

English

Grade 11

Government of Nepal

Ministry of Education, Science and Technology

Curriculum Development Centre

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Preface

The National Curriculum Framework (NCF) advocates for the promotion of skill-oriented, life skill-based, employment-driven and value-based school education. It envisions developing the human capital dedicated to nation, nationality, national integrity and Nepali specialty. English textbook for grade 11 has been prepared following the spirit of NCF 2076 and Secondary Level Curriculum 2076 (Grade 11 and Grade 12). An attempt has also been made to incorporate the emerging needs of learners. The book includes the contents to develop all four language skills blended in the tasks and activities with contextual grammar and related vocabulary.

The book has two sections: language development and literature. The language development section includes a range of contemporary issue-based local and global thematic texts intended to develop intensive reading skills and foster competence in grammar, vocabulary, speech and writing of different types. The literature section includes genre-based literary texts for both intensive and extensive reading so as to enable the learners to discern different aspects of the literary texts and practise creative writing. Each text is followed by adequate exercises to foster creativity and critical interpretation in the learners along with interactive skills and sensitivity about the culture and tradition.

This textbook has been compiled and written by Mohan Singh Saud. It has been largely improved and edited by Prof. Dr. Bal Mukunda Bhandari, Prof. Dr. Jib Lal Sapkota, Dr. Gopal Prasad Pandey and Dr. Ganga Ram Gautam. Director General of the Centre; Keshab Prasad Dahal, Dr. Lekh Nath Poudel and the Director; Tuka Raj Adhikari also contributed in shaping the book in this form. Several experts and practitioners: Nim Prakash Singh Rathaur, Nabin Kumar Khadka, Matrika Subedi, Ramesh Dhakal, Pashupati Pandey and Ananda Dhungana contributed to the revision and development of the tasks particularly in the language development section. The Curriculum Development Centre (CDC) extends sincere thanks to all of them. With the view that teaching of English should be based on the authentic materials, the reading texts and the audio texts have been taken from various sources. The centre would like to extend its acknowledgements to all of those sources.

The centre always welcomes constructive feedback for the betterment of its publications.

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Section One

Language Development

“The roots of education are bitter, but the fruit is sweet.” - *Aristotle*

Reading**Education First*****Before you read***

- Who are these people?
- What are they known for? How did education contribute to their success in life?
Discuss with a partner.
- What do you think the text is about?



Now read the speech by Malala delivered at the United Nations Youth Assembly on 12 July 2013.

Today, it is an honour for me to be speaking again after a long time. Being here with such honourable people is a great moment in my life. I don't know where to begin my speech. I don't know what people would be expecting me to say. But first of all, thank you to God for whom we are all equal and thank you to every person who has prayed for my fast recovery and a new life. I cannot believe how much love people have shown me. I have received thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me. I would like to



Malala in her childhood

thank my nurses, doctors and all of the staff of the hospitals in Pakistan and the UK and the UAE governments who have helped me get better and recover my strength.

I fully support Mr. Ban Ki-moon, the Secretary-General in his Global Education First Initiative and the work of the UN Special Envoy Mr. Gordon Brown. And I thank them both for the leadership they continue to give. They continue to inspire all of us to action.

There are hundreds of human rights activists and social workers, who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them.

So here I stand, one girl among many.

I speak not for myself, but for all girls and boys.

I raise up my voice – not so that I can shout, but so that those without a voice can be heard.

Those who have fought for their rights:

Their right to live in peace.

Their right to be treated with dignity.

Their right to equality of opportunity.

Their right to be educated.



*Malala delivering a speech in UN
General Assembly*

On the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence came, thousands of voices. The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorists group. I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists especially the Taliban.

I do not even hate the Talib who shot me. Even if there is a gun in my hand and he stands in front of me, I would not shoot him. This is the compassion that I have learnt

from Muhammad-the prophet of mercy, Jesus Christ and Lord Buddha. This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah. This is the philosophy of non-violence that I have learnt from Gandhi Jee, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learnt from my mother and father. This is what my soul is telling me, be peaceful and love everyone.

We realise the importance of light when we see darkness. We realise the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns.

The wise saying, "The pen is mightier than sword" was true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. And that is why they killed 14 innocent medical students in the recent attack in Quetta. And that is why they killed many female teachers and polio workers in Khyber Pukhtoon Khwa and FATA. That is why they are blasting schools every day. Because they were and they are afraid of change, afraid of the equality that we will bring into our society.

I remember that there was a boy in our school who was asked by a journalist, "Why are the Taliban against education?" He answered very simply. By pointing to his book he said, "A Talib doesn't know what is written inside this book." They think that God is a tiny, little conservative being who would send girls to the hell just because of going to school. The terrorists are misusing the name of Islam and Pashtun society for their own personal benefits. Pakistan is peace-loving democratic country. Pashtuns want education for their daughters and sons. And Islam is a religion of peace, humanity and brotherhood. Islam says that it is not only each child's right to get education, rather it is their duty and responsibility.

Peace is necessary for education. In many parts of the world wars and conflicts stop children to go to their schools. We are really tired of these wars. Women and children are suffering in many parts of the world in many ways. Young girls have to do domestic child labour and are forced to get married at early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems faced by both men and women.

Today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away

from speaking for women's rights rather I am focusing on women to be independent to fight for themselves.

Now it's time to speak up.

So today, we call upon the world leaders to change their strategic policies in favour of peace and prosperity.

We call upon the world leaders that all the peace deals must protect women and children's rights. A deal that goes against the dignity of women and their rights is unacceptable.

We call upon all governments to ensure free compulsory education for every child all over the world.

We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm.

We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.

We call upon all communities to be tolerant – to reject prejudice based on cast, creed, sect, religion or gender. To ensure freedom and equality for women so that they can flourish, we cannot all succeed when half of us are held back.

We call upon our sisters around the world to be brave – to embrace the strength within themselves and realise their full potential.

We want schools and education for every child's bright future. We will continue our journey to our destination of peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world.

Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

We must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick

up our books and pens. They are our most powerful weapons.
One child, one teacher, one pen and one book can change the world.
Education is the only solution. Education first.

Malala Yousafzai Ways with words

A. Find the words from the text which mean the following.

- a. a messenger or representative, especially one on a diplomatic mission
- b. the state or quality of being worthy of honor or respect
- c. harm done to someone in response to harm
- d. a person who holds extreme views in political or religious matters
- e. sympathetic pity and concern for the sufferings or misfortunes of others
- f. a person who is believed to speak for God
- g. the study of the nature of knowledge, reality and existence
- h. the use of physical force so as to injure, abuse, damage or destroy
- i. an unreasonable dislike of a particular group of people or things

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

- | | |
|----------------|---------------|
| a. honour | i. kindness |
| b. innocent | ii. literacy |
| c. brutality | iii. guilty |
| d. forgiveness | iv. disgrace |
| e. illiteracy | v. punishment |

C. Using dictionary

Dictionary contains at least three forms of information about a word: pronunciation, word class and meaning.

Look at the following dictionary entry of the words 'humanity' and 'humanize' (*Oxford Advanced Learner's Dictionary* 9th edition):

humanity/hju:'mænəti/ *noun* **1** [U] people in general: *He was found guilty of crimes against humanity.* **2** [U] the state of being a person rather than a god, an animal or a machine: *The story was used to emphasize the humanity of Jesus. united by a sense of common humanity* **3** [U] the quality of being kind to people and animals by making sure that they do not suffer more than is necessary; the quality of being humane: *The judge was praised for his courage and humanity.* **OPP** inhumanity **4(the) humanities** [pl.] the subjects of study that are about the way people think and behave, for example literature, language, history and philosophy: *The college offers a*

wide range of courses in the arts and humanities.

humanize (BrE also -ise) /'hju:mənəɪz/ verb ~sth to make sth more pleasant or suitable for people; to make sth more HUMANE: *These measures are intended to humanize the prison system.*

a. Study the dictionary entry above and answer these questions.

- i. What is the headword in the first entry?
- ii. How many meanings of the word 'humanity' are given?
- iii. What do the abbreviations U, OPP, pl, and sth stand for?
- iv. What is the British English spelling of 'humanize'?
- v. How is the word 'humanize' pronounced?
- vi. If we say *Every person should have the sense of humanity*, which meaning of 'humanity' is applied?

b. Arrange the following words in alphabetical order.

- i. advance, analysis, amuse, assure, allergy, attain, aid, anxiety, acute, agreement
- ii. smoke, small, smart, speaking, smelling, smoothly, smuggler, smashed, smearing, smallpox
- iii. terminate, territory, terminology, terrace, terrible, terribly, terror, terminal, terms

c. Make a list of five new words from the reading text. Using a dictionary, write their meanings and use the words in sentences of your own.

Comprehension

Answer the following questions.

- a. Why did the speaker receive thousands of good-wishes cards and gifts from all over the world?
- b. According to the speaker, what are hundreds of human rights activists and social workers struggling for?
- c. What has she learnt from Gandhi?
- d. In what sense is peace necessary for education?
- e. According to the speaker, what are the main problems faced by both men and women?
- f. What is Malala calling upon all governments?
- g. What is the main message of this speech?

Critical thinking

- All children have the right to quality education. How can we ensure this right to every child? Discuss the role of the government and the parents to make sure that every child can attend school.
- Do you think that there is still discrimination between sons and daughters in terms of providing education in our country? What strategies do you suggest to overcome such discrimination against girls?
- A Chinese philosopher Confucius said, "If your plan is for one year, plant rice; if your plan is for ten years, plant trees; if your plan is for one hundred years, educate children." What is the meaning of this saying? Elaborate this with examples.

Writing

- Recall your school days. Write in three paragraphs of an event that you always remember.
- "Education empowers a person". Elaborate this statement giving examples of your personal experience.

Grammar

Word classes

- A. Word class refers to the category of words of similar form or function. Another name of word class is a parts of speech. In the text below, certain words are underlined. While you read, try to identify which word class they belong to.**

Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. These nationwide closures are impacting over 60% of the world's student population. Some 1 billion students and youth across the planet are affected by school and university closures due to the COVID-19 outbreak. Several other countries have implemented localized closures impacting millions of additional learners. UNESCO is supporting countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning.

The Global Education Coalition launched by UNESCO seeks to facilitate inclusive learning opportunities for children and youth during this period of sudden and unprecedented educational disruption. Investment in remote learning should both mitigate the immediate disruption caused by COVID-19 and establish approaches to develop more open and flexible education systems for the future. The Global Coalition members and prospective members are encouraged to pledge for the protection of learners' personal information, privacy and security.

In the text, the underlined words belong to different word classes or parts of speech.

governments	- noun
temporarily	- adverb
affected	- verb
and	- conjunction
in	- preposition
immediate	- adjective
the	- determiner

B. Classify the underlined words into different word classes.

- The man who is wearing glasses is my uncle's friend.
- I bought a round table in the supermarket.
- Alas, she is dead.
- Hari works very hard all the time but his wife is very lazy.
- I have never been to Japan.

C. Read a paragraph of an English newspaper and make a list of about 20 words. Categorize them into different 'word classes'. You can refer to a grammar book for help.

Listening

A. What is your major optional subject in Grade 11? Why are you interested in the subject that you have chosen?

B. Listen to the recording and mark if the sentences are True or False.

- The man has already chosen his major subject.
- The woman is a senior college student.
- The woman didn't work during the school year.
- The man is attending English class right now.

C. Listen to the recording and answer the following questions.

- Where is the conversation most likely taking place?
- How many credits does the woman have to take for graduation?
- Why has the woman not been able to work in the past year?
- How does the woman know the man's teacher?

D. Most students have difficulty in deciding what to study after school. Did you also have that problem? Work in a group of three and share the dilemma you had and how you decided to study the subject that you have chosen.

Speaking

Expressing good wishes

We use certain pattern to express good wishes.

A. Read this conversation. Notice the expressions used to express good wishes and underline them.

Ali: Hello Anju, are you coming to Rita's house tonight?	Pasang: Hello Lhakpa, I didn't see you in school yesterday.
Anju: I'm afraid I can't.	Lhakpa: That's because I didn't come.
Ali: Why? Don't you want to join us at the birthday party?	Pasang: Really? Why?
Anju: Of course, I would love to. But I have a speech contest tomorrow. I have to prepare for that.	Lhakpa: I was sick. I had a fever and my father took me to hospital to check whether I had dengue fever or not.
Ali: Ok, I understand! I wish you all the best.	Pasang: I am sorry to hear that. And then? It's negative, isn't it?
Anju: Thanks.	Lhakpa: Yes, but I still have cough.
Ali: You're welcome, Anju.	Pasang: I wish you a quick recovery. Get well soon.
	Lhakpa: Thank you. I hope so.

B. Work in pairs. Write how you would express good wishes in these situations.

- Your sister is taking an IELTS test.
- One of your friends is attending a job interview and you meet him/her in the street.

- c. It's your friend's birthday.
d. Your friend is leaving for a holiday abroad and you met her at the airport.

C. Contracted forms of verbs

a. Study the following contracted forms of verbs.

'm = am	I'm						
's = is or has		he's	she's	it's			
're = are					we're	you're	they're
've = have	I've				we've	you've	they've
'll = will	I'll	he'll	she'll		we'll	you'll	they'll
'd = had or would	I'd	he'd	she'd		we'd	you'd	they'd

D. Say the contracted forms and the full forms of the verbs correctly. Notice that full forms have weak forms of pronunciation.

I'm /aɪm/ feeling tired.

He's /hɪz/ watching TV.

It's /ɪts/ ready now.

She's lost the key.

Janak's gone out.

We're working hard.

I've composed a song.

They'll come soon.

I'd like to have a cup of tea.

Who's your favourite singer?

I **am** /aɪ əm/ feeling tired.

He **is** /hɪ ɪz/ watching TV.

It **is** /ɪt ɪz/ ready now.

She **has** lost the key.

Janak **has** gone out.

We **are** working hard.

I **have** composed a song.

They **will** come soon.

I **would** like to have a cup of tea.

Who **is** your favourite singer?

Note that contracted forms of verbs are common in spoken English, but in written English, it's informal to write contracted forms.

Project work

Visit a woman who is famous in your community. Ask her questions about how she was able to attend school and the struggle she made for education. Prepare a poster of her life story and present it in class.

“Good writing does not succeed or fail on the strength of its ability to persuade. It succeeds or fails on the strength of its ability to engage you, to make you think, to give you a glimpse into someone else’s head.” – *Malcolm Gladwell*

Reading**Freewriting****Before you read**

- a. What do the following images indicate? What comes to your mind when you see them? What do they communicate to people?



- b. What do the following quotes mean?
- If writing is easy, you are doing it wrong.
 - The pen is the tongue of the mind.

Now read the following essay about freewriting as another way to brainstorm a general topic in order to arrive at a specific focus in writing.

The most effective way I know to improve your writing is to do freewriting exercises regularly. At least three times a week. They are sometimes called “automatic writing,” “babbling,” or “jabbering” exercises. The idea is simply to write for ten minutes (later on, perhaps fifteen or twenty). Don’t stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing. If you can’t think of a word or a spelling, just use a squiggle or else write, “I can’t think of it.” Just put down something. The easiest thing is just to put down whatever is in your mind. If you get stuck it’s fine to write “I can’t think what to say, I can’t think what to say”

as many times as you want; or repeat the last word you wrote over and over again; or anything else. The only requirement is that you never stop.

Freewriting exercise is important. It must be a piece of writing which, even if someone reads it, doesn't send any ripples back to you. It is like writing something and putting it in a bottle in the sea. The teacher less class helps your writing by providing maximum feedback. Freewriting helps you by providing no feedback at all. When I assign one, I invite the writer to let me read it. But also tell him to keep it if he prefers. I read it quickly and make no comments at all and I do not speak with him about it. The main thing is that a freewriting must never be evaluated in any way; in fact, there must be no discussion or comment at all.

Here is an example of a fairly coherent exercise (sometimes they are very incoherent, which is fine):

I think I'll write what's on my mind, but the only thing on my mind right now is what to write for ten minutes. I've never done this before and I'm not prepared in any way—the sky is cloudy today, how's that? Now I'm afraid I won't be able to think of what to write when I get to the end of the sentence—well, here I am at the end of the sentence—here I am again, again, again, again, at least I'm still writing—Now I ask is there some reason to be happy that I'm still writing—ah yes! Here comes the question again—What am I getting out of this? What point is there in it? It's almost obscene to always ask it but I seem to question everything that way and I was gonna say something else pertaining to that but I got so busy writing down the first part that I forgot what I was leading into. This is kind of fun oh don't stop writing—cars and trucks speeding by somewhere out the window, pens clattering across peoples' papers. The sky is still cloudy—is it symbolic that I should be mentioning it? Huh? I dunno. Maybe I should try colors, blue, red, dirty words—wait a minute—no can't do that, orange, yellow, arm tired, green pink violet magenta lavender red brown black green—now that I can't think of any more colours—just about done—relief? Maybe.

Freewriting may seem crazy but actually it makes simple sense. Think of the difference between speaking and writing. Writing has the advantage of permitting more editing. But that's its downfall too. Almost everybody interposes a massive and complicated series of editing between the time words start to be born into consciousness and when they finally come off the end of the pencil or typewriter onto the page. This is partly because schooling makes us obsessed with the “mistakes” we make in writing. Many people are constantly thinking about spelling and grammar as they try to write. I am always thinking about the awkwardness, wordiness, and general mushiness of my natural verbal product as I try to write down words.

But it's not just “mistakes” or “bad writing” we edit as we write. We also edit unacceptable thoughts and feelings, as we do in speaking. In writing there is more

time to do it so the editing is heavier: when speaking, there's someone right there waiting for a reply and he'll get bored or think we're crazy if we don't come out with something. Most of the time in speaking, we settle for the catch-as-catch-can way in which the words tumble out. In writing, however, there's a chance to try to get them right. But the opportunity to get them right is a terrible burden: you can work for two hours trying to get a paragraph "right" and discover it's not right at all. And then give up.

Editing, in itself, is not the problem. Editing is usually necessary if we want to end up with something satisfactory. The problem is that editing goes on at the same time as producing. The editor is, as it were, constantly looking over the shoulder of the producer and constantly fiddling with what he's doing while he's in the middle of trying to do it. No wonder the producer gets nervous, jumpy, inhibited, and finally can't be coherent. It's an unnecessary burden to try to think of words and also worry at the same time whether they're the right words.

