

Non-formal Adult School

Primary Level Two

English

Government of Nepal
Ministry of Education, Science and Technology
Centre for Education and Human Resource Development
Sanothimi, Bhaktapur

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Preface

Condensed and developed for adults in line with the Basic Level Curriculum developed by Curriculum Development Centre and on the basis of “Non Formal Primary Education Curriculum 2067 conducted for adults,” this textbook has been prepared for the adults deprived of formal education due to some reasons. This book focuses on the second level among the 3 levels according to the non formal primary education curriculum.

Teaching learning activities including discussion, question answer, project work and other learner centered activities have been included in this textbook. The facilitators must organize the experience of the learners in the course of teaching and learning. An attempt has been made to make this book more activity oriented following the principles of adult learning. The authors of this book Mr. Yoga Raj Bhattarai and Ms. Parbati Dhungana (Paudel), Deputy Director General Mr. Chudamani Paudel, Director of Centre for Education and Human Resource Development Ms Renuka Pandey, section officer Mrs Bhima Devi Koirala, and language and content editor Ms Kunti Adhikari are to be acknowledged for their contribution in the development of this book. Cover design, layout and pictures are completed by Mr Jayaram Kuikel.

Lastly, the Centre for Education and Human Resource Development extends its gratitude to all those who have involved in developing this textbook. In addition, appropriate and creative suggestions/feedback for improvement and revision of this textbook in the forthcoming days are always welcomed.

Baishakh 2076

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(Director General)
CEHRD

Table of Contents

Unit		Page #
Unit 1	Apologizing, warning and surprise	1
Unit 2	Interrupting or getting attention	11
Unit 3	Congratulating and praising	15
Unit 4	Telling the time	21
Unit 5	Expressing Ability	29
Unit 6	Asking for permission and objects	35
Unit 7	Describing actions involving known pronouns or objects	40
Unit 8	Narrating, asking and answering about past events	47
Unit 9	Giving directions	57
Unit 10	Asking and answering with a choice	64
Unit 11	Relating objects, with also, same and different	73
Unit 12	Describing weather	80
Unit 13	Using numbers to one thousand	88
Unit 14	Describing future	95
Unit 15	Using telephone	101
Glossary		107

Apologizing, warning and surprise

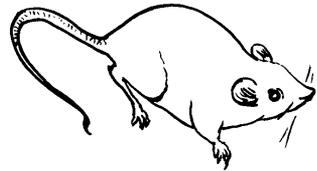
A. Reading

a. Read the following story and find the answers to these questions.

- i. Who were the friends?
- ii. What happened to Mr. Snail?
- iii. Why did they celebrate a party?

The Rescue of a Friend

Once upon a time there lived five friends. They were Mr. Mouse, Mr. Ant, Mr. Snail, Ms. Spider and Mr. Beetle. It was spring time and Mr. Mouse was resting in its hole. He was warm and comfortable, and didn't want to wake up. All of a sudden, he heard a knock at the entrance of his hole. "What a nuisance! Who could it be?" he wondered.



"Brother?" Someone shouted, "Brother!" Mr. Mouse got up and went to open his door. There stood Ant who was his friend and lived nearby him. "Hi," said Mr. Ant, "I'm extremely sorry to have disturbed your sleep. But I'm busy building my home. I request you for your help". Mr. Mouse didn't feel like helping, for he thought it was a child's play. "We'll do that some other day. Why don't we go and see what friend Mr. Snail's is busy with?" Mr. Mouse said. Both of the friends went to see Mr. Snail.

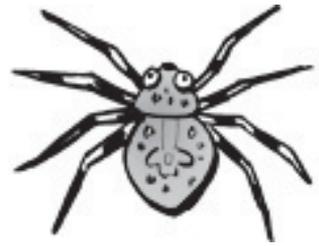


They found Mr. Snail stretching out of his shell and sunbathing in the bright sunshine. When the three friends met they decided to say 'Hello' to farmer John. "We haven't seen him all winter," said Mr. Snail.

On the way to farmer John, Mr. Snail tried to show his friends how fast he could go round corners. As he was so busy talking about himself and his special skills. He didn't realise where he was heading. "watch! watch!" he said. Mr. Mouse and Mr. Ant watched him as he swept round a large stone. Once

the shell of Mr. Snail round the corner, they heard a splash of water.

“Oh, No!” exclaimed Mr. Ant, “We forgot John’s well.” They looked carefully over the edge. Down the well, they could see Mr. Snail bobbing on top of the water and shouting “Look out! Help!” in a drowning voice. “Be careful! and don’t worry. I’ll fetch Ms. Spider,” said Mr. Ant, “She could lower me down to you on the end of her web”. Ms. Spider soon took charge. “Hang on tightly,” She instructed Mr. Ant. Mr. Ant clung on as Ms. Spider lowered him down the well, down and down until his toes almost touched the water.



“Wow! Stop!” he yelled. Mr. Ant took a strong hold of the Mr. Snail’s shell and pulled him to the side of the well. “Oh, dear!” said Mr. Snail. “The wall is too slippery for me to climb.” “Don’t worry,” said Mr. Ant, “I’ll get Mr. Beetle. He can climb walls, and he is very strong.” “Oops!” said Mr. Snail “I may fall in the water again.”



Mr. Ant found Mr. Beetle on the other side of the meadow. “Mr. Snail is stuck down the well,” he told him, “And can’t climb out.” “I can climb anything,” Mr. Beetle declared confidently, “Let’s go rescue him.” Mr. Ant and Mr. Beetle moved down the well as fast as they could. “Hang on, Mr. Snail!” Mr. Beetle yelled, “We’re coming to get you.” Mr. Beetle pushed, while Mr. Ant pulled Mr. Snail slowly.

Bit by bit, Mr. Snail was lifted back of the well at the top, all their friends were waiting patiently for them. A big out cry of cheer went up. “Hooray !!” Everybody jumped up with joy, waving their arms, “You’re heroes!” they exclaimed. Mr. Ant and Mr. Beetle were proud of their bravery and courage. “I’m ever so sorry. I troubled you all,” Mr. Snail said. “Thank you very much indeed,” said Mr. Snail gratefully, “I invite you all to come to my home under the farm house to celebrate. Shat a big help is yours! You have saved my life.” It was one of the best parties that any of them could remember, and nobody wanted to leave at all. “My goodness!” said farmer John, “What a terrible noise! What on earth is all that cheering for?” “We apologise, farmer John for the noise,” Mr. Snail, said, “They are just our friends from the meadow.

They're celebrating because I fell down the well and they managed to pull me out again". "Ah! said farmer John, "That's all right then. I'm glad the day had a happy ending."

I. Read and answer

i. Read the story again and find out who made the following remarks.

"What a nuisance!"

"Oh, NO!"

"I'm extremely sorry to have disturbed yours sleep."

"Help!"

"Oh, dear!"

"Stop!"

"Oops!"

"I'm ever so sorry."

"My Goodness!"

"What a terrible noise!"

"We apologize farmer John, for the noise."

II. Read the story once again and put the following sentences into correct order.

- i. All of them celebrated the happy ending.
- ii. Ant, Mr. Mouse and Mr. Snail decided to go to see farmer John.
- iii. Mr. Snail fell into the well.
- iv. Mr. Snail was rescued safely.
- v. Ms. Spider and Mr. Betle were asked for help.
- vi. Mr. Snail tried to show his skill to his friends.

III. Grammar in Use

We apologize when we make a mistake. We express warning for not making the mistake again. We express surprise when we are surprised or amazed. Look at the following examples:

Teacher: Dhan Bahadur, late again?

Dhan Bahadur : I'm extremely sorry, sir, My bus was late.

Teacher: Be careful! It's ok today but don't be late any more.

You can see:

Complaint: You are late.

Apology: I'm extremely sorry.

Warning: Be careful!

Clarification: My bus was late.

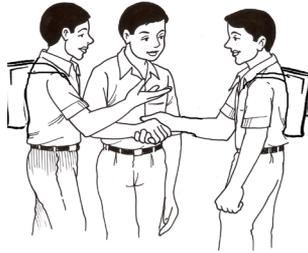
Accepting apologies: That's all right. It's ok.

In the following examples there are apologies, clarifications, accepting apologies and warnings. Identify them and put them into correct order.

- i. It's all right.
I'm ever so sorry.
what more can I say.
Be careful !
- ii. It's really doesn't matter.
No excuse again.
I didn't realise it.
I'm extremely sorry.
- iii. Forget it.
Last warning !
I didn't realise it.
Sorry.
- iv. Be sincere !
I wanted to apologise.
It really doesn't matter.
I had no idea at all.

B. Try Speaking

a. Read and practice the conversation below:



Ganesh : Oh, dear! Look at the watch!

Lakpa: Why watch? W_h_a_t_?

Ganesh: How late we are! It's already 10 to 10 and he hasn't turned up yet.

Lakpa: Hey! can you see some one coming down there? Look!

Ganesh: Oh! It's Abdul. Thank you for that !

Lakpa: Thank god ! Anyway we won't be too late.

Ganesh: But look at that! what a big bag he is carrying! Do you think it's him?

Lakpa: Sure, he told me that he had to take some vegetables to the shop near school.

Ganesh: Hey Abdul! what a wonderful guy your are! But you know we are getting late for school.

Abdul : I'm sorry. I started half an hour earlier. But

Lakpa: Are you sure ? That heavy bag must have made you slow.

Abdul : Let's walk fast now.

Remember: We use expressions like: Oh, Hey, What (what a beautiful river!) How (How ugly it is!) Oh! No!, Oh dear!, etc. to express our surprise or to show that we are in a dismay (are not much happy).

We say : Sorry, I'm very (so/ever so) sorry, I apologise etc. to express our apology, We apologise for our wrong doings/ mistakes.

b. Look at the following examples and have similar conversations with your partner.

i. Example: Bumped into someone /looking the other way

A : Hey ! you bumped into me.

B : I'm so sorry.

I was looking the other way.



ii. Example : Stepped into other's toe/looking the other way.

A : Ouch ! you stepped into my toe.

B : Sorry. I was looking the other way.



iii. Example : Oh! what a/really dangerous.

A : Oh ! what a dangerous snake.

B : Yes, it's really dangerous.



iv. What big muscles/Very big.



v. Pushing me/thought my friend



vi. You sat on my seat/didn't realise it.



vii. what a tall man/so tall.



viii. Pull me/sorry I thought you were my friend.



C. Listen and Do.

Look at the picture and guess, tell and write the answers to these questions.

- What's happening in the picture?
- How much does a kilo of potato cost in your village/town?
- What are some common vegetables for you?
- Make a list of vegetables which you like most.



D. Write.

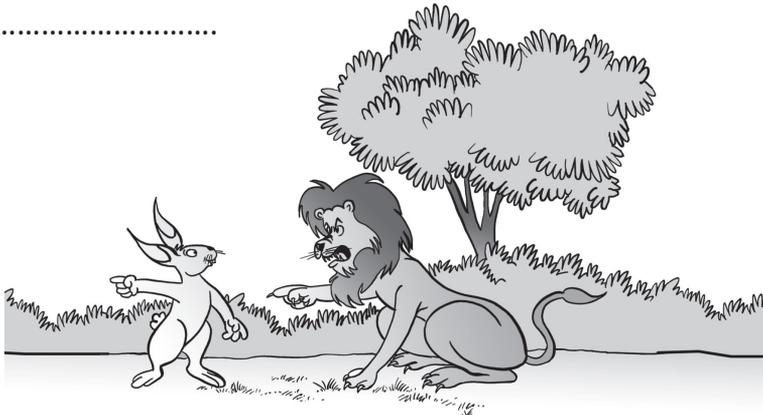
- a. You have read the story 'The Rescue of a Friend: The story is really long. You can make the story short by mentioning the main points only. In the box below are the main ideas put in the correct order. Use the ideas as clues and produce your own story with your own title.

A Mr. Mouse, an Ant, a Mr. Snail, A Ms. Spider and a Mr. Beetle great friends Ant went to Mr. Mouse Mr. Mouse and Ant decided to visit Mr. Snail all three went to see farmer John the Mr. Snail fell into a well they called Ms. Spider for help Mr. Snail dragged to the wall of the well by the Ant couldn't climb called the Mr. Beetle Mr. Beetle pushed and Ant pulled the Mr. Snail Mr. Snail was rescued all felt happy Mr. Snail threw a party to his friends for saving him.

