

curious/'kjʊəriəs/ (adj.) having a strong desire to know about something

damp /dæmp/ (adj.): slightly wet

decrease/dɪ'kriːs/ (v.): to become smaller in size, number, etc.

destination /,destɪ'neɪʃn/ (n.): a place to which somebody is going

disability/,dɪsə'bɪləti/ (n.): a physical or mental condition that makes it difficult for
somebody to do some things that most other people can do

disappointed /,dɪsə'pɔɪntɪd/ (adj.): upset because something you hoped for has not
happened

distance /'dɪstəns/ (n.): the amount of space between two places or things

dizzy /'dɪzi/ (adj.): feeling as if everything is turning around you

droplet /'drɒplət/ (n.): a small drop of a liquid

equipment /ɪ'kwɪpmənt/ (n.): the things needed for a particular activity

excited /ɪk'saɪtɪd/ (adj.): feeling or showing happiness

expensive /ɪk'spensɪv/ (adj.): costing a lot of money

famous /'feɪməs/ (adj.): known about by many people

fate /feɪt/ (n.): the things that will happen to somebody

favourite /'feɪvərɪt/ (adj.): liked more than others of the same kind

finally /'faɪnəli/ (adv.): at the end

float /fləʊt/ (v.): to move slowly on water or in the air

fog /fɒg/ (n.): a thick cloud of very small drops of water

frequently /'fri:kwəntli/ (adv.): often

fresh /frefʃ/ (adj.): recently produced

frustrating /frʌ'stretɪŋ/ (adj.): causing you to feel annoyed

fur /fɜ:(r)/ (n.): the soft thick hair that grows on the body of animals

gab /gæb/ (v.): to talk for a long time

gadget /'gædʒɪt/ (n.): a small tool or device that does something useful

gatekeeper /'geɪtki:pə(r)/ (n.): a person whose job is to check and control who goes
through a gate

giant /'dʒaɪənt/ (adj.): very large

gold medal /,gəʊld 'medl/ (n.): a medal made of gold that is given to the winner

grab /græb/ (v.): to take or hold somebody/something with your hand suddenly

gravity /'grævəti/ (n.): the force that attracts objects in space towards each other

grip /grɪp/ (v.): to hold something tightly

habitable /'hæbɪtəbl/ (adj.): suitable for people to live in

hail /heɪl/ (n.): small balls of ice that fall like rain

hallway /'hɔ:lweɪ/ (n.): a space or passage inside the entrance of a building

hang /hæŋ/ (v.): to be attached at the top

hide /haɪd/ (v.): to put or keep somebody/something in a place where they cannot be
seen

hiking /'haɪkɪŋ/ (n.): the activity of going for long walks for pleasure

historic /hɪ'stɔːrɪk/ (adj.): important in history

hold /həʊld/ (v.): to have somebody/something in your hand, arms, etc.

illegal /ɪ'liːgl/ (adj.): not allowed by the law

information /,ɪnfə'meɪʃn/ (n.): facts or details about somebody/something

innocently /'ɪnəsntli/ (adv.): without being guilty

intelligent /ɪn'telɪdʒənt/ (adj.): good at learning, understanding and thinking in a
logical way about things; showing this ability

lie /laɪ/ (v.): to be or put yourself in a flat position

litter /'lɪtə(r)/ (n.): a number of baby animals that one mother gives birth to at the
same time

luckily /'lʌkɪli/ (adv.): by good luck

lungs /lʌŋz/ (n.): the organs in the chest that you use for breathing

massive /'mæsɪv/ (adj.): very large

mend /mend/ (v.): to repair something

mixture /'mɪkstʃə(r)/ (n.): a combination of different things

nervous /'nɜːvəs/ (adj.): anxious about something or afraid of something

nifty /'nɪfti/ (adj.): correct and showing skill

ocean /'əʊʃn/ (n.): the mass of water that covers most of the earth's surface

participant /pɑː'tɪsɪpənt/ (n.): a person who is taking part in an activity or event

peak /piːk/ (n.): the top

permanently /'pɜːmənəntli/ (adv.): in a way that lasts for a long time

pleasant /'pleznt/ (adj.): fun or giving pleasure

pleased /pliːzd/ (adj.): happy

poach /pəʊtʃ/ (v.): to kill birds and animals illegally

possess /pə'zes/ (v.): to have something

predict /prɪ'dɪkt/ (v.): to say that something will happen in the future

pretty /'prɪti/ (adv.): very

realise /'ri:əlaɪz/ (v.): to understand

reasonable /'ri:znəbl/ (adj.): practical and sensible

receipt /rɪ'si:t/ (n.) a piece of paper that shows the goods have been paid for

release /rɪ'li:s/ (v.): to let somebody/something come out of a place

rush /rʌʃ/ (v.): to move or to do something with great speed, often too fast

sales /seɪlz/ (n.): occasions when a shop sells its products at a lower price than usual

salmon /'sæmən/ (n.): a large fish

sculpture /'skʌlptʃə(r)/ (n.): a work of art made by carving wood, stone etc.

seek /si:k/ (v.): to look for somebody/something

shelter /'ʃeltə(r)/ (n.): a place to live

shore /ʃɔ:(r)/ (n.): the land along the edge of the sea

sigh /saɪ/ (v.): to take and then let out a long deep breath

sightseeing /'saɪtsi:ɪŋ/ (n.): the activity of visiting places as a tourist

sleet /sli:t/ (n.): a mixture of rain and snow

slip /slɪp/ (v.): to slide a short distance so that you fall or nearly fall

smash /smæʃ/ (v.): to break something

soar /sɔ:(r)/ (v.): to rise very quickly

spacious /'speɪʃəs/ (adj.): large and with plenty of space

special /'speʃl/ (adj.): not usual

specialise /'speʃəlaɪz/ (v.): to become an expert in an area work

spin /spɪn/ (v.): to turn round and round quickly

stem /stem/ (n.): the main part of a plant above the ground

success /sək'ses/ (n.): being able to get/do something

surround /sə'raʊnd/ (v.): to be all around something/somebody

swirl /swɜ:l/ (v.): to move around quickly in a circle

swish /swɪʃ/ (v.): to move quickly through the air

swoop /swu:p/ (v.): to fly quickly downwards

tidy /'taɪdi/ (adj.): neat and clean

tiny/'taɪni/ (adj.): very small in size or amount

toast /təʊst/ (n.): slices of bread that have been made brown by heating on both sides

trail /treɪl/ (n.): a long line of marks that is left by somebody/something

treatment /'tri:tmənt/ (n.): something done to cure an illness

unique /ju:'ni:k/ (adj.): being the only one of its kind

vale /veɪl/ (n.): a valley

vapour /'veɪpə(r)/ (n.): a mass of very small drops of liquid in the air

vase /vɑ:z/ (n.): a container made of glass, etc., used for holding cut flowers or as an
attractive object

venue/'venju:/ (n.): a place where people meet for an organized event, for example a
concert, sporting event or conference

wildlife /'waɪldlaɪf/ (n.): animals, birds, insects, etc. that are wild and live in a natural
environment

wise /waɪz/ (adj.): able to make good decisions

wonder /'wʌndə(r)/ (v.): to think about something

zoom /zu:m/ (v.): to increase a lot quickly and suddenly