The main thing about freewriting is that it is none-editing. It is an exercise in bringing together the process of producing words and putting them down on the page. Practiced regularly, it undoes the ingrained habit of editing at the same time you are trying to produce. It will make writing less blocked because words will come more easily. You will use up more paper, but chew up fewer pencils.

Next time you write, notice how often you stop yourself from writing down something you were going to write down. Or else cross it out after it's written. "Naturally," you say, "it wasn't any good." But think for a moment about the occasions when you spoke well. Seldom was it because you first got the beginning just right. Usually it was a matter of a halting or even garbled beginning, but you kept going and your speech finally became coherent and even powerful. There is a lesson here for writing: trying to get the beginning just right is a formula for failure - and probably a secret tactic to make yourself give up writing. Make some words, whatever they are, and then grab hold of that line and reel in as hard as you can. Afterwards you can throw away lousy beginnings and make new ones. This is the quickest way to get into good writing.

The habit of compulsive, premature editing doesn't just make writing hard. It also makes writing dead. Your voice is damped out by all the interruptions, changes, and hesitations between the consciousness and the page. In your natural way of producing words there is a sound, a texture, a rhythm - a voice - which is the main source of power in your writing. I don't know how it works, but this voice is the force that will

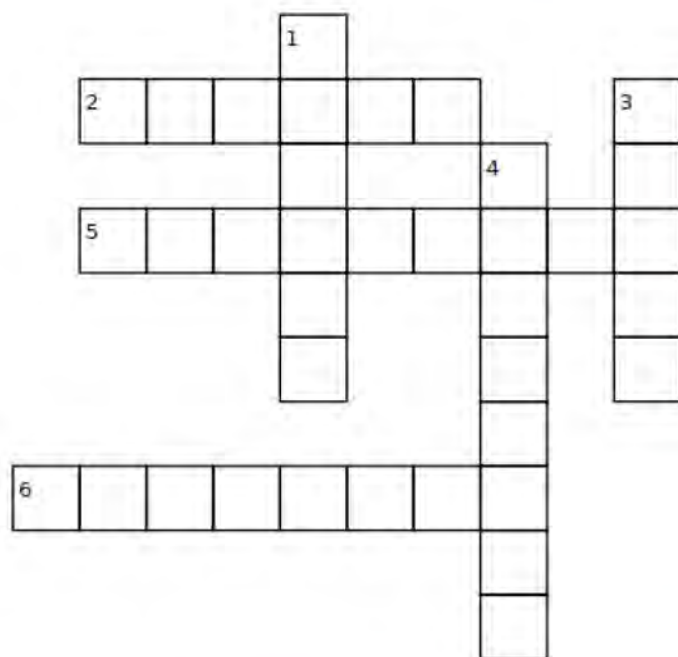
make a reader listen to you, the energy that drives the meanings through his thick skull. Maybe you don't like your voice; maybe people have made fun of it. But it's the only voice you've got. It's your only source of power. You better get back into it, no matter what you think of it. If you keep writing in it, it may change into something you like better. But if you abandon it, you'll likely never have a voice and never be heard.

Freewritings are vacuums. Gradually you will begin to carry over into your regular writing some of the voice, force, and connectedness that creep into those vacuums.

Peter Elbow

Ways with words

- A. The words in the crossword puzzle are from the text. Find them in the text to solve the puzzle based on the clues given below.**



Down

- 1.** to be preoccupied with a single topic or emotion
- 3.** to move slowly and quietly in a particular direction
- 4.** orderly, logical and consistent

Across

- 2.** to utter rapidly or unintelligibly
- 5.** to insert something between other things
- 6.** an unreadable handwriting

- B. Use the following words in sentences of your own.**

massive, consciousness, catch-as-catch-can, give up, abandon, lousy, editing

C. Word formation: Adjectives and Adverbs

a. Read the following sentences from the text and notice the words that are underlined.

- Do free writing exercises regularly.
- Go quickly without rushing.
- No wonder the producer gets nervous, jumpy, inhibited, and finally can't be coherent.
- You can throw away lousy beginnings and make new ones.

The underlined words in (i) and (ii) are **adverbs**, and in (iii) and (iv) are **adjectives**. Notice that we can form adverbs by adding the suffix '-ly' to an adjective, and adjective by adding the suffix '-y' to a noun.

Note that adding the suffix '-ly' to the noun makes that noun an adjective (e.g. friend – friendly, love – lovely, beast – beastly, scholar – scholarly, month – monthly, etc.).

b. Write the following words in the right columns. Change the adjectives into adverbs and nouns into adjectives, as shown in the example.

rain, careful, bush, perfect, automatic, snow, blood, certain, cloud, fair, general, heavy, bag, proud, rapid, mood, noise, proper, air, final, common, beautiful, frequent, hungry, cream, dust, ease, ice, oil, spice, fun, hand, greed, health, hill

Adjectives	Adverbs	Nouns	Adjectives
careful	carefully	rain	rainy
.....			

c. Fill in the gaps with the appropriate adjective or adverb.

- Pramila is playing (quiet/quietly).
- Hari speaks very (loud/loudly).
- Mukesh is a (careful/carefully) driver.
- The test was (easy/easily) and we finished in time.
- He is fitting the (automatic/automatically) door in my house.
- My uncle speaks (perfect/perfectly) Chinese.
- It was raining very (heavy/heavily).
- She looked very (calm/calmly), but I am sure she was feeling very nervous.

Comprehension

Answer the following questions.

- Why is freewriting also called 'automatic writing'?
- How do you differentiate writing from speaking?
- What is the biggest obstacles in the writing process, according to Elbow? Do you agree with him? Why? Why not?
- How can freewriting overcome 'writer's block'?
- What do you mean by 'voice' in writing?
- Elbow uses a simile to explain that freewriting "is like writing something and putting it in a bottle in the sea." What does this mean? Explain.

Critical thinking

- How does the author persuade readers in this essay? What is he trying to communicate to the readers?
- Elbow said, freewriting "is an exercise in bringing together the process of producing words and putting them down on the page." Do you agree with his statement? Why? Why not?
- How did you learn to write? What was particularly difficult in writing? What inspired you to write? What are some of the challenges that you still face while writing?

Writing

Freewriting

Freewriting is like brainstorming. It is simply exploring your ideas through writing. When you freewrite, you write whatever comes into your mind on the topic. You write without stopping. Most of the freewriting exercises are of short duration – around five or ten minutes. When you freewrite, you need not worry about the formal structures, mechanics or grammar.

- A. Decide a topic of your choice for free writing exercise. Write a paragraph on the topic for five minutes. Do not stop for spelling or go back. Just write as much as you can. When you finish, you can share (verbally) what you wrote to your friends.**

Paragraph organization

A paragraph is usually a group of sentences on a topic. Most of the paragraphs are often five to ten sentences long, but they can be longer or shorter depending on the topic.

A paragraph has a topic sentence, supporting sentences and a concluding sentence. The topic sentence introduces the topic with a controlling idea, the supporting sentences further explain the topic sentence and the concluding sentence often repeats the information in the topic sentence in a different way. The topic sentence is usually the first sentence of the paragraph and the concluding sentence is the last.

B. Read the following paragraph. Identify the topic sentence and the concluding sentence.

Students require more recreational time in order to better focus on lessons in class. In fact, studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. Clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials. Longer periods of recess are clearly required to allow students the best possible chances of success in their studies. Clearly, physical exercise is just one of the necessary ingredients for improving student scores on standardized tests.

C. Write a paragraph on the following topics.

- a. My school library
- b. Moral values I like most

Grammar

Position of adverbs

A. Study these sentences.

- a. **Perhaps** she is not coming to the party.
- b. I **sometimes** visit him in the supermarket.
- c. He drove the car **carefully**.

Here the words in **bold** are adverbs. Adverbs can be placed at the front, in the middle or at the end position of a clause or sentence.

B. Rewrite the following sentences with the adverbs in the appropriate place.

- a. I watch television. (often)
- b. Have you been to Janakpur? (ever)
- c. They play football on Saturdays. (sometimes)
- d. The weather is bad in November. (always)
- e. We have fish for dinner. (seldom)
- f. Pritam doesn't get up before seven. (usually)
- g. I was very tired and I was hungry. (also)
- h. Did you enjoy the flight? (both)

C. Rewrite the following sentences placing the underlined words in the right position.

- a. I never have understood her.
- b. We are invited often to the parties.
- c. We were tired all, so we fell asleep.
- d. Rajan drives always to work.
- e. Pradip watches hardly ever television, but he reads newspapers a lot.
- f. We enjoyed very much the party.
- g. My brother speaks fluently English.

Listening

A. Look at the picture and answer these questions.

- a. Is the girl happy or anxious?
- b. Why do you think the girl is worried?



B. Listen to the recording and mark True or False.

- a. Clare has got a history examination on Friday.
- b. Clare's notes are too short.
- c. Mark explains that she doesn't need to write everything in notes.
- d. Mark draws a picture of heart and writes an 'H' instead of 'King Henry'.
- e. Mark's way of taking notes doesn't work for Clare.

C. What are your ideas about preparing notes for study and examination? Discuss.

Speaking

Expressing agreement/disagreement

A. Study the expressions of agreement and disagreement in the following table.

Agreeing	Partly agreeing	Disagreeing
You're right.	That's partly true,	That's not right!
Exactly.	but ...	I totally disagree!
I agree.	That may be true,	I don't agree!
Of course	but...	I don't agree with you.
Undoubtedly	I see your point,	I'm sorry, but I disagree.
I completely agree.	but ...	Absolutely not!
You're absolutely right.	I guess so, but...	A complete 'No'
I totally agree with you.	I'm not so sure	I'm afraid I can't agree with you.
Absolutely!	about that.	That's not always true.
I see exactly what you mean!	I agree up to a	I don't think so.
That's exactly what I think.	point, but ...	No, that's not true.
There is no doubt about it.		No way!

B. Here are some statements that you can agree or disagree with. Talk to each other using expressions of agreement and disagreement.

Winter is the best season.

Travelling to the remote places is important because it is adventurous.

It is easy to learn English.

Life is easier for children now than it was 20 years ago.

Use of smart phone in the classroom is not good.

Project work

Work in a group of five and list five hobbies like travelling, photography, etc. Create a pack of statement cards for each hobby (for example, *Photography is an expensive hobby*). Each person in the group picks up a card and reads out the statement. The players take turns to say if they *agree* or *disagree* with the statement and give reasons for their opinion.

“The death of a billionaire is worth more to the media than the lives of a billion poor people.” - *Mokokoma Mokhonoana*

Reading

Social Media: Its Influence and Control over People's Lives

Before you read

Look at the picture and discuss.

- What does each icon in the box mean?
- Do you have a Facebook or Twitter account? What do you do with them?
- Do you think social media can have influence in the society? How?



Read the following blog about how social media influence and control people's lives causing them to get distracted in the society.

What comes to your mind when you hear the term 'Social Media'? Perhaps, some people think the social media as the media that makes them able to meet and communicate with people around the world. While some others think that, it is the channel that gives them the chance to send and receive information. Others might see it as the tool to get many updates from people who we follow and a part of a new marketing strategy.

Nowadays, social media seems like a big part of our life. When you have no reply to your text from your friend, you can greet them on Facebook. When you want to listen to music or watch a music video from your favourite singer you can go to YouTube. When you just wake up and open your eyes, you don't have to walk outside to get the newspaper, just take your phone and scroll your Twitter timeline then you'll get the information. Blog and Forum are also types of social media because they allow you to share "what you



think” about articles, pictures, videos and so on. Social media not only allows the users to share about their profession, major of study, works and company, addresses, political views and religion, but also allows them to find a job and to find the employees required. In fact, everything looks and feels easier to do with social media.

But from the examples above, I have a question in my mind. “If everything looks and feels easier to do with social media, isn't something strange? Isn't society extremely dependent on social media? How strongly can social media influence and control people’s lives?” This question leads me to recall a very interesting case in Indonesia that happened about some years ago.

In August 2008, there was a woman who was known by Indonesian people as Prita Mulyasari. Her case began when she wrote about her disappointment about the services of a Hospital in Jakarta. She wrote everything about the hospital and the bad services that she got from the



doctors, nurses and administration staff. Then she sent a message to her friends on the mailing list. Actually, she just tried to remind her friends to be more selective in choosing the hospital and to be more careful in accepting many kinds of services. But, her message became a big problem after her friend shared it to a website (The People’s Forum) which so many read and commented about the issue.

In September 2008, the management of the hospital reported Prita Mulyasari for the bad news she has spread about the hospital. The management of the hospital claimed for material loss of about Rp.161 million as a replacement for clarification in national newspapers and Rp.100 million for immaterial losses. She wasn’t only to pay for the hospital losses but she was also detained in May 2009. After 8 months she went through the inspection and verification process and was convicted by the court for violating the law about using the ICT (Information and Communication Technology). This case got rapidly spread among Indonesian people. As common issues, there are always pros and cons. Although the Indonesian people didn't justify what Prita had done against the hospital, most of them really cared about her life and her condition and tried to help her, at least to pay the amercement.

The first Facebook account which was made by some people is (<https://www.facebook.com/KoinPeduliPrita>). They were spreading “Bantu Bebaskan Prita” or “Help Free

Prita” among Indonesian People and approached them to help Prita by collecting the coins. It didn’t take a long time. Many volunteers, social workers, activists, students and even artists came together to help her. They were collecting many coins from people on the street, office, and even an entertainment centre. Some singers also held a charity concert to help her. In December 2009, the campaign was concluded and they succeeded in collecting the coins to help Prita, about Rp. 825 million. The money was extremely worth it for Prita, although she still had to go through the period of detainees. However, the money was very helpful for her not only to pay the amercement but also for her life, considering she had two kids to bring up.

I’m not trying to spread bad news about my country or discredit someone or some institutions. I am just trying to make you believe that social media has the strength to influence and control people’s lives. Prita’s case clearly explains to us that social media were able to make people’s life get worse or get better. It certainly does not mean that we need to stay away or become anti-social media. People are stronger than social media because we can easily think before we act and think before we speak. There is nothing to be worried about if we are wise when we share something on social media.

Aulia Maharani Karli

Ways with words

A. Find the words from the text that have the following meanings.

- a. a personal or corporate website
- b. a job requiring expertise in a particular field
- c. a feeling of sadness
- d. put under custody
- e. found guilty
- f. breaking or disregarding rules or system
- g. advantages and disadvantages
- h. a non-statutory monetary penalty

B. Study the underlined phrases in the following sentences.

Perhaps some people think about the media that makes them able to meet and communicate with people around the world.

When you want to listen to music or watch a music video from your favourite singer you can go to YouTube.

These are prepositional verbs. A prepositional verb is a combination of a verb and a preposition. It is simply a verb followed by a preposition (prepositional verb = verb + preposition).

Now, use the following prepositional verbs in sentences.

apologize to	adapt to	devote to	refer to	reply to
admire for	apply for	pray for	scold for	vote for
aim at	arrive at	glance at	look at	bring up
agree on	comment on	concentrate on	rely on	count on
grow up	escape from	recover from	resign from	suffer from
separate from	worry about	argue about	boast about	dream about
acquaint with	agree with	charge with	trust with	confuse with
believe in	involve in	succeed in	specialize in	absorb in

Comprehension

A. Fill in the gaps with appropriate words/phrases from the text.

- People are using social media for individual as well as purposes.
- Social media is not only a platform of sharing views, but also a platform of
- The hospital wanted Prita to pay Rp. 100 million for
- Some singers organized to help Prita.
- The campaign to help Prita was able to collect Rp.

B. Answer these questions.

- How do you define social media?
- Social media has been an integral part of modern life. How?
- Why do people use Facebook and YouTube?
- What is a blog? How can it be beneficial to us?
- Was Prita's intention bad when she sent a message to her friends?
- How did Prita's message become a big problem?
- Why was she convicted by the court?
- What was the purpose of the campaign, "*Bantu Bebaskan Prita*"?
- How are people stronger than social media?

Critical thinking

- Does social media have positive impacts on the society? Discuss.
- How do you compare virtual communication and face-to-face communication?

Writing

- There are different schools of thought regarding the social media. Some people see the benefits while others see problems in them. What are your observations? Explain the advantages and disadvantages of the social media giving your position in it.
- What is cyber bullying? What are its effects? How can it be stopped?

Grammar

Prepositions of direction

A. Look at the following prepositions of direction with examples.

Preposition	Example
away from	Why are you <i>going away</i> from me?
across	She walked <i>across</i> the road.
along	A soldier walked <i>along</i> the rope.
out of	He came <i>out of</i> the room.
up to	He came <i>up to</i> her and asked a question.
past	The bullet whistled <i>past</i> my right ear.
through	The river runs <i>through</i> the woods.
to	This bus goes <i>to</i> Dhankuta.
into	The thief jumped <i>into</i> a car and drove away.
round	We travelled <i>round</i> the country.
onto	The cat climbed <i>onto</i> the roof.
towards	He started walking <i>towards</i> the library.
off	Don't jump <i>off</i> that wall.

B. Complete the following sentences using the correct prepositions of direction: *to, toward, onto, or into.*

- a. Prem drove Milan the airport.
- b. The plane landed the runway.
- c. The kids climbed the monkey bars.
- d. Manish and Richa moved the table the dining room.
- e. Ganesh almost fell the river.
- f. Lalit and Sarita took the bus that was heading the university.

C. Complete the sentences with the correct preposition from the brackets.

- a. While we were hiking the forest, we saw a lion. (across/through/along/under)
- b. The leopards walked in a circle the baby giraffe before they attacked. (into/towards/round/through)
- c. Go the building and turn left. (into/up/off/out of)
- d. She ran home when she was eighteen. (towards/away from/down/across)
- e. Raindrops ran the windscreen making it difficult to see the road. (into/up/down/over)
- f. Hemanta put the plate the table and began to eat his dinner. (onto/into/up/off)
- g. The frightened deer disappeared the forest. (up/onto/into/toward)
- h. We were driving the City Centre when we had an accident. (up/into/towards/along)
- i. The smoke from the fire went the sky. (into/up/to/onto)

Listening

A. Answer these questions.

- a. Do you prefer television or radio programme?
- b. Which is your favourite television programme?



