

Nirantar English in Use

ELT

8

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Nirantar Prakashan

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Preface

The **Nirantar English in Use** is prepared on the basis of recent developments in the treatment of English learning and practice. The topics have been carefully chosen to fulfill the needs and interests of the generation of learners who are globally aware and sufficiently exposed to the contemporary trends. The book includes references from global areas as well as those closer to home. Special care has been given to include subjects which are deeply motivational, creative, and skill-based learning. In general, the field of English language learning focuses on the four skills: Listening, Speaking, Reading and Writing, along with the necessary elements of grammar and vocabulary. The book has been designed in a view to promote the much-needed grammatical and compositional skills, along with developing awareness in context, dictionary skills, and promote reading of supplementary materials. Since the book is designed for learners, special attention is paid to include actual examples from learners' own speech and writing. The activities are built in such a way as to encourage real-life use of the language. So, the nature of this book is highly interactive and handy.

The **English Language Teaching (ELT)** series can be used as a stand-alone with any English Course book. ELT is the teaching of English to people whose first language is not English. The basic modules of this series include 'Learn and Act', 'Quick Feedback', 'Forming Knowledge', 'Activity' and 'Further Reading'. These modules provide wide-ranging coverage of the basic concepts of English grammar and composition. The Quick Feedback is to simply understand the reading text. The Activity helps learners comprehend the text and practise grammar in the given contexts. The Further Reading adds extra information to the concerned topic.

The examples and activities given in the series are enormously motivational and encouraging, which help cater to a mixed-ability of learners. Emphasis has also been given to pair-work, group discussions and role-plays. Hence, this book can be used independently as a course book, and can also function as an excellent supplement to the existing course books. Finally, we would like to express our gratitude to all teachers, students and experts who have helped and encouraged us in bringing out this series. We are indebted to those authors whose works have been taken as reference materials. Thanks are also due to the Nirantar Prakashan and the entire team. Last but not least, we always welcome any feedback and constructive suggestions.

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UNIT 1

Nouns



Learning objectives

After studying this unit, you will be able to...

- ➔ describe and explain the uses of various nouns.
- ➔ use nouns appropriately.



Learn and Act

The Pacific **islands** are recognized as being especially vulnerable to the effects of climate change. As small, often remote, **land masses** surrounded by **ocean**, they are commonly beset with rapid-onset natural hazards such as **tsunamis**, **cyclones**, **flooding**, **volcanic eruptions** and **earthquakes**. They are

also affected by slow-onset disasters such as soil erosion, droughts, coral bleaching, and salinization of soils and water. Climate change is likely to exacerbate both slow- and rapid onset disasters, with consequential negative effects on livelihoods.

People living in the Pacific Islands are experiencing changes in their climate such as higher temperatures, more extreme cyclonic activity, shifts in rainfall patterns and rising sea levels.

The effects of climate change are very significant. Rising sea levels are leading to sea incursion, coastal erosion and storm surges. Given the size of small islands and the fact that communities commonly live near the coast, infrastructure, homes and the livelihoods of Island communities are greatly threatened. Many small islands have limited freshwater resources. A reduction in rainfall coupled with a rise in sea level would seriously compromise water availability, which would have an impact on agriculture, livelihoods and the ecosystem.



For example in the Pacific, a 10% reduction in average rainfall (by 2050) would lead to a 20% reduction in the size of the freshwater on Tarawa Atoll, Kiribati. Climate change is also affecting fishing and coral reefs, which in turn impact on the livelihoods of island communities and reduce tourism, a source of income for many Pacific Island states.



Quick Feedback

- What do you mean by slow-onset disaster? What has caused slow-onset disaster?
- How are pacific islands recognized?
- What do Islanders experience living in Pacific Island?
- Why have freshwater resources fallen at stake?
- What do the coloured words in the above text refer to?



Forming Knowledge

Nouns are a part of speech that refers to a person, place or thing. **Tsunamis, cyclones, flooding, volcanic eruptions** and **earthquakes** are all nouns.

Kinds of Nouns

Proper nouns

A **proper noun** names a particular person, place, thing, event, or idea. Proper nouns are always capitalized.

Persons : Raman, Krishna, Bharati, Janak, Nitin, Sita, Dipendra, etc.

Places: Bhadrapur, Illam, Kathmandu, Bhairahawa, Pokhara, etc.

Days: Sunday, Monday _____

Months: January, September, October _____

Seas: The Baltic sea, the Arabic sea, the Indian sea

Rivers: Kankai, Mechi, Karnali, Saptakoshi _____

Oceans: the Indian ocean, the Atlantic ocean, the Pacific ocean _____

Mountains: The Mt. Everest, the Alps, the Rocky, the Aamadablam, the Fishtail _____

Common nouns

A **common noun** names any person, place, thing, or idea.

book, house, Nepal, mother, father, girls, boys, children, men, women, fish, birds, dogs, cows, Japan, China, America, etc.

Collective nouns Names a group. When the collective noun refers to the group as a whole, it is singular.	a school of fish, a herd of cows, a herd of sheep, a flock of birds, a pack of dogs, a pack of foxes, a herd of elephants, a tower of giraffes, a knot of toads/frogs, a prickle of porcupines, a waddle of penguins, a pride of peacocks, a leap of leopards, a blot of hippos, a brood of hens, a stand of flamingoes, a murder of crows, an intrusion of cockroaches, an army of caterpillars, a caravan of camels, a shrewdness of apes, a parliament of owls, a swarm of bees, a pride of lions, a troop of monkeys, a pod of dolphins, a litter of cats, a bunch of keys, a galaxy of stars, a library of books, a pack of cards, a range of mountains, a bunch of flowers, a bunch of grapes, a bouquet of flowers, a fleet of ships, a bowl of rice, a pair of shoes, a bunch of keys, a galaxy of stars, a library of books, a pack of cards, a gang of dacoits, a choir of singers, a crowd of people, a class of students, a staff of employees. etc.
Abstract nouns Names an idea, a quality, or a characteristic, feeling and action.	Quality: mercy, beauty, ability, darkness, bravery, gallantry, kindness, honesty, goodness, wisdom, beauty, truthfulness, hardness etc. Feeling: anger, joy, sadness, grief, fear etc. State : sickness, manhood, childhood, poverty, girlhood, youth, boyhood, sleep, slavery etc. Action : quarrelling, jug, laughter, hatred, theft, movement, judgment, dacoit etc.
Material nouns A material noun is the name of a material or substance.	milk, sugar, gold, iron, silver, diamond, cloth, salt, cement, water, petrol, diesel, ghee, stone, sand, soil, shoes, etc.
Possessive nouns Show possession, ownership, or the relationship between two nouns.	Sita's car. Nutan's house. Book's cover. Monkey's tail. Plane's cockpit. Apple's taste. Flower's fragrance. Mother's sweater. Brother's bicycle. Today's newspaper. Sun's rays. Senator's vote. People's rights. Baby's diaper. Watermelon's rind, etc.

Formation of abstract nouns from adjectives

Adjectives	Abstract nouns	Adjectives	Abstract nouns
angry	anger	humorous	humor
anxious	anxiety	imaginative	imagination
beautiful	beauty	intelligent	intelligence
brave	bravery	jealous	jealousy
chaotic	chaos	joyful	joy
compassionate	compassion	loyal	loyalty
courage	courageous	lucky	luck
curious	curiosity	luxurious	luxury
deceitful	deceit	mature	maturity
evil	evil	opinionated	pinion
generous	generosity	painful	pain
free	freedom	peculiar	peculiarity

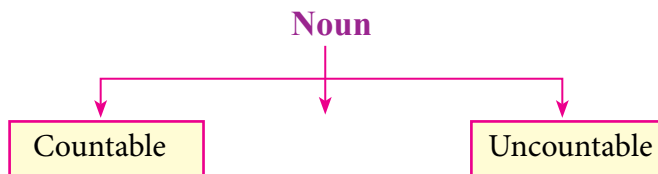
Formation of abstract nouns from common nouns

Common nouns	Abstract nouns	Common nouns	Abstract nouns
pirate	piracy	child	childhood
optimist	optimism	friend	friendship
brother	brotherhood	king	kingship
possible	possibility	leader	leadership
man	manhood	scholar	scholarship
bankrupt	bankruptcy	author	authority
infant	infancy	mother	motherhood
owner	ownership	agent	agency
rogue	roguery	hero	heroism
pilgrim	pilgrimage	beggar	beggary
captain	captaincy	coward	cowardice
rascal	rascality	priest	priesthood
patriot	patriotism	boy	boyhood
glutton	gluttony	bond	bondage
survivor	survival	patriot	patriotism
judge	judgment	orphan	orphanage

Formation of abstract nouns from verbs.

Verb	Abstract	Verbs	Abstract
obey	obedience	act	action
live, life	living (gerund)	starve	starvation
expect	expectancy	occupy	occupancy
excel	excellence	choose	chooser
know	knowledge	move	motion, moving
steal	thievery, stealing	conceal	concealment
believe	belief	seize	seizure
serve	service	flatter	flattery
hate	hatred	depart	departure
please	pleasure, pleasing	persevere	perseverance
protect	protection	defend	defense
punish	punishment	think	thought
die	death	advise	advice
succeed	success	see	sight
free	freedom	judge	judgment
		pursue	pursuit

Classification of Nouns



Countable nouns are those that refer to something that can be counted. Countable nouns have singular and plural form.

Uncountable are substances, concepts etc. that we cannot divide into separate elements.

Look at the following table.

Singular	Plural
car	cars
book	books
table	tables
cycle	cycles
pen	pens
computer	computers

Singular	Plural
cow	cows
goat	goats
dog	dogs
girl	girls
jackal	jackals
hen	hens
ball	balls

Uncountable are substances, concepts, etc. that we cannot divide into separate elements.

water	air	snow	oil
love	slavery	passion	petrol
food	information	theft	paper
wisdom	sick	anger	sand
money	alcohol	relax	milk
ghee	blood	coal	wood
pain	coffee	coat	damage
dust	envy	ethics	data
fiction	flue	fun	delight
garlic	gas	gold	distribution
help	humor	hunger	insurance
iron	ice cream	juice	knowledge
karate	lava	leaver	mankind
marble	mathematics	nitrogen	permission
safety	salad	shame	

Uncountable nouns	Singular	Plural
luggage	suitcase, a piece of luggage	bags, pieces of bag
money	a note	notes, coins
cake	a slice of cake	pieces of cake
advice	a piece of advice	pieces of advice
toothpaste	a tube of piece	tubes of toothpaste
butter	a pat of butter	pats of butter
salt	a pinch of salt	pinches of salt
soap	a bar of soap	bars of soap
hair	a strand of hair	strands of hair
glass	a sheet of glass/a pane of glass	panes/sheets of glass
cheese	a slice of cheese	chunks/pieces of cheese

Function of nouns

A noun can perform any of the following five functions:

Subject of a verb

For example

- Ram plays the guitar.
- Boys have been to the college.
- We have had a swim.

Object of a verb

For example

- I bought a car.
- We built a house.
- She wrote a book.
- We missed the train.

Complement of a verb

For example

- The man is a trader.
- I was a musician while living in Japan.
- I think it is an antique.
- The boy is a Nepal Idol competent.

Object of a preposition

For example

- I have to give it to the doctor.
- I believe in god.
- Let us enjoy with snow.
- She has to help them.

Noun being in apposition to another noun

For example

- My hometown, Biratnagar, is a wonderful place.
- The reporter, Rajan, has been promoted to the editor.
- The guitarist, Manoj, has composed heart-touching melodies in eastern music.

Nouns and Gender

The gender of noun indicates the sex or absence of sex. We can classify the human beings, animal and other living creatures on the basis of gender.

Masculine gender

A noun that denotes male sex is called masculine gender. Masculine nouns are words for men, boys and male animals.

For example

- Dipak, man, cock, hegoat, boy, lion, etc.

Feminine gender

A noun that denotes female sex is called feminine gender. Feminine nouns are words for women, girls and female animals.

For example

- Rina, girl, mother, sister, aunt, woman, hen, cow, bitch, etc.

Common gender

A noun that denotes either a male or a female sex is called common gender.

For example

- teacher, children, lawyers, players, people, etc.

Neuter gender

A noun that denotes a lifeless thing or a thing that neither male nor female is called neuter gender.

For example

- table, book, car, bus, fan, pen, ball, house, etc.

Formation of feminine gender from the masculine gender

Masculine	Feminine	Masculine	Feminine
gentleman	lady	man	woman
duck	duchess	gander	goose
monk	nun	fox	vixen
hero	heroine	actor	actress
bridegroom	bride	colt	filly
Mr.	Mrs./Ms.	buck	doe
dog	bitch	tiger	tigress
master	miss		

Note:

- We form feminine gender by changing the entire word.
- Some nouns are changed into feminine gender by changing some words, spellings etc. before or after them.

Masculine	Feminine
businessman	businesswoman
grandfather	grandmother
pea-cock	pea-hen
step-father	step-mother
washer man	washer woman
step-brother	step-sister

Masculine	Feminine
grandson	granddaughter
land lord	land lady
great grandson	great grand daughter
half-brother	half-sister
father-in-law	mother-in-law
son-in-law	daughter-in-law

We can change masculine into feminine by adding '-ess'.

Masculine	Feminine
poet	poetess
host	poetess
waiter	waitress
priest	priestess
proprietor	proprietress
hunter	huntress
heir	heiress
victor	victress

Masculine	Feminine
actor	actress
prophet	prophetess
protector	protectress
tailor	tailoress
steward	stewardess
giant	giantess
founder	foundress
traitor	traitress



Exercise 1

Circle the material nouns.