Begin your story as : Once upon a time there lived in a meadow. They were great friends. One day

- b. Look at the pictures below and write a story under the title "The Clever Rabbit".

You can begin as: Once upon a time there was a lion. He caught a rabbit and wanted to eat it. The rabbit said there was another





c. **Fill in the gaps choosing the right word/words from the box given below.**

- i. 'I'm sorry' is an example of
- ii. 'That's all right' is an example of
- iii. 'Ok' is an example of
- iv. 'Be careful!' is an example of
- v. 'Look out!' is an example of
- vi. 'Last warning!' is an example of
- vii. 'Look at that!' is an example of
- viii. 'Wow!' is an example of
- ix. 'What a big elephant!' is an example of

apologizing warning surprise
acceptance of apology

Unit 2 Interrupting or getting attention



A. Try Listening and speaking.

Perform the following dialogue in pair.

Customer A : Good Morning.

Shopkeeper : Good morning Sir. Can I help you?

Customer A: Yes, Please, I want to see some shirts.

Shopkeeper : What kind ?

Customer A : I want one to match a dark Suit.

Shopkeeper : Any Special material ?

Customer A : I prefer to have one made of Tericotton.

Shopkeeper : Very well, Sir. Any particular colour?

Customer A: I like white colour.

Shopkeeper : Certainly, Sir, Size of the shirt?

Customer A: Fifteen and a half.

Shopkeeper : I See, Sr. Here are some shirts. Do you prefer any of these?

Customer A : I like this one.

Shopkeeper : It is a very good shirt, sir. It will match your dark suit and It won't shrink.

Customer A : What's the price?

Shopkeeper : Only two hundred rupees, sir. Do you want to pay for this, sir?

Customer A : Yes, please. I want to pay for this. I'll take this.

Shopkeeper : Let me wrap it up. Here it is, sir.

Customer A : Thank you.

Shopkeeper : Your are welcome.

Customer B : Excuse me.

Shopkeeper : Yes, please. How can I help you, sir?

Customer B : I would like to buy a kilo of sugar ? How much is the price for that?

Shopkeeper : It costs only 80 rupees.

Customer B : Here you are (Giving 80 rupees).

Shopkeeper : Here it is, sir (giving 1 kilo of sugar).

Customer C : Excuse me please.

Shopkeeper : Yes, please. How can I help you, sir?

Customer C : I want to buy an umbrella. Could you show me their samples?

Shopkeeper : Look at the next bucket in front of you. You can find your choice there.

Customer C : Ok. I found it. How much is the price?

Shopkeeper : Only one hundred and Seventy five rupees.

Customer C : Here you are.

Shopkeeper : Thank you, Sir.

B. Reading

Read the dialogue given above again and find the answers of the questions below.

- a. What does Customer A want to buy?
- b. What does customer B want to buy?
- c. What did Customer C buy?
- d. How much is the price of a shirt?
- e. How much does a kilo of sugar Cost?
- f. How much is the price of an umbrella?

C. Writing

If we interrupt someone or want to get attention of him/her we use the following terms as an etiquette:

- a. Excuse me.
- b. Can I help you?
- c. Excuse me please.

Now, write a dialogue between two people using the terms mentioned above.

For example :

Shyam : Excuse me please.

Book Seller : Yes, Can I help you?

Shyam : I want to buy an English book for grade 5

Book Seller :

Shyam :

Book Seller :

Shyam :

Fun Corner

Rhyme

Peas, peas, It's time to eat your peas !

Yes, yes, yes, I want to eat my peas.

Good, good peas are good for you.

Yay yay, yay, I love them, ooh!

See,see, baby likes them too!

One, two, three! he ate them up, you see!

Ha! ha! ha! peas are all gone now !

Yum, yum, yum, we like them, wow!

Now, you can add the names of other more vegetables replacing 'peas' to make the rhyme as long as you want.

Congratulating and praising

A. Listening and Speaking

- a. Listen to your teacher and follow him/her.
 - i. Happy birthday!
 - ii. Well done!
 - iii. Congratulations!
 - iv. Excellent!
 - v. That's better!
 - vi. That's great!
- b. Look at the pictures carefully. Guess what is happening. Discuss with your friend.

i.



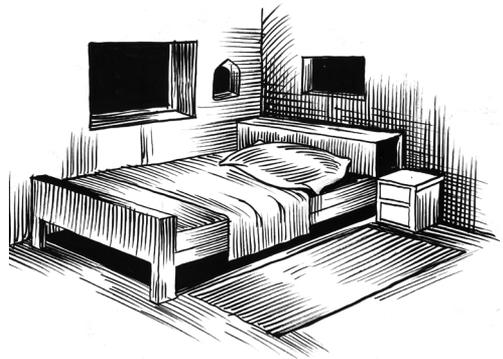
ii.



iii.



iv.



v.



- c. Look at the conversation below and make similar conversation using given clues and practice.

A: Sheela, you've done a great job. Congratulations!

B: Thank you, teacher.

A: It's my pleasure.

A: Happy birthday!

B: Thank you so much!

A: It's my pleasure.

i. Congratulations! /your success/thank you/you're welcome.

ii. Well done! / best handwriting/thank you so much/my pleasure.

iii. Excellent! Beautiful art/thank you/you're welcome.

- d. Take it in turns and tell the following expressions.

i. Congratulations on your success!

ii. Let me congratulate you.

iii. Let me say congratulations.

iv. That's great news!

v. I'd like to say congratulations!

- e. Have you ever won a game? If so, who congratulated you? What did they say? How did you feel? Share in the class.

B. Reading

Read the notice and do the activities that follows:



Notice!

Congratulations!

Meena Mandal

on winning the

Annual Best Cook Award 2019.

You deserve it. No one can be better than you. We are proud of you. Your hard work, creativity and passion of cooking made this possible. We are sure of seeing great success in your life.

AAA School Family

2/23/2019

- I. Match the words with their meaning.
 - i. Annual honored
 - ii. Deserve yearly
 - iii. Creativity desire
 - iv. Passion justify
 - v. Proud originality
- II. **Write True/False.**
 - i. The text is a notice.
 - ii. Meena Mandal is the badminton player.
 - iii. The school family has congratulated her.
 - iv. Meena Mandal is the winner of the annual best cook award 2018.
 - v. Meena Mandal's hard work is praised by the school family.
- III. **Answer the following questions.**
 - i. Who has won the annual best cook award 2019?
 - ii. When has she win the competition?
 - iii. Who has written the congratulation notice?
 - iv. What has made her success?
 - v. Why is the school family feeling proud?

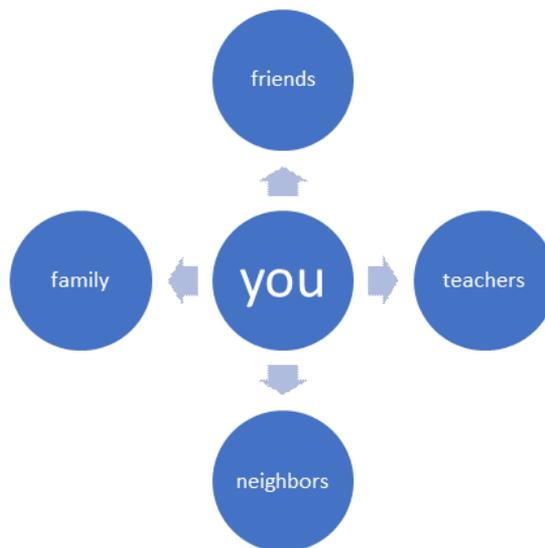
Write a similar notice congratulating your friend/s who has recently won the competition.

IV. Look at the paragraph below. Insert full stop (.), comma (,), exclamation mark (!) and capitalization wherever necessary.

congratulations you deserve it no one can be better than you we are proud of you our hard work creativity and passion of cooking made this possible we are sure of seeing great success in your life

C. Writing

a. Look at the diagram below. What do you remember about them?



b. Write ten sentences explaining why your family, teachers, friends and neighbors are important to you.

You may use the given clues.

(Help me in need, listen to me, care about me, ask for help, take care of me, share ups and downs...)

Reading for joy

All the best

You always dreamt of this
You found a new job
I wish you all the best!
Whatever you do
You will learn all new
You will do your best!
Co-workers will help you
Boss will guide you
You will try your best!
You will find your way
Your life will be wonderful
For your new job, all the best!

Unit 4

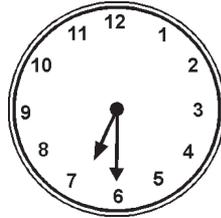
Telling the time

A. Listening and Speaking

a. Listen to the teacher and repeat after him/her.



It's eight o'clock.



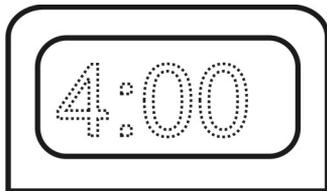
It's six thirty or It's half past six.



It's half past twelve or It's twelve thirty.



It's nine o'clock.



It's four o'clock.



It's ten thirty or It's half past ten.

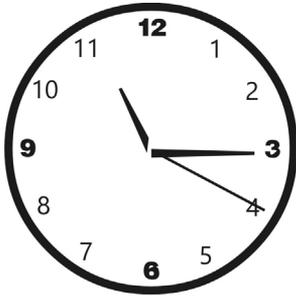


It's nine o'clock. It's the time to go to school.



It's quarter to two. It's fifteen to two.

It's the class time after break.



It's quarter past eleven. It's fifteen past eleven. It's also forty five to twelve.



It's six o'clock. It's the time to wake up and get up in the morning.



It's quarter past ten or It's fifteen past ten. It's also forty five to eleven.

b. Repeat after the teacher.

It's ten o'clock. It's assembly time.

It's ten o'clock. It's school time.

It's one o'clock. It's break time.

It's one o'clock. It's play time.

It's four o'clock. It's going home time.

It's eight o'clock in the evening. It's dinner time.

It's six o'clock in the morning. It's the time to wake up and get up.

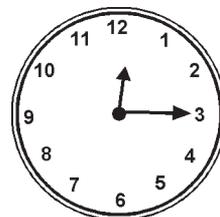
c. Ask your friend sitting next to you to tell you the time. The first one is done for you.

What time is it?

It's ten o'clock.

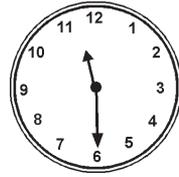
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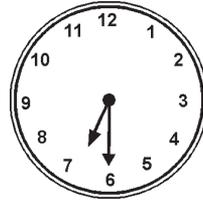
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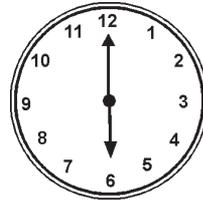
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B. Reading

Read the text given below and answer the questions asked.



*Picture of
bag and*

Today is Sunday. I have school today. Today is not the holiday. I go to school from Sunday to Friday. Every day I go to school at half past nine in the morning. My school starts at ten o'clock. There is a break time at one o'clock. We eat snacks in the break and play with my friends. Our school ends at four o'clock. We come home after school. I do my home work in the evening. I have my dinner at quarter past eight. I go to bed at nine thirty. I wake up and get up at six o'clock in the morning.

I. Fill in the blanks what Ram does in the following times.

- 6:00 Ram wakes up and gets up.
- 9:30
- 1:00
- 4:00
- 8:15
- 9: 30

II. Answer the following questions.

- i. What day is today ?
- ii. When does Ram wake up ?
- iii. When does Ram get up ?
- iv. When does Ram go to school ?
- v. What time does Ram have a break?
- vi. What does Ram do in the break ?
- vii. What time does Ram go home from his school?
- viii. What time does Ram's school end ?
- ix. What time does Ram have dinner ?
- x. When does Ram go to his bed ?
- xi. When does Ram do his homework ?

III. Learn these words.

Morning	Afternoon	Evening	Night
Day	Week	Month	Year
Summer	Winter	o'clock	Half past
Quarter past	Quarter to	Ten to	Ten past

Now, tell and write one sentence each using the words given above.

C. Writing

a. Draw the pictures of watches according to the times given below:

12:30	8:00
12:15	2:45
10:00	1:00
4:00	8:15
9:30	6:00
5:40	1:20
7:05	8:10

b. Write your own activities in the table given below :

Time	Activity
6:00	Wake up and get up
6:30
7:00
8:00
9:00
10:00
1:00
4:00
8:15
9:30

Reading for Joy

The king and the Foolish Monkey

Once there was a king who had a pet monkey. This monkey was a fool but was treated royally and moved freely in the king's palace. He was also allowed to enter the king's personal rooms that were forbidden even for the confidential servants.