- c. Which is your favourite radio programme?



B. Listen to the TV programme about The Function of Mass Media in the society and fill in the blanks with correct words.

- Television and radio are of mass communication.
- Shikha Gandhi is invited to television studio as
- One of the objectives of the programme is to gain and understand about basic principles of
- Mass communication is categorised according to production, transmission and reception.
- Billboards, signs and placards are the examples of
- The internet is becoming of mass media.

C. Match the given mass media with their starting date.

- | | |
|-----------------|------------------------------------|
| a. Print media | i. about 1900 AD |
| b. Cinema | ii. 2000 AD |
| c. Television | iii. late 15 th century |
| d. Mobile phone | iv. 1950 AD |

D. Which is your favourite mass media? Why? Give your reasons.

Speaking

Giving directions

A. Study the following expressions about asking for and giving directions.

Asking for directions	Giving directions
How can I get to the office?	Go straight on till you see the hospital then turn left.
How do I get to the health post?	Go along here/Go along Green Street.
What's the best way to get to your house?	Go as far as the bus stop.
Can you please tell me how I can get to Pushpalal Chowk?	Turn left/right.
Excuse me, could you tell me how to get to the bus station?	Take the first/second/third turning on the left/right.

Excuse me, do you know where the post office is?	You are going the wrong way.
Excuse me, how do I get to the bus station?	I'm sorry I can't help you as I'm not from around here.
Is this the way to Durbar Square?	Yes, there is one right across the street next to the Library.
Is there a bank around/near here?	Take the second road on the left and you will see the hospital straight ahead.
How do I get to the mall?	You have to go straight along this road for about 200 metres. Turn right when you see Bhrikuti Street. Go on straight ahead till you see the Trinity supermarket. The mall is opposite to the supermarket.
Do you know the way to the Nepal Academy?	It's this way\It's that way.

**B. How do we get to the zoo from the school as it is marked in the map?
Work in pairs and give directions to your friend.**



Giving instructions

A. Act out the following conversation.

Gopal: Excuse me, are you busy? I need your help.

Asta: Sure! What can I do for you?

Gopal: Can you tell me how to operate a washing machine?

Asta: First open and put clothes into the washing machine. Then put washing detergent into detergent compartment. (You can use liquid or powder)

Gopal: Just a moment, let me write this down.

- Asta: Add bleach or fabric softener in its compartment. And then choose programme and select temperature according to the fabric type.
- Gopal: Can you repeat it?
- Asta: Add bleach or fabric softener in its compartment. And then choose programme and select temperature according to the fabric type.
- Gopal: Ok, after that?
- Asta: You just press START. But remember! Don't open the door while on function.
- Gopal: Thank you, Asta.
- Asta: Not at all.

B. Work in pairs and ask for and give instructions.

- a. How to open Facebook/Twitter/Gmail account
- b. How to book online air ticket

Project work

Look at the status over the Facebook of your Facebook friends in the last 24 hours or last two days. Do not write their names or any other identity. Categorize the information into various groups and critically discuss how you find them. Explain what kind of messages the users were trying to communicate, whether or not the messages have any ethical issues, how people might perceive the messages on the status.

“The greatest glory is not in never falling, but rising every time we fall.” – Confucius

Reading

Qin Dynasty

Before you read

Look at the picture and discuss.

- What do you see in the picture?
- When was this structure built?
- Who made it?



Read the following text about the contribution of the Qin Dynasty in Chinese history and culture.

The Qin Dynasty has a short duration (221-206 BCE), but very important in Chinese history. It followed the Zhou Dynasty (1046-256 BCE) and it ended when Liu Bang became the king of Han in 206 BCE (the formal beginning of the Han Dynasty). Despite its brevity, the Qin Dynasty left important marks on Chinese culture. In fact, the name "China" is derived from the name Qin ("Ch'in" in former Romanisation systems). Following the Zhou Dynasty, China became involved in a seemingly endless conflict



between the various regions for supreme control of the country. This period of conflict has come to be known as The Warring States Period (426-221 BCE). A series of victories by the state of Qin towards the end of the Warring States Period resulted in their complete conquest of China in 221 BCE when the Qin Empire unified China for the first time in its history.

Origins of the Qin Kingdom

During the Zhou Dynasty, China was never a unified Kingdom. The Zhou government bore a strong resemblance to some of the forms of feudalism in medieval Europe, which is why the Zhou age is sometimes referred to as a feudal age.

China was composed of a network of city-states loyal to the Zhou king, from which military and political control spread over the surrounding farming villages. About 771 BCE, a barbarian invasion drove the Zhou rulers eastwards. During this time, the state of Qin became responsible for guarding the western frontier and they gradually moved eastward and eventually occupied the original Zhou domains. Thus, the Qin became a close ally of the Zhou and they also had marriage relations with the Zhou ruling class. King Ping of Zhou (770-720 BCE) transferred titles of the nobility and huge estates to the chief of Qin. Many Chinese historians consider this event as pivotal for the state of Qin. The Qin was, at that time, very aware of the fact that they could be a great power. The elevation to nobility of the Qin meant that the Qin could become more ambitious and better fend off attacks from surrounding regions. As a consequence, these centuries spent fighting non-Chinese tribes helped the Qin gain invaluable experience in warfare and territorial expansion.

Of the many Chinese states, the Qin had the advantage of a favourable location: Its territory in modern Shaanxi Province is well guarded from the east by mountains and gorges and has easy access to the North China plain through the Yellow River passes. No major battle ever took place in the Qin's heartland.

During the Warring States period, all the states in China were trying to draw more power and prestige to themselves. The states of Qin and Chu were the strongest which was due, in part, to the locations of these two states being able to command vast resources. They were also able to expand their borders without fear of immediate conflict, unlike the other states, and so could obtain still further resources. This benefit, and others such as the size of the Qin army and their expert use of the chariot, contributed to their success in warfare. The Qin had all of the resources and advantages but what finally gave them victory over the other states was their ruthlessness in battle. The Qin statesman Shang Yang (356-338 BCE) advocated total war and a disregard for the polite policies of battle which the Chinese Generals had always adhered to. His lessons were implemented by Ying Zheng, King of the Qin, who emerged victorious from the Warring States Period and proclaimed himself Shi Huangdi - 'first emperor' - of China in 221 BCE. About 230 BCE, when the final campaign to unify China began, it is estimated that the Qin controlled one-third of all the land under cultivation in China and one-third of China's total population.



Qi Shi Huangdi

Achievements in the Qin Dynasty

Early in the Qin Empire, the practice of Legalism reached its peak in Chinese history. This idea of state policy was devised by Shang Yang who came to Qin as a foreign advisor. Qin was lacking, early on, in skilled intellectuals and politicians and, therefore, had to look beyond its borders for talented people. Shang Yang was one of those foreign talented persons and he would have a lasting influence on the Qin Empire. During his time as a minister, Shang Yang radically renovated the policies of government but, in fact, he simply revived a practice which was already present for years: a form of government with a focus on greater efficiency and less adherence to tradition in which strict adherence to the letter of the law was made paramount. Emperor Shi Huangdi approved of Shang Yang's policies and implemented them across his realm.



Grand Canal

This form of government consisted of a collectivisation programme and the decimation of aristocratic power. Farmers were freed from serfdom and Shi Huangdi reduced the power of the aristocracy. The people throughout the empire were now supposed to bear collective responsibility for each other. If a person did not behave according to the rules, then others were required to report to him. If they did not do this, they were quartered or beheaded. Fear and control were the key features of this political system. In addition, one's personal importance to the empire was also a key element. If you, as a person, meant nothing to the state, you actually meant nothing objectively; your life was meaningless. Those who contributed the most to the state were highly rewarded while those whose lives were considered of no consequence were sent to work as slaves on Shi Huangdi's building projects such as the Great Wall of China, the Grand Canal, and the roads which increased ease of trade and travel.

Another result of the Legalism of Shi Huangdi was that scholarship was strongly suppressed and literacy denied to the majority of the populace. Shi Huangdi believed that uneducated people were easier to control and so the people should remain stupid so that they would never think to doubt who was in charge of the empire. This policy resulted in the burning of books on a large scale and, in 212 BCE, on the advice of his chief advisor Li Siu, Shi Huangdi had scholars executed on a large scale. Books were banned throughout the empire, as was teaching, except for subjects touching upon the

re-written history of the Qin Dynasty, Legalism, or the personal glory of Shi Huangdi. It was not until the later Han Dynasty that books were recovered from hiding and repaired, and literacy was again available to the people of China.

Although Shi Huangdi and Shang Yang's Legalism (as well as Li Siu's policies) were hated by many at the time (and have been generally frowned upon by scholars of the period), later the Qin kings and emperors of China were well aware of the strong impact that Legalism had on the efficiency and strength of the state. Legalism helped to create a superior army, a disciplined bureaucracy, an obedient populace, and the unquestioned authority of a strong central government. This bureaucratic model became the standard for the Chinese government and is still maintained in some form today. Although Confucianism was preferred in later dynasties, Legalism continued to exert a strong influence in China. It was often the case that the harsh Legalism was glossed over with just a different name and, quite often, as 'Confucianism'.

The End of the Qin Empire

In the year 210 BCE emperor Shi Huangdi died on a journey through the realm. The people were told that these trips were designed for the inspection of the empire but later evidence suggests that the emperor was looking for an elixir of immortality. In his later years, Shi Huangdi became obsessed with death and the hope of eternal life. In constant fear of assassination, it is said, he never slept in the same room of his palace two nights consecutively and he ordered the construction of his elaborate tomb (including his Terracotta Army of 8,000 warriors) early on in his reign. The cause of his death is still unknown.

Li Siu (c. 280–208 BCE), the then prime minister of the recently deceased emperor, tried to hide the fact that Shi Huangdi was deceased in any possible way. He brought the emperor's body back to the capital along with carts of dead fish to mask the smell of the corpse. Along with Zhao Gao (died 208/207 BCE), Li Siu contrived to place Hu Hai on the throne. Hu Hai was the weak second son of Shi Huangdi. Due to the weakness of Hu Hai, the oppressed people of China grew bolder and soon began to revolt.

Through a series of uprisings and rebel alliances, the Qin authority was overthrown in the year 206 BCE in the capital of Xianyang. The Imperial House was massacred and the Qin Dynasty was thus at an end. A complicated series of battles followed for the honour of being the successor to the Qin Dynasty which resulted in the period known as the Chu-Han Contention in which Xiang-Yu of the state of Chu fought Liu Bang

of Han for supremacy. Liu Bang emerged victorious following Xiang-Yu's defeat at the Battle of Gaixia in 202 BCE. Liu Bang (247 BCE- 195 BCE) was applauded as a man of the people and, after his victory, founded the Han Dynasty.

Legacy of the Qin Dynasty

As mentioned previously, Legalism had a lasting effect on the entirety of Chinese history. The Qin Dynasty created the standard of bureaucratic government and the Legalistic policies first initiated by the Qin are still seen in China today. In addition, the dynasty left a wonder of ancient artwork: The Terracotta Army in Xi'an. This tomb reflects the character of the Chinese emperor and his unending desire to be immortal.



Terracotta Army

The Terracotta Army also exemplifies what Chinese society at that time was able to produce once it had been formed as a state. The most famous legacy left by the Qin is The Great Wall of China. Although the present structure does not date from the Qin Dynasty, it was begun under Shi Huangdi, as was the Grand Canal, and the roads which today link the cities of China and the countryside. The Qin did more than just found a dynasty in China: they brought a continent together.

Gabriel Peralta

NOTES

Feudalism: a socio-political system that existed in Europe during the Middle Ages in which people worked and fought for the nobles who gave them protection and the use of land in return

Legalism: an ancient Chinese philosophical belief that human beings are more inclined to do the wrong than the right because they are motivated entirely by self-interest. It was developed by the philosopher Han Feizi (c. 280-233 BCE).

Confucianism: the system of ethics, education, and statesmanship taught by the Chinese philosopher Confucius (551–479 BCE) and his disciples, stressing love for humanity, ancestor worship, reverence for the parents, and harmony in thought and conduct

Ways with words

A. Match the words with their meanings.

- | | |
|-----------------|---|
| a. brevity | i. the state of being alike |
| b. conquest | ii. a member of an uncivilised group of people or culture |
| c. resemblance | iii. state of being noble in character, quality, or rank |
| d. barbarian | iv. liquid that is believed to cure all ills |
| e. ally | v. lasting only for a short time |
| f. nobility | vi. cruel |
| g. ruthlessness | vii. victory over a place or people by use of military force |
| h. decimation | viii. the killing or destruction of a large number of a population |
| i. harsh | ix. character of having no pity or compassion |
| j. elixir | x. one state united to another by a treaty or a league for a military purpose |

B. Find the following words in the text and use them in sentences of your own.

invasion disregard paramount populace revolt assassination serfdom

C. Study the following homographs.

address (noun): the location of a house)

adDRESS (verb) to speak to a group of people)

DEcrease (n.): reduction in the amount of something)

deCREASE (v.): to become smaller in amount)

PREsent (n.): a gift)

preSENT (v.): to give something formally)

PROtest (n.): objection to something by an organised group of people)

proTEST (v.): to express an objection)

CONtest (n.): a game or event of completion)

conTEST (v.): to challenge or dispute)

RECORD (n.): a written account of information)

reCORD (v.): to keep or store information for future use)

Homographs are the words with different pronunciations and different meanings but same spellings. However, the words here have a change in the word stress often causing changes in the vowel sounds.

D. Consult a dictionary and prepare a list of ten homographs.

E. Read the limerick, the stressed words are in uppercase.

I KNEW a MAN whose NAME was SHAW.

He ATE a ROCK and BROKE his JAW.

WHAT do you THINK?

He SAID, with a WINK.

PerHAPS it's BAD to EAT them RAW.

A limerick is a funny rhyming verse of five lines with the rhyme pattern aabba. Remember, limericks emphasise English sentence stress.

F. Here is a very old limerick taken from a book 'A Book of Nonsense' by Edward Lear. Practise it with the help of your teacher and find the stressed words.

There once was a fly on the wall.

I wondered 'why didn't it fall'?

Were its feet stuck?

Or was it just luck?

Or does gravity miss so small?

Comprehension

A. Complete the table with the correct information from the text.

Qin Dynasty Period	
Zhou Dynasty Period	
Warring States Period	
Unification of China by Qin	
First Emperor of Qin Dynasty	
Death of Shi Huangdi	
Liu Bang Period	

B. Answer these questions.

- Why is the Zhou Age called a feudal age?
- What is the location advantage of the Qin?
- What contributed to the success in the warfare as described in the text?
- Why did the Qin invite the foreign advisor, Shang Yang?
- What were the key features of the Qin political system?
- How were the people treated during the Qin Period?
- Why did Shi Huangdi stop educating ordinary people?
- What did the Qin achieve by the legalism in practice?
- Why did Shi Huangdi never sleep in the same room for two consecutive nights?
- What are the everlasting marks of the Qin Dynasty?

Critical thinking

- The Great Wall and the Taj Mahal are the creation of the autocratic rulers. Present your view for or against this statement.
- How do you describe the pros and cons of feudalism?

Writing

- Write an email to your friend living abroad stating the contributions of *Prithvi Narayan Shah* in the unification of Nepal.
- The table shows the major political movements in Nepal after the end of the Rana Regime. Write a paragraph of each event with their key contributions in the political landscape of Nepal.

S. N.	Political Movement	Year (AD)
1	Establishment of Democracy	1951
2	First General Election	1959
3	Dismissal of Elected Government	1960
4	National Referendum	1980
5	People's Movement I	1990
6	People's Movement II	2006

Grammar

A. Notice the verbs in the following text and group them into 'regular' and 'irregular'.

About 771 BCE, a barbarian invasion **drove** the Zhou rulers eastwards. During this time, the state of Qin **became** responsible for guarding the western frontier and they gradually **moved** eastward and eventually **occupied** the original Zhou domains. Thus, the Qin **became** a close ally of the Zhou and they also **had** marriage relations with the Zhou ruling class. King Ping of Zhou (r. 770-720 BCE) **transferred** titles of the nobility and huge estates to the chief of Qin.

Past simple is used to talk about a single action or series of actions that happened in the past.

B. Use the past forms of the verbs given in the brackets to complete the sentences.

- The Maya established a very advanced civilisation in the jungles of the Yucatan. However, their culture had disappeared by the time Europeans first (arrive) in the New World.
- When I(turn) on the radio yesterday, I(hear) a song that was popular when I(be) at the basic level of my study. It (take) me back to some old memories.
- I was looking for a job. I.....(apply) for a job last week. Fortunately, I..... (get) it and now I am a job holder.

C. Choose the correct verbs from the box and complete the sentences with their correct forms.

teach	write	see	get up	throw	cost
-------	-------	-----	--------	-------	------

- Newton.....an apple falling from the tree.
- Ramesh Bikal.....many popular stories.
- My jacket is expensive. It.....me Rs 5000.
- She.....early in the morning yesterday.
- When I was small, my father.....me at home.
- Why did you.....the cap away?

D. Use the correct forms of the verbs given in the brackets.

- a. I went to see the film, but I.....it. (not/enjoy)
- b. I.....Rojina in town a few days ago. (meet)
- c. It was very warm, so I.....my coat. (take off)
- d. Though the bed was very comfortable, I.....very well. (not/sleep)
- e. I new job last week. (start)
- f. He too busy in the office yesterday. (be)
- g. Nita..... her to the party, but she didn't come. (invite)

Listening

A. Look at the picture and answer the questions.

- a. What do you see in the picture?
- b. What do you see on the forehead?
- c. What does it symbolise?



B. Listen to the audio and write True for true statements and False for false ones.

- a. The centre of the head is similar to the centre of the universe.
- b. The secret symbol is inconsistent in different cultures and religions.
- c. The third eye connects us to the great unknown force of the universe.
- d. We are indirectly connected to the extraterrestrial beings.

C. Listen to the audio again and answer the following questions.

- a. What is the shape of the centre in human beings?
- b. Where do we see the symbol of third eye in Buddhism?
- c. What is cosmic egg?
- d. What does the cosmic egg represent?