1. Having fresh water is necessary for life.
2. Greenery throws fresh oxygen.
3. Silver is less expensive than the gold.
4. I have ordered a golden ring at the jewelry.
5. The iron pan is good for cooking omelet.
6. Copper is a metal used for making wires.
7. Coal business has gone up in China.
8. We get sunlight from sun.
9. Heavy raining invites flood.
10. Earth is house for all creatures.
11. We should take less salt in our diet to be safe from hypertension.
12. We should try to take eggs in our meal.
13. Aged people shouldn't take red meat.
14. Honey is the best medicine for common cold.



Exercise 2

Underline the nouns in the following sentences and state whether they are common, proper, collective or abstract.

1. The angry mob pelted stones at police.
2. Honesty is the best policy.
3. They must always speak truth.
4. Pavani is Janvi's youngest sister.
5. Ankit was famous for his wisdom.
6. Fish live in the water.
7. A committee is formed for an investigation.
8. Anjan is known for his intelligent presenter.
9. Students were congratulated on their performance.
10. He gave me a bunch of flowers.
11. We bought a bunch of grapes.
12. George owns a fleet of cars.
13. The jackal is the cleverest of all animals in the jungle.
14. Manang is the largest district of Nepal.
15. The ego is the biggest enemy of success.



Further Reading

1. Formation of feminine gender from the masculine gender.

Masculine	Feminine
gentleman	lady
duck	duchess
monk	nun
hero	heroine
bridegroom	bride
Mr.	Mrs./Ms.
dog	bitch
master	miss
man	woman
gander	goose
fox	vixen
actor	actress
colt	filly
buck	doe
tiger	tigress
father	mother

Masculine	Feminine
sir	madam
bachelor	spinster
nephew	niece
Jew	Jewees
wizard	witch
heir	heiress
poet	poetess
shepherd	shepherdess
benefactor	benefactress
emperor	empresses
drone	bee
horse	mare
negro	negress
lion	lioness
mayor	mayoress
host	hostess



Exercise 3

Read the sentences and identify the concrete and abstract nouns.

1. Shankadhar worked for social reform.
2. After dinner, Anil felt pain.
3. He was impressed by the intelligence of the girl.
4. The tourists were influenced by the ancient architect.
5. The idea was given by the science teacher.
6. During lockdown, children suffer from boredom.
7. Bipul broke his promise.
8. The soldier was awarded for his bravery.
9. We respect the faith of people.
10. Ashim could not contain his happiness when he got first position.



Exercise 4

Choose the correct form of nouns and rewrite them.

1. There are more than a thousand **cow / cows** on this farm.
2. Please accept his **thank / thanks** for our support in panels.
3. Rajesh Hamal is the only **person / people** I know with dignity and honesty.
4. There are two **sheep / sheeps** grazing in the jungle.
5. Ananda hurt his leg when he fell down the **stair / stairs**.
6. Kate decided to change her style and bought new **cloth / clothes**.
7. Prajita left her **belonging / belongings** at the lobby.
8. Would you like to try a chocolate **mouse / mice**?
9. Nepal Airlines has bought 5 new **aircraft / aircrafts**.
10. The company has already delivered **good / goods** you ordered.



Exercise 5

Change the words in bold from feminine to masculine.

1. The girl looks very much like her mother.
2. The mistress gave her maidservant a present.
3. The nun is talking to my grandmother.
4. My aunt was an airplane stewardess once.
5. The cow was chased by the vixen.
6. My maternal aunt is a spinster.
7. My niece has a pet tabby-cat.
8. This actress played the part of the heroine in the movie.
9. This girl is the bride.
10. Ms. Shrestha is our headmistress.

UNIT 2

Pronouns



Learning objectives

After studying this unit, you will be able to...

- ➔ identify the types of pronouns.
- ➔ use these pronouns appropriately.



Learn and Act

Changing Roles

Hi, **my** name is Annette. **My** grandmother went to college in the 1920s, but most women then did not. In fact, many women did not even have jobs. Some women worked as teachers or secretaries, but very few thought of their jobs as “careers.” Some exceptions were the airplane pilot Amelia Earhart and the physician and teacher Maria Montessori. When my mother grew up, a few things had changed. More women went to college. Some of them got professional jobs, but many of **them** were still pursuing the “Mrs.” degree. In other words, **they** were in college to find a husband. After marriage, most women stayed at home and took care of their children. However, many of these women became bored. Many housekeeping jobs, such as washing dishes and clothes, became much easier and took less time with new technology. As a result, women started looking for jobs. My mother is a good example. She went back to college when **I** was in high school, and now she works as a marriage counselor. My generation of women is very different. **We** are serious about our education and our careers. Best of all, we have more options. **We** can choose what we want to be. Some of **us** want to be like Amelia Earhart and Maria Montessori and become leaders in our field. Others want both a family and a career. Our husbands support our decisions. **They** share the housework with us. Because of these choices, it is a good time to be a woman. In fact, just the other day my grandmother told **me** that I’m lucky. **I** have a great husband, who helps **me** with the housework.





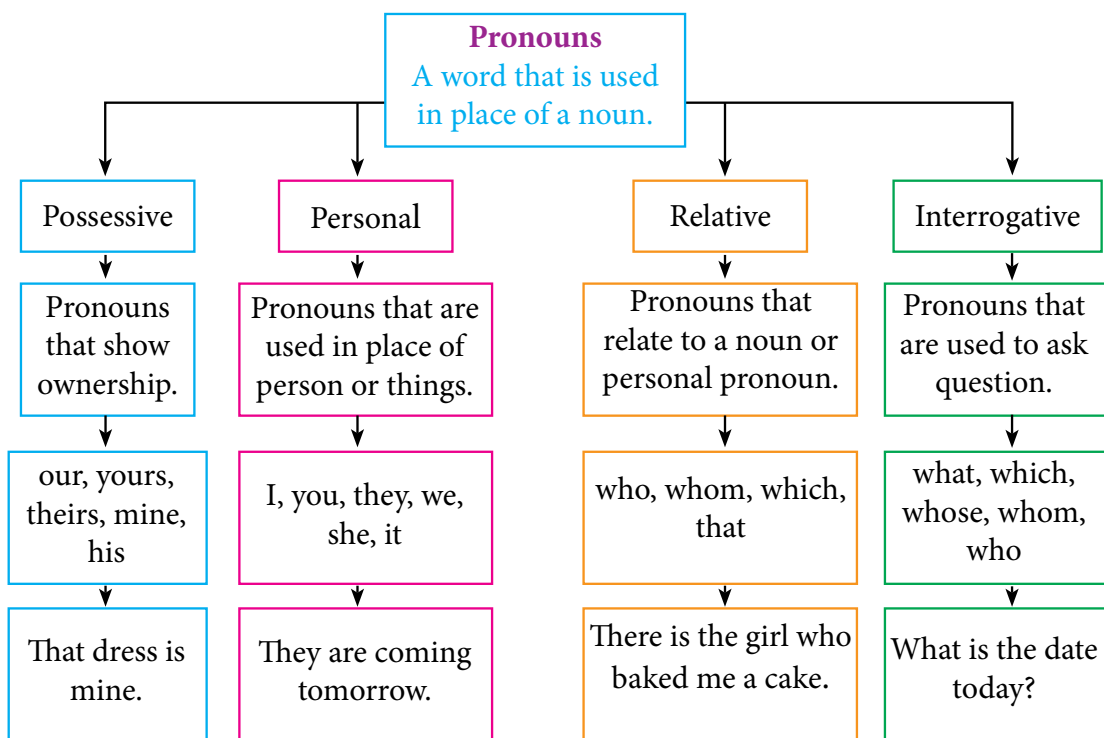
Quick Feedback

1. What was a woman's life like when Annette's grandmother was young?
2. What is a "Mrs." degree? What does it mean?
3. What kinds of choices do women have today?
4. Have men's roles changed, too? How?
5. Read the above text and observe the pronoun.



Forming Knowledge

Pronouns are used to avoid repeating nouns all the time. Pronouns are shown in the following chart.



1. Personal pronouns

These pronouns refer to people and things. They are divided into three categories called first person (referring to the person who is speaking), second person (referring to the person spoken to) and third person (referring to anyone or anything else).

		Subjective	Objective	Possessive	Reflexive
First person	singular	I	me	my/mine	myself
First person	plural	we	us	our/ours	ourselves
Second person	singular/ plural	you	you	your/yours	yourself/ selves
Third person	plural	they	them	their/theirs	themselves
Third person	singular	he/she/it	him/her/it	his/her/it	himself/ herself/ itself

Subjective pronouns often come before verbs and in sentences.

For example

- I go to the club in the evening.
- We take part at tournaments.
- You study at Mt. Everest School in Solukhumbu.
- They organize a special pooja on Shivaratri at Shiva temple.
- He serves coffee.
- He chants Mantra in the morning.
- She loves playing Sitar at orchestra.
- It sometimes rains cats and dogs in Terai region.

➞ Use of objective pronouns

For example

- He loves me.
- I help him while he is in crisis.
- I like them very much.
- They trust us.
- Bimala likes her.
- We saw them yesterday.

➡ Use of possessive pronouns

my, our, your, their, his, her, and its are possessive adjectives if they are used to qualify or determinate the nouns. They are also called pronominal adjectives.

For example

- Rabi wanted the role to be **hers**.
- Samir thought he grabbed **his** lunch, but he didn't.
- While the computer was initially **mine**, I gave it to Joshan.
- Our team luckily beat **theirs** this weekend.
- Are all of those presents **ours**?
- Those are all David's, and those over there are **yours**.

➡ Use of reflexive pronouns

A reflexive pronoun is a pronoun that refers back to the subject of the sentence. Reflexive pronouns end in **self** (singular) or **selves** (plural).

For example

- Do you do household works **yourself** or hire a worker?
- He goes to see friends at the airport **himself**.
- I **myself** carved the main door of my home.
- They organize see off programs for outgoing students **themselves**.
- She painted house **herself** on Dashain.
- The automatic machine stops **itself**.



Exercise 1

Complete with the correct personal pronouns.

1. Children cannot eat. Their mother has to feed _____.
2. Tika likes playing my piano. I sometimes lend _____.
3. Manoj and I are brothers. _____ share a flat together.
4. Pritam isn't well. Elder brother is taking _____ to see a doctor.
5. My uncle is a pianist. _____ teaches piano at National Music Center.
6. Students, _____ are making too much noise in the class!

7. Milan is a dentist, _____ works in a hospital.
8. The black cloud is moving to and fro. _____ is going to rain.
9. Dear Nutan, they are waiting for _____. Are you coming with _____?
10. May ____ know your good name, please?



Exercise 2

Rewrite the following sentences with correct pronouns.

1. The music isn't melodious. I don't like it.
2. Anu isn't good at phonetics. I never copy from she. _____
3. I have a piano at home, but I don't use me. _____
4. Our friends are really good at music. I like they. _____
5. I am not happy with them. They don't listen to I. _____

2. Reflexive pronouns

Reflexive pronouns refer to the subject of the sentence.

For example

- I fell over and hurt **myself**.
- We are cleaning our home **ourselves**.
- They have looked at mirror **themselves**.
- She did the wallpapering **herself** yesterday.
- He became **himself** passionate on his own poem.
- The car stopped running **itself**.
- You might have made **yourself** puzzle while playing cards.



Exercise 3

Choose the correct answers.

1. I planted the flowers _____.
 - a. myself
 - b. herself
 - c. yourself
2. Mr. Rai learned to cook _____.
 - a. himself
 - b. herself
 - c. yourself

3. John and I finished the housework by ____
 a. themselves b. ourselves c. itself
4. My Dad fixed the computer ____
 a. herself b. himself c. itself
5. The cat chased the mouse ____
 a. myself b. herself c. itself
2. Preeti fell off her bike and hurt ____
 a. ourselves b. herself c. himself
2. I improved my pronunciation ____
 a. himself b. myself c. itself



Exercise 4

Insert appropriate reflexive pronouns in the blanks.

1. Bijaya always asks _____ why film is so crazy.
2. I consider _____ to be a damn-good singer.
3. The mobile smoothly _____ after the program installation.
4. Nitin and Krishna drive _____ to work every day.
5. Sushma washes clothes _____. She never asks for help.
6. We build our home _____.
7. You and your wife must do work _____ by today.
8. Sunu will make these questions by _____.
9. We saw a reflection of _____ in the mirror.
10. They made a plan to organize picnic _____, but they couldn't.

3. Relative pronouns

Relative pronouns introduce relative clauses. The most common relative pronouns are **who**, **whom**, **whose**, **which**, **that**. The relative pronoun we use depends on what we are referring to and the type of relative clause.

who	people and sometimes pet animals	defining and non-defining
which	animals and things	defining and non-defining; clause referring to a whole sentence

that	people, animals and things; informal	defining only
whose	possessive meaning; for people and animals usually; sometimes for things in formal situations	defining and non-defining
whom	people in formal styles or in writing; often with a preposition; rarely in conversation; used instead of <i>who</i> if <i>who</i> is the object	defining and non-defining
no relative pronoun	when the relative pronoun defines the object of the clause	defining only

Relative Pronoun	Usage	Example
who	is used for people: replaces subject pronouns like I, she, he, we, they	It was my husband who broke the car door.
whose	shows possession or relationship	This is the girl whose notes I borrowed.
whom	replaces object pronouns like me, her, him	The man whom they found was sent home.
which	is used for objects and animals (typically non-defining clauses)	The robots, which were waiting outside, were ready for shipment.