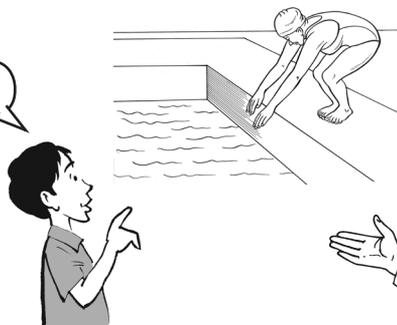
One afternoon, the king was asleep while the monkey kept a watch. All of a sudden, a fly came in the room and sat on the king's neck. The monkey swayed away but the fly would only go away for some time and returned on the king's neck again. The monkey got very angry and excited. The foolish monkey started chasing the fly with a sword. As the fly sat on the king's neck again, the monkey hit the fly with all his might. The fly flew away unharmed, but the king was severely wounded.

Unit 5 Expressing Ability

A. Listening and Speaking

a. Listen to your teacher and follow him/her.

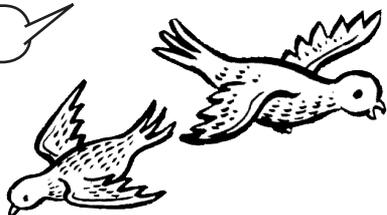
Can you swim?



Yes, I can.



Oh. I can't.



Look, I see two birds.



Can birds swim, mother?



No. Birds can't swim but fish can.

What about cats?



Cats cannot swim but they can climb up a tree.

Can my Anish Ram climb a tree?



No. He cannot.

- b. Work in pairs and play the role of Deepesh and the Anish. Anish is the little brother of Deepesh.**

Deepesh: Hello Anish, let's watch TV together.

Anish: Ok. What are they doing? (Looking at TV)

Deepesh: They are playing football.

Anish: Can you play football, Anish?

Deepesh: Yes, I can. But I can't play as good as the players.

Anish: Are the players good at playing football?

Deepesh: They have been playing all their life so, they are very good.

Anish: Can I be as good as them?

Deepesh: Of course, you can. You just have to practice every day.

Anish: Thank you Deepesh. I will train everyday to be as good as the players one day.

c. **Work in pairs and complete the conversation between two friends.**

Ask your friend nearby about Playing, Cycling, Running, Jogging or any similar abilities and create a conversation.

B. Reading

a.



A: Do you know how to start this computer?

B: Yes. It's easy. You just need to press this big button.

A: (After pressing the button) Oh. It has started.

B: It will take some time to load up the computer.

A: How much time does it normally take?

B: It takes about 1 minute.

A: That is relatively quick.

(Computer starts)

B: Press this button to open the start menu.

A: What is start menu?

B: It contains all the necessary items which is required when using a computer.

A: Can you play game in the start menu?

- B: No. You can't. But you can select a game from the start menu and play it.
- A: So, this menu will only help us select the programs?
- B: Exactly. Do you know how to close this computer?
- A: No. But can it be done from the start menu?
- B: Yes, you can. Let me show you. You need to press the power off button.
- A: Thanks B.

b. Circle all the statements which express ability.

- i. He is a good person.
- ii. I can drink a lot of water.
- iii. He will carry this desk from this classroom.
- iv. He can carry this desk from this classroom.
- v. Can he swim?
- vi. He usually plays well.
- vii. He knows how to play FIFA.
- viii. Should he move to another country?
- ix. He couldn't get his phone back from Ram.
- x. He should drive his car because he is very good at it.

c. Imagine you are learning to ride a bike. What would you say to the teacher? Create an imaginary conversation between you two.

d. Revisit the conversation from B(a) and create your own dialogue to teach another friend to help him use a computer.

C. Writing

a. Read the following passage and see how abilities are expressed.

Virat Kohli is a cricket player. He can play cricket very well. He is a right-handed person so, he plays cricket with his right hand as well. He cannot bowl as can he bat. Since he has not practiced bowling a lot, he usually is better when he is batting. He is a right-handed batsman who plays in upper order of the lineup.

b. Learn how to express ability.

You and Hari are having conversation based on the topic that Hari can sing.

- i. To express ability there must be an unknown capacity of some thing or someone. For example, you don't have knowledge if Hari can sing. (Remember that, you don't always need a question to start expressing ability.)
- ii. Then there must be a question of some sort that indicates that you would like to know if someone can do or accomplish some ability. For example, you need to clearly indicate a question directed to Hari if he can sing.
- iii. Later, that someone should give you a statement that indicates their ability. For example, Hari should respond with something that indicates his singing ability.

c. Write a detailed paragraph with 100 words that explains any abilities of a person or a group. You need to avoid the abilities that are already mentioned in this chapter. You are encouraged can provide a unique ability and write a well-structured paragraph.

Reading for joy

Australia's oldest PhD graduate becomes a doctor at 94

Wednesday 6 February 2019



At 94 years of age, Dr Bottomley graduated from Curtin University last night with a Doctor of Philosophy. His incredible achievement shows age is definitely no barrier to furthering your education. His graduation will be an inspiration to many. He is father-of-four, grandfather to 13 and great-grandfather to one. He intends to make use of his free time by going to the cinema, taking walks in the park and spending more time with his wife, Anne, of 68 years.

“I hope to extend my Doctorate finding on the impact of creativity in school curricula and I am already thinking of ways the lessons learnt through my PhD can be applied to today’s school students as well as among Australia’s ageing population.”

“To me, education is something you live in; it’s a life force as (Nobel Prize in Literature 1925 recipient) George Bernard Shaw might have called it,” Dr Bottomley said.

“I don’t think our learning journey ever ends. I could do with a smart phone tutor, but I think we can all learn from speaking to people with different angles of thought and putting varied expertise towards solving some of society’s greatest challenges.”

Adapted from: https://news.curtin.edu.au/media-releases/australias-oldest-phd-graduate-becomes-a-doctor-at-94/?fbclid=IwAR1An352LCfDOI8kUaTPrOD5wmtAnQsJjr_MMu7P0s2eKt2MqEftjURnUU#linkid=um-ho

Unit 6 **Asking for permission and objects**

A. Listening and Speaking

a. Listen to your teacher and follow her.

- (a) I'll ask for your pencil.
- (b) You'll give me the pencils.
- (c) You'll ask me for your pencils.
- (d) I'll return you your pencils.
- (e) I'll thank you for your service.

b. Work in pairs. Play the role of you and your friend.

You: Can I please take your pencil? I need it to finish my drawing.

Your friend: Yes, you can. Be sure to return it to me after using.

You: Of course, I will. Thank you very much.

Your friend: No problem.

After using pencil

You: I have finished using your pencil. Thank you once again!

Your friend: I am glad I was of help.

c. Work in pairs. Ask your friend the following questions.

- a) Do you ask permission from others if you need something from them?
- b) Do you thank them after their service?
- c) Do you return the borrowed things in good condition?
- d) Why do you ask for permission?

Note to the teacher: *Also encourage students to converse in any other suitable real-life situations to best suit in context.*

B. Reading

There was a student named Ram who was a bit rude. He used to study Mathematics with his friends. He never asked for permission to do anything and did not thank his friends after using their resources. One day, he took the eraser of Hari who was using it. The teacher saw that Ram took the eraser of Hari without asking and decided to teach Ram a very valuable lesson. The teacher came to Ram and took his pencil from him without permission. Ram was shocked.

Ram: "Teacher, why did you take my pencil?"

Teacher: "Because I needed it."

Ram: "But, I was using it."

Teacher: "Exactly. Hari was also using his eraser before you took it from him without asking."

Ram: "Oh, sorry. Now I understand. Now can I please have my pencil back?"

Teacher: "Yes, you can. Now return Hari's eraser to him and ask if he wants to lend you that eraser."

Ram: "Okay, teacher. I will."

Ram: "Hari, I am very sorry that I took your eraser without your permission without asking you. Here's your eraser."

Hari: "Ram, no problem. But, ask from next time as I also need to use it and I'll tell you if it's okay to borrow it."

Ram: "Okay, Hari. Thank you very much."

a) Match the following words with their meaning.

Rude	approval
permission	Impolite
understand	moral
lesson	know

I. Answer the following questions:

- i. Give a suitable title to the story.
- ii. What lesson have you got from the story?

b) Read the story again and give it a different ending.

c) Insert the following punctuation marks in the correct place.

- | | |
|----------------------------|--------------------------|
| i. . (Full stop) | ii. , (comma) |
| iii. ? (question mark) | iv. ! (exclamation mark) |
| v. “...” (inverted commas) | vi. “:” (colon) |

1. Once upon a time there was a classroom where a rude student named Ram studied with his friends
2. Ram Teacher why did you take my pencil
3. Ram Okay teacher I will

C. Writing

- a. Write about the importance of asking permission and write what will happen when you ask permission and when you don't.
- b. Complete the following sentences in your own way.
 - i. Hey Ram, can I your pencil?
 - ii. Sita, please me your sharpener.
 - iii. Hari, did you finish with my eraser?
 - iv. Teacher, will you take us to play?
 - v. Daniel, please return me my eraser if you're with it.

Reading for joy

Nepal women's cricket team defeat China

Published: October 15, 2016 11:22 am On: Sports



The Nepal women's cricket team celebrate with a wifie after defeating Hong Kong in the ICC Women's World Cup Qualifying Series Asia Region Match at the Kowloon Cricket Club, in Hong Kong, on Thursday, October 13, 2016. Nepal won by six runs. Photo Courtesy: NSJF

KATHMANDU: Nepal women's cricket team have defeated China by four wickets in their match during the ICC Women's World Cup Qualifying Series Asia Region at Mong Kok of Hong Kong, on Saturday.

With the victory today, Nepal qualified for the Asia Cup Cricket as they became the runners-up of the group.

Chasing the 86-run target posted by China, Nepal wrapped up the match in 17.3 overs with a loss of six wickets.

Rubina Chhetry Belbashi's winning four sealed the win for Nepal with 15 balls to spare. She made 13 runs, including three 4s.

Nary Thapa scored 22 runs off 27 balls and Sita Rana Magar scored 20 runs off 24 balls. Jyoti Pandey, Nirmala Kumari Shahi and Kajal Shrestha were sent back with only 3, 2 and 7 runs respectively.

Belbashi also succeeded in taking two wickets while Shahi and Karuna Bhandari took 1 wicket each.

For China, Fengfeng Song scored 34 runs off 62 balls and Zou Miao scored 18 off 33 balls. They lost seven wickets and were restricted to 85 runs as the innings ended.

China had won the toss and elected to bat first.

This is Nepal's second win against China. Nepal defeated China by 20 runs in their match at the Kowloon Cricket Club, on October 11.

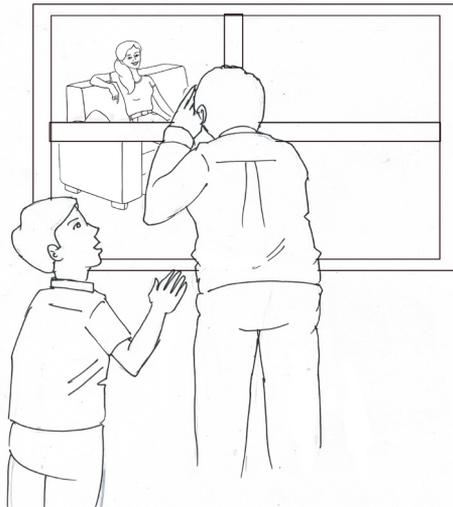
<https://thehimalayantimes.com/sports/nepal-womens-cricket-team-has-defeat-china/>

Describing actions involving known pronouns or objects

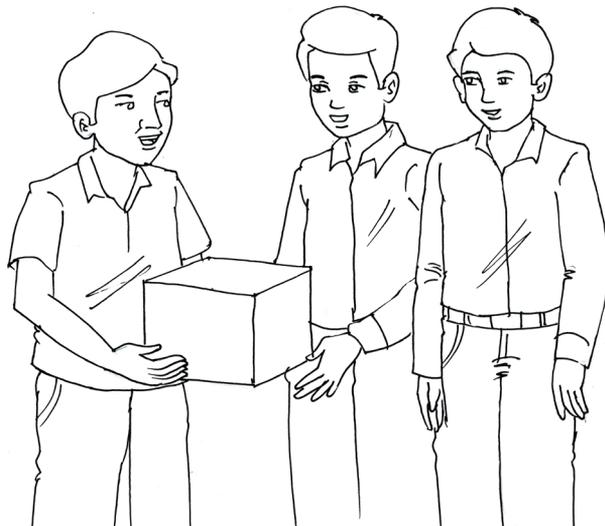
A. Listening and Speaking

a. Listen to your teacher and follow her.

i. I can see her.



ii. Please give this to him.



iii. Please give me a washing soap.



iv. Keep this in your pocket.



v. What has he kept in the box?



b. **Make as many sensible sentences as you can from the table below.**

For example:

The teacher is talking to you.