D. Collect other information about the third eye and share with friends.

Speaking

A. Read the following text loudly.

I'm Anupama. I travelled from Jumla to Surkhet by flight on June 5, 2019. It was my first flight experience. I reached the airport at 9:30 am. After some formal chit chat, I

went for the security check. The flight was scheduled to leave at 10:00 am. The flight was on time and I had the window seat. I was waiting for the take off. Before the take off, the pilot made an announcement. The air hostess informed us about safety rules. Now time came... Firstly the plane moved on the runway till the opposite end. But finally it took an about-turn and the speed increased. Within a few seconds I was in the sky. The view was breath-taking. The roads and buildings seemed like lines and toys. My ears were humming initially when the plane increased the height, but later on everything was fine. Finally, I reached Surkhet at 10:30 am. It was one of the most memorable experiences of my life!



B. Work in groups of five and narrate your memorable event with some exciting experiences that you had.

Project work

Find the similarities and differences between the Qin Dynasty in China and the Rana Regime in Nepal. You can search information on the Internet and prepare a comparative chart. Once you complete your project, compare it with the charts from your friends.

"The best and most beautiful things in this world cannot be seen or even heard, but must be felt with the heart." – *Helen Keller*

Reading**The Looking Glass*****Before you read***

- What do you think a looking glass is?
- Do you dream while you are asleep? Do dreams have meaning in real life?
- Do you believe in imagination or reality? Why?

Now read the following story about the dream of a young girl with the harsh realities in her life.

New Year's Eve. Nellie, the daughter of a landowner and general, a young and pretty girl, dreaming day and night of being married, was sitting in her room, gazing with exhausted, half-closed eyes into the looking-glass. She was pale, tense, and as motionless as the looking-glass.

The non-existent but apparent vista of a long, narrow corridor with endless rows of candles, the reflection of her face, her hands, of the frame - all this was already clouded in mist and merged into a boundless grey sea. The sea was undulating, gleaming and now and then flaring crimson.

Looking at Nellie's motionless eyes and parted lips, one could hardly say whether she was asleep or awake, but nevertheless she was seeing. At first, she saw only the smile and soft, charming expression of someone's eyes, then against the shifting grey background there gradually appeared the outlines of a head, a face, eyebrows, beard. It was he, the destined one, the object of long dreams and hopes. The destined one was for Nellie everything, the significance of life, personal happiness, career, fate. Outside him, as on the grey background of the looking-glass, all was dark, empty,



meaningless. And so it was not strange that, seeing before her a handsome, gently smiling face, she was conscious of bliss, of an unutterably sweet dream that could not be expressed in speech or on paper. Then she heard his voice, saw herself living under the same roof with him, her life merged into his. Months and years flew by against the grey background. And Nellie saw her future distinctly in all its details.

Picture followed picture against the grey background. Now Nellie saw herself one winter night knocking at the door of Stepan Lukitch, the district doctor. The old dog hoarsely and lazily barked behind the gate. The doctor's windows were in darkness. All was silence.

"For God's sake, for God's sake!" whispered Nellie. But at last the garden gate creaked and Nellie saw the doctor's cook. "Is the doctor at home?"

"His honour's asleep," whispered the cook into her sleeve, as though afraid of waking her master. "He's only just got home from his fever patients, and gave orders he was not to be woken."

But Nellie scarcely heard the cook. Thrusting her aside, she rushed headlong into the doctor's house. Running through some dark and stuffy rooms, upsetting two or three chairs, she at last reached the doctor's bedroom. Stepan Lukitch was lying on his bed, dressed, but without his coat, and with pouting lips was breathing into his open hand. A little night-light glimmered faintly beside him. Without uttering a word Nellie sat down and began to cry. She wept bitterly, shaking all over.

"My husband is ill!" she sobbed out. Stepan Lukitch was silent. He slowly sat up, propped his head on his hand, and looked at his visitor with fixed, sleepy eyes. "My husband is ill!" Nellie continued, restraining her sobs. "For mercy's sake come quickly. Make haste. . . . Make haste!"

"Eh?" growled the doctor, blowing into his hand. "Come! Come this very minute! Or . . . it's terrible to think! For mercy's sake!"

And pale, exhausted Nellie, gasping and swallowing her tears, began describing to the doctor her husband's illness, her unutterable terror. Her sufferings would have touched the heart of a stone, but the doctor looked at her, blew into his open hand, and - not a movement.

"I'll come to-morrow!" he muttered. "That's impossible!" cried Nellie. "I know my husband has typhus! At once . . . this very minute you are needed!"

"I . . . er . . . have only just come in," muttered the doctor. "For the last three days I've

been away, seeing typhus patients, and I'm exhausted and ill myself. . . . I simply can't! Absolutely! I've caught it myself! There!"

And the doctor thrust before her eyes a clinical thermometer. "My temperature is nearly forty. . . . I absolutely can't. I can scarcely sit up. Excuse me. I'll lie down. . . ." The doctor lay down.

"But I implore you, doctor," Nellie moaned in despair. "I beseech you! Help me, for mercy's sake! Make a great effort and come! I will repay you, doctor!" "Oh, dear! . . . Why, I have told you already. Ah!"

Nellie leapt up and walked nervously up and down the bedroom. She longed to explain to the doctor, to bring him to reason. . . . She thought if only he knew how dear her husband was to her and how unhappy she was, he would forget his exhaustion and his illness. But how could she be eloquent enough?

"Go to the Zemstvo doctor," she heard Stepan Lukitch's voice.

"That's impossible! He lives more than twenty miles from here, and time is precious. And the horses can't stand it. It is thirty miles from us to you, and as much from here to the Zemstvo doctor. No, it's impossible! Come along, Stepan Lukitch. I ask of you a heroic deed. Come, perform that heroic deed! Have pity on us!"

"It's beyond everything. . . . I'm in a fever . . . my head's in a whirl . . . and she won't understand! Leave me alone!"

"But you are in duty bound to come! You cannot refuse to come! It's egoism! A man is bound to sacrifice his life for his neighbour, and you . . . you refuse to come! I will summon you before the Court."

Nellie felt that she was uttering a false and undeserved insult, but for her husband's sake she was capable of forgetting logic, tact, sympathy for others. . . . In reply to her threats, the doctor greedily gulped a glass of cold water. Nellie fell to entreating and imploring like the very lowest beggar. . . . At last, the doctor gave way. He slowly got up, puffing and panting, looking for his coat.

"Here it is!" cried Nellie, helping him. "Let me put it on to you. Come along! I will repay you. . . . All my life I shall be grateful to you. . . ."

But what agony! After putting on his coat, the doctor lay down again. Nellie got him up and dragged him to the hall. Then there was an agonizing to-do over his galoshes, his overcoat. . . . His cap was lost. . . . But at last Nellie was in the carriage with the

doctor. Now they had only to drive thirty miles and her husband would have a doctor's help. The earth was wrapped in darkness. One could not see one's hand before one's face. . . . A cold winter wind was blowing. There were frozen lumps under their wheels. The coachman was continually stopping and wondering which road to take.

Nellie and the doctor sat silent all the way. It was fearfully jolting, but they felt neither the cold nor the jolts.

"Get on, get on!" Nellie implored the driver.

At five in the morning, the exhausted horses drove into the yard. Nellie saw the familiar gates, the well with the crane, the long row of stables and barns. At last, she was at home.

"Wait a moment, I will be back directly," she said to Stepan Lukitch, making him sit down on the sofa in the dining-room. "Sit still and wait a little, and I'll see how he is going on."

On her return from her husband, Nellie found the doctor lying down. He was lying on the sofa and muttering.

"Doctor, please! . . . doctor!"

"Eh? Ask Domna!" muttered Stepan Lukitch. "What?"

"They said at the meeting . . . Vlassov said . . . Who? . . . what?"

And to her horror Nellie saw that the doctor was as delirious as her husband. What was to be done? "I must go for the Zemstvo doctor," she decided.

Then again there followed darkness, a cutting cold wind, lumps of frozen earth. She was suffering in body and in soul, and delusive nature has no arts, no deceptions to compensate these sufferings. . . .

Then she saw against the grey background how her husband every spring was in straits for money to pay the interest for the mortgage to the bank. He could not sleep, she could not sleep, and both racked their brains till their heads ached, thinking how to avoid being visited by the clerk of the Court.

She saw her children: the everlasting apprehension of colds, scarlet fever, diphtheria, bad marks at school, separation. Out of a brood of five or six, one was sure to die.

The grey background was not untouched by death. That might well be. A husband and wife cannot die simultaneously. Whatever happened one must bury the other. And

Nellie saw her husband dying. This terrible event presented itself to her in every detail. She saw the coffin, the candles, the deacon, and even the footmarks in the hall made by the undertaker.

"Why is it, what is it for?" she asked, looking blankly at her husband's face. And all the previous life with her husband seemed to her a stupid prelude to this.

Something fell from Nellie's hand and knocked on the floor. She started, jumped up, and opened her eyes wide. One looking-glass she saw lying at her feet. The other was standing as before on the table.

She looked into the looking-glass and saw a pale, tear-stained face. There was no grey background now. "I must have fallen asleep," she thought with a sigh of relief.

Anton Chekhov

Ways with words

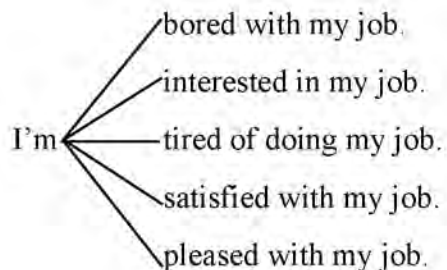
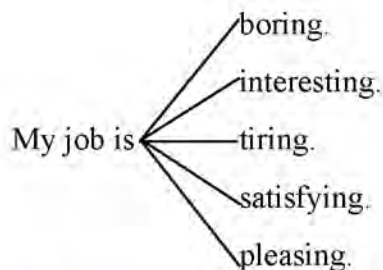
A. Match the words with their meanings.

- | | |
|---------------|-------------------------|
| a. exhausted | i. vision |
| b. apparent | ii. wavy |
| c. vista | iii. predetermined |
| d. undulating | iv. prevent, hinder |
| e. destined | v. suffocating, airless |
| f. stuffy | vi. tired |
| g. restrain | vii. clear |

B. Write the meaning and word class of the following words. Then use them in sentences of your own.

implore, despair, beseech, eloquent, whirl, egoism, agony, delirious, delusive, compensate, mortgage, brood, prelude

C. In the story, you saw the words like 'exhausted' and 'smiling'. They are used as adjectives. Adjectives ending in -ing describe what someone or something is like, whereas adjectives ending in -ed describe how someone feels. Compare:



D. Choose the correct word.

- Sarita was *shocking/shocked* to hear about earthquake.
- I think that rainy days in winter are *depressing/depressed*.
- The football match was very *exciting/excited*. I enjoyed it.
- The meals at Delight Café are *satisfying/satisfied*.
- I've got nothing to do. I'm *boring/bored*.
- Tanka is very good at telling funny stories. He can be very *amusing/amused*.
- The teacher's explanation was *confusing/confused*. Most of the students didn't understand it.
- He is such a *boring/bored* person. He never wants to go out.
- I will be *surprising/surprised* if she does well in her test.
- Are you *interesting/interested* in politics?

E. Write the correct form of the adjective in the blanks as in the example.

Example - Grammar rules frustrate me. They're not logical. They are so frustrating.

- They frustrate me but they don't bore me. I never get when I study grammar.
- If teachers want to interest the students, they must use materials.
- Certain stories interest almost everybody. For example, most students are in fairy tales.
- Certain things frighten me, but I never get when I speak English.
- If I get a good grade, that excites me. And if I get more than ninety percent, I am really

Comprehension

Answer these questions.

- Who was Nellie? What did she use to dream of?
- What was she doing with the looking glass?
- Why did she go to the doctor on one winter night?
- What was Stepan Lukitch doing when she reached his bedroom?
- Why was the doctor not ready to go to see her husband?
- Why did Stepan Lukitch suggest Nellie to go to the Zemstvo doctor?
- Nellie said, "Come, perform that heroic deed! Have pity on us!" What was that pity to be done?
- When Nellie said, "I must have fallen asleep." What does it mean?
- What is the main theme of the story?

Critical thinking

- "The looking glass (mirror)" is used as a symbol in the story. What does it symbolise?
- Chekhov employs the magic trick in the story, using a very elegant transition from reality to imagination to reality sequence. Discuss its relevance to life of young people.

Writing

Write a couple of paragraphs about an interesting dream that you have had.

Grammar

Will and *be going to*

A. Look at these examples.

A: Gita is in hospital.

B: Oh, really? I'll **go** and visit her.

A: Gita is in hospital.

B: Yes, I know. I'm **going to visit** her this evening.

B. Match the expressions in column A with their functions in column B.

A

- a. A: What do you want to take?
B: I'll have tea, please.
- b. A: Are you free this evening?
B: No, I'm going to meet my uncle.
- c. The day will be lovely tomorrow.
- d. There is no cloud in the sky.
It's going to be a lovely day.
- e. Don't worry. I won't tell anyone.
- f. I'll take you to the movies if you like.
- g. I'll tell your parents what you did.

B

- i. Promising
- ii. Threatening
- iii. Deciding
- iv. Expressing a prior plan
- v. Predicting a future action
- vi. Offering
- vii. Predicting with evidence

C. Choose the correct answer.

- a. A: Are you busy this evening?
B: Yes, I.....the movies. (will go/am going to)
- b. A: Where are you going for holiday this summer?
B: Not sure yet. Maybe I.....I am. (will go to/am going to)
- c. I think you.....like this movie. (will /are going to)
- d. I can't join you at the party, I.....be away for two weeks. (will /am going to)
- e. This exercise looks really hard. I.....help you. (will/am going to)
- f. A: Hello. Can I speak to Sima, please?
B: Just a minute. I.....get her. (will/am going to)
- g. Perhaps she.....pass the exam. (will/is going to)
- h. 'I haven't got my phone.' 'That's OK. I.....lend you mine.' (will/am going to)

D. Complete the sentences using 'will' or 'be going to' with the verbs.

- a. Hari: Did you call Bina?
Prem: Oh, I forgot. I.....her now. (call)

- b. Sunita: Have you got a ticket for the play?
Hema: Yes, I.....it on Saturday. (watch)
- c. 'The alarm is ringing. It's making an awful noise.' 'OK, I.....it off.'
(switch)
- d. Do you think they.....the presents we got for them? (like)
- e. 'Lok is starting university tomorrow.' 'What.....study?' (he/study)
- f. If I meet him, I.....him the news. (tell)
- g. The phone is ringing. I.....it. (answer)
- h. If you don't stop bullying her, I.....the teacher. (tell)

Listening

A. Look at the picture and answer these questions.

- a. What are people in the picture doing?
- b. Have you ever gone to a picnic? Share your experiences.



B. Now listen to the recording and write what the girl is proposing to do on these days.

Days	They are going to
Monday	go down to the lake
Tuesday	
Wednesday	
Friday	
Saturday	

C. Work in pairs. Talk about the vacation you took by yourself or with family and friends. Where did you go and what did you do? What did you enjoy the most about the trip?

Speaking

Expressing decisions, intentions and plans

A. Read, discuss and act out the following conversation.

Sarita : Hello Alina, what are you going to do this weekend?

Alina : Hello, I'm going to visit my grandmother. How about you?

Sarita : Well, I still don't have any plan for the weekend.

Alina : Why don't you go to a museum?

Sarita : That's a good idea. But, I have to do my assignments first. Have you done all your assignments?

Alina : No, I haven't. I'd like to do them this evening.

Sarita : Well, can we do them together?

Alina : Yes, of course.

Sarita : Okay, great. I'll come to your house at 4 pm then.

Alina : I'll be waiting for you.



B. Study the examples.

- a. We're going to get a new car soon. (It's our decision)
- b. I'm going to wash my hair. (That's my intention)
- c. Will you come to my party? Sorry, I'm going to help Lola. (prior plan/ arrangement)

C. Work in pairs. Talk about your decisions, intentions and plans on the following.

- a. making money
- b. next year
- c. after your exam
- d. coming Saturday
- e. further study

Project work

Work in groups of four. Develop a series of pictures to reflect the lifestyle of Nepali people from different parts of the country and display it in class.

“Take care of your body. It's the only place you have to live.” - *Jim Rohn*

Reading**You May Scoff...*****Before you read***

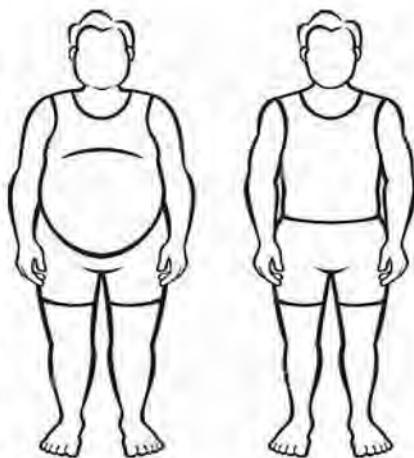
- a. Do you think that ‘eating less and moving more’ can be a good suggestion for health?

Now read the following article about staying slim.

Who needs diets and exercise? There are plenty of other ways to stay slim.

The holidays are a time of excess. Eat, drink and be merry, for tomorrow we diet - or perhaps not! Unfortunately, we do not all have the self-discipline and **determination** it takes to cut back on cake and hit the gym. But fear not - there could be other ways to shift the fat and stay **trim**.

Just to get this straight, if you over-eat and under-exercise you will gain weight. However, growing evidence suggests that other factors also contribute to excess **adiposity**. Last year, David Allison at the University of Alabama in Birmingham, Ala., **highlighted** this when he discovered that humans are not alone in piling on the pounds. He looked at wild animals, lab animals, even animals kept on the same highly controlled diets for decades, and found that all were becoming heavier (*Proceedings of the Royal Society B*, vol. 279, p. 1626). Allison concludes that whatever factors are fattening up the animals that live around us might also help explain the human obesity epidemic.



That being the case, identifying these alternative factors should give us new ways to fight the **bulge**. The good news is that researchers worldwide are beginning to do just that. It is not yet known how much each factor contributes to obesity, but we can **nevertheless** suggest ways of avoiding them – and some are far less painful than dieting or pounding the tarmac.