How to Use Relative Pronouns

Relative pronouns are placed directly after the noun or pronoun they modify (which are underlined in the examples below). The subject of the sentence is described by a relative clause (italicized). Since these clauses describe a noun or a pronoun, they are also known as adjective clauses because they act like adjectives in the sentence.

- The driver **who** ran the stop sign was careless.
- The children, **whom** we love dearly, need better educational systems.
- Never go to a doctor **whose** office plants have died.
- I have a friend **whose** cat is annoying.
- The book, **which** is now out of print, has all the information you need.
- This is the book **that** everyone is talking about.

Note: In defining relative pronoun, **that** is preferable to **which**.



Exercise 5

Complete the conversation by using **who**, **that** or **which** in the gaps.

Nirakar : Did you watch that drama directed by Sunil last night?

Nirmal : Which one?

Nirakar : The drama that I mentioned a couple of days ago. It's a new drama _____ started last night.

Nirmal : No, I didn't see it. Was it good?

Nirakar : Yes. It was about a group of friends _____ were at school together. Well, Harsheet _____

Nirmal : Who was Harsheet?

Nirakar : He was an old student of theatre school _____ had become a doctor. He went to a party _____ his old teachers organized. He met a lot of people _____ had been at theatre school with him many years before. They talked about the things _____ they did when they were at school. Then suddenly, Harsheet saw an old actor _____ was dancing with Rupak.

Nirmal : Don't tell me anymore. It's getting too complicated!.



Exercise 6

Join these sentences using **who** or **that**, as in the example.

1. Bimala selected the trousers. She wanted to buy them.

She selected trousers **that** she wanted to buy.

2. They had the coffee. Dipak made it. _____

3. I'm writing a drama script. I have to finish it today. _____

4. He is a vendor. I often see him when I go to school. _____

5. It's a Kantipur daily. I read it every day. _____

6. He was practicing the guitar. He had bought in Kathmandu.



Exercise 7

Complete the following sentences with **who / whom / that / which / when / where / whose**.

1. My friend, _____ works in a company, is a creative boy.
2. The shop, _____ go for buying vegetable, is close to school.
3. Your football team, _____ will probably be reopened next month, is really popular.
4. I know most of the students _____ are eager to take part in quiz contest.
5. Do you the reason _____ our program was postponed.
6. Do you remember the school _____ you studied?
7. Where is the book _____ came in the postal?
8. I apologized to the man _____ pen I broke.
9. I had never seen the boy _____ was following me yesterday.
10. 2011 was the year _____ the big earthquake happened.

4. Interrogative pronouns

The interrogative pronouns **who** and **whom** refer to persons, and **what** refers to things.

Who and what as subjects.

For example

- Who arrived?
- What sparked the fire?
- Who is this person standing at the gate?
- What caused the gas leak?
- What did you do today?

Who and what as direct objects.

For example

- Who do you love?
- What did you take?
- Who have the students helped?
- What did the gas leak cause?

Whom do you love? (This construction is, however, no longer idiomatic.)

Who and what as prepositional objects.

For example

- Who did you live in Kathmandu with? (Very formal: With whom did you live in Kathmandu?)
- What are they talking about? (Very formal: About what are they talking?)
- Who are you recommending to? (Very formal: To whom are you recommending?)
- What does it rely on? (Very formal: On what does it rely?)



Exercise 8

Complete the sentences with appropriate interrogative pronouns.

1. _____ is your backpack? (Who / Which / Whose)
2. _____ is your teacher's name? (What / Which / Whose)
3. _____ umbrella is this? (Who / Whom / What)
4. _____ did you ask for directions? (Who / What / Whose)
5. _____ your best friend? (Whom / Which / Who)
6. _____ is your favorite book? (What / Whose Whom)
7. _____ pencil is this? (Who / Which Who)
8. _____ did you meet at the party? (Whom / Whose)
9. _____ is the best place for a holiday?
10. _____ would you prefer, an apple or orange?

5. Demonstrative pronouns

Demonstrative pronouns are used to demonstrate something or to point out things.

Singular: this/that

The pronoun **this** shows near

The pronoun **that** shows far

This and **that** are used with **singular nouns**.

For example

- This car looks new brand.
- That is a camera.

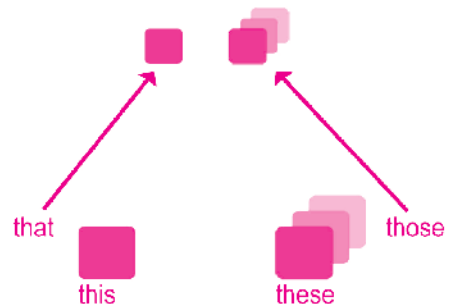
These and **those** are used with **plural nouns**.

The pronoun **these** shows near.

The pronoun **those** shows far.

For example

- **These** are my recently-printed books.
- **Those** books are useful for tea farming.





Exercise 9

Circle the demonstrative pronoun in each sentence.

1. This is my favorite Nepalese food.
2. Would you like some of these?
3. Those years in the world were the critical years for human being.
4. That is the book I would like to buy.
5. These apples are absolutely delicious!



Exercise 10

Choose the correct demonstrative pronoun to complete each sentence.

1. _____ (These/This) are the shoes I like.
2. _____ (This/That) bicycle over there is the best one.
3. _____ (These/Those) books right here are mine.
4. _____ (That/Those) superstore across the street sells electronic gadgets.
5. _____ (Those/This) boys standing over there are my friends.
6. I've been looking for a calculator, and I'd like to buy _____ (that/those) one.
7. _____ (This/These) is the year we'll win the championship!

6. Distributive pronouns

The pronouns which are used to indicate only one person or thing are called distributive pronouns.

For example

- **Each** of you has common sense to manage garbage.
- **Neither** of them is absent today in the class.
- **Either** of you doesn't have privilege to violate rules.
- **Each** of the students has participated in football tournament.
- I may choose **either** of these two books.
- **Neither** of them speaks French fluently.
- **Each** one of you will be selected for final tournament.
- **Either** of you has right to leave office early.
- **Neither** of you is kind to a poor old man.

Note : Either stands for positive and neither stands for negative and both take singular verb.



Exercise 11

Complete the followings.

1. Each new _____ is different in some way.
i. days ii. day iii. either could be used there
2. He enjoys _____ moment he spent with you.
i. each ii. each of iii. either could be used here
3. Each of us _____ done our work ourselves.
i. have ii. has iii. either could be used here
4. _____ right in any way.
i. each of you are ii. You are each
5. _____ of you has right to enjoy individual rights.
i. either ii. each
6. Neither of you _____ presented paper before president.
i. have ii. has
7. Either of _____ has made mistakes.
i. have ii. has
8. Each one of you _____ in the office.
i. works ii. work
9. Neither of them _____ to the cinema.
i. go ii. goes
10. Either of you _____ to take part in competition.
i. want ii. Wants

7. Indefinite pronouns

Indefinite pronouns refer to people, places or things that are unknown or not stated.

For example

someone, somebody, anyone, anybody, everyone, everybody, no one, nobody, anything, something, nothing, everything.



Exercise 12

Fill in the blanks with indefinite pronouns.

1. There is _____ wrong in the paper.
2. They have tried to find out who was there but there was _____ in the house.
3. Did you have _____ to do yesterday?
4. You can do _____ you like.
5. My mother has prepared _____ for lunch which would be really tasty.
6. _____ has asked about Pashupatinath temple.
7. He sought _____ to eat but didn't get _____ to eat.

8. I forgot to turn off the stove. You may smell _____ strange.
9. _____ offered coffee at the party. He might have seen _____ .
10. _____ is better than _____ .
11. _____ who dares to take risk he may gain _____ .
12. _____ is at home now. _____ may have gone wrong.
13. Gambhirman has taken _____ this morning.
14. Nitin got _____ while playing on the school ground.



Further Reading

8. Emphatic pronouns

Emphatic pronouns add emphasis to a noun or pronoun already named.

For example

- I **myself** managed a time to see President Albert in New York.
- He will **himself** grant few days leave for his dearest friend.
- Ranjan **himself** was not aware of what he had to do before going to visit abroad.



Exercise 13

State which pronouns in the following sentences are reflexive and which are emphatic.

1. He himself declared this is one of the best songs he ever composed.
2. I will do this work myself.
3. The boy hurt himself while playing football in the tournament.
4. I took myself while I was going to the beach.
5. The president himself distributed the prizes to the winners.
6. You must not miss the program yourself.
7. I myself made the portrait of my uncle.
8. He cannot express views himself very well.
9. I drive my car myself while going to the work.
10. The frustrate woman killed herself.
11. You have presented yourself at the concert of school yesterday.
12. He lost himself so much in the song that he thought of nobody else.
13. We enjoyed ourselves when we danced at the party with our old friends.
14. He played the guitar himself.
15. Please do not harm yourself.

UNIT 3

Adjectives



Learning objectives

After studying this unit, you will be able to...

- ➔ define adjectives with their types.
- ➔ use these adjectives appropriately.



Learn and Act

On a hot summer night, John and the other boys sleep out in the yard. They put up a tent in a dark corner, where the trees and bushes are thick. That way the boys can easily imagine they are in wild, uninhabited country.

One evening John suggested that they tell ghost stories or tales of bear hunts. After a particularly spine-tingling story, John couldn't sleep; he was too nervous. About midnight he saw something move in the shadows. "Yeow!" he cried out. "There is a big bear! It is really huge!"



In the sudden confusion, the small tent collapsed on top of the boys; each one seemed eager to go in a different direction. Anxious parents ran out of the nearby house. They found a coal-black dog. Like a bear, this animal was very curious. It was sniffing at the tangle of arms, legs, and bodies under the tent.



Quick Feedback

- Where do boys put up tents?
- What did John see at midnight?
- What happened in the sudden confusion?
- Pick out any five adjectives and make sentences of your own.



Forming Knowledge

Adjectives are words that modify, or describe, a noun or pronoun. They describe color, size, quantity, quality, condition, shape, feeling, sound, time, taste, appearance etc. of the nouns and pronouns that come after them.

Adjectives of appearance	Adjectives of color	Adjectives of condition	Adjectives of feeling (bad)	Adjectives of feelings (good)	Adjectives of shape	Adjectives of size	Adjectives of sound	Adjectives of time	Adjectives of taste	Adjectives of quantity
elegant	red	better	angry	agreeable	broad	big	hissing	ancient	bitter	few
glamorous	white	alive	clumsy	brave	chubby	gigantic	loud	past	delicious	full
fancy	orange	bad	itchy	calm	crude	clossal	noisy	late	fresh	heavy
old-fashioned	yellow	powerful	helpless	delightful	flat	little	melody	long	juicy	light
sparkling	blue	odd	zealous	eager	high	massive	raspy	modern	hot	many
ugliest	green	rich	lazy	faithful	hollow	puny	thundering	young	icy	full
quaint	purple	important	mysterious	gentle	narrow	scrawny	whispering	quick	rainy	sparse

Degrees of adjectives

Adjectives are used to express the degree of modification.

The degrees of comparison are known as the positive, the comparative, and the superlative. And only the comparative and superlative show degrees. Comparative is used to compare two things and the superlative is for comparing three or more things.

Positive

The **positive** degree of an adjective in comparison is the adjective in its simple form. It is simply used when no comparison is made.

China is a big country.

Apple is sweet to taste.

Gold is an expensive metal.

Anju is a tall girl.

Comparative

The **comparative** form of an adjective compares two things or people.

China is bigger than India.

Shital is taller than Maunata.

Blood is thicker than the water.

Pashupatinath temple is older than Patan's Krishna temple.

Orange is sweeter than mango.

Superlative

The **superlative** degree is used to show comparison between one thing and several others.

Brazil is the biggest country in south America.

Ostrich is the biggest bird in the world.

Eiffel tower is the tallest tower in the world.

Mt. Everest is the highest peak in the world.

Nutan was the hungriest buddy I ever accompanied.

England is coldest in winter.

(when we compare one thing with itself we do not use 'the')

	Positive	Comparative	Superlative
words of one syllable	fair poor fast	fairer poorer faster	fairest poorest fastest
words of two syllables ending in -ly , -er , -ow	friendly tender heavy little narrow	friendlier tenderer heavier litterer narrower	friendliest tenderest heaviest littlest narrowest
words of two syllables not ending in -ly , -er , -ow	earnest grateful reckless brutal curious	more earnest more grateful more reckless more brutal more curious	most earnest most grateful most reckless most brutal most curious
words of three or more syllables	enthusiastic wonderful appreciative	more enthusiastic more wonderful more appreciative	most enthusiastic most wonderful most appreciative

For example

- We want to end the most brutal regime in the country.
- He is the most curious child in this class.
- They have been more reckless students since their parents left.

- To show a lower degree in the comparison the words **less** and **least** can be used.

For example

curious	less curious	least curious
---------	--------------	---------------

- Some adjectives cannot show degree of comparison because the word denotes an ultimate height. So with these words the qualifying word *nearly* can be useful.

For example

Positive	Comparative	Superlative
perfect	more nearly perfect	most nearly perfect
unique	more nearly unique	most nearly unique
universal	more universal	most nearly universal

- There are a few adjectives which reflect for degree of comparison irregularly. The most commonly used irregular adjectives are the following:

For example

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
many/much	more	most
far	farther	farthest
old	older	oldest

Types of Adjectives

Generally, adjectives are classified according to their formation, to their relationship with other parts of speech and their function within each sentence.

1. **Descriptive adjectives** are adjectives which describe or qualify a noun or pronoun. Most adjectives fall into this classification.

For example

small, tall, young, mild, bitter

2. **Proper adjectives** are modifiers formed from proper nouns.