The student am singing to me.

The people are whispering her.

The birds him.

B. Reading

Read the passage below and do the activities.

Goodness

Some of us are fond of criticizing others. In other words, we like to find fault in others. Whereas some of us find more weakness in ourselves than strengths. Both type of people needs to develop the habit of seeing goodness and positivity within self and also in other. How to cultivate the habit of seeing good quality of the self and of the other?

First, we need to start looking at our family members, teachers, friends, neighbors and other people. What good qualities do they have? Goodness can be small or big. Little by little we can see good things in other. Then we should have open mind to receive good qualities. We may pick one of the qualities to follow. Then put into practice. While practicing, we need to see what works and what does not. Learn from this experience and move forward. Again, look into another goodness from other and put into practice...

Second, we need to start looking into ourselves. What is my strength? What is my weakness? Who knows better than me! More than other we ourselves can tell what I am good at and bad at. Explore what I can do in better ways than other. Give more importance to your strength than to your weakness. Work on goodness. Spread it. Share it with many other for common good. Gradually, we find great teachers within us. Respect it!

Goodness is universal. It is liked by all. It is for blissful life.

I. Match the following words with their meaning.

Goodness	extremely happy; full of joy.
Universal	the quality of being morally good or virtuous
Experience	relating to or done by all people or things in the world
Fault	the practice of being or tendency to be positive
Strength	responsibility for an accident or misfortune
Positivity	the quality or state of being physically strong
Blissful	practical contact with and observation of facts or events

II. Fill in the banks with suitable words given in brackets.

(criticizing, explore, receive, cultivate, practice)

- a. We need to.....our mind with positive things.
- b. The more you give the more you.....
- c. We feel better by admiring than.....other.
- d. Pick one goodness and continuously.....
- e. Observation makes things possible to.....

III. Answer the following questions:

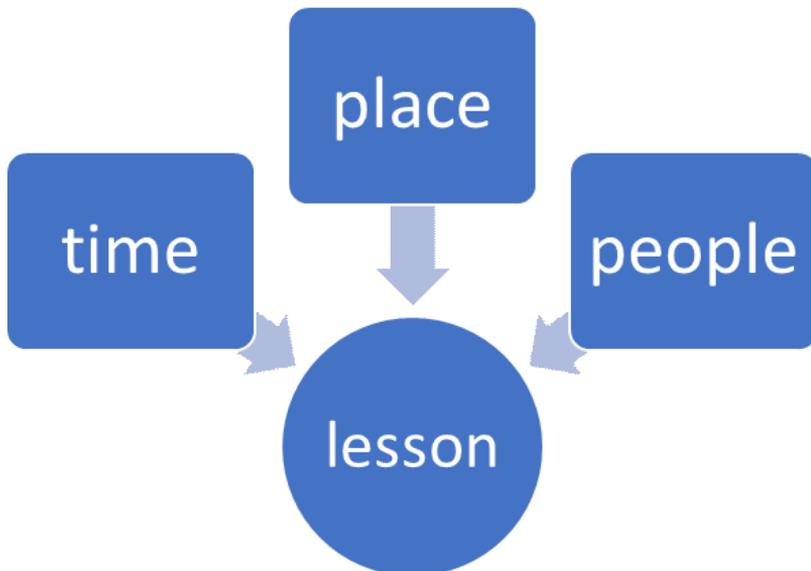
- a. What type of people need to develop the habit of seeing good qualities in other?
- b. What type of people need to develop the habit of seeing good qualities in themselves?
- c. What do we need to have to get good qualities from other?
- d. Who can tell the best of ourselves?
- e. Why should we share goodness with other?
- f. Why do everyone like goodness?

- IV. Find an essay book from the library and read an essay.
- V. Choose the correct underlined words from the text above and fill the table below.

Nouns	Verbs	Adverb

C. Writing

- a. When we think of writing any story the three important things come into our mind. They are:



b. Complete the story in your own way.

Once upon a time, a traveler went to a remote village of Dapcha. He saw an old woman working in the kitchen garden. He went to her. She looked not more than seventy years old. She was watering vegetables. He talked to her till the evening. He found her an interesting woman. He learnt a good lesson from her.....

When she saw me she smiled at me. I greeted her...

Her dress was clean and tidy...

Her husband died many years back....

She was happily living with her grand-son....

Although she was illiterate, she was running a small shop...

Her smiling face made the traveler wonder how beautiful she was in her youth...

Reading for joy

Our life is like a cycle, the cycle of experience and reflection. We have a lot of experiences in our life. We reflect from our experiences. We try to analyze what worked and what not. This analysis helps us to find new ways to face possible challenges. It makes us ready to solve similar problems. We try to make things better based on our past experiences. We meet so many people. We go to different places. We experience many things in different situations. From our experiences we learn a lot. Not only from books but also from our experiences we learn many lessons. Such lessons are important to live happy life. It is because we learn from our mistakes. If we try not to repeat the same mistake, we can have better life. From this experience also we learn another lesson. Each experience with new meetings, new situations carry seeds of new lessons. When we look into ourselves and think deep, we explore new meanings in life. New insights give new understandings. This experience and reflection cycle continuously gives new ways to live a meaningful life.

Unit 8 **Narrating, asking and answering about past events**

A. Listening and Speaking

- a. Listen to your teacher and follow him/her.
 - i. Two dogs were playing together.
 - ii. They saw a bone on the rock.
 - iii. They started to fight for the bone.
 - iv. A crow saw them fighting.
 - v. The crow flew down and took away the bone.
 - vi. The poor dogs became sad.

Note to the teacher: Use the above sentences to make a story. Use three tools of drama: body, voice and imagination to make the story interesting.

- b. **Look at the pictures carefully. Discuss with your friend and arrange them in a sequence.**

i.



ii.



iii



iv.



v.



ix.



- c. Work in a small group and tell a story with the help of above pictures. Also tell a moral of the story.

You may begin like this: Once upon a time there were two cats in a village...

- d. Have you ever fought with someone? If so, why did you fight? What happened after the fight? How did you resolve the fight? Share in the class.

Note to the teacher: Encourage the students to speak as much as possible. Each student may have their own perspective to each of the pictures and situations. Explore their different perspective and remind them that all are correct, none is wrong in their perspective.

B. Reading

Read the story of a clever farmer and do the activities that follows:

The Farmer and His Lazy Sons

Long ago, there was a farmer in Dapcha named Ganesh. He was a very hardworking farmer. His wife, Radha, was loving and caring. He had three sons Ramu, Guru and Kumar. All three were strong and healthy. But they were all lazy.

Ganesh was sad thinking about his sons and the future of his farmland.

One day, Ganesh got an idea. He called all his sons and said, “Ramu! Guru! and Kumar! I have hidden a treasure in our farmland. You search and share the treasure among you.”

The three sons were overjoyed. They went to the fields and started searching. Ramu started from one end. Guru searched from the other end. And Kumar did so from the center. They dug each and every inch of the field. They spent many days to search the hidden treasure. They worked since dawn to dusk. But they could not find anything.

Both Ganesh and Radha were pleased to see their sons digging the field. But the sons were confused. Kumar asked to his father, “Father, where is the treasure? We dug the field very carefully but none of us had found anything.”

Ganesh said to his sons, "Dear boys! Wait, you'll find the treasure soon. Now you have toiled and prepared the field, why not we sow a crop!" Off went the sons to sow the crops.

Days passed. Soon, the maize grew green. The sons were delighted. The father said, "Sons, this is the real treasure I wanted you to share".

MORAL: Fruits of hard work are always sweet.

- I. Look at the emotions and write the appropriate words given in the box below.

Sad, overjoyed, confused, delighted



.....



.....



.....



.....

II. Match the words with their meaning.

- | | |
|---------------|----------------------|
| i. Treasure | pleased |
| ii. Dawn | end of the day |
| iii. Dusk | joyful |
| iv. Tooled | made/prepared |
| v. Delighted | beginning of the day |
| vi. Overjoyed | wealth/money |

III. Write True/False.

- i. Radha was a daughter of Ganesh.
- ii. Ganesh was loving and caring.
- iii. Ramu dug from the center of the land.
- iv. Ganesh was delighted to see his sons working in the field.
- v. At last, the sons realized that treasure is in hard work.

IV. Who said the following to whom?

- i. "I have hidden a treasure in our farmland".
- ii. "Where is the treasure?"
- iii. "This is the real treasure I wanted you to share."
- iv. "Wait, you'll find the treasure soon".

V. Retell the story from Radha's point of view. You may begin like this:

I am Radha. I live in Dapcha. Ganesh is my husband. We have three sons.....

Note to the teacher: Ask students to share any other real-life story that is linked to "Fruits of hard work are already sweet."

- Vi. Look at the paragraph below. Underlined words are in past tense. Note down them and use them in your own sentences.

The three sons were overjoyed. They went to the fields and started searching. Ramu started from one end. Guru searched from the other end. And Kumar did so from the center. They dug each and every inch of the field. They spent many days to search the hidden treasure. They worked since dawn to dusk. But they could not find anything.

C. Writing

- a. Look at the pictures carefully. Discuss in small groups. Use the words below the picture and develop into a meaningful story. Also add a title and moral to your story.

- i. Picture 1



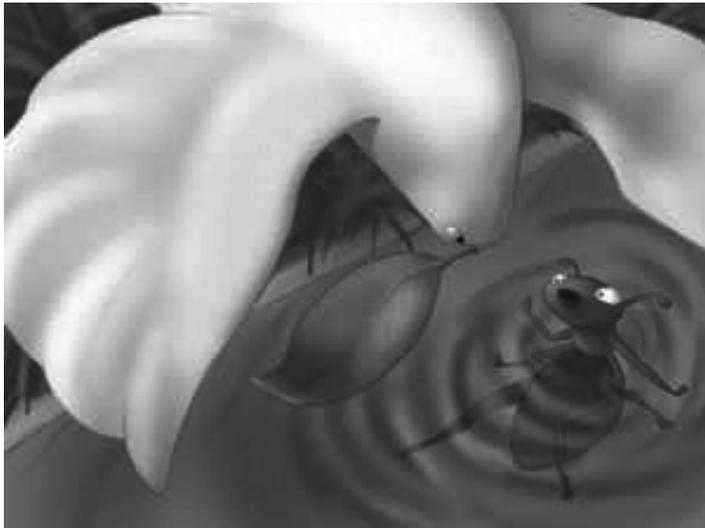
Jungle/bird/ant

- ii. Picture 2



Windy days/ant on the water/ant frightened

iii. Picture 3



Bird sees the ant/bird thinks, "I need to help this poor ant." /
bird got an idea

iv. Picture 4



Bird picks a dried leaf from the ground/ant shouts "HELP! HELP!"

v. Picture 5



The ant climbed on the leaf/bird took the leaf out of the water/Ant is rescued/ant is thankful

You may begin like this:

Once upon a time, there lived an ant in a forest...

Reading for joy

Sick

By Shel Silverstein

“I cannot go to school today,”
Said little Peggy Ann McKay.
“I have the measles and the mumps,
A gash, a rash and purple bumps.
My mouth is wet, my throat is dry,
I’m going blind in my right eye.
My tonsils are as big as rocks,
I’ve counted sixteen chicken pox
And there’s one more--that’s seventeen,

And don't you think my face looks green?
My leg is cut--my eyes are blue--
It might be instamatic flu.
I cough and sneeze and gasp and choke,
I'm sure that my left leg is broke--
My hip hurts when I move my chin,
My belly button's caving in,
My back is wrenched, my ankle's sprained,
My 'pendix pains each time it rains.
My nose is cold, my toes are numb.
I have a sliver in my thumb.
My neck is stiff, my voice is weak,
I hardly whisper when I speak.
My tongue is filling up my mouth,
I think my hair is falling out.
My elbow's bent, my spine ain't straight,
My temperature is one-o-eight.
My brain is shrunk, I cannot hear,
There is a hole inside my ear.
I have a hangnail, and my heart is--what?
What's that? What's that you say?
You say today is. . .Saturday?
G'bye, I'm going out to play!"