Get vaccinated

If you catch a cold this holiday season, you may have to stock up on new clothes as well as tissues. That's because at least one common cold virus has been linked to obesity. Nikhil Dhurandhar of the Pennington Biomedical Research Centre in Louisiana discovered that adenovirus-36 (AD-36) **boosts** both the number of fat cells in the body and the amount of fat inside these cells. He also found that obese people are nearly three times as likely as those of healthy weight to test positive for AD-36 antibodies, indicating current or past infection (*Obesity*, vol. 14, p. 1905). Another study reported that children with AD-36 antibodies weighed an average of 23 kilograms more than children without them (*Paediatrics*, vol. 126, p. 721).

The "fat effect" of AD-36 might **persist** for several years in humans, although nobody knows for sure. Meanwhile, another 10 microbes have been reported to make animals fatter. While it sounds alarming, this could actually be good news in the fight against **flab**. "If indeed some infections contribute to obesity in people, we could have a potentially very simple and effective prevention strategy – vaccination," says Dhurandhar.

Chill!

While extreme stress tends to make people lose weight, the everyday kind can have the opposite effect. So, for the sake of your waistline, take a deep breath, and don't let the festive family **bickering** get to you.

Failing that, try giving the new-year diet a miss. One recent study found that moderate calory **restriction** made mice much more sensitive to stress, and this effect persisted once the diet was over. The mice went on to choose more high-fat food than those that had never had their food restricted (*Journal of Neuroscience*, vol. 30, p. 16399).

Brain imaging studies by Rajita Sinha, director of the Yale Stress Centre at Yale University showed that stress increases activity in the ventral striatum, a region associated with reward and habits (*Neuropsychopharmacology*, vol. 36, p. 627). "So it increases craving for high calorie foods in those who have a habit of consuming them," she says. Instead of counting calories, she recommends mindfulness, stress reduction and meditation techniques to cultivate an awareness of how your thoughts and behaviour can undermine your health. "They can help with taking control over the **urges** and stress-related eating of high-calorie food".

Everybody say "om".

Over the past three decades, homes in the US and UK have become warmer. Fiona Johnson at University College London and colleagues think this may be making us fatter (*Obesity Review*, vol. 12, p.543). Simona Bo of the University of Turin, Italy, agrees. In a study of more than 1500 middle-aged adults, her team found that those whose home temperatures ranked in the top third were about twice as likely to become obese over the six-year period of the research (*International Journal of Obesity*, vol. 35, p.1442).

Shivering obviously burns energy, but you don't need to be freezing for your body to chew through extra calories. Most fat on our bodies is a type called white fat. But when temperatures get down to about 18°C, brown fat – which is abundant in babies and which adults mostly carry around their necks – starts burning energy to warm you up.

Unfortunately, if you were not regularly exposed to cold, your brown fat deposits shrink and so too does your capacity to burn off that extra holiday treat. Any change will help, though, says Johnson. You burn steadily less energy as environmental temperatures rise from 15°C to 28°C. “So turning down the thermostat by any amount is likely to have some small effect,” she says. Do try this at home.

Watch the packaging

As well as looking at the nutritional labeling, you might also want to watch the actual material your food comes wrapped in. Some plastic packaging and cans contain endocrine disrupter chemicals that can leach into food and drinks, and evidence is starting to link some of these to expanding waistlines.

Endocrine disrupters change the normal functioning of hormones. Many interfere with the functioning of the thyroid, which produces hormones that regulate metabolic rate. One group, known as phthalates, also seems to activate a receptor in the cell nucleus called PPAR (peroxisome proliferator-activated receptor)-gamma, involved in storing fat and metabolizing glucose. In 2010, a team led by Elizabeth Hatch at Boston University reported that men with a bigger body mass index (BMI) and waist circumference had higher blood concentrations of metabolites of phthalate



(*International Journal of Andrology*, vol. 33, p.324). Other research has linked obesity to exposure to bisphenol A, which is another endocrine disrupter.

Debate continues over whether these chemicals are harmful or not, and avoiding them is tricky. But look out for PVC packaging – labeled “Type 3” for recycling purpose – which can contain phthalates or bisphenol A. And be especially wary when buying fatty foods in which endocrine disrupters tend to accumulate, posing a potential double threat.

Turn down the lights

If your idea of a holiday workout is lifting glasses of beer late into the night, then it's not just the extra calories you need to worry about. Randy Nelson and his team at Ohio State University in Columbus found that mice exposed to light at night weighed 10 per cent more at the end of the eight-week study than mice that had experienced a standard light/dark cycle, even though they ate the same total number of calories and did the same amount of exercise (*Proceedings of the National Academy of Sciences*, vol. 107, p.18664). Several other studies have found that shift work makes people fatter.

Light at night might alter circadian clock genes, changing an individual's metabolism, Nelson suggests, “It's difficult to specify an appropriate light cycle for everyone,” he adds. But he recommends keeping a **consistent** pattern throughout the week and, if possible, avoiding blue wavelengths of light at night (*New Scientist*, 7 May, p.44). Produced by many LED bulbs, these are known to be especially disruptive to the circadian system.

Move to the country

A brisk walk or jog outdoors can only help in the battle against the bulge, unless you are doing it in a busy city. Breathing polluted air can cause extra fat to accumulate around your stomach and also make your cells less sensitive to insulin, increasing your risk of developing type 2 diabetes. “We believe that air pollution plays a very important role in the current obesity epidemic,” says Xiaohua Xu of Ohio State University.

Xu exposed young mice to air heavily polluted with fine particles for 6 hours a day, five days a week, and found that after 10 weeks they had about 50 per cent more abdominal fat than mice that were fed the same diet but inhaled filtered air. The fatter mice also had elevated blood levels of a protein involved in **inflammation** called tumour necrosis factor-alpha. Xu believes this may help explain the changes to their fat cells, as well as their decreased sensitivity to insulin.

Another study found a strong link between levels of fine particulate air pollution and the prevalence of type 2 diabetes in North Americans (*Diabetes Care*, vol. 33, p.2196). “We were shocked that the association held up as well as it did,” says John Pearson at Harvard University, who led the research. Fine particles can blow around the globe so you can never entirely escape them, even if you can afford to move out of the city. But if you have a choice, it still might be worth picking a rural ramble over an urban jog.

Have a lie-in

If you need an excuse for spending more time in bed during the holidays, this could be it: too little sleep can make you fat. Simona Bo of the University of Turin, Italy, found that the adults who became obese during her six-year study slept an average of about 6.3 hours a night, compared with about 7.2 hours for those who maintained a healthier body weight. The link between sleep and weight held even when her team took into account other important causes of obesity, such as low level of physical activity. Rachael Taylor at the University of Otago, New Zealand, has found that children aged between 3 and 5 who sleep less than the average of 11 hours a night are also more likely to be overweight or obese by the time they are 7 years old. (BMJ, vol. 342, p. 2712)

Sleep **deprivation** reduces the secretion of leptin, a hormone that suppresses appetite, and increases levels of ghrelin, a hormone that stimulates appetite. “Or it could be as simple as less sleep means more time to eat”, says Taylor. Either way, an extra hour in bed sure beats going to the gym.

Emma Young

Ways with words

A. Ten words in the bold face in the text correspond to the definitions below. Match the definitions with the corresponding words.

- a. in spite of what has just been said or referred to
- b. a strong desire or impulse
- c. the ability to continue trying to do something, although it is very difficult
- d. to attract attention to or emphasize something important
- e. arguing about things that are not important
- f. not having things or conditions that are usually considered necessary
- g. continue to exist

- h. soft loose flesh on a person's body
- i. to improve or increase something
- j. a limiting condition on something

Now, make sentences of your own using the same words in bold type.

B. The words 'restriction' and 'awareness' are nouns with the suffixes '-ion' and '-ness'. Make a list of as many words as you can which end in '-ion' and '-ness'.

C. Pronounce the words. The sound of the letter given on the left is silent.

- a. *b*: climb, dumb, doubt, comb, thumb, debt, lamb
- b. *d*: Wednesday, handsome, sandwich, handkerchief
- c. *h*: hour, honest, honour, heir, ghost, ghee, exhaust, exhibition
- d. *k*: know, knee, knowledge, knit, knife
- e. *n*: column, autumn, condemn, hymn, damn
- f. *p*: receipt, cupboard, pneumonia, psychology

Comprehension

A. Write whether the following statements are True, False or Not Given.

- a. During the holidays people eat and drink more than usual.
- b. Getting too little exercise and eating too much is the reason why people put on weight.
- c. David Allison's research involved studying rats under laboratory conditions.
- d. You may need to go shopping for clothes if you come down with a cold.
- e. Adenovirus-36 (AD-36) decreases the percentage of fat in the fat cells.
- f. Vaccination against infections could be used in the future to prevent obesity.
- g. People under severe stress can experience breathing difficulties.
- h. A study indicates that mice that have never been on a diet choose fatty food, when given a choice between high-calorie or low-calorie food products.
- i. Rajita Sinha has been studying the connection between brain activity and behaviour.
- j. Specific hormones regulate our appetite.

B. Answer the following questions.

- In what sense are the holidays a time of excess? When can a person gain weight?
- According to David Allison, which factor contributes to excess obesity?
- What, according to Dhurandhar, can be the way of preventing fatness?
- What is the relationship between chill and obesity? How can saying 'om' help reduce fatness?
- Why is it necessary to be careful while buying plastic packaged fatty foods?
- Why does Nelson suggest avoiding blue wavelengths of light at night?
- How does breathing polluted air affect one's fatness?
- What is the link between sleep and weight?

Critical thinking

- What do you do to keep yourself fit? What food do you avoid and why?
- Healthy citizens are the greatest asset of a country. How can a state help to make its citizen healthy?

Writing

- Yoga can be good to stay physically and mentally healthy. Do you practise any yoga? Write an essay on the benefits of yoga.
- How can a person be mentally healthy? Provide about ten tips to a person to stay mentally fresh and healthy.

Grammar

Concord/subject-verb agreement

Subject-verb agreement is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural).

A. Read this text and notice the subject-verb agreement.

The human body is like a machine. All machines need fuel to give them energy. The fuel for the human body is food. Most of the energy comes from two substances in our food: carbohydrates and fats. Carbohydrates are found in food like potatoes, bread, rice, wheat, corn, etc. and sugar. Fats come from food like meat, oil, cheese and butter. All junk food contains lots of carbohydrates and

fats. If you eat a lot of junk food, you will probably get fat and it may cause a lot of diseases.

B. Complete the sentences by choosing the correct verbs from the brackets.

- a. Everyone (has/have) problems in their life. Countries also (has/have) problems, and so (do/does) the world. One of the greatest problems (is/are) the growing population. The population in some countries (is/are) huge.
- b. A number of my friends (love/loves) riding bicycles, but neither my brother nor my sister (own/owns) a cycle. At 4 o'clock, either my mother or father (is/are) coming to pick me up in a car.
- c. The pair of shoes on the floor (is/are) mine. The shoes (was/were) made in China. The three thousand rupees I spent on them (was/were) worth it.

C. Are the following sentences correct? If not, correct them.

- a. Every one of the workers receive the same benefits.
- b. There is two gerbils in my bathroom.
- c. Both of my friends live in Kathmandu.
- d. Scissors is used to have our hair cut.
- e. You and your friends are welcome to join us
- f. Are the news on at five or six?
- g. The man with all his children live in the city.
- h. Mathematics are Prem's favourite subject, while Economics is Alina's favourite subject.

Listening

A. Discuss these questions with your friends.

- a. Do you do regular exercise? Why?
- b. What type of exercise do you prefer?

B. Listen to the recording and complete these sentences.

- a. The man wants to try out for the company team.
- b. He was a player during high school.
- c. The woman suggested that her husband should cut back on the foods.
- d. She also suggests him trying to build up his cardiovascular system.
- e. She wants to be the man for a long time.

C. Find information on recommended exercises for different age groups and people with certain health risks and discuss your findings with a partner.

Speaking

Describing places

A. Work in pairs. Take turns to describe the village in the given picture.



B. Describe a place that you have recently visited.

Project work

“Eat Healthy Stay Healthy” is the slogan to keep oneself healthy and active. Here are some sources of healthy food: BERRIES, FRUITS, VEGETABLES, GRAINS, LENTILS and NUTS. Research the benefits of these food items and present them in class.

“Sustainability is about ecology, economy and equity.” – *Ralph Bicknese*

Reading**Foresters without Diplomas*****Before you read***

- What are the children doing in the picture?
- Share a couple of things that you and your friends have done to preserve or protect the environment in your community?
- What does the title mean? Discuss with your friends.



Now read the following autobiographical essay about Maathai's Green Belt Campaign in Kenya.

The Green Belt Movement started in my backyard. I was involved in a political campaign with a man I was married to; I was trying to see what I could do for the people who were helping us during our campaign, people who came from the poor communities. I decided to create jobs for them: cleaning their constituency, planting trees and shrubs, cleaning homes of the richer people in the communities, and getting paid for those services. That never worked, because poor people wanted support right away, and I didn't have money to pay them before the people we were working for had paid me. So I dropped the project but stayed with the idea. Then, in 1976, two years after the first backyard idea, I was invited to join the National Council of Women of Kenya.

We were into the UN's "women' decade", and I got exposed to many of the problems women were facing: problems of firewood, malnutrition, lack of food and adequate water, unemployment, soil erosion. Quite often what we see in the streets of our cities, in the rural areas, in the slums, are manifestations of mistakes we make as we pretend we are "developing", as we pursue what we are now calling *maldevelopment*.

And so we decided to go to the women. Why? Well, I am a woman. I was in a women's organization.



Women are the ones most affected by these problems. Women are concerned about children, about the future.

So we went to the women and talked about planting trees and overcoming, for example, such problems as the lack of firewood and building and fencing materials, stopping soil erosion, protecting water systems. The women agreed, although they didn't know how to do it.

The next few months we spent teaching them how to do it. We first called the foresters to come and show the women how you plant trees. The foresters proved to be very complicated because they have diplomas; they have complicated ways of dealing with a very simple thing like looking for seeds and planting trees. So eventually we taught the women to just do it using common sense and they did. They were able to look for seeds in the neighborhood, and learn to recognize seedlings as they germinate when seeds fall on the ground. Women do not have to wait for anybody to grow trees. They are really foresters without a diploma.

We started on World Environment Day, June 5, 1977; that's when we planted the first seven trees. Now, only two are still standing. They are beautiful Nandi flame trees. The rest died. But by 1988, when we counted according to the records women sent back to us, we had 10 million trees surviving. Many had already matured to be used by the women. But the most important thing is that the women were now independent; had acquired knowledge, techniques; had become empowered. They have been teaching each other. We started with one tree nursery in the backyard of the office of the National Council of Women. Today we have over 1,500 tree nurseries, 99 percent run by women.

The women get a very small payment for every seedling that survives. The few men who come are extremely poor, so poor that they don't mind working with women. Women do a lot of work that requires caring. And I don't believe that it is solely indoctrination. Women started the environmental movement, and now it has become a movement that even financial donors see they should put money in, because the efforts are providing results. But the minute money is in, the men come in. I would not be surprised that eventually the more successful the Green Belt movement becomes, the more infiltrated it will be by men, who will be there more for the economic benefit than the commitment.

Although men are not involved in the planting at the nursery, they are involved in the planting of trees on farms. These are small-scale farmers. In our part of Africa, men

own land; in some communities they own separate titles to the land; in others there is still communal ownership, which is the tradition in Africa. We are most successful in communities where women are involved in land farming.

In Kenya, as in so much of the African continent, 80 percent of the farmers and the fuel gatherers are women. Women also keep animals. A large population of Kenyans are nomadic communities: the Maasai, the Samburu, the Somalis, most of the northern communities. We have been unsuccessful there. Yet this is where trees are much needed. Areas that are green now will soon be a desert if not cared for.

We have been approached by other countries, and in 1987 - 88 we launched what we hoped would become an effort to initiate Green Belt like activities in other African countries. Unfortunately, we have not been able to follow up. We started having our own problems in Kenya because of our having criticized the government for wanting to put up a big building in a Nairobi public park. But we are encouraging an establishment of a Green Belt Centre in Nairobi, where people can come and experience development that is community oriented, with community decision-making, and with development appropriate to the region.

Funding is always a problem. We never received any financial support from the Kenyan government. They gave us an office which they took away as soon as we criticized them. (In a way, it is good they didn't give us money because they would have withdrawn that.) We receive much of our support from abroad, mostly from women all over this world, who send us small cheques. And the United Nations Development Fund for Women gave us a big boost, \$100,000 in 1981. We also received support from the Danish Voluntary Fund and the Norwegian Agency for International Development. In the US we are supported by the African Development Foundation, which helped us make a film about the Green Belt Movement in 1985. Information on the film can be obtained from the Public Affairs Officer of the African Development Foundation, 1400 I Street, N.W., Washington D.C. 20005.

In the field, we now have about 750 people who teach new groups and help with the compilation of the reports, which we monitor to have an idea of what is happening in the field. At the headquarters, we now have about 40 people. When we were kicked out of our office, the headquarters moved back to my house; a full-circle return to where we started.

But it's 10 million trees later – not quite where we started. For myself, now that my two boys and a girl are big - the last boy is still in high school when we have

trained enough women in leadership and fundraising, I would love to go back into an academic institution. I do miss it. My field is biology. But I was into microanatomy and developmental anatomy. I would love to be able to read more about community development and motivation and write about the experience that I have had in the field. And perhaps train people on grass-roots projects. But that will have to wait. I earn maybe a tenth of what I could earn on the international market if I sold my expertise and energy, and I'm sure many people would probably consider me a fool. At home the men don't believe that I don't make a fortune out of the Green Belt Movement. But all over the world we women do this sort of thing.

My greatest satisfaction is to look back and see how far we have come. Something so simple but meaning so much, something nobody can take away from the people, something that is changing the face of the landscape.

But my greatest disappointment has been since I returned to Kenya in 1966 after my education in the United States. When I was growing up and going through school, I believe that the sky is the limit. I realized when I went home that the sky is not the limit, that human beings can make the limit for you, stop you from pursuing your full potential. I have had to fight to make a contribution. We lose so much from people because we don't allow them to think freely and do what they can. So they lose their interest; their energy; the opportunity to be creative and positive. And developing countries need all the energy they can get.