For example

Italian restaurant, Shakespearean drama, French bread

3. Adjectival pronouns

- a. **Possessive pronouns** are used as adjectives

For example

my, your, his, her, its, our, their, one's, my books, their pencils

- b. **Demonstrative pronouns** are used as adjectives point out “which one”

For example

- **this/that** : that book,
- **these/those** : those pencils

- c. **Interrogative pronouns** are used as adjectives to ask questions.

For example

what, which, whose

- What assignment is that?
- Which book is yours?
- Whose pencil do you have?

- d. **Indefinite pronouns** are used as adjectives do not give specific number.

For example

another, each, both, many, any, some, no, either, neither

- I will go with you another time.
- No assignment is due today.

- e. **Relative pronouns** are used as adjectives to point out which one is relative or subordinate clause.

For example

which/whichever, what/whatever, whose/whosoever

- He may take whichever one he wants.
- I took what little time I had left.
- Whosoever books these are must be missing.

- f. **Definite article** (the)

For example

the books, the teacher, etc.

- g. **Indefinite article** (a/an)

For example

a book, an apple, etc.



Exercise 1

In each blank insert the comparative or the superlative form of the adjective given in parentheses.

1. While both schools offer scholarship for me, I shall choose the one that has the _____ offer. (good)
2. As between the two schools, I believe that Lotus School offers the _____ scholarship. (good)
3. Students have compared the Manjushree School with the Arniko, and they know that the one Manjushree is the _____ to the busy section of the city. (near)
4. Canvass and Vans shoes are equally good styles, but I believe that Canvass is the _____. (neat)
5. Which is the _____ the Changunarayan temple or the Krishna temple? (old)
6. Of all the various school programs that have been submitted, I believe that this one is the _____ one for our purposes. (good)
7. The accidents to Mr. Gauri and Mr. Samir happened on the same day, but Mr. Samir suffered the _____ results. (bad)
8. After Hemanta and Sujata had finished debate, I concluded that Hemanta is the _____. (witty)
9. I have traveled to Annapurna base camp and Manaslu, and I know that Manaslu is the _____. (short)
10. Dharan, Biratnagar and Itahari both have stations there, but the Itahari station is the _____ for us. (convenient)



Exercise 2

Write the comparative and superlative forms of the following words.

Positive

Comparative

Superlative

big

happy

hot

sad

witty



Exercise 3

Write the comparative and the superlative forms of these irregular adjectives.

Positive	Comparative	Superlative
bad	_____	_____
good	_____	_____
ill	_____	_____
little	_____	_____
many	_____	_____



Exercise 4

Choose the correct adjectives in *italics* in this article. If both options are correct, choose both.

Result of a recent survey of international air travelers have revealed huge discrepancies in the levels of (1) comfort and service *provided / provided* comfort and service at many leading airports around the world.

A (2) *staggered / staggering* 75 percent of those interviewed felt that airports were failing to provide a (3) *relaxed / relaxing* and efficient environment. Airports in the UK and the United States came in for particular criticism. Fewer than one in ten people were fully (4) *satisfied / satisfying* with the service at leading airports in these countries. Airports in continental Europe received (5) *alike / similar* negative feedback. Perhaps the enormous growth in passenger numbers in recent years is the (6) *underlying problem / problem which is underlying*.

By contrast, airports in the growing economies of south-east Asia and the Pacific have received far higher satisfaction ratings. Many of the (7) *involved researchers / researchers involved* noted that these airports, which are generally more modern than their equivalents in the West, offered (8) *enhanced / enhancing* check-in facilities and (9) *pleasant somewhere / somewhere pleasant* in which to wait for flights.

With regard to the issues which most annoyed people, the lack of children's facilities and wireless Internet access were two of the (10) *concerns which were main / main concerns*. Another was the way in which airports deal with flight delays. The better airports have found ways to cope with this, ranging from television lounges to children's

activity areas. (11) *Delayed / Delaying* passengers seem to appreciate small details such as comfortable seating and the availability of a wide range of refreshments – anything to relieve the (12) *boredom* *utter / utter boredom* of waiting for a delayed flight. (13) *Affected passengers/ Passengers affected* were less likely to complain if their children were (14) *amused/ amusing* and they were able to find inexpensive cafés and restaurants. The airports which came out worse seemed to have (15) *aloof staff / staff who were aloof*, with little interest in communicating with passengers.



Exercise 5

Underline the adjectives in each sentence.

1. Grandmother used to tell us exciting tales about her childhood.
2. Pranish will probably be reelected in student union, since his performance during his term in committee has been outstanding.
3. Among senior nurses there is less absenteeism and greater productivity.
4. This thanka painting appears to be an exact copy of an earlier work.
5. Travelling to Muktinath the holiest pilgrim was an experience I will never forget.
6. Hima's response to the visitors' was convincing and instantaneous.
7. The counselor said he was exciting because it was his first day.
8. Brotherhood is the most sensible for people.
9. I wonder how Vivian can afford to wear the very latest styles.
10. Water shortages in Kathmandu and Dharan have prompted the mineral water business.



Exercise 6

Fill in the blanks with the correct degree of comparison using the adjectives provided in the brackets.

1. What is the _____ development in weather? (*late*)
2. Nitin is the _____ of the two brothers. (*older/elder*)
3. Jenish is my _____ brother. (*older/elder*)
4. Tomorrow will be the _____ day of submitting the forms. (*last*)

5. The patient is in a _____ condition today than she was yesterday. (bad)
6. The tabloid contains _____ information. (many/much)
7. There is _____ excitement on the last day of Nepal Idol Finale. (many/much)
8. Prerana has two _____ brothers. (elder/older)
9. We promise to do _____ next time. (good/better)
10. My sister is _____ both at studies and at games. (good/better)



Exercise 7

Underline the proper adjective in each sentence below.

1. Nepali oranges are famous for their sweet taste.
2. Prakas prefers Korean dressing on his birthday.
3. We have tickets to hear a melodious voice of Rajesh Payal.
4. Put the Japanese watch on the counter.
5. The actor wore a Nepali cap.
6. A Japanese designer made this dress.
7. We read several examples of English literature.
8. The Canadian team is well prepared.
9. Speedy winds howled around us as we landed in Mustang.
10. Manoj applied for visa in the American embassy for scholarship.

UNIT 4

Verbs



Learning objectives

After studying this unit, you will be able to...

- ➔ categorize verbs with their functions in sentences.
- ➔ use these verbs appropriately.



Learn and Act

The Villager and The Spectacles

There was a villager. He was illiterate. He did not know how to read and write. He often saw people wearing spectacles for reading books or papers. He thought, "If I have spectacles, I can also read like these people. I must go to town and buy a pair of spectacles for myself." So, one day he went to a town. He entered a spectacle shop. He asked the shopkeeper for a pair of spectacles for reading. The shopkeeper gave him various pairs of spectacles and a book. The villager tried all the spectacles one by one. But he could not read anything. He told the shopkeeper that all those spectacles were useless for him. The shopkeeper gave him a doubtful look. Then he looked at the book. It was upside down! The shopkeeper said, "Perhaps you don't know how to read."



The villager said, "No, I don't. I want to buy spectacles so that I can read like others. But I can't read with any of these spectacles." The shopkeeper controlled his laughter with great difficulty when he learnt the real problem of his illiterate customer. He explained to the villager, "My dear friend, you are very ignorant. Spectacles don't help to read or write. They only help you to see better. First of all you must learn to read and write."

Moral: Ignorance is blindness.



Quick Feedback

- Pick up the verbs and make sentences of your own in the passage above.
- Why the villager couldn't read anything?
- Summarize the story in a sentence.
- Can a spectacle make anyone read?
- Have you ever seen or heard such a man in your life?



Forming Knowledge

A word that shows physical or mental action, being, or state of being is called a verb.

Action Verbs

Action verbs are words that express action.



For example

- He plays football.
- Chefs cook continental foods at five star hotels.
- Students study hard and take exam seriously.
- They wash clothes on Saturday.
- Children shout when teachers leave classes.

Action verbs can be either transitive or intransitive.

Transitive Verbs

A transitive verb always has a noun that receives the action of the verb.

Nabin washes his car. The verb is **washes**. His **car** is the object receiving the verb's **action**.

Therefore, **washes** is a transitive verb. Transitive verbs sometimes have indirect objects, which name the object to whom or for whom the action was done.

For example

- Bishnu gave Sunu the book.
- Here the verb is **gave**.
- The direct object is the **book**. (What did he give? The book.)
- The indirect object is **Sunu**. (To whom did she give it? To Sunu.)

Intransitive Verbs

An **intransitive** verb never has a direct or indirect object. An intransitive verb can be followed by an adverb or adverbial phrase; there is no object to receive its action.

For example

- We drive slowly.
- Here the verb is drives.
- The phrase, slowly modifies the verb, but no object receives the action.
- Bharati quickly **cooks** rice.
- We walk for miles.
- She waited for a long time.

Linking verbs

A linking verb connects the subject of a sentence to a noun or adjective that renames or describes the subject. This **noun** or **adjective** is called **subject complement**.

For example

- They are doctors.
- Rita is **in love with Anjan**.

*The verb **is** links the subject, Rita, to the subject complement, in love with Anjan (describing Rita).*

The most common linking verb is the verb to be all of its forms (**is, am, are, was, were**).

For example

- I am in a meeting with Rupesh.
- He is busy with official works.
- They were at college yesterday.
- He was in jolly mood last night.

Be + infinitive (present)

Be + infinitive construction is used to make orders, give instructions and convey message in speech and writing.

For example

- Students are to keep quite.
- They are to deliver their speech on social issues.
- No one is to be excited before declaring the result.

Be+ infinitive (past)

For example

- He was to be polite to clients.
- The performers were to arrive at hall by 2 pm.
- Students were to take class before performing on the stage.

Do verb

Do is used with plural nouns and pronouns and it is a present form. Do shows action.

For example

We play football.

- Do we play football? (affirmative question)
- Don't we play football? (negative question)

He sings songs.

- Does he sing songs? (affirmative question)
- Doesn't he sing songs? (negative question)

Helping/modal verbs

Helping verbs are used before action or linking verbs to magnify or empower the significance of the main verbs.

can	may	must	need to	will
could	might	ought to	should	would

For example

- He can be in office.
- They must have new books.
- We ought to respect our parents.
- They ought not to show horror movies to kids.
- It may rain today.
- They might be on route to Chitawan National Park.
- Could you slow down the speed, please?
- We would have a great time on Dashain.
- She will go to Surkhet next week.
- She must wrap up given task by 5 pm.
- We need to preserve our culture for coming generation.
- You should reach office on time.

can	➤ To show physical ability ➤ To show permission ➤ To show possibility	He can pull the cupboard. Can I use your phone, please? She can visit Pathivara temple tomorrow.
could	➤ To show past ➤ To show request but result we expect depends on others	They could visit museum yesterday. Could you shut down the door, please? Could you tell me the way to go to Bhanu Chowk, please?
may	➤ To show permission ➤ To show possibility ➤ To show wishes ➤ To show request	May I come in sir? It may rain today. May the god bless you. May I know your good name, please?
might	➤ To show least possibility	It might rain. He might be in office.
would	➤ To show offer ➤ To show future	Would you like to have coffee, please? He would take exam tomorrow.
should	➤ To show suggestion ➤ To show liberal obligation	You should go home now. You should do your homework.
must	➤ To show obligation ➤ To show certainty	You must go home now. Hari must be at home now.
has to	➤ To show present obligation	A mother has to equally love her babies. Nirmal has to arrive home before 5 pm.

have to	➡ To show public obligation	We have to stop at traffic light. They have to do homework.
had to	➡ To show past obligation	They had to take exam yesterday. He had to rush to office early.
ought to	➡ To show moral obligation	We ought not to take children to watch horror movies. We ought to respect our parents.
need to	➡ To show obligation	He needs to consult a doctor. We need to preserve our environment by planting trees. He didn't need to take antibiotics for common cold.



Exercise 1

Complete the conversations. Put in **will, won't, would** or **wouldn't** with the verbs given below.

eat, give, go, help, let, like, open, stand

For example

- Pooja : Have you noticed how thin Laxmi has got?
- Rajesh: She's on a diet. She *won't eat* anything except green plants.

1. Hari : Mike and I _____ you get everything ready.
Mitra : Yes, we're quite willing to lend a hand.
2. Jack : You're late. I thought you were going to leave work early today.
Tom : Sorry. The boss _____ me go.
3. Mitra : Sita and I _____ you a lift, Muna.
Sita : Yes, we're going your way.
4. Hari : I heard Numa has quarreled with her friend.
Muna : That's right. If he's invited to the party, she _____
5. Binayak : I've had enough of table tennis for one day.
Rajesh : OK. Maybe Sagar _____ a game with me.

6. Tika : What's wrong with the bat?
Laxmi : When I tried to use it earlier, the bat _____
7. Mitra : This bat is always problematic.
Hari : It _____ up properly.



Exercise 2

What would you say? Use will, would, shall or should.

For example

- Offer to make the tea.
 - Shall I make the tea?
1. Suggest going for hiking.
 2. Refuse to take coffee.
 3. Say politely that you want a massage.
 4. Tell someone it's best they don't decide in a hurry.
 5. Predict the end of illiteracy in Nepal by 2040.
 6. Plan to visit upper Mustang on vacation.



Exercise 3

Write a linking verb for each of the sentences.

1. The Mt. Everest album _____ great.
2. Two-day-old doughnuts _____ terrible.
3. Sunita _____ the winner.
4. Nitin _____ an A student.
5. Teachers _____ in a good mood.
6. I _____ on the boat now.
7. It _____ snowing in Taplejung.
8. People _____ on Dashain.
9. We _____ sorry to inform you before program.
10. He _____ on an elephant back.