Source: <https://www.familyfriendpoems.com/poem/sick-by-shel-silverstein>

Unit 9 Giving directions

A. Listening and Speaking

a. Listen to you teacher and follow him/her.

i. Stand up



ii. Move left



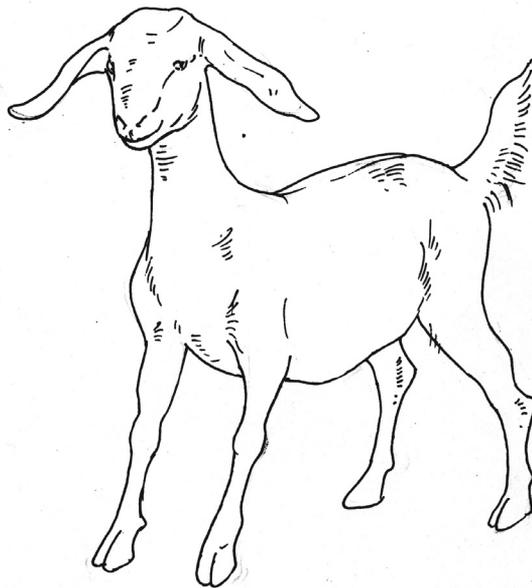
iii. Walk straight



iv. Move right



v. Turn left



b. Listen to you teacher and act out the following instructions.

- i. Stand up.
- ii. Walk straight.
- iii. Look at the board.
- iv. Look through the window
- v. Turn right.
- vi. Turn left.
- vii. Sit down.
- viii. Look at the wall.
- ix. Point to the door.
- x. Look at your friend.

Note to the teacher: Use as many instructions as you can that suits your classroom contexts.

c. Work in pairs. Use the following instructions and act out.

- i. Stand up.
- ii. Turn right.
- iii. Walk straight.
- iv. Turn left.
- v. Move right.
- vi. Sit down.

Note to the teacher: Modify the instructions as per the need of your classroom setting. One of the pairs will give instruction and the other acts out.

- d. Look at the google map of Kathmandu carefully. Now, you are at Singha Durbar. How can you reach Asan Tole? Discuss in small groups.



B. Reading

Read the letter and do the activities that follows.

1 January 2019

Dear Sarala,

I am very happy to hear that you are coming to Kathmandu in your vacation. I have already made plan to visit Namobuddha to enjoy our vacation together. I am eagerly waiting your arrival.

At the same time, I am little worried about you. As this is your first visit you may have some difficulty in getting here from the bus park. You are coming alone. So, I think I must describe the route to reach my home.

The bus stops in the bus park. You go past to the main road. Turn right.

You will see an overhead bridge. Climb up the bridge. You can enjoy the running vehicles below the bridge! Climb down and turn right. Follow the road to the hospital, and turn left. You'll see a sub way. Either you cross the road through zebra crossing or go through the sub way. Turn right. Keep going until you will find a T-junction. You will see an ATM on your left. Go straight. Walk for about two minutes. Then you'll see a park on your right. My home is in front of the park. The color of my house is red. You won't miss the 3 storeys the red house with a black gate.

See you soon.

Maya

I. Name the following:

- i. Sub way ii. Overhead bridge iii. Zebra crossing



II. Answer the following questions:

- i. When was the letter written?
ii. Who wrote the letter? To whom?
iii. Why is Sarala coming to Kathmandu?
iv. What is Maya's plan?
v. Why is Maya giving direction to Sarala?

- I. Draw the map that shows direction to reach Maya's home from the bus park.
- II. Work in pairs. Take in in turns and share the direction to reach to your home from school. Also draw the map and explains the places to go through to reach your home.
- III. If you were Maya how would you show the direction to reach your home? Think a different answer and share with your class.
- IV. Look at the underlined words. They are prepositions. Pick out and use them in your own words.

The bus stops in the bus park. You go past to the main road. Turn right. You will see an overhead bridge. Climb up the bridge. You can enjoy the running vehicles below the bridge! Climb down and turn right. Follow the road to the hospital, and turn left. You'll see a sub way. Either you cross the road through zebra crossing or go through the sub way.

C. Writing

a. Read the letter written by a sick father to his son.

Dear son,

I am not feeling well. I don't think I can plant crops this year. I need your help. Please come for some days. If you come, also visit Haseyra and bring some vegetable seeds. Haseyra is on the way to Bhakundeybeysi. You need to go straight for few minutes from Kavre Bhanjyan. It's on your right.

See you soon.

Love

Dad

b. Now, write a letter to a daughter using the following clues:

- i. I'm alone
- ii. It's rainy season
- iii. Needs new roof
- iv. Come home

- v. Bring color tins for roof
- vi. At the center of the bazar
- vii. Next to the Nepal Rastra bank

Reading for joy

The Elephants and The Mice

There was a village that was abandoned by its people after it shattered post an earthquake. However, the mice living in the village decided to stay and make it their home. On the outskirts of this village, there was a lake, where a herd of elephants visited regularly to bathe and drink water. Since the village was on the way to this lake, the elephants trampled the mice while walking whenever they travelled. So, the king of mice decided to meet the elephants. He told them, " O elephants, as you travel through the village, many mice are trampled. We will be very grateful if you could please consider changing your route. We will remember and return the favour when you are in need."

The elephant king laughed, "We are giant elephants, what favour can you mice return. Nevertheless, we honour your request and will change our route."

After a few days, the elephants got trapped and entangled in nets that were set up by hunters. They struggled hard to escape, but in vain. The elephant king remembered the promise made by the king of mice. So, he sent a fellow elephant who got lucky and was not trapped to ask the mice king to come and help the elephants.

Soon, all the mice came and started nibbling the nets and freed the elephants. The king of the elephants couldn't thank the mice enough!

Moral of The Story: A friend in need is a friend indeed. Always be kind to people, and grateful for their help.

<https://parenting.firstcry.com/articles/top-10-short-stories-of-panchatantra-for-kids/>

Unit 10 Asking and answering with a choice

A. Listening and Speaking

a. Listen to your teacher and follow him/her.

i. Is this an apple or an orange?



ii. Is he walking or running?



iii. Is it black or white?



iv. Is he happy or sad?



v. Is this left or right hand?



b. Work in pairs. Play the role of the teacher and the student.

Teacher: Is this a book or a pen?

Student: It's a pen.

Teacher: Is that a board or a door?

Student: That is a door.

Teacher: Is this a desk or table?

Student: It's a desk.

Teacher: Are you a student or teacher?

Student: I'm a student.

Teacher: Are they girls or boys?

Student: They are boys.

Teacher: Are they looking at you or outside?

Student: They are looking at me.

Teacher: Are you happy or sad?

Student: I'm happy.

Note to the teacher: Encourage to create as many real sentences as you can and ask students to play the role of both the student and the teacher.

c. Work in pairs. Ask the following questions to know more about your friend.

i. Where did you born, in the city or village?

ii. Which is your best time, day or night?

iii. Which color do you prefer, pink or black?

iv. What do you prefer, milk or cold drinks?

v. Where do you like to visit, within Nepal or abroad?

B. Reading

Read the following texts and do the activities below:

I. Two friends are chatting. Read and find out what they are talking about.

Picture of Facebook ma chat gareyko screen shot jastai banayara yo tala ko text raakhney like this

r u studying or watching TV?

TV

Serial or film?

m watching Nepal Idol.

Nepal Idol... interesting or boring?

interesting

what r u doing, my fren?

Cooking

II. Read the SMS below and find what the mother and the son are talking about.

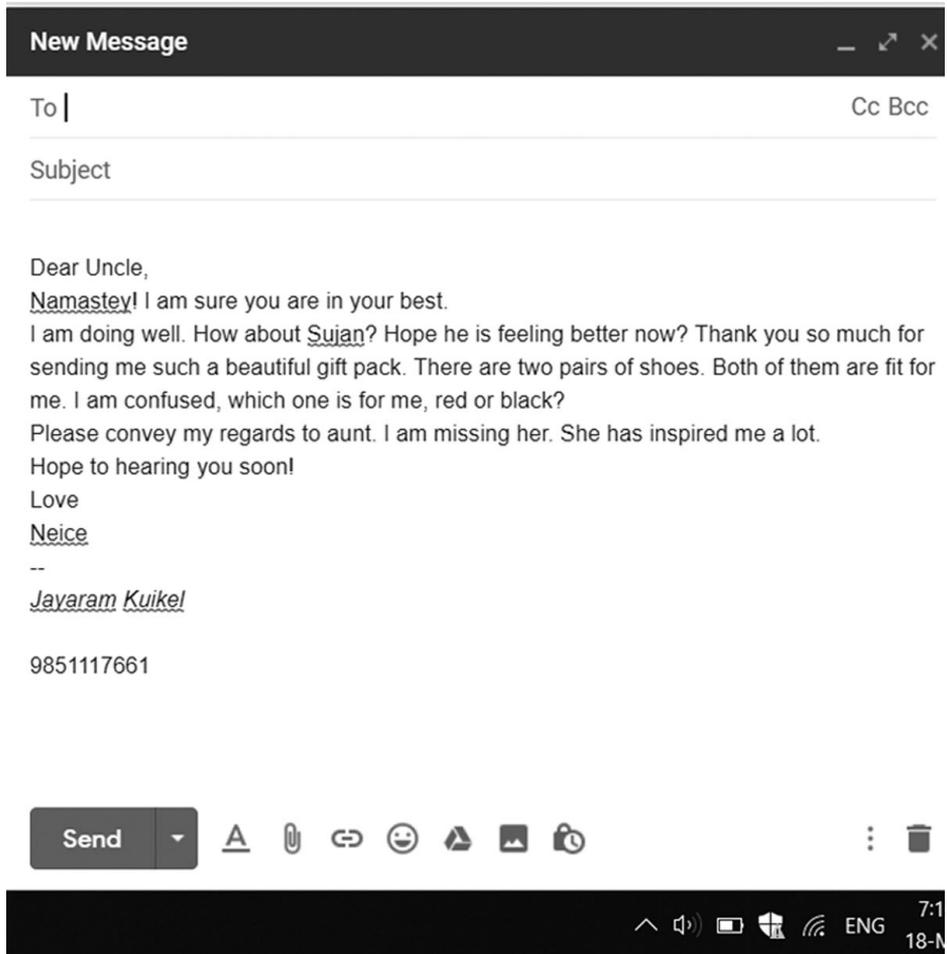
Your phone is busy. I'm in the book store. Which book shall I bring, Yogmaya or Palpasa CAFÉ? M confused. Call me immediately. Mom

I'm in the meeting... love to read Nepali script, plz bring Yogmaya...
thank u!



III. Read the mail find what the uncle has sent to his niece.

Keep the text below in mail screen like this



I. Match the short forms with their full forms.

- | | |
|---------|--------|
| i. r | I am |
| ii. u | you |
| iii. m | mother |
| iv. Mom | please |
| v. plz | are |

II. Chat is informal way of communication whereas sending is more formal way of communication. Which do you prefer in the following situations, chat, SMS or Email? Why?

- i. You want to talk with a friend causally in your free time.
- ii. You want a day leave. You want request your manager for the leave.
- iii. You are in a hurry. You want to inform your family members that you have hidden the door key in a secret place.

III. Answer the following questions:

- i. What is the chat about?
- ii. What is the SMS about?
- iii. Why does the son want Yogmaya?
- iv. What is the mail about?
- v. Why niece is thanking his uncle?

IV. Work in pairs. Read the texts again and write any two differences between the first and the third text.

Chat	Email
<ul style="list-style-type: none">• Sentences are incomplete	<ul style="list-style-type: none">• Sentences are complete

V. Pick out the underlined words below. They are auxiliary verbs. Use them in your own words.

I am sure you are in your best. I am doing well. How about Sujan? Hope he is feeling better now? Thank you so much for sending me such a beautiful gift pack. There are two pairs of shoes. Both of them are fit for me. I am confused, which one is for me, red or black?