I tell people that if they know how to read and write it is an advantage. But that all we really need is a desire to work and common sense. These are usually the last two things people are asked for. They are usually asked to use imposed knowledge they do not relate to, so they become followers rather than leaders.

For example, because I criticized the political leadership, I have been portrayed as subversive, so it's very difficult for me to not feel constrained. I have the energy; I want to do exactly what they spend hours in the UN talking about. But when you really want to do it you are not allowed, because the political system is not tolerant or encouraging enough.

But we must never lose hope. When any of us feels she has an idea or an opportunity, she should go ahead and do it. I never knew when I was working in my backyard that I was playing around with what would one day become a whole movement. One person can make the difference.

Wangari Maathai

Ways with words

A. Match the words with their meanings.

- | | |
|-----------------|---|
| a. constituency | i. seeking or intended to overthrow an established system or institution |
| b. pursue | ii. living the life of roaming |
| g. infiltrate | iii. to follow in an effort to overtake or capture |
| c. nomadic | iv. electoral district |
| d. anatomy | v. to enter or gain access to (an organization, place, etc.) secretly and gradually |
| e. subversive | vi. art of studying the different parts of any organized body |

B. Study the following words.

prefix	words	prefix	words
mal	maldevelopment, malpractice, malfunction	mis	misbehave, misplace, misfortune
un	unable, unhappy, unfair	in	inactive, incomplete, insufficient
pre	prepaid, predetermine, preview	il	illegal, illegible, illiterate
dis	disloyal, disobey, dishonest	im	impolite, immoral, impartial
re	remix, repay, reuse	ir	irregular, irresponsible, irrelevant
de	derail, depart, degrade	non	nonprofit, nonstop, nonsense

In the word '**maldevelopment**' from the essay, the prefix '**mal-**' makes its meaning negative which means '**faulty or imperfect development**'.

C. Make two other words by using each prefix given above and use them in sentences.

Comprehension

Answer these questions.

- What did Maathai decide to do for the community?
- Mention the problems faced by women in Kenya.
- Why did the speaker go to the women to talk about planting trees?
- What is the most important achievement of the movement described in the text?

- e. Why were the foresters' ways not helpful to the women for planting trees?
- f. When and how did she start The Green Belt Movement?
- g. Why do the donors want to provide money to the women?
- h. What happened when the speaker criticized the political leadership?
- i. Mention the agencies that supported her movement?

Critical thinking

- a. Do you think that the title "Foresters without Diplomas" is suitable to the essay? How?
- b. Can a person make a difference in a society? Discuss with an example from a person who has made a difference in your society.

Writing

Personal letters

- A. Study the given letter and underline sender's address, date, greeting and complimentary close.**

27 Barnes Avenue, London
March 15, 2020

Dear Mrs. MacDonald,

As you know, we have been in the flat now for six months. We like it, but I'm afraid there are a few problems.

First, a good deal of the furniture is rather old. The armchairs, for example, are in bad condition and so is the big table where we eat. Could you please replace these items?

Secondly, the flat is extremely cold in winter. The central heating doesn't work very well and we have to use electric fires. And they are expensive, of course. Part of the problem is the windows. They don't fit very well, so they let the wind in.

Finally, there's the kitchen. It really does need painting. We are quite prepared to do the work ourselves if you pay for the paint.

Can you possibly come and look at the flat yourself? I'm sure you will agree with us. In any case, please let us know about these things as soon as possible.

Yours sincerely,
Sandra Shaw

- B. Suppose you are MacDonald. Write a reply to Sandra Shaw.**
- C. Write an essay on 'The Community Forest in Nepal'. Describe how these community forests have contributed to maintain ecology in our environment.**

Grammar

Transitive, intransitive and linking verbs

A. Study the examples.

A couple bought a couple of tickets for their honeymoon.

The car stopped suddenly.

All the children seem satisfied with their exam result.

Here *bought* is a transitive verb, *stopped* an intransitive verb and *seem* a linking verb.

B. What is the difference among transitive, intransitive and linking verbs? Give examples of each.

C. Underline the verb in each sentence and write whether it is transitive, intransitive or linking.

a. His father looks handsome.

b. Bhawana drinks milk every day.

c. He became a watchman.

d. This bread smells good.

e. The dog barked loudly.

f. He chased the dog.

g. My sister swims fast.

h. He painted a picture.

i. Radhika always asks questions.

j. Anjana has a long hair.

Listening

A. Look at the picture and answer these questions.

- a. What are they talking about?
- b. What types of television programmes you prefer?
- c. What do you know about the climate change?
- d. What are the reasons of the climate change?

B. Listen to an interview about environmental governance and state whether the following statements are true or false.

- a. Maria Ivanova is a professor of the University of Massachusetts.
- b. Environmental governance is the design and execution of the policy related to the environment.
- c. For Maria, the climate change is a separate issue.
- d. There is a nexus among the various organizations and institutions.
- e. The issues of climate change should be brought down to the classrooms.



C. Answer the following questions.

- a. What is Maria Ivanova's working field?
- b. What is the global problem for today, according to Maria?
- c. What is Maria's dissatisfaction about the efforts towards the environmental issues?
- d. What is the best way forward to address the governance and the climate change issues?

D. Maria Ivanova is advocating for the education of the environmental issues. Why is she doing this? Talk to your classmates.

Speaking

Asking about opinions/giving opinions

A. Read the expressions for asking about and giving opinions.

Asking about opinions	Giving opinions
What do you think? ☐ What's your view? ☐ How do you see the situation? ☐ What's your opinion?	I think/reckon... In my opinion/In my view... I feel that... As far as I'm concerned...
Do you think (that)...?	From my point of view...
Would you agree with me that...?	Well, I reckon (that)...
Don't you think (that)...?	I believe (that)...
	Personally speaking, I believe/think...
	As for me, I reckon...

B. Work in pairs. Ask about and give opinions using different expressions on the following topics.

Example: A: What do you think about politics?

B: As for me, I think politics is the policy of the policies.

- | | |
|---------------------------------|-------------------------------|
| a. educating girls | f. learning English |
| b. following foreign traditions | g. speaking several languages |
| c. worshipping god | h. engaging in corruption |
| d. depending on foreign aid | i. brain drain |
| e. cheating in exams | j. being drunkards |

Project work

- Imagine that you are the chief guest of a programme organized by a local government on the occasion of The Environment Day. Write a 10-minute speech and deliver it to the class.
- Identify a person from your community who has worked on environmental protection. Write a story of that person incorporating the efforts s/he made to change things and attitudes of people.

“Remember, today is the tomorrow you worried about yesterday.” - Dale Carnegie

Reading**A Few Kind Words for Superstition*****Before you read***

- What do you see in the picture? What's your quick response to this situation?
- What is superstition? Do you think luck has a role in your life?

**Now read the following article about superstition.**

In grave discussions of “the renaissance of the irrational” in our time, superstition does not figure largely as a serious challenge to reason or science. Parapsychology, UFOs, miracle cures, transcendental meditation, and all the paths to instant enlightenment are condemned, but superstition is merely deplored. Is it because it has an unacknowledged hold on so many of us?

Few people will admit to being superstitious; it implies naiveté or ignorance. But I live in the middle of a large university, and I see superstition in its four manifestations, alive and flourishing among people who are indisputably rational and learned.

You did not know that superstition takes four forms? Theologians assure us that it does. First is what they call Vain Observances, such as not walking under a ladder, and that kind of thing. Yet I saw a deeply learned professor of anthropology, who had spilled some salt, throwing a pinch of it over his left shoulder; when I asked him why, he replied, with a wink, that it was “to hit the Devil in the eye.” I did not question him further about his belief in the Devil: But I noticed that he did not smile until I asked him what he was doing.



The second form is Divination, or consulting oracles. Another learned professor I know, who would scorn to settle a problem by tossing a coin (which is a humble appeal to Fate to declare itself), told me quite seriously that he has resolved a matter related to university affairs by consulting the *I Ching*. And why not? There are thousands of people on this continent who appeal to the *I Ching*, and their general level of education seems to absolve them of superstition. Almost, but not quite. The *I Ching*, to the embarrassment of rationalists, often gives excellent advice.

The third form is Idolatry, and universities can show plenty of that. If you have ever supervised a large examination room, you know how many jujus, lucky coins, and other bringers of luck are placed on the desks of the candidates. Modest idolatry, but what else can you call it?

The fourth form is Improper Worship of the True God. A while ago, I learned that every day, for several days, a \$2 bill (in Canada we have \$2 bills, regarded by some people as unlucky) had been tucked under a candlestick on the altar of a college chapel. Investigation revealed that an engineering student, worried about a girl, thought that bribery of the Deity might help. When I talked with him, he did not think he was pricing God cheap because he could afford no more. A reasonable argument, but perhaps God was proud that week, for the scientific oracle went against him.

Superstition seems to run, a submerged river of crude religion, below the surface of human consciousness. It has done so for as long as we have any chronicle of human behaviour, and although I cannot prove it, I doubt if it is more prevalent today than it has always been. Superstition, the theologians tell us, comes from the Latin *supersisto*, meaning to stand in terror of the Deity. Most people keep their terror within bounds, but they cannot root it out, nor do they seem to want to do so.

The more the teaching of formal religion declines, or takes a sociological form, the less God appears to great numbers of people as a God of Love, resuming his older form of a watchful, minatory power, to be placated and cajoled. Superstition makes its appearance, apparently unbidden, very early in life, when children fear that stepping on cracks in the sidewalk will bring ill fortune. It may persist even among the greatly learned and devout, as in the case of Dr. Samuel Johnson, who felt it necessary to touch posts that he passed in the street. The psychoanalysts have their explanation, but calling a superstition a compulsion neurosis does not banish it.

Many superstitions are so widespread and so old that they must have risen from a depth of the human mind that is indifferent to race or creed. Orthodox Jews place a charm

on their doorposts; so do (or did) the Chinese. Some peoples of Middle Europe believe that when a man sneezes, his soul, for that moment, is absent from his body, and they hasten to bless him, lest the soul be seized by the Devil. How did the Melanesians come by the same idea? Superstition seems to have a link with some body of belief that far antedates the religions we know religions which have no place for such comforting little ceremonies and charities.

People who like disagreeable historical ceremonies recall that when Rome was in decline, superstition proliferated wildly, and that something of the same sort is happening in our Western world today. They point to the popularity of astrology, and it is true that sober newspapers that would scorn to deal in love philters carry astrology columns and the fashion magazines count them among their most popular features. But when has astrology not been popular? No use saying science discredits it. When has the heart of man given a damn for science?

Superstition in general is linked to man's yearning to know his fate, and to have some hand in deciding it. When my mother was a child, she innocently joined her Roman Catholic friends in killing spiders on July 11, until she learned that this was done to ensure heavy rain the day following, the anniversary of the Battle of Boyne, when the Orangemen would hold their parade. I knew an Italian, a good scientist, who watched every morning before leaving his house, so that the first person he met would not be a priest or a nun, as this would certainly bring bad luck.

I am not one to stand aloof from the rest of humanity in this matter, for when I was a university student, a gypsy woman with a child in her arms used to appear every year at examination time, and ask a shilling of anyone who touched the Lucky Baby; that swarthy infant cost me four shillings altogether, and I never failed an examination. Of course, I did it merely for the joke or so I thought then. Now, I am humbler.

Robertson Davies

NOTES

UFO (unidentified flying object): any unusual apparent object in the sky whose cause cannot be identified by the observer; it more loosely refers to alien spacecraft.

I Ching (known as Yi Jing): an ancient Chinese oracle based on a 3000-year-old manuscript of Chinese wisdom called The Book of Changes with interpretations inspired by the elements of nature

Gypsy: a member of a tribe with dark skin and hair speaking Romany and originally from

northern India who typically used to travel from place to place, and now live especially in Europe and North America

Ways with words

A. Match the following.

- | | |
|-------------------|--|
| a. transcendental | i. to feel or express strong disapproval of (something) |
| b. deplore | ii. a charm or fetish used by some West African peoples |
| c. absolve | iii. natural state |
| d. juju | iv. spiritual, nonphysical or mystical |
| e. crude | v. a written record of historical events |
| f. chronicle | vi. set free from blame, guilt, or responsibility; release |

B. Find the contextual meanings of the following words from the text and then use them in sentences of your own.

condemn, terror, unbidden, persist, devout, banish, creed, hasten, sober, scorn, yearning, aloof, swarthy, humbler

C. One of the ways to understand words and their meanings is to learn the origin of the word. For example, the word 'expand', which means 'to spread out or extend', comes from Middle English *expanden*, derived from the Latin word *expandere*: *ex*-(out)+ *pandere* (to spread). Trace the origins of each of the following words finding such explanations in a dictionary or the Internet. Then make sentences by using each word.

minatory, placated, cajoled, antedates, proliferated, philter

C. List any five words found in an English dictionary beginning with the prefix 'super-.' What common meaning do all of these words share? How do the words in your list change meaning if you eliminate the prefix?

Comprehension

Answer these questions.

- According to the author, what are the four types of superstition?
- Which language is the word 'superstition' derived from? What does it mean?

- c. How do psychologists understand superstition?
- d. How does superstition differ from religion?
- e. What is the belief of some people in the Middle Europe about sneezing?
- f. In the author's view, why are people so fascinated about superstition?

Critical thinking

- a. What is the key takeaway of this essay? Do you think that this essay is satirical? Why?
- b. Can education bring change in the belief of superstition? Present your arguments to support your answer.

Writing

- a. Write an essay on superstitions that exists in your community in about 250 words.
- b. "Superstition is prevalent in every walk of life." Argue for or against this statement.

Grammar

Present simple or present continuous/progressive

A. Study the following examples of present simple and present continuous.

Present simple	Present continuous
a. Water boils at 100° Celsius.	a. The water is boiling. Can you turn it off?
b. Jenisha lives in Jumla.	b. Jenisha is living in Tokyo for a few months.
c. I drink coffee every morning.	c. I am drinking too much coffee these days because I'm so busy at work.
d. He always tells lies.	d. You are always telling lies.
e. My plane leaves at six this evening.	e. I'm leaving for Pokhara tomorrow.
f. I know her very well.	f. I am reading a novel by Paulo Coelho.
g. At the end of the story, the protagonist catches the killer.	g. In this photo, my mother is wearing a blue sari.

B. Put the verb into the correct form, present simple or present continuous.

- a. Nisha (speak) English very well.
- b. Hurry up! We (wait) for you.
- c. Excuse me! (you/speak) English?
- d. She (have) a shower in bathroom.
- e. How often (you/read) a newspaper?
- f. I'm sorry, I (not/understand). Can you speak more slowly?
- g. You can turn off the radio. I (not/listen) to it.
- h. I usually (get up) at 5 o'clock every morning.
- i. Look! The river (flow) very fast.
- j. Amrita (not/seem) very happy at the moment.

C. Are the underlined verbs in the correct form? Correct them where necessary.

- a. Water boils at 100° C.
- b. The water boils. Can you turn it off?
- c. I must go now. It gets late.
- d. This sauce's tasting really good.
- e. I'm thinking this is your key.
- f. Are you believing in God?
- g. I usually go to school on foot.
- h. Look! That man tries to open the door of her car.
- i. The moon is going round the earth.
- j. I'm getting hungry. Let's go and eat.

Listening

A. Look at this picture and answer these questions.

- a. What do you see in the picture? Name them.
- b. When do you need them?
- c. Why do you need them?
- d. Do you have these things at your home?



B. Listen to the recording and choose the correct alternative.

- a. Which of the following did the man mention as an emergency?
 - i. Tornado
 - ii. Power failure
 - iii. Tsunami

- b. Why do you need a water filter?
 - i. Bacteria in water can cause serious illness.
 - ii. Having a water filter helps you store your water.
 - iii. The source of water can be infested.
- c. What type of food does the man want to keep in the kits?
 - i. food that requires preparation ii. canned food
 - iii. light and handy food
- d. According to Lisa, what is her image of an emergency shelter?
 - i. A place that lacks adequate food and water
 - ii. Where people work together under difficult conditions
 - iii. A place that is very overcrowded and dirty
- e. How can we communicate with family members in an emergency?
 - i. Depend on cell phones. ii. Use fire. iii. Use two-way radios.
- f. What should the people with small children do?
 - i. Pack plenty of chocolates. ii. Carry their favourite toys.
 - iii. Be prepared with basic art supplies.

C. Did you find this recording useful for you? Present your logics for or against the topic.

Speaking

Suggesting and advising

A. Look at the following conversations and act out.



B. Study these expressions of giving advice.

- a. You should stay at home.
- b. Why don't you stay in bed?
- c. You ought to put on your glasses.
- d. You'd better invite her to your birthday party.
- e. If I were you, I'd ask her.
- f. It'd be a good idea to use a pencil.

C. What would you suggest to your friends in the following situations?

- a. Your friend lost his/her pen.
- b. Ramila is weak in Mathematics.
- c. Pardip has a headache.
- d. Your friend is getting fat.
- e. Mukesh wants to dance but he can't.

D. What would you advise to Muna in the following situations?

Example: Muna: I'm sleepy.

You : You *should/ought to drink* a cup of tea.

- a. I'm hungry.
- b. I'm cold.
- c. I can't control my temper.
- d. I have hiccups.
- e. I can't get to sleep at night.

Project work

Interview some people in your locality. Ask them what kind of superstitions they grew up with. Ask everyone whether they believe in those superstitions at present or not. Prepare a news article including their responses.

Unit 9

Democracy and Human Rights

"No one is born hating another person because of the colour of his skin or his background or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite." -*Nelson Mandela*

Reading

Inauguration Speech of Nelson Mandela

Before You Read

- Work in pairs. Look at the photos and share what you know about them.
- What do these individuals share in common?



Now, read a short biography of Nelson Mandela and his Inauguration Speech.

Nelson Mandela, in full **Nelson Rolihlahla Mandela**, byname **Madiba**, (born July 18, 1918 — died December 5, 2013), was a black nationalist and the first black president of South Africa (1994–99). He fought against apartheid, a policy that governed relations between South Africa's white minority and nonwhite majority and sanctioned racial segregation and political and economic discrimination against nonwhites.