Further Reading

➡ Verbs that can only take a gerund form as a verb complement.

avoid	can't help	can't stand	delay	deny
end up	enjoy	finish	give up	
keep	mind	miss	practise	quit
recommend	regret	risk		

For example

- He avoids watching TV.
- We can't help forgetting our basic ethics.
- They ended up keeping in touch with their relatives.
- Nitin still hasn't finished doing assignments.
- Keep practicing caricature!
- Binayak didn't mind waiting for him for few hours.
- Anita has quit wasting time at unnecessary stuffs.

Verbs that can take either the gerund or infinitive form as a verb complement.

afford	like
begin	prefer
continue	start
hate	

For example

- Students can't afford living/to live on the flat.
- Pratiksha hates to gossip/gossiping.

Leaders never start repenting over mistakes they ever made while they were in government.



Exercise 4

Decide which word is correct.

For example

- **Could** I have some more cold drink, please?

a. Could b. Shall c. Will d. Would

1. Everyone's studying. You _____ play music.
a. couldn't b. mustn't c. needn't d. wouldn't
2. _____ you like to have a rest, please?
a. Do b. Should c. Will d. Would
3. I wonder if this is the right bus. It _____ not be.
a. can b. could c. might d. must
4. I don't think she wants to stay at hotel. Oh, I think she _____ like to be with her friends.
a. can b. shall c. will d. would
5. He enjoys having trekking. You _____ discourage him rather.
a. don't b. haven't c. mustn't d. needn't
6. It's late. I think they _____ better go hiring the cab.
a. had b. have c. should d. would
7. Its too cold, the bike doesn't start, but it _____ move.
a. can't b. couldn't c. won't d. wouldn't



Exercise 5

Complete the sentences with the gerund form of the verbs in parentheses.

1. I hate ____ (be) cold. I find it really depressing.
2. He spends too much time _____ (play) cricket.
3. We stopped _____ (talk) because someone interrupted us.
4. She is celebrating because she has finished _____ (write) her thesis.
5. It started _____ (snow) last night while we were sleeping.
6. _____ (know) how to play music is amazing!
7. The best thig about _____ (take) the exam is that I need to do hard work.
8. Sanjay enjoys _____ (watch) birds in his free time.
9. We are really looking forward to _____ (hear) good news.
10. Please don't wrap up the meeting without _____ (thank) everybody for coming.



Exercise 6

Distinguish between transitive and intransitive verbs. On each blank at the right, write **transitive or **intransitive** to describe the action verb in each sentence.**

For example

- Krishna practiced hard for football tournament. intransitive
- 1. He left studying Chinese Culture at secondary level. _____
- 2. Chinese army performed atomic test in Xinhua province. _____
- 3. Deepak recited his poem in competition. _____
- 4. The artist painted an aesthetic painting. _____
- 5. The Nepalese army could hold its head high. _____
- 6. They dived into the current water. _____
- 7. China helps to build railway in Nepal. _____
- 8. We divided the work among us for better result. _____
- 9. Himanshu flew to Japan an hour ago. _____
- 10. They greedily ate food after gym. _____



Exercise 7

Would you like to become a musician someday? Write a paragraph explaining why or why not. Use transitive and intransitive verbs.

UNIT 5

Adverbs



Learning objectives

After studying this unit, you will be able to...

- ➔ define adverbs with their formation and types in accordance with time, manner, place and more ...
- ➔ use these adverbs appropriately.



Learn and Act

The Judge Monkey

Once upon a time, two cats were passing swiftly through a street. **Suddenly** they spotted a loaf of bread lying beneath a tree. Both pounced upon it and caught the loaf at the same time. "It is mine. I saw it first," claimed one cat. While the other said, "I pounced upon it first and so it belongs to me." After having fought for a while, one cat said, "Let us divide it equally into two and take one piece each."



"Indeed, a good idea," said the other cat. "But how do we divide it now?"

A monkey sitting on the branch of the tree had watched all that happened between the two cats. "That loaf of bread looks good. I could do with it myself," he thought. **Slowly** he came down from the tree and walked up to the confused cats.

"Yes, my dear friends! Can I help you?" asked the monkey. The cats told the monkey what the problem was and said, "Why do not you be the judge between us?" When the monkey nodded, the cats said, "Please divide this loaf for us."

The clever monkey **smilingly** broke the bread into two pieces. But one piece was a little bigger than the other. "Oh no! I will take a little bite of this bigger piece to make both equal," said the monkey, slyly. He took a bite from the bigger piece. But, he had taken a big bite. "Uh oh! Now it has become smaller than the other piece. I will just have to take a little bite from this piece now," said the clever monkey.

The Judge Monkey took another bite. The two cats sat in front of the monkey, seeing the loaf of bread they had found getting smaller and smaller. When the whole loaf was eaten by the monkey, the monkey said, "I am sorry. I was really difficult to divide that loaf. I must be going now." And the monkey jumped onto the tree and was gone. "If only we had not quarreled among ourselves, we would have remained united and we need not have to go to the monkey and to become hungry now," said the two cats.



Quick Feedback

- How were the two cats passing through a street?
- How did the cats plan to divide the loaf of bread?
- How did the clever monkey break the bread?
- List out any five adverbs from the above text.



Forming Knowledge

Adverbs describe verbs and modify adjectives and other adverbs saying **how**, **when** or **where** something happens. **Adverbs**, unlike **adjectives**, do not modify nouns.

For example

- He **rarely** speaks Chinese.
- They drive car **carelessly**.
- The welcome program was **poorly** organized at college.
- He did the given work **surprisingly**.
- Their response to the seminar was **amazingly** correct.
- People **quickly** chased the demonstrators from the city.
- The film was **increasingly** being popular.

Formation of adverbs

An adverb is formed out of adjective by adding '-ly' at the end.

sad	sadly	open	openly	loud	loudly	slow	slowly
safe	safely	quick	quickly	glad	gladly	first	firstly
bright	brightly	happy	happily	fluent	fluently	bad	badly
most	mostly	glad	gladly	soft	softly	bright	brightly
silent	silently	nice	nicely	care	carefully	right	rightly

- An adjective ending in '-le' changes '-e' into '-y'.

adj.
simple

adv.
simply

adj.
double

adv.
doubly

- With adjectives ending in '-y', change **y** to *i* and **-ly**

adj.
easy

adv.
easily

adj.
happy

adv.
happily

- With adjectives ending in **-ic**, add **-ally**.

automatic
fantastic

automatically
fantastically

academic
fanatic

academically
fanatically

- With adjectives ending in a consonant + **-le**, drop **e** and add **-y**.

horrible horribly gentle gently terrible terribly

- The adverb and adjective form of the following words are the same: **early**, **fast**, **hard**, **late**.

For example

- He gets up **early**.
- They run **fast**.
- The test was **hard**.
- He always gets **late**.
- He got up **early**.
- He ran **fast**.
- They have taken a hard **test**.
- They got home **late**.

- **Well** is the adverb form of the adjective **good**.

For example

- They are **good** at sports.
- They speak Chinese **well**.

- Some adjectives that end in **-ly** do not have an adverb form. **Do not** use them as **adverbs**.

For example

- They believe elderly people are experienced.
- His friendly behavior makes him popular among friends.
- It's a lively presentation of 1974 AD band.
- His lonely surviving is an outcome of frustration.
- Oh! It's lovely smile of our baby.
- Their ugly face doesn't make audiences happy.



Exercise 1

Underline the adverbs and identify the verb that it describes.

1. We waited anxiously for the exhibition.
2. Anuj accidentally dropped the pen.
3. David hit the ball perfectly.
4. Rodan clumsily tripped on his way to third.

5. He missed the catch completely.
6. They shouted at the demonstrators wildly.
7. My brother calmly settled the dispute.
8. We patted him gently on the back.
9. She suddenly felt pain.
10. We excitedly welcomed the team.

Types of adverbs

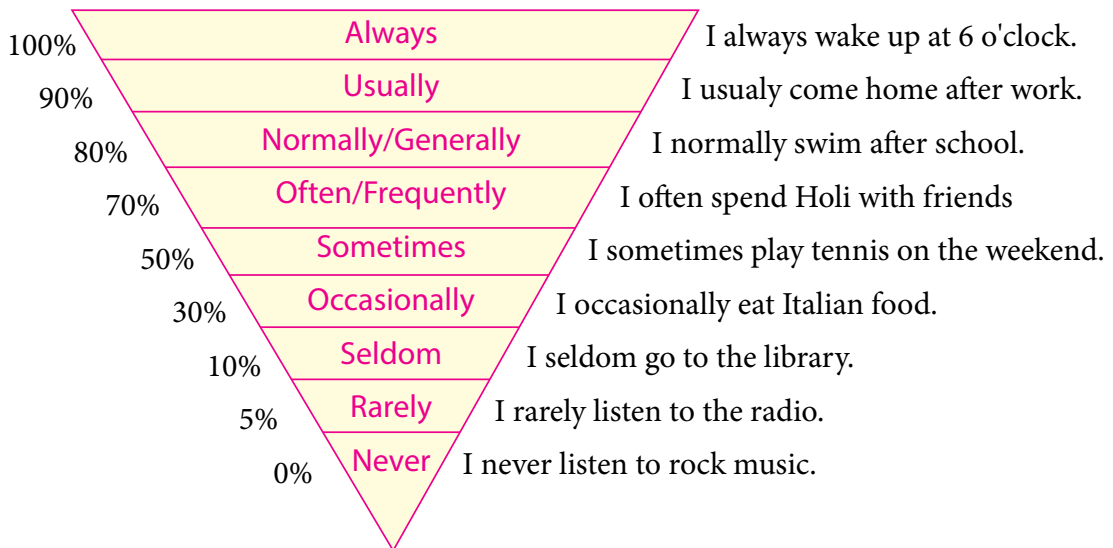
Adverb of frequency

These adverbs show the frequency of time.

Be+frequency	Frequency +verb
He is sometimes absent in the class.	They always read newspapers.
They are usually late to office.	Sitala often visits temple.
He is often the first boy of the class.	They never take rest while they are at work.
Anita is often first girl of the class.	We almost often watch news on TV.
I am seldom at the theatre.	They almost never take liquor.
We are never at school after 5 pm.	Barking dogs seldom bite.

Degree of frequency

An adverb of frequency tells us how often something takes place.



Adverb of manner

These adverbs describe the manner of action.

For example

- He speaks English **fluently**.
- They are **badly** treated by immigration officers.
- He presents data **accurately**.
- We **quickly** understood their problems and made a plan to help.

Adverb of place

This adverb expresses the place of the occurrence of the place.

For example

- She was studying math **here**.
- Was **there** anything special in the meeting?
- Scientists were working on the hydrogen formula in **NASA**.

Adverb of time

These adverbs show the time of the occurrence of the action.

For example

- Is it raining **at the moment** in Pathivara temple, Taplejung?
- We were with scientists from NASA **yesterday**.
- She was **already** appointed as a public relation officer in a transnational company.
- Alibaba became one of the best websites in China **since** 2013.

Adverb of indefinite frequency

These adverbs talk about how often an action occurs.

For example

- They **seldom** visit the university websites.
- She **often** enjoys playing the piano.
- We **usually** water the plants in our garden.

Adverb of definite frequency:

The adverb of definite frequency shows the actions happen in definite time.

For example

- I **never** try to rely on others.
- They present **monthly** survey data to the census office.
- Ankit visits Japan **once** a year.

Adverb of degree/extent/quantity:

These adverbs show about the level or extent of something is done or happens.

For example

- His is **entirely** involved in coal business these days.
- This amount is **totally** spent on child health program.
- He is slightly twisting his opinion **while** dealing with the journalists.



Exercise 2

Choose the correct adverb.

1. It took her a long time, but _____ she made it. (**final / eventually**)
2. _____, he said it was a bad idea. (**Simply / Basically**)
3. She is very fit because she exercises _____. (**daily / weekly**)
4. Do you have _____ to go? (**somewhere / anywhere**)
5. Don't you _____ talk to me like that again! (**ever / never**)
6. The _____ I can get there is 7 am. (**earliest / most early**)
7. I thought she would drive more _____. (**fast / rapidly**)
8. Continue straight _____ and you'll see the church. (**ahead / right**)
9. How _____ do you get together? (**often / always**)
10. We get together _____. (**occasionally / always**)



Exercise 3

Complete the following sentences with an adverb of your choice. Use a different adverb each time.

1. I _____ watch American series on TV.
2. My children _____ listen to me.
3. We are waiting for her phone call _____.
4. They don't _____ like spicy food.
5. Complicated explanations are not good, it is better to try to explain _____.
6. I am sorry, I do not speak Italian very _____.
7. _____ you are here! I have been waiting for you for 2 hours.
8. I don't like to wake up _____.
9. I _____ go to the same coffee shop because it is the best.
10. I did this exercise _____!



Exercise 4

What adverbs can you make from these adjectives?