Please convey my regards to aunt. I have missed her company. She has inspired me a lot.

C. Writing

- a. A teacher is planning with her students to go for a day visit. Read the given clues and fill in the blanks with suitable expressions given below.

(Excited!, I can't walk, Shall I bring camera or not?, I want to go for excursion, How do you like to travel)

Teacher: Let's plan for a day visit. Do you like to go for picnic or excursion?

Anita: I want to go for excursion.

Pema: I like to go for picnic.

Teacher: Shital, what do you want?

Shital: Ma'am,.....because we can learn many things from excursion.

Teacher: Do you want to just enjoy or also want to learn in your visit?

Pema: Both!

Anita: If we go for excursion, we can also enjoy.

Teacher: Anita, you're right. So, let's go for excursion.

Pema: Its ok.

Teacher:, by bus or on foot?

Arya: I love to walk.

Nitesh:

Teacher: Harka, what do you prefer, walk or bus ride?

Harka: I don't want to go by bus. But if Nitesh is not feeling well, let's go by bus.

Teacher: Great! Children, so tomorrow we're going by bus for a

day excursion!

All the students: Of course! We need best photos for our project work.

Teacher: Sure, are you excited or not?

All the students:

- b. Which do you think is more fun-living in the village or in the city? Write five sentences about your choice. You may take help of the given points.**

City	Village
Big schools	Can play with animals
Big buildings	Get to eat fresh fruits and vegetables
Get to see many cars, buses, bikes	

Reading for joy

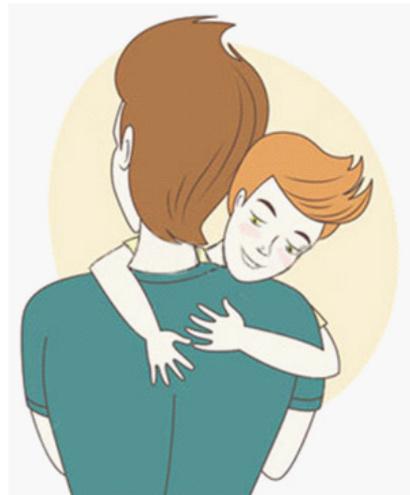
Money Can't Buy Everything

Nick was a 10 year old boy. He was the only son to his parents. Nick's father was a very busy businessman who could not spend time with his son. He came home after Nick slept, and was off to office before Nick woke up in the morning. Nick yearned for his father's attention. He wanted to go outdoors and play with his father just like his friends did.

One day, Nick was surprised to see his father at home in the evening.

"Dad, it is a big surprise to see you at home," Nick said.

"Yes son, my meeting was cancelled. So I'm at home. But after two hours I have to catch a flight," his father replied.



“When will you be back?”

“Tomorrow noon.”

Nick was in deep thought for a while. Then he asked, “Dad, how much do you earn in a year?”

Nick’s father was taken aback. He said, “My dear son, it’s a very big amount and you won’t be able to understand it.”

“Ok dad, are you happy with the amount you earn?”

“Yes my dear. I’m very happy, and in fact I’m planning to launch our new branch and a new business in a few months. Isn’t that great?”

“Yes, dad. I’m happy to hear that. Can I ask you one more question?”

“Yes, dear.”

“Dad, can you tell me how much you earn in a day or even half a day?”

“Nick, why are you asking this question?” Nick’s father was perplexed.

But Nick was persistent. “Please answer me. Can you please tell me how much you earn in an hour?”

Nick’s father gave in and replied, “It will be around \$ 25/- per hour.”

Nick ran to his room upstairs, and came down with his piggy bank that contained his savings.

“Dad, I have \$50 in my piggy bank. Can you spare two hours for me? I want to go to the beach and have dinner with you tomorrow evening. Can you please mark this in your schedule?”

Nick’s father was speechless!

The greatest gift a parent can give his child is time. Money can’t buy everything!

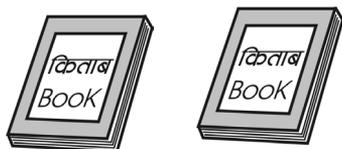
<https://www.kidsworldfun.com/money-cannot-buy-everything-story.php>

Unit 11 Relating objects, with also, same and different

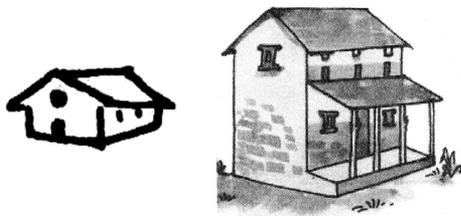
A. Listening and Speaking

a. Listen to your teacher and follow him/her.

i. These books are same.



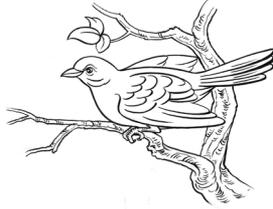
ii. These houses are different.



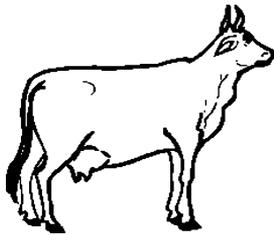
iii. Your garden also has many flowers.



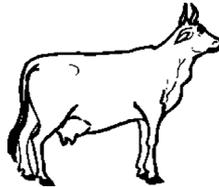
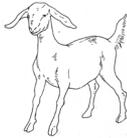
iv. The birds are different.



v. I have also a nose.



vi. We also have red blood.



- b. **Work in small groups. What are the similarities and differences do you notice in the given two pictures? Discuss and share in the class.**



- c. **Work in pairs. The place where you live now is different than in the past. What changes do you notice? Share with your friend about the houses, roads, land, people, weather and other.**

Note to the teacher: Encourage to share the changes in behavior of people, culture and other which seems appropriate in your classroom context.

B. Reading

I. Read the story and do the given activities.

Madan is 35 years old and he is unmarried.

One day his friend asked, "Did you marry?"

Madan replied, "No! Actually, there is a long story behind it. I'd found one girl but when I took my father to see her, he didn't like her."

"Why?", asked his friend.

Madan told, "My father disliked her. He wanted a different type of girl, not of my choice."

"And then?", asked his friend.

Madan told, "Then I told my father to look for a suitable daughter-in-law."

"Then, what happened?", asked his friend.

Madan told, "He began to look for the perfect daughter-in-law. First, he rejected the fat girl. Second rejection was of a smart looking girl. In his rejected list more added with the girl who was much higher than us in economic status. Fourth girl had four sisters and fifth was taller than me. Family history was not very sound of sixth girl. The rejected list goes on. Girls of different caste was not in his search list.

After few months, a broker came with a photo. My father talked with him for almost an hour. Finally, he rejected. You know why- just because she was graduated not from popular university. Finally, he found the best suit for me. He came to the conclusion that she was just like my mother."

His friend asked, "Did you marry her?"

Madan told, "No! The girl didn't like me."

II. Match the following words with their meaning.

Broker	decision
Rejected	appropriate
economic status	financial position
suitable	disallowed
conclusion	agent

III. Answer the following questions:

- i. Give a suitable title to the story.
- ii. What lesson have you got from the story?

IV. Read the story again and give a different ending.

V. If there was a mother in the place of father, would he choose in the same way? Discuss in small groups.

VI. Insert the following punctuation marks in the correct place.

- i. . (Full stop)
- ii. , (comma)
- ix. ? (question mark)
- x. ! (exclamation mark)
- xi. "... " (inverted commas)

Madan is 35 years old and he is unmarried

One day his friend asked Did you marry

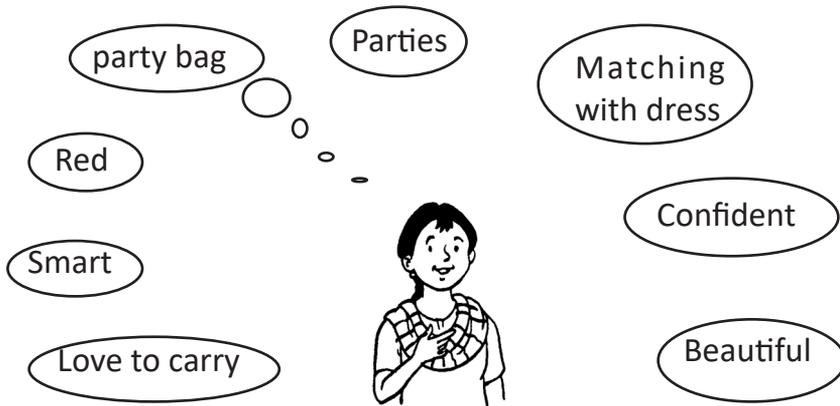
Madan replied No Actually there is a long story behind it I'd found one girl but when I took my father to see her he didn't like her

C. Writing

Paragraph writing

- a. **Meena wanted to buy a bag to gift her sister. Look at the bubbles to know what is in her mind.**

Picture of a girl with the following pictures in different bubbles



- d. **Read the following paragraph and find the reasons of her choice.**

A Gift to my Sister

I want to buy a gift to my sister. I am thinking to buy a fancy bag. We have same likes. She also loves to carry party bags. She usually attends parties. She believes that carrying party bags makes her confident. She feels she looks beautiful. But I feel different. I feel holding fancy bag makes me smart. Her best color is red like mine. Last month, she bought a red party dress. I also have the same dress. If I have to buy for me, I will choose a different color, black. But I will gift her a beautiful party bag that matches her dress.

- e. **Now, you write a similar paragraph using the following clues:**
- i. Gift to my brother
 - ii. Party shoes
 - iii. Looks handsome
 - iv. looks smart in black outfit

- v. favourite color is black
- vi. has a black suit

Reading for joy

The Elephant and The Sparrows

A sparrow couple had a beautiful nest with eggs on a tall and strong tree and were expecting their little ones soon. However, an arrogant elephant soon visited the area and shook the tree so hard that he managed to destroy the nest and the eggs. Angered and saddened by this, the sparrows decided to seek revenge.

They asked their woodpecker friend to help them. The woodpecker along with his friends, the fly and the frog, devised a plan. The frog asked the fly to buzz near the elephant's ear. He said, "When the elephant closes his eyes, woodpecker, you must pierce his eyes. The elephant will stand up and try to find water. I will croak far away and the elephant would think there's water around and reach the place. We will create a big pit and the elephant will fall into it."

At sunset, they worked as per the plan and the elephant fell into the pit and died.

Moral of The Story: It's not physical strength that wins, it is intelligence and teamwork that matters.

<https://parenting.firstcry.com/articles/top-10-short-stories-of-panchatantra-for-kids/>

Unit 12 Describing weather

A. Listening and Speaking

a. Listen to your teacher and follow her.

i. It's sunny day.



ii. It's rainy day.



iii. It's windy day.



iv. It's cloudy day.



v. It's hot today.



xi. It's mild today.



xii. It's cold today.



- f. **Work in pairs. Take it in turns and play the role of a teacher and a student.**

Teacher: The sun is shining. It's sunny day. Is it cold or hot?

Student: It's hot.

Teacher: The sky is covered by black clouds. It's cloudy day. Will it rain or not?

Student: It'll rain.

Teacher: The mountains are covered by snow. It's not hot day. Is it mild or cold day?

Student: It's cold day.

- g. **Look at the bubbles and play the role in small groups.**

The day before yesterday was hot.

Yesterday was cloudy day.

Today is rainy day.

Tomorrow will be cold.

The day after tomorrow will be warm.

Note to the teacher: While playing the role, encourage students to use expressions to indicate different weathers.

B. Reading

- a. **Read the short poem below about the rain and do the activities given below:**

April Rain Song

Let the rain kiss you

Let the rain beat upon your head with silver liquid drops

Let the rain sing you a lullaby

The rain makes still pools on the sidewalk

The rain makes running pools in the gutter

The rain plays a little sleep song on our roof at night

And I love the rain.

Langston Hughes

- b. **Match the following words with their meaning.**

- | | |
|-------------|--------------------------------------------|
| i. Sidewalk | a quite gentle song |
| ii. Lullaby | path |
| iii. Pool | the edge of the road from when water flows |
| iv. Gutter | pond |

- c. **Fill in the banks.**

- i. The title of the poem is.....
- ii. The name of the poet is.....
- iii. The speaker loves the.....
- iv. The poem has onlystanza.