He sacrificed his private life and his youth for his people. He spent 27 years in prison for his protests and became the world's most famous political prisoner. He continued to fight until peace, justice and stability was established in the country. Later, he became the first Black President of South Africa through the democratic election. Nelson Mandela was born in Transkei, South Africa. He was a member of the Xhosa tribe, and his father was the chief of the Xhosa people. He got a good modern education.

When he was sixteen, he was sent to a boarding school. He attended South African

Native College (later the University of Fort Hare) and studied law at the University of the Witwatersrand; he later passed the qualification exam to become a lawyer. In 1944, he joined the African National Congress (ANC) and continued to oppose the apartheid policies of the ruling National Party. Nelson and the other ANC leaders organized strikes and several other protests. Mandela was charged with organizing an armed wing of the ANC, and was arrested in 1962. As a result, he was sentenced to life imprisonment.

Nelson Mandela was the most famous prisoner in the world for his anti-apartheid movement. He refused to compromise his political position to obtain his personal freedom from the prison. He wanted all people of all races to have equal rights in South Africa. 'Free Mandela' became a rallying cry throughout the world.

After a long campaign of resistance within South Africa and the international pressure, President F.W. de Klerk released Mandela from prison in 1990, after 27 years. After his release, Mandela continued his campaign to end apartheid, and establish justice and peace in South Africa. As a result, Mandela was awarded the Nobel Peace Prize in 1993.

One year later in April 1994, a national election was held, and that was open to all South Africans. Nelson Mandela, who represented the ANC, won the election and became the first Black President of South Africa. The inauguration of South Africa's first Black President was attended by politicians and dignitaries from more than 140 countries around the world.

Here is the Inaugural Speech delivered by Nelson Mandela in Pretoria, the capital of South Africa, on May 10, 1994:

Your Majesties, Your Royal Highnesses,
Distinguished Guests, Comrades and Friends!
Today, all of us do, by our presence here, and by
our celebrations in other parts of our country and
the world, confer glory and hope to newborn liberty.



Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.

Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all.

All this we owe both to ourselves and to the people of the world who are so well represented here today.

To my compatriots, I have no hesitation in saying that each one of us is as intimately attached to the soil of this beautiful country as are the famous jacaranda trees of Pretoria and the mimosa trees of the bushveld.

Each time one of us touches the soil of this land, we feel a sense of personal renewal. The national mood changes as the seasons change.

We are moved by a sense of joy and exhilaration when the grass turns green and the flowers bloom.

That spiritual and physical oneness we all share with this common homeland explains the depth of the pain we all carried in our hearts as we saw our country tear itself apart in a terrible conflict, and as we saw it spurned, outlawed and isolated by the people of the world, precisely because it has become the universal base of the pernicious ideology and practice of racism and racial oppression.

We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom, that we, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil.

We thank all our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity.

We trust that you will continue to stand by us as we tackle the challenges of building peace, prosperity, non-sexism, non-racialism and democracy.

We deeply appreciate the role that the masses of our people and their political mass democratic, religious, women, youth, business, traditional and other leaders have played to bring about this conclusion. Not least among them is my Second Deputy President, the Honourable F.W. de Klerk.

We would also like to pay tribute to our security forces, in all their ranks, for the distinguished role they have played in securing our first democratic elections and the transition to democracy, from blood-thirsty forces which still refuse to see the light.

The time for the healing of the wounds has come.

The moment to bridge the chasms that divide us has come.

The time to build is upon us.

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

We succeeded to take our last steps to freedom in conditions of relative peace. We commit ourselves to the construction of a complete, just and lasting peace.

We have triumphed in the effort to implant hope in the breasts of the millions of our people. We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity - a rainbow nation at peace with itself and the world.

As a token of its commitment to the renewal of our country, the new Interim Government of National Unity will, as a matter of urgency, address the issue of amnesty for various categories of our people who are currently serving terms of imprisonment.

We dedicate this day to all the heroes and heroines in this country and the rest of the world who sacrificed in many ways and surrendered their lives so that we could be free.

Their dreams have become reality. Freedom is their reward.

We are both humbled and elevated by the honour and privilege that you, the people of South Africa, have bestowed on us, as the first President of a united, democratic, nonracial and non-sexist South Africa, to lead our country out of the valley of darkness.

We understand it still that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

Let there be justice for all.

Let there be peace for all.

Let there be work, bread, water and salt for all.

Let each know that for each the body, the mind and the soul have been freed to fulfill themselves.

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

Let freedom reign.

The sun shall never set on so glorious a human achievement!

God bless Africa!

Thank you.

Ways with words

A. Find the words in the text that mean the same as the following. The first letters are given.

- a. the system that completely separated black people from white people (a.....)
- b. formal objection (p.....)
- c. an ethnical group of people (t.....)
- d. an act undertaken to achieve a set goal (c.....)
- e. the formal beginning of any movement (i.....)
- f. a strong feeling of excitement and happiness (e.....)
- g. being set free from legal, social, or political restrictions (e.....)

B. Find these words in a dictionary and write their meanings as they are used in the text.

liberty, conflict, ideology, oppression, privilege, dignity, surrender, reconciliation

C. The 'd' or 'ed' in the following verbs have different pronunciation. Put these verbs in the correct box.

asked killed missed ended decided washed visited
lasted watched picked smiled fixed walked blessed
brushed stopped wanted reached laughed enjoyed

/t/	/d/	/d/

D. Put these nouns into the correct box according to the pronunciation of the plural suffix: *s/es*.

cats dogs horses houses books roofs boys rooms girls noises
shops trees pages babies benches classes

/s/	/z/	/ɪz/

Comprehension

Answer these questions.

- What were the restrictions imposed on the Blacks in South Africa?
- Why was Mandela arrested?
- How did he describe racism and racial oppression?
- Why did he thank all the international guests?
- Why did he think that people in his country had achieved political emancipation?
- What is the main point of Mandela's speech?

Critical thinking

- What does Mandela mean when he says - a rainbow nation at peace with itself and the world?
- Mandela should have avenged on those who imprisoned him for such a long period. Instead, he followed the path of reconciliation. Why do you think he did so?
- Why and how have societies struggled with segregation in the world? Do you find any evidence of segregation in your society? Discuss.

Writing

- Nepal has topsy-turvy political history. Many changes have been observed in different times. Write a short biography of any Nepali freedom fighter incorporating the changes brought under his/her leadership.
- Do you think there is racial/caste related discrimination in our country? Discuss with your friend and write a five-minute speech.

Grammar

Should and *had better*

A. Look at these examples.



B. Complete the sentences with *should* or *shouldn't*. Use one of these verbs.

drink	visit	leave	roam	quit
-------	-------	-------	------	------

- You have really done a wonderful job. I recommend you it.
- That's a very dangerous area. Tourists there.
- I'm going to be late. Do you think I now?
- Children sugary drinks. It's not very healthy.
- I have lots of homework. I here and there today.

C. Put in *had better* or *should*.

- I think you learn English to enroll a university course.
- It's a great film. You go and see it.
- I have to meet my friend in ten minutes. I go now or I'll be late.
- These biscuits are delicious. You try one.
- We get to the airport by 2 pm or else we may miss the flight.
- When people are driving, they keep their eyes on the road.
- I get up early tomorrow. I've got a lot to do.

Listening

A. Look at the picture and answer these questions.

- Who are these people?
- What slogans are they chanting?
- Have you ever seen such rally at your surroundings?



B. Listen to the recording and fill in the blanks with the correct words.

- Richard Cookson is competing for the post of for National Congress Party.
- The National Congress Party is going to spend more on education than the ruling party.
- The NCP is going to to curb the issues of global warming.
- The Social Democratic Party is going to the communities.
- On average, tax will be added but the wealthier people will have to pay more.
- The NCP is supposed to top the election by per cent.

C. If you are supposed to vote in an election, how do you select a good candidate? List out some of the criteria.

Speaking

Persuading

A. Look at the following illustration.



B. Now, look at some common expressions used for persuasion.

Come on.....!

Just for me!

Give it a try!

Just this once!

Why don't you...?

Please!

Go ahead, Bina!

Do...

Try it!

Go on!

C. Read and act out the following dialogue.

Mother : Your sister's doing her homework. Why don't you help her?

Son : Ah, mom, I'm a little bit tired right now.

Mother : Go on. She may make mistakes.

Son : She's probably finished her homework by now.

Mother : No, she hasn't. She's just started. Go ahead. Help her.

Son : Oh, OK, mom.

D. What would you say in the following situations?

- a. You're with your friend in a shopping mall. Your friend wants to buy a new jacket. You see a nice one and want to persuade her/him to buy it.
- b. You're in a restaurant for lunch. You urge your friend to try some food of your choice.

Project work

Develop a set of questionnaire to ask people about their community issues and how they expect the local government to address them. Include about 15 questions in the questionnaire. Visit the people in the community, collect the response, assemble the information and prepare a brief report. Present a brief version of the report in your class.

Unit 10 Home Life and Family Relationship

“What can you do to promote world peace? Go home and love your family.” – *Mother Teresa*

Reading

The Tattered Blanket

Before You Read

Look at these pictures and discuss the questions with your friends.

Picture A



Picture B



- What is happening in the first picture? What does it indicate?
- What do you think is the elderly woman in the second picture doing? Does she look happy? Why/why not?

Now read the following story.

When he arrived unexpectedly at his home in the countryside in his office jeep and got down at the gate, his mother, who was lying in an armchair on the veranda, made a futile attempt to get up.

‘Kamalam, there is somebody at the gate,’ she said, ‘somebody in a car.’

Kamalam, her eldest daughter, a widow, who was sitting huddled up on the thinna on the veranda, her head and ears covered



with a thin bath towel, got up reluctantly, walked slowly to the gate and screwing up her eyes peered into the darkness.

She saw a bald, fat, middle-aged man walking in through the gate.

‘Oh, Gopi!’ She said in her grating voice. ‘Why this sudden unexpected visit?’

‘Kamalam, who is it?’ Her mother asked loudly from the veranda.

‘Gopi,’ the man said. ‘There was a meeting in Thiruvananthapuram. I just dropped in on my way back.’

‘Who? Kamalam, who is it?’ There was a note of alarm in Amma’s voice.

‘Amma, why are you so scared?’ Kamalam, Gopi’s eldest sister, asked her a little awkwardly. ‘As if you are seeing Gopi for the first time!’

‘Amma, it’s me, Gopi,’ he said again.

He bent down and brought his face close to her wrinkled cheeks. ‘Amma, it’s me.’

‘Gopi? Kamalam, I can’t believe it! Has his school closed for the vacation?’

‘Amma is often like this these days. She doesn’t recognise anybody.’ Gopi’s sister explained. ‘But sometimes her memory is quite sharp. Then she asks me if you have sent any letter. I tell her everything is fine with you, Vimala and the kids. What is the point of telling her that you haven’t written for a year? Poor thing! I wouldn’t dream of making her unhappy.’

‘I got a promotion last year. After that, I am always on my toes. And there are tours quite often. I don’t get any time to write letters.’

‘Why don’t you ask Vimala to write, or doesn’t she get any time, either?’

‘What are you mumbling over there?’ Amma said loudly. ‘I heard somebody coming in a car. Who is it?’

‘I told you, it’s Gopi.’

‘But Gopi is in Delhi, isn’t he?’

‘Yes, Amma, it’s me. I’ve come from Delhi.’

‘Who did Gopi marry?’ Amma said, suddenly lowering her voice. ‘I mean, what’s his wife’s name?’

‘Don’t say you’ve forgotten her name too. Don’t you remember, Vimala, District

Collector Nambiar's eldest daughter?' Gopi's sister said.

'Oh, I forgot the name. Was there a letter from Gopi today?'

'There was. He writes every day.'

'I'm terribly upset if I don't get a letter from him every day.'

'He knows it. That's why he writes every day.'

'Look at the way she talks.' Gopi's sister turned to him. 'Just as I told you. You know nothing about what's going on here, do you?'

'Who is that?' Amma said again. 'Who is that in a car?'

'It's me,' Gopi said. 'I had to come to Thiruvananthapuram. I thought I should drop in to see you, Amma.'

'Who is your Amma? What is her name? Where does she live? Is it far from here?'

'No, it is quite near.'

'I don't know how I can bring back her memory,' Gopi's sister said to him exasperatedly.

Gopi placed his briefcase on the thinna. He opened it and pulled out the contents. Clothes, files, a shaving set ...

'Do you know my son, Gopi?' Amma asked him. 'He is in Delhi... a Government Officer. He has well-settled He draws a salary of two thousand five hundred rupees. Do you know him?'

'Yes, I know him.'

'Tell him to send me a blanket. There is a cold mist in the mornings. If I catch a cold, it doesn't leave me for a long time. Tell him to send a blanket, won't you? A red one. I had a blanket, the one he bought for me when he was studying in Madras. It is all tattered now, just a ball of knotted yarn. Tell him to send me a red blanket, will you?'

'I'll tell him,' he nodded.

'Please don't forget to tell him. The mist is not good for me. I think I'll stretch myself out for a bit. I have been sitting too long in the armchair. I have a pain in the neck.'

Gopi's sister put Amma to bed and came back to the veranda.

'You didn't come to see Amma, did you?'

'Delhi is too expensive. You know I have four children to look after now. I can't make

ends meet with my salary. And one has to keep up one's status. It will be a great help if I can raise some money by selling my share of the family property. I came to talk it over with you.'

'You'll sell your land and go away with the money. I know you won't come here anymore after that.'

'Don't say that. I'll come when I get time.'

'Your time!'

He saw the irritation on his sister's face.

'It took you more than five years to find time to come here. Amma is eighty-three now. I don't think she will pull on much longer. It took you so long to visit her after the last time.'

'But Amma can't remember who I am,' he said smiling feebly.

'But do you remember your Amma?'

Kamala Das (Translated from Malayalam by K. M. Sherrif)

Ways with words

A. Fill in the blanks with an appropriate word from the box.

irritation huddled up awkwardly futile grating mumbling feebly

- All my efforts to convince her for the tour were
- The lost traveller under a shelter made of branches and leaves.
- Her rude behaviour was the main cause of for him.
- She moved in the room, thinking that I was watching.
- She is something, but I can't hear her.
- When I met my sister after a long time, she talked to me in a voice.

B. Tick (✓) the correct words that are similar in meaning to the underlined words.

- Rupa studied Science reluctantly due to her father's pressure.
i. eagerly ii. unwillingly iii. willingly iv. enthusiastically
- She moved her fingers exasperatedly through her hair.
i. pleasingly ii. calmly iii. patiently iv. annoyingly

- c. My grandmother is over eighty. She lifted her hands feebly.
i. strongly ii. robustly iii. weakly iv. firmly
- d. She is wearing a tattered shawl.
i. old ii. torn iii. dirty iv. branded
- e. I have to work at two jobs to make ends meet in this expensive city.
i. earn much money ii. spend much money
iii. live on money iv. earn just enough money

C. Spell the following words correctly, adding the suffixes given against each root.

write + ing	arrive + al	army + es	monkey + es	fancy + ful
stop + ed	worry + ed	recur + ing	argue + ment	create + ive

D. Syllable

- a. The following words have only one sound-unit called a syllable. Pronounce them.**

dawn board straight spring prompt twelfths strong small
text learn

- b. The following words have two syllables. Underline their syllables and pronounce them:**

beauty sleepy survive current woman hotel

- c. Consult an English dictionary and find the number of syllables in the following words. Underline and pronounce them.**

bury development syllabic vowel education discipline
examination children separately pronunciation

Comprehension

Answer the following questions.

- Why didn't the mother recognise her son Gopi?
- Why is the sister living with her mother?
- What is the sister's attitude towards her brother?
- Does the son love his mother very much? How do you know that?
- What does the mother actually need: a blanket or the warmth of her son's love?
- What does the phrase the 'tattered blanket' mean? Is it only the blanket that is

tattered?

- g. The son says, 'Amma can't remember who I am'. Do you think that he remembered his mother? Why didn't he answer when his sister asked, 'Do you remember your Amma?'

Critical thinking

- a. What can be the expectations of the parents from their offspring at the old age?
- b. Some children who live in a distance tend to be indifferent to the feelings of their parents. Why do you think they are like that? Discuss.
- c. A mother's love is everlasting and indispensable. Justify.

Writing

Writing a diary

What is a diary entry?

Diary Entry/Journal

A diary is a personal record of things that a person has experienced. It can also record the writer's thoughts or feelings.

Tips for writing a diary

- Write in the first person 'I'
- Date at the top
- Organize paragraphs with topic sentences
- Give a clear sense of the writer's personality and explain their feelings and changing emotions
- Focus on key moments or incidents in one's world
- Provide a sense of time and sequence (use time connectives like finally, afterwards, earlier, later that day ...)
- Varied punctuation
- Varied sentence types

- A. Our country was put on lockdown due to COVID-19 pandemic. Following is an example of a diary entry about the feelings and experiences of a person who is locked up at home.**

Saturday, March 28, 2020

Today is the 5th day that we have been put on lockdown. Almost all the countries in the world are forced on to implement this system. And, my country is not an exception too. It is called the travellers' disease which transmits from one person to another through physical contact. WHO has advised people to maintain physical distance, use masks and sanitizer. Washing hands with soap very carefully is a common phenomenon. No vehicles are in operation in the street and shops are closed. People are locked up in their own homes like caged animals in the zoo. What a situation that has enforced us to be locked up in our own home!

A very microorganism is threatening the human existence. Are human beings enemies to nature so that we are facing such a threat? Maybe we have done irreparable damage to nature in the name of development. We have encroached upon nature and destroyed the habitats of other living beings. Developed countries are in a race to test nuclear weapons and missiles to demonstrate their power and pelf. Now where's their power gone? Why cannot they get victory over corona virus? What's the use of their so-called devastating weapons? Now it seems that corona virus is taking the side of creatures to challenge the so-called superpower of the cosmos. This microorganism is affecting human lives very badly irrespective of class, caste, religion, race, geography and ideology.

Now I could imagine how caged birds and animals feel when they are behind the bar. We are in the cage! I am feeling as if I am locked up in the human zoo. Perhaps it is the demand of time to teach humans a serious lesson about their existence. I can feel how badly people might be suffering due to lock down. The world has stood still due to corona virus. The worst thing about this situation is that there is no vaccine or any medicine made for the cure of this pandemic virus. Just staying at home and maintaining physical distance is the only solution to COVID-19.