For example

■ nice - nicely

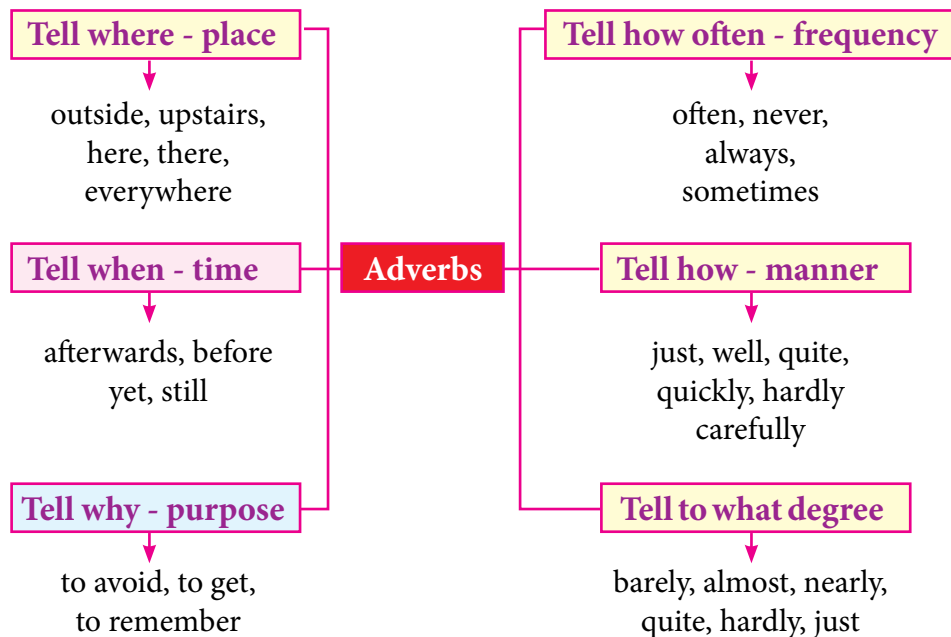
1. quick _____
2. normal _____
3. ironic _____
4. slow _____
5. love _____
6. prompt _____
7. last _____
8. vast _____
9. mild _____
10. happy _____



Further Reading

Position of adverbs

Different kinds of adverbs go in different positions in a sentence. Here are some general rules.



Adverbs cannot go between a verb and its object.

For example

- He speaks English **well**. (NOT He speaks well English.)
- I **often** visit my parents. (NOT I visit often my parents.)

An adverb particle (e.g. up, down, off, on etc.) can go between a verb and its object.

☉ **She switched off the light.**

Or She switched the light off.

An adverb can go in three positions:

1. At the beginning of a clause
2. With the verb (mid-position)
3. At the end of the a clause

Many adverbs can go in all three positions. Some adverbs can go in **mid-** and **end** positions. Longer adverb phrases do not usually go in mid-position.

Adverbs that can go at the beginning of a clause

Adverbs which join a clause to what came before usually go at the beginning.

however, then, next, besides, anyway, etc.

For example

- Some of us wanted to go on a picnic; **however**, John did not like the idea.
- He finished his work. **Then** he went home.

Mid-position is also possible in a formal style.

For example

- He **then** went home.
- He, **however**, didn't like the idea.

The adverbs **usually, normally, often, frequently, sometimes** and **occasionally** can go at the beginning or end of a clause.

For example

- **Sometimes** I think I should find a better job.
- **Often** I get headaches.

Adverbs of place can also go at the beginning of a clause, especially in literary writing.

For example

- **At the end of the street** there was a toy store.



Exercise 5

Use appropriate adverbs of degree (a bit, a little, very, extremely or pretty) according to the context of the sentences given below.

1. I am _____ tired. But I will definitely try to come with you.
2. I am not able to make out the answer. It is _____ confusing.
3. The boy found the girl _____ ugly and disagreed to marry her.
4. The arrangements of the birthday party were _____ nice. One could not help, but appreciate them.
5. We can think of some other place. This one is _____ boring.
6. The paintings and carving at Anjana and Hansen are _____ beautiful.
7. The audience were _____ spell bound. They liked the speech much.
8. He slowed down the speed _____ that he might not meet with an accident.
9. This building is _____ old. It look like a haunted place now.
10. She sings _____ well. She can try her hand at singing.



Exercise 6

Read each sentence. Change the adjective into an adverb and write the adverb on the line that follows the sentence.

1. Srinita was a happy child. She played _____
2. Anju Panta had a beautiful voice. She sang _____
3. Ramu was always honest. He spoke with her _____
4. The sun was very bright. It was shining _____
5. We felt sad at the funeral. We looked at each other _____
6. Gopal Yonjan was an expert musician. He played it _____
7. They were very enthusiastic about clapping. They clapped _____
8. You are very energetic. You play football _____
9. Bibas was a dangerous driver. He drove _____
10. Aunt was a frequent visitor. She visited _____
11. Our preschool kids are playful. They run _____
12. Sujana made a foolish decision. He spent the money _____

13. Bibek was gentle as he touched her hand. He touched it _____
14. The professor was a wise man. He spoke _____
15. Angelica has a sweet voice. She sang _____



Exercise 7

Match each type of adverb in the following table to its definition.

Adverb	Definition
1. adverb of manner	a. describes where something is done
2. adverb of degree	b. describes why something is done
3. adverb of place	c. describes how something is done
4. adverb of time	d. describes how often something is done
5. adverb of reason	e. describes when something is done
6. adverb of frequency	f. describes to what extent something is done



Exercise 8

Make an adverb ending in **-ly** from the word in brackets, and use it to complete the sentence.

1. Cholera is a disease spread by dirty water, either when people drink the water, or eat food which has been washed in the water, and not properly _____ cooked. (**proper**)
2. _____ until the mid 19th century, people believed that the disease travelled through the air. (**unfortunate**)
3. In the crowded cities of 19th-century Britain, cholera spread _____ (**easy**)
4. Most doctors believed that fresh air and a better diet would prevent the disease _____. (**wrong**)
5. Huge fires were _____ lit in the streets to drive away the infection, and the clothes of victims were also burned. (**usual**)
6. The streets were also cleaned _____ with powerful chemicals. (**thorough**)
7. However, people continued to suffer _____ (**dreadful**) In 1854, a doctor in London, John Snow, _____ proved that cholera spread through infected drinking water. (**definite**)
8. He did this by _____ collecting statistics about the infection in one part of London. (**careful**)

9. He managed to prove that in an area where deaths from cholera were highest, the water was _____ responsible for were highest, the water was responsible for cholera infection. (entire). Improvements made to sewers and supplies of drinking water later led to a decrease in deaths from cholera.



Exercise 9

Form adverbs from the following adjectives and use them in the sentences below.

full	complete	reasonable	particular
poor	heavy	thorough	close
cyclic	double	partial	immediate

- Chetan investigated the causes of the of the company failure very _____.
- Nitin _____ accepts responsibility for this academic session.
- Many changes in the market economy happen _____.
- Be _____ careful when visiting in India.
- Madan can't accept his proposal; he is only _____ true.
- Prof. Limbu's lectures are _____ popular with the students, because he has tremendous experience on current cultural trends.
- His proposal was rejected because it was very _____ written.
- Our school is still in _____ good condition even.
- The damage on the car _____ apparent.
- SAARC countries are _____ indebted.
- Krish isn't _____ involved in standing committee of central bank.
- Sunu _____ forgot where she left her notebook yesterday.



Exercise 10

Circle the correct word in order in this paragraph. Sometimes more than one answer is correct.

We have a great garden at home. My father wakes (usually up, usually wakes up, wakes up usually) at 6 am every day. (Sometimes he, He sometimes) goes for a fun, (but usually he, he usually) waters the garden. He (asks never, never asks) us to help him that early because we (are usually, usually are) getting ready for school. We kids (seldom are, are seldom) late for school and (are often, often are) there pretty early.

(Sometimes it, It sometimes) rains in the afternoon here. In summer, it (usually storms, storms usually) between 4 pm and 6 pm in the afternoon in Pokhara. It (rarely rains, rains rarely) in the winter time, so my father will have to water the garden then. In the fall, we (have usually, usually have) lots of big cucumber and bitter gourds that we (always

carve, carve always) to get the seeds for roasting. In early summer, we (have often, often have) beautiful red strawberries that we pick and turn into jam. It (sometimes is, is sometimes) a lot of hard work, but we don't have to make as many trips to the grocery.



Exercise 11

Choose which adverb fits best with the sentences below, then try to find it in the word search. Only the correct words have been hidden, so choose carefully!

Quickly	Frantically	G	R	E	E	D	I	L	Y	S
Slowly	Suddenly	E	X	A	C	T	L	Y	E	Q
Happily	Mysteriously	N	N	A	X	Y	W	M	A	U
Loudly	Gracefully	T	P	E	R	B	I	A	S	I
Neatly	Greedily	L	F	E	A	T	S	L	I	C
Slightly	Sometimes	Y	V	R	E	T	E	W	L	K
Monthly	Easily	R	K	M	S	G	L	A	Y	L
Wisely	Accidentally	L	O	U	D	L	Y	Y	T	Y
Very	Always	S	L	O	W	L	Y	S	D	N
Exactly	Softly									
Gently	Daily									

- Anup _____ finished his Dashain chores so he would have more time to play outdoors.
- I picked up the fish and held it _____.
- Hiran _____ ordered fried rice for dinner _____ it happens rarely.
- Niranjan _____ took the rest of the apples, and didn't leave any for his sister.
- He follows his times tables properly, so he _____ gave answers the questions on today's times tables quiz.
- "Treat other people as you want to be treated," Teacher said in moral class _____.
- After playing three games of football in a row, I was _____ tired.
- Gaurav eats very _____, so I have to wait for him.
- If he puts away his clothes _____, Mum gives him a star on his chore chart.
- My mum _____ takes breakfast in the morning.
- The umpire told us to say our lines _____ during the play, so the audience could hear us.
- They had _____ the right amount of money to pay for their snacks.

UNIT 6

Articles



Learning objectives

After studying this unit, you will be able to...

- describe and explain the uses of both definite and indefinite articles.
- use these articles appropriately.



Learn and Act

The Wolf and the Lamb

Read the following text carefully and underline the articles.

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther, she went away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better."



The wolf thought that was a good idea, so he sat down and waited. After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster."

The wolf thought it was an amazing idea, and he agreed.

While the lamb was dancing, she had a new idea. She said, "Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster."

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

Moral : The gentle and weak can sometimes be cleverer than fierce and strong.



Quick Feedback

- What does the text talk about?
- Why did the wolf have to run away?
- Write any five sentences in which articles **a/an** or **the** are used?
- Who saved the life of lamb?



Forming Knowledge

There are two types of articles: **a/an** and **the**. **A/an** is used to describe a more general noun, whereas **the** is used to describe a specific noun. For this reason, **a/an** is referred to as an indefinite article and **the** is referred to as a definite article.

Some basic rules with examples for using articles **a/an**

Uses	Examples
We use a/an with when we first mention a singular countable noun.	a boy, an opera, a chicken, a pen, a house, a book, a girl, an email, an egg, a horse, an umbrella, a jug, an eagle, an apple, a mango, an orphan, an orange, a university, kiwi, a sparrow, etc.
[Note: a is used before singular noun beginning with a consonant sound whereas an is used before singular noun beginning with a vowel sound. It indicates that the referent of the noun phrase is one unspecified member of a class.]	
We use a/an to refer to something for the first time.	Mijashang is a student. An engineer has designed a new bridge. They have seen a beautiful house.
We use a with a less emphatic forms of one – a hundred, a thousand, a million, a billion	It costs a hundred rupees. There were more than a thousand people in march. His vocal had a million dollar worth.
We use a with units of uncountable nouns	a bottle of water, a slice of cake, an ingredient of pizza, a glass of milk, a grain of wheat, etc.
In the sense of any, to single out an individual as the representative of a class	A son has to respect his parents. A tiger is ferocious animal.
We use a/an with nationalities and religions in the singular.	J K Rowling is an English writer. Jiwan is a Nepali. Abdullah is a Muslim.

We use a/an to mean in expressions of time or quantity	He takes medicine twice a day. It snows in Pathivara once a week. He drives car 60 miles an hour
We use a with singular nouns after the words 'what' and 'such'.	Rajesh Hamal is such a handsome hero. What a shame! What a hot day!
We use a meaning 'one', referring to a single object or person, or a single unit of measure.	I would like an apple and two coconuts. He wants a kilogram of turmeric. You can't run two kilo meter in 10 minutes.
We use a to refer to an example of something.	The monkey had a long tail. That was a very strange plane. He had a flat nose.
We use a when we mention something for the first time.	Once a Chinese, a Nepali and an Indian met in the meeting. A handsome boy had a new bike.

Some basic rules with examples for using articles 'the'

Uses	Examples
The definite article the can be used for specific references to countable nouns.	The politburo has postponed standing committee meeting. The car is expensive.
The is used before superlative degree of an adjective.	Edmund Hillary mounted the highest peak Mt. Everest in 1951. The most beautiful painting is in Paris museum. The greatest poet of Nepal is late Laxmi Prasad Devkota. Nile is the longest river in the world. My grandfather is the oldest man in our town. Silver is the cheapest metal for jewelery.
We use the when using ordinal forms to show order or number.	The first chapter of Harry Porter is about an angel. The last bench students are noisy.

We use the when using words that specify a particular item.	The book we bought is written by R.K. Kshetri. He is the only one boy who has lots of chances to be an actor. The principal reason of failure was negligence of manager. The main cause of decline of Roman empire was lethargic kingship.
We use the when a singular noun is meant to represent a whole class.	The horse is a useful animal. The coconut is healthy fruit.
We use the with parallel comparatives	The more you earn, the more you spend. The more I do exercise, the younger I feel.
We use the to refer to something which has already been mentioned.	We had a party at CW Restaurant. The restaurant is popular in the city. Prof. Subba's book has been a bestselling. The book is available in the market.