- c. Choose the correct answer.**
- i. The poem is about the soft spring shower/heavy rain.
 - ii. The rain is sweet/forceful.
 - iii. The speaker is in the village/city.
 - iv. Rain is offering sense of comfort/irritation.
- d. Answer the following questions:**
- i. What is the poem about?
 - ii. What are the three things that the speaker want?
 - iii. Where does the rain make?
 - iv. Where does the rain water go?
 - v. Does the speaker like the rain? Which lines supports your answer?
- e. Find a short poem from the library book or internet and do the following activities:**
- i. recite the poem in the class,
 - ii. find the difficult words and guess the meanings,
 - iii. find the theme of the poem,
 - iv. try to create a short poem,
- f. Choose the correct verbs from the brackets.**

Let the rain (kiss/kisses) you.

Let the rain (beat/beats) upon your head with silver liquid drops.

Let the rain (sing/sings) you a lullaby.

The rain (make/makes) still pools on the sidewalk.

The rain (make/makes) running pools in the gutter.

The rain (play/plays) a little sleep song on our roof at night.

And I (love/loves) the rain.

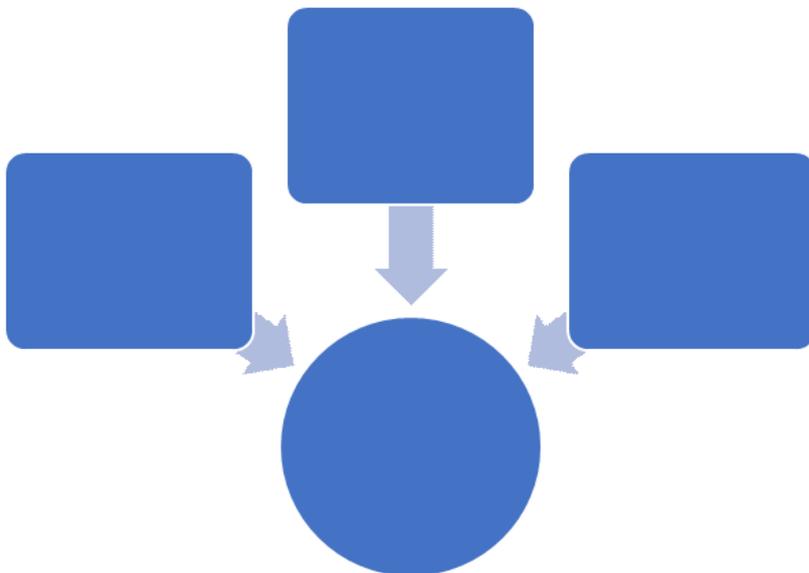
C. Writing

a. Complete the sentences in your own way.



- i. I like cold weather. I love to wear jackets. I enjoy sitting in the sun.
- ii. I like sunny day. I love to wear light outfits I enjoy
- iii. I like windy day. I love to feel the gentle wind. I enjoy.....
- iv. I like summer. I love to wear T-shirt. I enjoy
- v. I like mild weather. I love to fly in the sky. I enjoy.....

c. Which season do you like? Why? Fill the season and the reasons of your choice in the diagram below. Then, develop into a short paragraph. Also add a suitable title to the paragraph.



Reading for joy

Nobel Prize

Herolal is driving down the Delhi-Amritsar highway, when he spots Bhola standing in the middle of a huge field of grass. He pulls the car over to the side of the road and notices that Bhola is just standing there, doing nothing, looking at nothing.

Herolal gets out of the car, walks all the way out to Bhola and asks him, "Excuse me, what are you doing?"

Bhola replies, "I'm trying to win a Nobel Prize."

"How?" asks Herolal, puzzled.

"Well I heard they give the Noble Prize to people who are out standing in their field."

<https://www.friendshipday.org/jokes-for-friends.html>

Morbid Jokes

Anonymous

Two hunters were walking through the forest one day. All of the sudden, one of them passes out. The other hunter panics and dials 911. The emergency responder says "911, what's your emergency?" The hunter replies "My friend just passed out and I don't know what to do! I think he might be dead!" The emergency responder replies "Before you do anything, make sure he is dead." The phone goes silent and then the responder hears a gunshot. The hunter gets back on the phone and says "Ok, now what?"

<https://worstjokesever.com/friend>

A. Listening and Speaking

a. Listen to your teachers and follow her.

i. Zero	0
ii. One	1
iii. Fifteen	15
iv. Twenty-four	24
v. Seventy-one	71
vi. One hundred forty-eight	148
vii. Five hundred seventy-six	576
viii. Nine hundred ninety-nine	999
ix. One thousand	1000

b. Work in pairs. Take it in turns and play the role of a teacher and a student.

Teacher: How many head do you have?

Student: One.

Teacher: How many girls are there in your class?

Student: 12

Teacher: How many students are there in your class?

Student: 20

Teacher: How many students are there in your school?

Student: 356

Teacher: What comes before 678.

Student: 677

Teacher: Which is the largest 3 digits number?

Student: 999

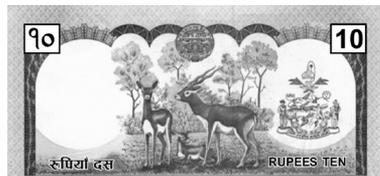
Teacher: How much rupee do you have?

Student: 5

Note to the teacher: Encourage students to add more questions and real answers while playing this role. Also write the numbers along with digits on the board.

c. How much is it?

Picture of the following:



d. Look at the pictures and discuss the quantity of the items below.

1 kg dhak-sugar

2 kg dhak-potatoes

5 kg dhak-rice

10 kg dhak-floor

25 kg dhak-apples

1 liter ghee

2 liter oil

5 liter kerosene

B. Reading

Read the news story and do the activities given below.

Nepal wins a gold medal in the 6th Asian Zhurkhaneh tournament



Kathmandu, Dec 24: A Nepali Zhurkhanehi Sportsman has won a gold medal in the 6th Asian Zhurkhaneh tournament held in the Phillipines.

Kundan Sah, a resident of Birjung, won the gold defeating an Iranian sportsman in the Phillipines in the event of Kusti (50-60Kg). Likewise, a resident of Kirtipur, Itagol, Rojan Maharjan ranked third in the same event of category (60-70Kg).

Nepal won four bronze medals in the sports event.

In the event, Charke Chamani, a resident of Itagol, Kirtipur, Rojit Maharjan and in the Kabaddeh event, a local of Khokana, Lalitpur, Raju Maharjan, won the copper medals.

Nepal won the bronze in the team event too, Rojan Maharjan, Kundan Sah, Rojit Maharjan, Rohit Maharjan, Raju Maharjan were the team members.

Six members of Nepali sportsmen in the leadership of trainer Rabin Ghimire had departed for the Phillipines on Wednesday. In the tournament, 17 Asian countries had fought for the medals. The Nepali team will return home on Monday.

<http://therisingnepal.org.np/news/21058>

I. Find the following from the news story and fill the table:

county	city	Place	people	medal	tournament

II. Match the following:

- i. 6th numbers of Asian countries participated
- ii. 24 December Asian Zurkhanehi Sportsman
- iii. 60-70 kg bronze medals winners
- iv. 17 kusti category
- v. 4 date of news story publication

III. Answer the following questions:

- i. What is the headline of the story?
- ii. Who won the gold medal?
- iii. What was the event?
- iv. Who was the trainer?
- v. When do Nepali team return?

IV. Have you ever participated/watched in any of the sports events? Write the similar news story.

V. Get a newspaper from your library. Choose one of the interesting news. Then share with your class about the news.

VI. Fill in the blanks with suitable articles (a, an, the).

Kundan Sah,resident of Birjung, wongold defeating Iranian sportsman in Phillipines in the event of Kusti (50-60Kg). Likewise, a resident of Kirtipur, Itagol, Rojan Maharjan ranked third insame event of category (60-70Kg).

Nepal won four bronze medals insports event.

Inevent, Charke Chamani, a resident of Itagol, Kirtipur, Rojit Maharjan and in Kabaddeh event, local of Khokana, Lalitpur, Raju Maharjan, woncopper medals.

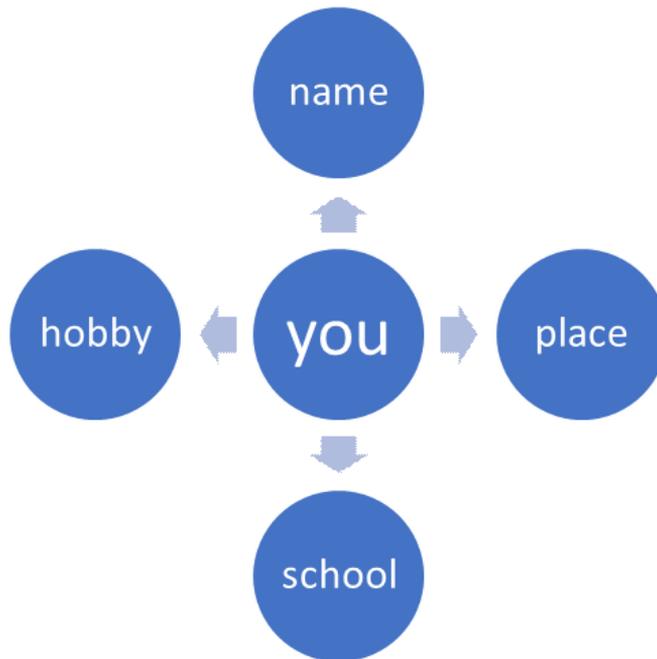
C. Writing

- a. Read the following lines. Insert full stops, question marks, and capitalization wherever necessary.

My name is gonu Jha i am the second child of my family. I live in Janakpur. my house number is 367. I am sixteen years old. I live in

a joint family. I have seven members in my family. I go to school every day my school is far from my home I think it is 3 kilometers far. I need to walk for about one hour to reach my school there are 25 students in my class. I have only one best friend. Her name is gyanu. She is only 14 years old. After school, we always play for an hour and study for three hours. What about you

- b. **Now, write a paragraph about yourself. You may use the following points:**



Reading for joy

Environment

As we all are well familiar with the environment, it is everything which surrounds us naturally and affects our daily lives on the earth. Everything comes under an environment, the air which we breathe every moment, the water which we use for our daily routine, plants, animals and other living things, etc. around us. An environment is called healthy environment when natural cycle goes side by side without any disturbance. Any type of disturbance in the nature's balance affects the environment totally which ruins the human

lives.

Now, in the era of advance living standard of the human being, our environment is getting affected to a great extent by the means of air pollution, noise pollution, deforestation, water pollution, soil pollution, acid rain and other dangerous disasters created by the human beings through technological advancement. We all must take an oath together to protect our natural environment to keep it safe as usual forever.

<https://www.indiacelebrating.com/essay/environment-essay/>

Unit 14 Describing future

A. Listening and Speaking

a. Listen to your teacher and follow her.

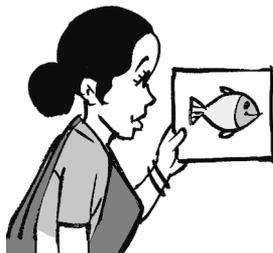
- i. I'll revise the previous class.
- ii. I'll discuss with you.
- iii. You'll ask me questions.
- iv. I'll give you answers.
- v. You'll share your views.
- vi. I'll give you home work.

b. What are they thinking about their future job? Share with your friend.

i.



ii.



iii.



iv.



v.



vii.



c. Work in pairs. Take it in turns and play the role of two friends.

Sarad: What will you do tomorrow?

Moti: Tomorrow I'll go my village.

Sarad: Why are you going to village?

Moti: I am going to meet my father.

Sarad: What will you buy for him?

Moti: I will buy a packet of cashew nut for him. He is fond of it.

Sarad: What else will you be doing there?

Moti: I'll be meeting my friends.

Sarad: When will you return?

Moti: I'll be back by the next week.

Note to the teacher: Also encourage students to converse in any other suitable real-life situations to best suit in context.

B. Reading

Read the story and do the activities given below.

THE WOMAN AND HER TWO DAUGHTERS

There was a woman who was the mother of two daughters, and she had married them both off: one to a gardener and the other to a potter. She then paid a visit to the daughter who was married to the gardener, and as they talked about things in general the mother asked her daughter how she was dealing. The daughter said, 'In general, things are good, but please pray that there will be some rainfall, so that the vegetables will be well-watered and flourish accordingly.' The mother then left and went to see the daughter who was living with the potter. She asked the daughter what she might need, and the daughter replied, 'In general, things are good, mother, but please pray that we have clear weather and hot sunny days without a cloud in the sky so that the pots will dry out more quickly.' At this point the mother said, 'But if you are hoping

for clear skies and your sister wants a downpour, then how am I going to pray for the two of you?’