I hope we will soon be free from this pandemic. Let's stay at home safe and sound!

Makar

- B. Suppose a child who lived in a city with his/her parents accompanied his/her father to visit an elderly grandmother in the village. The grandmother was waiting for her son to come back to the village and look after her, but her son was not willing to do so. Write a diary on behalf of the elderly grandmother describing her feeling of not living with her children and grandchildren.**

Grammar

Connectives (but, however, although/even though, in spite of/despite)

A. Look at these examples to see how subordinating conjunctions are used.

Your mother always remembers you **but** you don't do so.

I was very weak at Mathematics. **However**, I could top the class.

Although/Even though it rained all day, we enjoyed the picnic very much.

Despite/In spite of the fact that it rained all day, we enjoyed the picnic very much.

Despite/In spite of the fact that I was late, my teacher let me enter the class.

Despite/In spite of being late, my teacher let me enter the class.

In spite of her old age, she is still very active.

B. Complete the following sentences with *however, although or in spite of*.

- the fact that he is an octogenarian; he still leads an active life.
- I still enjoyed the week the weather was bad.
- He has passed MA., he is still looking for a job.
- I had a headache, I enjoyed the movie.
- Ramila didn't get the job the fact that she had all the necessary qualifications.
- the fact that he had no money, he bought the car anyway.
- We can go to the park for lunch., the weather report says it's going to rain.
- I speak English well, my first language is actually Maithili.

C. Combine the following sentences using the words given in brackets.

- He was annoyed. He didn't say anything. (although)
- Playing the stock market is exciting. It can be risky. (however)
- He works slowly. He never makes a mistake. (even though)
- It was raining. We still went to the park. (in spite of)
- Hark bought the watch. It was expensive. (despite)
- He is very poor. He wears expensive clothes. (but)

D. Rewrite the following sentences using (a) *although* and (b) *in spite of*.

- a. He had very little time, but he offered to help us.
- b. She is very poor, but she still wears expensive clothes.
- c. He's a millionaire, but he lives in a very small flat.
- d. They have a lot of money, but they are still not happy.
- e. The traffic was heavy, but we got there in time.

Listening

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

- a. Who are these people?
- b. What are they talking about?
- c. What relation do they have?



B. Now, listen to the conversation and write whether these sentences are True or False.

- a. The boy has graduated in English and Psychology long back.
- b. He worked as a full time teacher in Japan initially.
- c. He had to teach only English to his students.
- d. It's not been long since he returned back to the USA.
- e. More than two dozen candidates have submitted their application for the post.
- f. The man is multilingual.

C. Listen to the conversation again and answer these questions.

- a. Which two subjects did the man teach when he was in Tokyo?
- b. What did his students want to do in the future?
- c. Why did he have to return back to his homeland?
- d. How many reasons did the interviewer ask the man to apply for the job?
- e. Name the language the man speaks fluently.

D. Have you ever got selected for a job? If yes, share your experience how you got that job.

- E. What makes a person suitable for a job? Discuss in groups and list down some of the important traits of a good prospective candidate. Collaboratively, make a common list of such traits.

Speaking

Expressing reactions

- A. Look at these expressions of expressing reactions.



- B. Now, look at some of the ways to react on sudden/unexpected events.

Positive reactions	Negative reactions
That's (so) good.	That's (so) sad.
That's great.	That's bad.
I'm glad to hear that.	I'm sorry to hear that.
That sounds good.	That sounds bad.
How wonderful/fantastic.	How awful/terrible.
What wonderful news!	What a pity!
Great/Superb/Brilliant!	Too bad!
Really? That's amazing!	Really? I find that hard to believe.

C. Work in a pair. Make dialogues between two friends using the situations below.

- a. A has won boys single badminton game.
- b. A has been engaged.
- c. Someone says his/her pet dog died yesterday.
- d. A spilt tea over his favourite novel.
- e. Somebody stole your precious watch.
- f. Your house was broken into.
- g. Your friend suggests you to go for a horror movie.

Project work

Visit some senior citizens who live alone in your community. Talk to them for about an hour. Ask them where their children and grandchildren are and how often they meet. Also, talk about how they feel being away from their children and what specific problems they face in this age. Write a newspaper article on how the senior citizens could be supported in their old age when they are living alone.

“Imagination is the beginning of creation. You imagine what you desire, you will what you imagine and at last you create what you will.” - *George Bernard Shaw*

Reading**Why is the Renaissance Important?*****Before you read***

- Why is this painting famous for?
- Name any three famous writers/artists of Nepal. Also describe why they are famous for.



Now read the following article about the changes that occurred in the Renaissance period.

During the Middle Ages (from about 500 C.E. to the mid-1400s) there were no great changes in the way of life in Europe. People did what their forefathers did before them, and there were few new inventions or discoveries. Most people believed in what they were told and did not care about anything outside their lives. One reason for this may be because only a few people received an education, and books were scarce. Then, a change began. People became better educated, trade and industry developed, the arts flourished, and explorers discovered new lands. We call this great change the Renaissance, which in French means "rebirth". The Renaissance, which took place in Europe between the thirteenth and sixteenth centuries, was a new stage in the history of the world.

Some people think that the Renaissance got started when the Turks took over the Greek city Constantinople (now Istanbul) in 1453. Greek scholars left Constantinople and settled in other parts of Europe. In these new locations, they taught Greek and shared their precious books. The study of classical Greek and Roman writers and thinkers began again, and a new desire for learning spread throughout Europe.



People began to inquire into everything, and some began to question their beliefs and ways of thinking. In Germany, Martin Luther started a revolt against the conventions of the Roman Catholic Church. Soon, other Christians agreed that the Church needed

to change, and several new Christian religions were established.

Other people began to think about new types of government that were based on the democratic values of ancient Greece. Italy, the birthplace of the Renaissance, was organized into city-states that governed themselves. Though wealthy families and the Church held much of the power in these areas, the city-states were moving a step in the direction of government by the people. The most famous political thinker of the Renaissance was Niccolo Machiavelli. In his book on government entitled *The Prince*, he stated that a good leader could do bad and dishonest things in order to preserve his power and protect his government. Though people in his own time thought that Machiavelli was evil for saying these things, his book is now famous and modern political thinkers respect some of his ideas.

The "new learning" taught people to think in new ways, and it also encouraged gifted people to paint pictures, make statues and buildings, and write great literature. In fact, some of the best artists of the day did all of these things. As a result, when a person today is skilled in many areas, he or she is often called a "Renaissance man" or a "Renaissance woman".

The artistic developments of the Renaissance first happened in the Italian city of Florence, and then they spread to other Italian cities. As a result of trade and banking, cities like Florence, Venice, and Milan became very wealthy, and their rich citizens had both the time and money to enjoy music, art, and poetry. These cities produced great painters and sculptors, like Michelangelo, Leonardo da Vinci, and Raphael. These artists created some of history's finest works of art. For example, Michelangelo spent four years painting thousands of feet of curved ceiling in the Vatican's Sistine Chapel. To do this, he had to learn a whole new style of painting. He also had to paint lying on his back beneath the ceiling as paint dripped down onto his face. Despite these obstacles, he created one of art's greatest masterpieces.

A new kind of architecture also began in the Renaissance. It blended the old, classical styles with new ideas. Again, it started in Florence. A cathedral had been started in 1296, but it remained unfinished for over 100 years because no one could figure out how to build the curved roof that it needed. Then architect Filippo Brunelleschi invented a new type of dome that was higher and grander than any from the classical era. The dome marks the beginning of Renaissance architecture.

From Italy, interest in the arts and new ways of thinking spread to other countries. The Netherlands became famous for great painters; England produced many writers, including William Shakespeare; and Spain had the literature of Cervantes. The new

passion for learning also led to amazing discoveries in science by Galileo, Kepler, and Newton. Some of these findings went against the most basic beliefs of the time. For example, Galileo's discovery that the sun, not the Earth, was the centre of the solar system got him into serious trouble with many religious people. They forced him to say that he had been wrong about his discovery, even though he knew he was right.

The development of the printing press in Germany by a man named Johannes Gutenberg helped more than anything to spread the new ideas of the Renaissance. Before that time, books were scarce and very expensive because they were written by hand. Gutenberg discovered how to use a moveable metal type, and his first book was published in 1455. Printing was a very important invention. With it, books were made more cheaply and quickly than ever. In addition, most books had been written in Latin before, as this was thought to be the language of study. However, with the Renaissance, the middle classes could now afford books, and they wanted books in their own languages. They also wanted a greater variety of things to read, such as books on travel, poetry, and romance. Printing helped make the works of the best writers and all kinds of knowledge available to all.

About the time printing was discovered, sailors were setting out on voyages of discovery. Now that the Turks were masters of the eastern Mediterranean, it was no longer possible to trade with India by the old land route. A new way had to be found, perhaps by sailing around the coast of Africa or perhaps by sailing around the world! There were many explorers around this time, including Columbus, Vasco de Gama, Cabot, Magellan, and Drake. Representing countries throughout Europe, these men sailed new waters and discovered new lands, including the Americas. With all this travel, tools for exploration and navigation improved, and better ships were made. As people traveled, they gained new ideas that helped to change their way of living. For example, Europeans now wanted goods—such as spices, silk, and gold—from far away countries.

The Renaissance didn't begin suddenly when Constantinople was taken over by the Turks or when the first book was printed in 1455. Forces that brought it about had been developing for many years as Europeans began to desire and gain new knowledge. From this new learning came the great changes that we call the Renaissance. These advancements—from the discovery of printing to a renewed interest in art and literature and the discovery of new lands—affected almost every area of European life. They also formed the basis for many parts of our modern life and beliefs. This is why some people think of the Renaissance as the beginning of modern history.

Broukal Milada

Ways with words

A. Choose the best meaning of the underlined words.

- a. Martin Luther started a revolt against the conventions of the Roman Catholic Church.
i. styles ii. creations iii. customs iv. writings
- b. It blended classical styles with new ideas.
i. separated ii. corrected iii. put side by side iv. mixed together
- c. The dome marks the beginning of Renaissance architecture.
i. indicates ii. tells iii. serves as a sign of iv. makes
- d. The arts flourished during the Renaissance.
i. were almost forgotten ii. grew and improved
iii. discovered iv. stayed about the same
- e. The new passion for learning also led to amazing discoveries in science.
i. enthusiasm ii. emotion iii. logic iv. power

B. Study the examples of phrasal verbs and idioms.

Phrasal verbs

This is the form. Please can you **fill it in**?

Why are you **bringing** that argument **up** now?

Police are **looking into** connections between the two crimes.

We need to **come up with** a solution.

Idioms

I **lost my head** completely.

I can't believe the weather. It's **raining cats and dogs**!

They decided to **bury the hatchet** and try to be friends again.

Did you notice the difference between phrasal verbs and idioms?

C. What do the following idioms mean? Use them in sensible sentences.

- | | | |
|----------------------|---------------------------|----------------|
| a hot potato | once in a blue moon | a bed of roses |
| when pigs fly | miss the boat | zip your lip |
| fight tooth and nail | when life gives you lemon | goose egg |

D. Match the following phrasal verbs with their meanings.

- | | |
|--------------------|--|
| a. break down | i. to extinguish (fire) |
| b. check out | ii. to invent a story or lie |
| c. fed up | iii. to quit a habit |
| d. fill out | iv. to remove clothes or shoes from the body, to depart as in airplane |
| e. get away | v. to die |
| f. give away | vi. to wait anxiously for something or an event |
| g. give up | vii. tired of something or someone |
| h. look forward to | viii. to give something to someone for free |
| i. make up | ix. to leave a hotel |
| j. pass away | x. to escape |
| k. put out | xi. to stop functioning (vehicle, machine) |
| l. take off | xii. to complete a form |

Comprehension

A. Answer these questions.

- What does the word Renaissance mean? Which language is it derived from?
- What did the Greek scholars do in their new locations after leaving the Greek city?
- How did 'new learning' teach people to think in different ways?
- Describe the artistic developments of Renaissance in brief.
- Name the three Renaissance scientists who made great discoveries?
- Who developed the printing press? Which country was he from?
- Why is the development of the printing press considered as one of the gifts of Renaissance?
- Name the five famous explorers of the Renaissance?
- Why do some people think of the Renaissance as the beginning of modern history?

B. What do you infer from the reading? Tick (✓) the best answer.

- a. Before the Renaissance...
 - i. middle-class people did a lot of reading.
 - ii. education was limited to scholars and privileged people.
 - iii. people wanted to change their lives but couldn't.
 - iv. people were eager to learn new things.
- b. Which statement is true?
 - i. The Greeks had a strong influence on Renaissance thinking.
 - ii. France was the birthplace of the Renaissance.
 - iii. Turkish scholars spread their knowledge throughout Europe.
 - iv. German philosophers were responsible for starting the Renaissance.
- c. What did the Renaissance do?
 - i. It helped leaders maintain control over the middle class.
 - ii. It discouraged people to go against traditional beliefs.
 - iii. It caused people to make changes in their lives.
 - iv. It influenced people to fight against each other.
- d. What were the major causes of the Renaissance?
 - i. changes in government
 - ii. explorations of new lands
 - iii. new artists and writers who created great works
 - iv. printing, reading and learning

Critical thinking

- a. Do you agree with Machiavelli's view that a good leader can do bad and dishonest things in order to preserve his power and protect his government? Explain.
- b. Do you think that art and literature are important assets of a country? Give reasons.

Writing

- a. Write an essay on "Literature is the reflection of society."
- b. It is said that today's reader is tomorrow's leader. Do you agree with this statement? Explain.
- c. Write a short biography of a national literary, artistic or historical figure you appreciate most.

Grammar

Relative clauses

A. Study these examples

The woman **who lives next door** works in a bank. (The woman lives next door. She works in a bank.)

My grandfather, **who's 87**, works in the field every day. (My grandfather is 87. He works in the field everyday.)

The parts of the sentences in bold above are relative clauses. We use relative clauses to describe or give extra information about something we have already mentioned. We often use relative pronouns (e.g. who, where, that, which, whose) to introduce relative clauses.

In the first example 'who lives next door' is a defining relative clause. Defining relative clauses give us essential information – information that tells us who or what we are talking about.

In the second example 'who's 78' is a non-defining relative clause. Non-defining relative clauses give us extra information which isn't absolutely necessary. We use commas to separate them from the rest of the sentence, unless they come at the end of the sentence, when we use a comma and a full stop.

B. Complete the following sentences with 'who', 'where', 'which' or 'whose', and write whether the clauses are defining or non-defining.

- That's the house I was born.
- My aunt Nita, is a journalist, is coming to visit next week.
- People like outdoor activities will love our holiday package.
- Monsoon, temperatures are higher, sees higher rainfall.
- They went to the cinema at New Road, was built last year.
- The Mayans, lived in Central America, built many stunning temples.
- That's the girl brother is in your class.
- The snake was in the garden last week belongs to our next-door neighbour.
- I sometimes go and study in my local park, I can get some fresh air.
- The hotel, we've stayed at several times, is simple but clean.

C. Join the following pairs of sentences. Use appropriate relative clauses.

- a. He is a musician. His albums have sold millions.
- b. Amelia speaks English and Chinese fluently. She is from Shanghai.
- c. That's the stadium. Real Madrid plays there.
- d. Dublin is my favourite city. It is the capital of Ireland.
- e. The person was really helpful. They spoke to him.
- f. This smartphone takes great photos. I bought it last week.

Listening

A. Look at the picture and answer these questions.

- a. What are the people in the picture doing?
- b. What are they talking about?
- c. What do you think is a 'renaissance man' like?



B. Listen to The Talk Show about Leonardo da Vinci and tick the correct alternatives.

- a. What is Leonardo da Vinci most popular for?
 - i. his imagination
 - ii. his paintings
 - iii. his engineering
 - iii. his invention
- b. Which of the following is not the skill of da Vinci?
 - i. sculpting
 - ii. stage designing
 - iii. teaching
 - iv. experimenting
- c. Why did he spend most of his time studying the nature?
 - i. to paint precisely
 - ii. to invent precisely
 - iii. to experiment precisely
 - iv. to study precisely

- d. Who is the host of The Talk Show?
 - i. Martin Kemp
 - ii. Bridget Kendall
 - iii. Carmen C. Bambach
 - iv. Marina Wallace
- e. What did da Vinci think about the nature, according to Martin Kemp?
 - i. It's a unified thing
 - ii. It's a separate thing
 - iii. It's a mysterious thing
 - iv. It's a diverse thing
- f. Why does Carmen Bambach accept da Vinci as a superhuman?
 - i. because of his lively paintings
 - ii. because of his ingenuity
 - iii. because of his curiosity and desire of questioning
 - iv. because of his dedication in invention
- g. According to Marina, what makes Leonardo a typical renaissance man?
 - i. his drawings
 - ii. his craftsmanship
 - iii. his sculptures
 - iv. his versatility

C. Listen to the audio again and match the following descriptions with appropriate people.

- a. an artist and a scientist and inventor,
engineer, paleontologist, cartographers,
stage designer and much
 - b. interviewer and programme host at BBC Forum
 - c. a British emeritus professor in the history of Art
at Oxford University in the UK.
 - d. is a curator in the Department of Drawings
and Prints, The Metropolitan Museum
of Art, New York
 - e. Italian curator and art historian
- i. Marina Wallace
 - ii. Martin Kemp
 - iii. Leonardo da Vinci
 - iv. Carmen C. Bambach
 - v. Professor White
 - vi. Marina Wallace

D. Leonardo da Vinci was a polymath. Do you agree? Give your reasons.

Speaking

Describing people

- a. Look at the given pictures and describe people's hair, nose, eyes, chin, lips, etc. in terms of their length, shape, style and size.

- b. Study the words given below which are used to describe people's body parts and talk to your friends.

shoulder, length, long, curly, wavy, short, round, pointed, wide, oval, almond-shaped, flat, bald, big, dark, pale, whitish, square, thick, thin

- c. Now, present a short description of your head teacher. Include her/his age, physique, dress-up and special characteristics.



Project work

Prepare a profile of a great artist of Nepal such as Araniko, Lain Singh Bangdel etc. and present to the class.