We use 'the' before the names of:

united countries or set of islands	the Democratic Republic of Congo, the UK, the USA, the USSR, the UAE, the Netherlands, the United Nations, the Philippines, the West Indies, etc.
religious scriptures or books	the Vedas, the Ramayana, the Bible, the Quran, the Mahabharata, the Tripitika etc.
newspapers	the Rising Nepal, the Himlayan Times, the News Herald, the Kathmandu Post, the Times, the Guardian, the Gorakhapatra, etc.
religious communities	the Orthodox, the Hindus, the Buddhists, the Muslims, the Christians, the Kirats, etc.
seas, oceans, canals, rivers	the Red Sea, the Caribbean Sea, the Atlantic Ocean, the Pacific, the Panama Canal, the Suez Canal, the Gandak Canal, the Koshi, the Ganges, the Thames, the Nile, the Karnali, the Rhine, etc.
deserts, forest, gulf, peninsula	the Kalahari, the Sahara, the Thar, the Gobi, the Sahel, the Sahara, the Bay of Bengal, the Black Forest, the Persian Gulf, the Iberian Peninsula, etc.

single objects in the world	the sun, the moon, the sky, the earth, the Jupiter, the stars, etc.
scientific inventions	the telescope, the spacecraft, the television, the telephone, the radio, the camera, etc.
musical instruments	the Djembe, the harp, the piano, the guitar, the madal, the violin, the drum set, the flute, etc.
parts of the house	the lobby, the kitchen, the garage, the bedroom, the toilet, the roof, the dining hall, the balcony, the bathroom, the attic, etc.
mountain ranges	the Mt. Rocky, the Mt. Fuji, Himalayas, the Rockies, the Alps, the Andes, the Hindu Kush, etc.
nationality adjectives	the Nepalese, the English, the Scottish, the Indian, the French, the American, etc.
ships	the Titanic, the Queen Marry, the Santa Maria, the Pinta, the Nina, etc.
periods of history	the Renaissance, the Stone age, the Middle Age, the Modern age, etc.
famous hotels and monuments	the Soaltee Crowne Plaza, the Yak & Yeti, the Hyatt Regency, the Boudha stupa, the Taj Mahal, the Dwarika's Hotel, the Opera House, the Pyramids of Giza, etc.
historic events	the Independence Day, the Martyr's Day, etc.
plural names of families	the Ranas, the Limbus, the Yadavs, the Gandhis, the Kirats, etc.
political parties	the Nepali Congress, the United Marxist and Leninist, the Maoist Centre, the Sanghiya Loktantrik Forum, Rastriya Janata Party, etc.
cinema, theatres, towers and clubs	the Jay Nepal, the Gopi Krishna, Gurukul theatre, the Sarbanam theatre, the Shakespearean theatre, the Dharahara, the Eiffel Tower, the Lions Club, the Rotary Club, etc.
the posts, professionals, political ranks	the Prime Minister, the President, the CEO, the manager, the Principal, the Director, the Mayor, the Discipline In-charge, etc.
museums and libraries	the Patan Museum, the National Museum, the Central Library, the American Library, etc.



Exercise 1

Insert suitable articles in the following text.

Mrs. Parrot, **the** most famous lady detective of _____ twenty-first century, was born in _____ United Kingdom in _____ 1960s. Since then, she has been to many countries, including Portugal, Singapore and Australia, and has lived in _____ northern hemisphere and _____ southern hemisphere, as well as on _____ equator. She has never been to _____ Philippines or _____ United States, but she speaks English, French and Portuguese. Like Sherlock Holmes, _____ famous detective, she plays _____ violin, and sometimes practises up to five times _____ day. She is also _____ only person in _____ world to have performed Tchaikovsky's 1812 overture in one breath on _____ recorder.

She has been _____ detective for thirty years and claims that although many people think that being _____ detective is _____ piece of cake, detectives generally work very hard and it's not all fun and games. _____ detective is someone who solves mysteries, and _____ people who contact Ms Parrot have some very unusual problems. Little information is available about some of _____ cases she has solved, but quite _____ few of her most famous cases have attracted worldwide attention and she has been offered up to _____ thousand dollars _____ hour to help solve mysteries such as _____ case of _____ Australian owl in _____ uniform. _____ bird laid _____ egg in _____ European nest in less than _____ hour after its arrival. What _____ strange problem!

With great modesty, she has either declined such _____ fee or donated _____ money to _____ poor, or to _____ Grammar Survival Fund, believing that _____ detective should use their skills for _____ common good.



Exercise 2

Choose the correct alternatives to complete the sentence.

- If Prakash wants to be healthier, he must think carefully about _____ he takes.
 - food
 - the food
 - a food
- If you don't enjoy _____ I do something else.
 - the exercise
 - an exercise
 - exercise
- Try learning _____.
 - a Yoga
 - Yoga
 - the Yoga
- Sometimes the food he eats is less important than _____.
 - food he doesn't eat
 - a food he doesn't eat
 - the food he doesn't eat
- Does Anita drink enough _____ ?
 - a juice and water
 - the juice and water
 - juice and the water
- There is a saying, '_____ a day keeps the doctor away.'
 - The apple
 - A apple
 - An apple
- _____ tea should only be taken once a day.
 - The cup of
 - A cup of
 - cup of
- Junk food makes _____ unhealthy.
 - the people
 - people
 - a people
- If you've taken organic food _____ you would have.
 - the good day
 - good day
 - a good day
- You could grow organic fruits or go to _____ to buy fruits.
 - market
 - the market
 - a market



Exercise 3

Complete the text with a/ an/ or the.

Memo checklist

The word **memo** is short for **memorandum** and it means _____ note to help as _____ reminder. It is only used within _____ business and so there is no need for full external address _____ person you are sending it to. However, you might need to

show _____ internal office address, e.g. room number and building.

There are usually just spaces _____ for names of the person sending and the person receiving _____ memo. However, copies might be sent to other people in _____ company for reference.

The subject is clear from _____ heading and _____ text is brief. There is no formal signature. Sometimes _____ originator will sign their name I freehand at _____ bottom.



Further Reading

We use 'the' before:

daybreaks	in the morning, in the afternoon, in the evening, the early morning, the sunrise, the sunset, at the same time etc.
decades	the twenties, the thirties, forties, fifties, the 1960s, the 1970s, etc.
adjectives that represent identifiable social groups	the rich, the poor, the blind, the deaf, the young, the old, the elderly, the homeless,
directions and geographical areas	the east, the west, the north, the south, the Middle East, the hills, the Terai, etc.
points on the globe	the Equator, the North Pole, the South Pole, etc.
physical positions	the centre, the side, the right side, the left, the top, the bottom, the back, etc.
ordinal numbers	the first, the second, the third, the tenth, etc.



Exercise 4

Underline the correct articles.

1. I don't like that T-shirt. The / A color is horrible.
2. Pooja doesn't like going to see the /a drama to the theatre.

3. Bishnu asked for **the / a** cup of coffee, but she got tea instead.
4. **The / A** Research Centre is a place where scientific experiments are done.
5. I don't think he's **the / a** vagabond, he looks gentle!
6. Januka is **a / an** intelligent woman.
7. I went to **the / a** beach today and enjoyed a lot with tourists.
8. Who left **the / a** door open?
9. **A / An** private hospital is more expensive than a / an public hospital.
10. **The / A** meeting of BOD starts at half past seven today.



Exercise 5

Use appropriate **definite** and **indefinite** articles and complete the following short story.

____ boy and a girl were walking home from school. ____ boy saw ____ dog in ____ window of ____ house. He asked ____ girl if she thought he could make ____ dog bark. He said: "Do you think ____ dog will bark if I make ____ funny face?" The girl responded: "You don't have to make ____ funny face. ____ face you have is already funny enough." ____ boy shouted: "It is not!" ____ dog barked.

UNIT 7

Prepositions



Learning objectives

After studying this unit, you will be able to...

- ➔ identify the types and functions of prepositions.
- ➔ use these prepositions appropriately.



Learn and Act

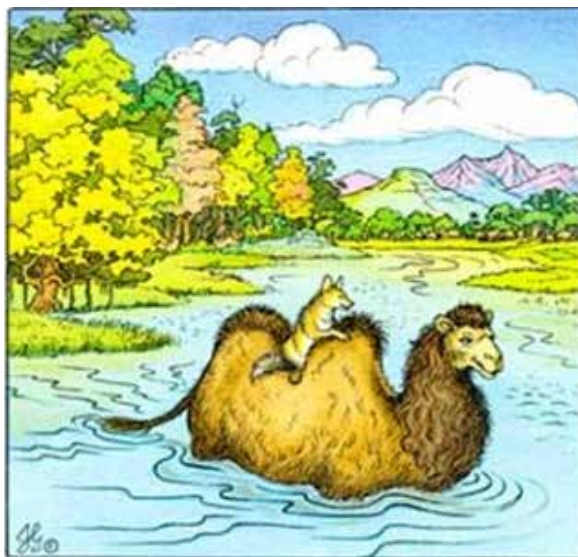
Jackal and the camel

Once **upon** a time there lived a camel and a jackal together **in** a deep forest. **On** the other side of the river flowing beside that jungle, there were fields having ripe sugar canes.

One day the jackal came **to** the camel with a plan to cross the river and enjoy the sugar canes. As he did not know how to swim, so he requested the camel to carry him **on** his back.

The camel agreed **to** the jackal's request. They set out **for** the river and soon reached its bank. The camel carried the jackal **on** his back and crossed the river. **On** reaching the other side, they began to eat the sugar canes.

The jackal was soon satisfied but the camel was yet hungry. The jackal began to howl loudly. The camel asked him not to do so but the jackal said that it was his habit to howl after meals. His howling attracted the attention of the farmers. They all reached the spot **with** long sticks. The jackal disappeared **in** a bush but the camel was badly beaten.



Now they were to go **across** the river **to** the other side of the bank. The jackal requested the camel to take him **across** the river.

The camel agreed to do so since he wanted to retaliate **upon** him. When the camel reached the middle of water, he began to roll in the water. The jackal told him not to do so. But the camel said that it was his habit to do so after meals.

As a result, the jackal slipped **off** the camel's back and fell **into** the deep water. He was soon drowned. He was rightly punished **for** his mischievousness.

Moral: As you sow, so you shall reap.



Quick Feedback

- Where were fields having ripe sugar canes?
- Why did the jackal request the camel to carry him on his back?
- Why did the camel agree to take him across the river?
- What did happen when the camel he began to roll in the water as he reached the middle of water?



Forming Knowledge

A **preposition** is a word that connects a noun or a pronoun to some other word in a sentence.

- Prepositions of time
- Prepositions of place
- Prepositions of direction
- Prepositions of agent
- Prepositions of instrument
- Prepositions of verb/phrases

Common Prepositions

in, inside, within: These particularize a location with a sense of within a boundary or describe the source of something internal, such as emotions.

In Nepal, black tea is a very popular beverage.

It was so dark inside the Byas cave in Tanahun that we needed to use flashlights to see anything.

He found the driving force within himself to stick with oil art, even though it was difficult.

Into: Shows external to internal movement of something and changing form of anything from one to another.

The finger smith ducked into the public bus for pick pocketing.
He translated the Geeta into Nepali.

From: Shows the source of something, its original location after it has moved to a new location, or the giver of something that has changed possession.

Books were special-printed from the most famous publisher, Cambridge University Press, and marketed by Royal Business Group in Nepal.

To: We use **to** as a preposition to indicate a destination or direction.

They are going to Patan next month.

Do you want to come to the meetig with us?

We use to in telling the time, when we refer to the number of minutes before the hour.

His bus arrives at quarter to nine.

On: being located atop of

The story about Yeti is on my favorite list.

On the page number 25, a story about Kumari is given in detail.

For: (to be used) with the specific purpose of or in recognition of

I got you a present for Birth Day, even though I am leaving country on this day.

For humans to make a cozy house, they needed natural and hygienic materials.

After: proceeding chronologically

Morning comes after night.

We take lunch after breakfast.

Above, over: physically located directly higher on a vertical axis.

Pooja did far above average on her last performance.

If you look over the hill, you can see the snowcapped mountains.

Below, beneath, under, underneath: physically located directly lower on a vertical axis.

A fisherman thinks that there lives a snakefish underneath the quicksand, since he sees tracks beneath the muddy surface.

With: To show company and possession.

Jenish always likes eating chocolate with marshmallows.

Nutan lives with her uncle.

She is with us in Paris.

Beside: located next to

Janak has built a store room beside the hotel.

My school locates beside the theatre.

Among, amongst: located as a point in a larger group

An accountant has hid the bill amongst junk mail in order to corrupt money.

Among them Jenisha is the best singer.

Near: located at a relatively close distance from.

My mother loves to sit near the fire at night.

Prepositions of Time (e.g. at, on, in)

Prepositions	Time nature
in	Longer period/long time, months or years : e.g. in 2005, in Iihar vacation, in June, particular time of a day, a month, or an year : e.g. in the morning, in the evening, in the 3 rd week of August, in summer, in spring A century or a specific time in the past or future : in the early days, in the 20 th century, in past, in the stone age, in future
on	A day : e.g. on Sunday, on Tuesday, on Friday Dates : e.g. on the 15 th of Ashoj, on Ashoj 15 Particular days : e.g. on my birthday, on Independence day, on Republic day
at	Special point of time : e.g. at 9 o'clock, at 10:30 pm. Meal, festival : at dinner, at dashain, at Lhosar, at tihar Short or precise times : at the moment, at lunch time, at sunset, at night, at noon, at bed time

For example

- The atomic invention became one of the greatest achievements in 20th century.
- They visited upper Mustang in July.
- Humans were nomads in Stone Age.
- It is difficult to predict what happens in future.
- In the morning aged people go for morning walk.
- We had a special meeting with an ambassador on Monday.
- Poets were awarded on martyr's day.
- On the morning of June 24th, they reached to the top of the Mt. Everest.
- Our special vocal class starts at 6.30 o'clock.
- It is raining cats and dogs in Jhapa at the time of speaking.
- At the end, Ramesh gave up taking part in debate.
- It was quite dark at the sunset today.
- Bipul Chhetri became a popular singer at the age of 25.
- He left Kathmandu at prayer time.
- Devi spoke to Jhalak at bed time.
- At dinner time most of the participants promised to play skillfully.