The story shows that people who are conducting two opposite businesses are bound to fail at both of them.

Source: Aesop’s Fables. A new translation by Laura Gibbs. Oxford University Press (World’s Classics): Oxford, 2002.

I. Match the following words with their meaning.

- | | |
|---------------|------------|
| i. Dealing | sure |
| ii. Flourish | heavy rain |
| iii. Downpour | managing |
| iv. Bound | perform |
| v. Conduct | grow well |

II. Answer the following questions:

- i. What did the daughter who married to the gardener want her mother to do?
- ii. Why did the gardener need rainfall?
- iii. What did the daughter who married to the potter want her mother to do?
- iv. Why did the potter need hot sunny days?
- v. Did mother pray for both? Why/not?

III. What two things will happen if there is rainfall?

- i.
- ii.

IV. Imagine you are the mother of two daughters. What would you say to your daughters?

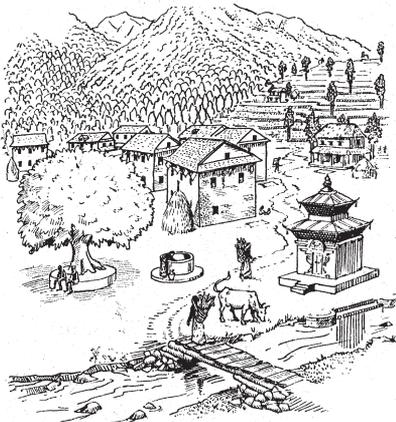
V. Go to the library and find a story book. Read a story and share to your friends.

VI. Pick out the underlined verbs. They are future tense. Make sentences using your own words.

The daughter said, 'In general, things are good, but please pray that there will be some rainfall, so that the vegetables will be well-watered and flourish accordingly.' The mother then left and went to see the daughter who was living with the potter. She asked the daughter what she might need, and the daughter replied, 'In general, things are good, mother, but please pray that we have clear weather and hot sunny days without a cloud in the sky so that the pots will dry out more quickly.'

C. Writing

a. Look at the pictures below. Write few sentences to describe them.



Village



City

i. Picture 1: This is the picture of a village. In the picture I can see.....

ii. Picture 2: This is the picture of a city. There are....

- b. **Now, draw the picture of the city/village which will look like after ten years. Write few sentences to describe it.**

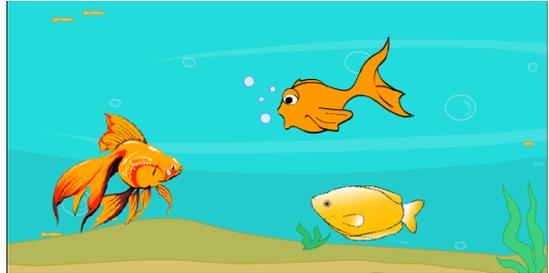
You may begin like this:

This is the picture of..... There will be..... There may be..... People will.....

Reading for joy

A Tale of Three Fishes

In a lake, there were three fish who were great friends. The first fish was very smart, the second one knew how to find his way out of trouble and the third was adamant and hated changes. The first fish overheard a fisherman's conversation about coming back the next day and fish-



ing in the lake. Sensing danger, he cautioned his friends to move out of the lake. The second fish said, "I will stay here and find a way out if I'm caught." The third fish said, "I do not want to move out. I will remain here and if I have to get caught, I will." The first fish moved out. The next day, the fisherman arrived and caught the other two fish. The second one cleverly escaped by pretending to be dead. The third fish did nothing and got caught and died.

Moral of The Story: One should always be open to change and adapt accordingly. Take immediate action when you sense danger.

<https://parenting.firstcry.com/articles/top-10-short-stories-of-panchatantra-for-kids/>

Using telephone

A. Listening and Speaking

a. Listen to your teacher and follow her.

Keep the following in the Speech bubbles

Panel 1: The man says, "Hello! Can I speak to Shital". The woman replies, "Hello! This is Shital speaking."

Panel 2: The man asks, "How are you, Shital?". The woman replies, "Oh Rameshwor, I'm fine thank you. How about you?"

Panel 3: The man asks, "I'm also fine. When will you return?". The woman replies, "I'm on the way." The man says, "Great! Then, see you soon." The woman replies, "Sure!"

b. **Work in pairs. Take it in turns and play the role of the man and the woman of the speech bubbles given above.**

c. **Use the following clues and make conversation between two like in example.**

Example: hello/can I/ sorry/wrong number

A: Hello!

B: Hello! Who is this?

A: I'm Sabin. Can I speak with Saroj?

B: Sorry! This is wrong number.

i. Hello/may I/ sorry/outside

ii. Hello/can I/ yes/wait a minute

iii. Hello/ can I/ yes, I'm

iv. Hello/may I/sorry/busy

v. Hello/is this/ yes/pleasure

d. **Work in pairs. Imagine you two are best friends who are meeting after a long time. Make a conversation.**

e. **Imagine you want to go the clinic for an eye checkup. Make a call to the reception and ask about your doctor's schedule.**

B. Reading

Read the conversation between a father and his son.



Father: Hello!

Daughter: Hello, father! How are you?

Father: I'm fine thank you, daughter. How are you?

Daughter: I'm not feeling good, father.

Father: What's wrong?

Daughter: I don't want to study. I want to earn money....

Father: What? Please don't even think of quitting school.

Daughter: You don't understand.

Father: Common! You're such a wise girl. How can you think so? ...my little sweet heart!

Daughter: Father, actually I want to earn money to support you. Both of you are working so hard for me. Father, I don't need more money. I don't need good education. I need my mother here. I need you.

Father: Daughter, you are so kind of you but think about your future. How will you live in this competitive world without good education? Life without proper education will be dark.

Daughter: I understand what you mean. I feel, I must be a helping hand of my parents not a burden...

Father: You're not a burden, dear. You're our angel. So that we are here for you bright future.

Daughter: I don't understand what is best for me. But I need your shoulder when I am in a trouble. I need my mother's lap whenever I feel lonely. I don't need money. Not at all.

Father: Dear, don't make me feel weak. We'll come soon. Don't worry.

Daughter: Are you sure? When will you return?

Father: As soon as possible.

Daughter: Thank you so much, father. Love you a lot.

Father: Talk you later. Bye.

Daughter: Bye. Miss you.

Father: Miss you too, dear!

I. Match the following words with their meaning.

- | | | |
|------------------|------|-----------|
| i. Quit | come | back |
| ii. Burden | | deserted |
| iii. Competitive | | leave |
| iv. Lonely | | ambitious |
| v. Return | | load |

II. Choose the correct words from the brackets.

- i. The daughter is upset/happy.
- ii. The father wants to earn money for his son/daughter.
- iii. Education is for better/worse life.
- iv. The daughter feels that she is burden/angel for her family.
- v. The father/daughter is returning soon.

III. Answer the following questions.

- i. Why are talking in the telephone?
- ii. Who is abroad?
- iii. Why does the daughter want to quit school?
- iv. Why does the daughter need her parents?
- v. Did you like the role of the daughter or of father? Why?

- IV. If you were father how would you convince your daughter. Write few lines.
- V. Role play. Work in pairs. Take it in turns and play the role of the father and the daughter.
- VI. The underlined sentence is a negative sentence. The use of 'not' makes the sentence negative. Find other negative sentences and note down in your exercise book.

Daughter: I understand what you mean. I feel, I must be a helping hand of my parents not a burden...

Father: You're not a burden, dear. You're our angel. So that we are here for you bright future.

Daughter: I don't understand what is best for me. But I need your shoulder when I am in a trouble. I need my mother's lap whenever I feel lonely. I don't need money. Not at all.

Father: Dear, don't make me feel weak. We'll come soon. Don't worry.

Daughter: Are you sure? When will you return?

C. Writing

- a. Look at the history of telephone. Discuss in small groups and write at least two sentences for each picture to develop into a paragraph. Also add a suitable title to your paragraph.





- b. What other types of telephones might have discovered yet? What type of telephone could be discovered? And why? Discuss with your friends. Then write few sentences with pictures.

Reading for joy

Once upon a time there was a fish that lived in a pot. The pot was small. It had a sign that said "No Fishing". The fish used to feel safe with that sign.

The fish's family also had a cat. The cat was always trying to get the fish. He waited quietly to see if the family was watching. He was a greedy and selfish cat.

One day, he watched carefully and then crept up to the bowl. He slowly put his paw in and tried to catch the fish. The fish looked at the sign. The cat could not read.

The hungry cat ate the fish.



Glossary

Adapt:	make (something) suitable for a new use or purpose; modify
Advancement:	the process of promoting a cause or plan
Ageing:	the process of growing old
Allow:	let (someone) have or do something
Analyze:	examine (something) in detail
Annual:	yearly
Apologize:	express regret for something that one has done wrong
Certainly:	surely
Chase:	pursue in order to catch or catch up with
Cling:	hold on tightly to
Comfortable:	providing physical ease and relaxation
Confidential:	intended to be kept secret
Confidently:	in a way that expresses little or no doubt about something
Congratulations:	words expressing one's praise for an achievement or good wishes on a special occasion
Courage:	the ability to do something that frightens one; bravery
Creativity:	originality; the use of imagination or original ideas to create something
Customer:	a person who buys goods or services from a shop or business
Decline:	become smaller, fewer, or less; decrease
Deserve:	justify; do something or have or show qualities
Disaster:	a sudden accident or a natural catastrophe that causes great damage or loss of life
Encourage:	give support, confidence, or hope to (someone)

Entangle:	cause to become twisted together with or caught in
Entrance:	an opening, such as a door, passage, or gate, that allows access to a place
Etiquette:	the customary code of polite behaviour in society or among members of a particular profession or group
Excellent:	extremely good; outstanding
Expertise:	expert skill or knowledge in a particular field
Extremely:	to a very great degree; very.
Fancy:	expensive in a way that is intended to impress
Favour:	approval, support, or liking for someone or something
Flu:	Influenza
Fool:	a silly person
Headline:	a heading at the top of an article or page in a newspaper or magazine
Herd:	a large group of animals
Incredible:	impossible to believe
Indicate:	point out; show
Insight:	the capacity to gain an accurate and deep understanding of someone or something
Inspiration:	the process of being mentally stimulated to do or feel something, especially to do something creative.
Lesson:	moral
Lower:	less high in position
Meadow:	a piece of grassland
Narrate:	give a spoken or written account of
Nibble:	take small bites out of
Nuisance:	a person or thing causing inconvenience or annoyance

Overheard:	hear (someone or something) without meaning to or without the knowledge of the speaker
Panic:	sudden uncontrollable fear or anxiety, often causing wildly unthinking behaviour.
Passion:	desire; strong and barely controllable emotion
Patiently:	in a way that shows tolerance of delays, problems, or suffering without becoming annoyed or anxious.
Permission:	approval; the action of officially allowing someone to do a particular thing
Persistent:	continuing firmly in an opinion or course of action in spite of difficulty
Pleasure:	a feeling of happy satisfaction and enjoyment
Praising:	express warm approval or admiration of
Pretend:	behave so as to make it appear that something is the case when in fact it is not.
Proud:	honored
Realize:	become fully aware of (something) as a fact; understand clearly
Rescue:	save (someone) from a dangerous or difficult situation
Royally:	in a way suitable for a king or queen
Rude:	impolite
Severely:	strictly or harshly
Shatter:	break or cause to break suddenly and violently into pieces
Slippery:	difficult to hold firmly or stand on because it is smooth, wet
Splash:	a sound made by something striking or falling into liquid
Sprain:	wrench or twist the ligaments of (an ankle, wrist, or other joint) violently so as to cause pain and swelling but not dislocation

Stiff:	not easily bent or changed in shape; rigid
Sway:	Move or cause to move slowly or rhythmically back wards and forwards or from side to side
Treasure:	a very valuable object
Understand:	know
Valuable:	extremely useful or important
Victory:	an act of defeating an enemy or opponent in a battle, game, or other competition
Whisper:	an act of defeating an enemy or opponent in a battle, game, or other competition
Yell:	a loud, sharp cry of pain, surprise, or delight