Exercise 1

Supply the missing prepositions appropriately.

People who live in Kathmandu have every reason to be afraid of earthquakes. No one has ever forgotten the great quake that destroyed Kathmandu _____ 2015. _____ May, 1989, the people of Dharan panicked a lot. According to a prophecy made _____ 1975 by Nepal Seismographic Society, the city would be survived hardly _____ 1988. During the panic, parents didn't send their children _____ school and people didn't go _____ work. No one stayed _____ home, either. The airlines did great business carrying people who fled _____ their 'doomed city'. Which is more puzzling: how Nepal Seismographic Society knew that a city which didn't even likely to exist _____ that time would be destroyed.

Prepositions of place

These prepositions are used to refer to several types of places.

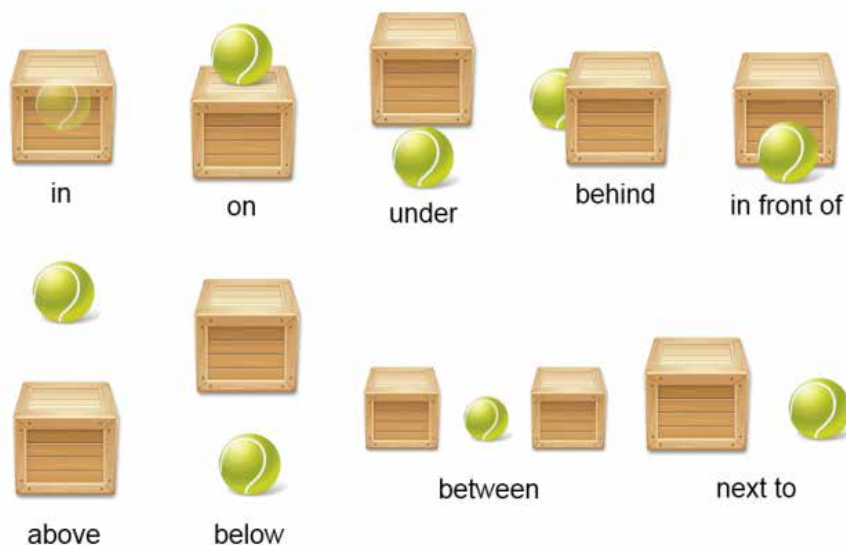
Prepositions	Nature of places
in	Before large places, e.g. in the world, in Asia, in the cosmos, in the universe, in the sky, in south Asia, in Nepal, in Mechi zone, in Illam Municipality, in ward number 5, (at college road an example of <i>specification</i>), in the jungle, in the bed, in the sea, in house, etc Place having some (physical or virtual) boundary: in the box, in the car, in the hall, in a library, in the building, in a school, in a cupboard, in a garden, in a room, in the corner, in mountain, in the bush, in book, in my mind, in nostril, in the grip, in my eyes/ears, in mouth, in stomach, in my mind, in army, in film, in movie, other uses in my opinion, in my view, in my point of view, in check, in red dress, in summary, ...
on	Surface of things: e.g. on the second floor, on the palm, on the yard, on the road, on the table, on the page, on a wall, on the whiteboard, on the map, on the roof, on my back, on an elephant back, on the beach, on page number 15, on the bus, on the ship, on the truck, on the bull cart, on the cheek, on my wrist, on the finger, on the corner (outside), on channel V, on a horse back, on a tree, on the branch, on TV, on the cycle, on the bed, on the right hand side, on the left hand side...
at	Specific places: e.g. at home, at the bottom, at the top, at hand, at bus stop, at front of the chair, at bottom of the cupboard, at the entrance, at the edge of floor, at beauty parlor, at gym house, at company's building, at school, at college, at university, at hospital, at museum, at restaurant, at hotel, at railway station, at platform, at barber, at the lab, at the law chamber, at court, at the tea shop, at garage, at the airport, at grocery, at theatre, at club, at the end of the road ...

For example

- Hard-working people live in the village.
- Hinduism exists in Asia.
- Nepal lies in south Asia.
- They have put the books on the table.
- Poet laureate Devkota's portrait is hanging on the wall.
- There is a fan on the ceiling.
- He has been staying at hotel for few days in Kathmandu.
- Ram is getting his hair trimmed at barber.

- Bina was a brilliant student of geography while she was at university.
- The Aljagira news channel comes on channel V.
- Nepal looks too small on world map.
- Tourists often ride on elephants back in Chitwan.
- Dr. Pradhan travels on the public bus.

Concept figure of preposition of places



For example

- A ball is under the table.
- He is standing behind the department store.
- My studio is in front of the cinema hall.
- Durbasa came out of burning house before the rescue team had arrived.
- Dhruva is standing next to/by/beside the temple.



Exercise 2

Complete the sentences with the prepositions.

since from under between of by to in at

1. The town lies halfway _____ Itahari and Lahan.
2. Anil often travels abroad. It's part _____ his job.
3. The painting dates back _____ the 18th century.
4. We usually go to school _____ bus.
5. They moved _____ the northern part of Himalaya few years back.
6. The village is not _____ the map. It must be very small.
7. He left city few days back and we haven't heard _____ him _____ then.
8. We first met _____ a conference _____ Kathmandu.
9. You can always put the books _____ the bookshelf.
10. The peacock was _____ the tree. Preposition of direction

Preposition of direction

(through, into, to, towards)

For example

These prepositions are used to show the direction of something.

He dived **into** the river.

People flood **to** the Pashupatinath temple on Shivaratri.

Shitala jump **through** the window.

The Tornado is approaching **towards** Chicago.

Preposition of agent

(by, with)

For example

These prepositions are used to show relationship between the noun and action.

- The **Veda** is written **by** Vedabyash.
- She drew a portrait **with** a pencil.
- The road is built **by** Hindu National Organization.

Preposition of instrument

For example

- These prepositions are used to join nouns to other words in the sentences.
- The tree cannot be cut down by an axe.
- He removed the stain from the shirt with chemical.
- Prerana chopped apple into pieces with a knife.

Preposition of verb/phrases

Preposition of verb is formed by preposition.

A criminal **admitted to/confessed to** the crime.

We must **apologize for** the mistakes.

I have **applied for** the post of editor-in-chief in national daily.

Durga has just **arrived at/in** Kathmandu by Nepal Airlines.

It's not way to **behave to/towards** juniors.

Swami **believes in** Hinduism.

Who does this book **belong to?**

People should be **benefited from** social welfare and security.

Hrishikesh **came across** me yesterday.

The truck has **collided with** the public bus in Japan.

Students should highly **concentrate on** their study.

Our team is **consisted of** experienced members.

We should try to **cope with** the changing environment.

The Jet Airway **crashed into** the gorge yesterday.

Farmers have to **deal with/see about** the poultry farming.

We **decided on** building dam on Mechi River.

The peace and prosperity **depend on** the political stability.

Can you **dispose of** the plastic items on the specific place?

Rajan has to **do without/go without** any prejudice.

She doesn't **feel like** gossiping with anyone.

He didn't **fall for** trick while he was in the city.

Laxmi doesn't **go with** grey.

Has anything like that ever **happened to** him?

I **hope for** having hygienic food.

She doesn't **insist on** playing games.

Why do other people always **interfere in/with** my affairs?

Was he **knocking at/on** the door?

I was **listening to** the BBC sports report.

An individual can't **live on** limited income.

Students **objected to** follow strict and harsh rules of the committee.

The flood has just **occurred to** our village.

They dislike **parting with** their class mates.

Nepal **participated in** the SAARC games.

The traffic **pointed at/to** a red light.

My uncle **ran into/bumped into** his childhood friend yesterday.
(= met by chance)

What does this word **refer to**?

Its far better to **refrain from** political conspiracy.

The researchers are **researching into** human behavior and its impact on accumulating knowledge.

It's a big stupidity to **rely on/count on** others flattery.

If parties fail to reach to the peace point, people will **resort to** violence.

My son is **revising for/preparing for** his forthcoming exam.

He'll have to **see to/attend to** the meeting of standing committee.

We had to **send for** the engineers to cooperate quake survivors to the affected area.

What does Veda **stand for**?

Let's **stick to** our plan seriously.

Ganesh **succeeded in** opening a new company in Nepal.

He **suffers from** back-ache while he participates in tournament.

I have to **wait for** the final result of the last semester.

You could **wish for** betterment.

Some of the most important English prepositional verbs

Note: Some adverbial verbs usually describe position or movement.

Away expresses the idea of disappearance or complete elimination.

- Please go **away** and leave him alone.
- They are **away** at the moment but they can get back home soon.

Off expresses the idea of disappearance, disconnection or completion.

- All the mangoes have dropped **off** the tree.
- They are still a long way **off** their target.

Out expresses the idea of finishing, disappearance or obliteration.

- They opened the window screen and stuck **out** their head out.
- He jumps **out** of the window.

Up It is used to show a higher position or a higher value, number, or level.

- I put books **up** on the top shelf.
- A gravel road leads through the jungle and **up** into the mountain.
- The water was **up** to the level of the window.



Exercise 3

Complete the conversation between Sarita and her sister Sumnima using **for, in, like, of, on**.

Sarita : Where's that new camera _____ yours?

Sumnima : Oh, it got broken. Binita knocked it off the table.

Unfortunately she hasn't succeeded _____ getting it to work again.

Sarita : Oh, what a pity.

Sumnima : It was only a cheap thing. In fact I'd been thinking _____ buying a new one.

But Binita not only apologized _____ breaking it, she insisted _____ buying me a much nicer one. It's in the dining-room.

Sarita : Binita is such a sensible girl.

Sumnima : She didn't really need to buy me a new one, but I didn't feel _____ arguing.



Further Reading

Prepositions in Wh-question.

What... for and what... like

We can use a question with **what... for** to ask about purpose.

What did you join in computer education **for**? To read about hardware.

What are these cups **for**? We're going to serve tea to our guests.

What do they raise the fund **for**? They want to run orphanage house.

What... for means the same as why.

Why are they in queue? They need to fill up exam form.

We can use **what ... like** to ask if something is good or bad, interesting or boring, etc.

What was the get together **like**? It was quite fruitful.

What's the spot **like** where you visited last week? It was peaceful, culturally rich and interesting.

Note also **look like**.

What does your professor **look like**? He is quite academic.

But we use **how** to ask about someone's well-being.

How are you? I'm OK, thanks. And you?

Compare these two questions.

How's Shantu? Oh, he's fine, thanks. (He is happy/in good health.)

What's Swarupraj **like**? He's very nice. (He is a nice person.)



Exercise 4

Fill in the correct prepositions.

about, at, by, for, from, in, of, on, to, with

1. Sushma became minister _____ the age of 30.
2. The book Himalayan Birds is written _____ T. Kshetri _____ 1996.
3. I'll send you the picture _____ the Narayanhiti palace.

4. They can get to the theatre _____ foot.
5. They remind us _____ Malla history of Nepal.
6. What are you talking _____ at the moment?
7. _____ the end of March we will have taken final exam.
8. Lila always gets up early _____ the morning and goes to bed late _____ night.
9. We had a meeting _____ Tuesday but they didn't have _____ Friday.
10. Are you _____ the bus station? He'll be with you _____ a minute.
11. Priyanka waited _____ her at the beauty parlor.
12. Shambhu started learning computer _____ 2005.
13. They have to go _____ the bus as weather is bad in Jumla.
14. We are very sorry _____ say we cannot help you.
15. It's very difficult _____ narrow the gap between rich and poor in Nepal.
16. I have been suffering _____ gout.
17. He chopped radish _____ a knife.
18. It's time _____ go to the theatre.
19. Our principal didn't take part _____ the discussion.
20. Binayak's very good _____ cracking jokes.



Exercise 5

Fill in the gaps with the appropriate prepositions.

about into at in before from to over after

What a load of rubbish!

It's hard to believe that [1] _____ years of people working hard to fight pollution and raise awareness [2] _____ the environment, we still seem to have a long way to go before we succeed.

Oceanographers have discovered a massive 'plastic soup' made up of floating rubbish in the Pacific Ocean. The gigantic waste collection has been growing slowly for [3] _____ 60 years and is now so big it stretches from the American state of California [4] _____ the state of Hawaii and nearly reaches Japan. It contains everything you could imagine, [5] _____ plastic bags to children's toys and even plastic swimming pools!

The 'Great Pacific Garbage Patch' as its sometimes called, causes lots of problems. One of

these is the chemicals it produces in the sea. These chemicals and small pieces of plastic are now showing up [6] _____ fish, and obviously, this means the plastic-filled fish could make their way onto our dinner plates!

It's not all bad news though [7] _____ the moment, a conservation group are looking into whether or not the 100 million tons of waste can somehow be turned [8] _____ fuel and used in a positive way.

Let's hope they take action now [9] _____ the 'plastic soup' gets any larger.



Exercise 6

Supply appropriate prepositions.

1. He is grateful _____ us _____ our assistance.
2. He secretly escaped _____ school yesterday.
3. Manoj is not content _____ the progress he is making on mathematics.
4. Pooja's stance about changing job isn't good _____ to the topic.
5. Have you decided _____ fix a date for your travel to UK yet?
6. My mum's bag is made _____ leather.
7. I never depend _____ my parents' income.
8. Girish applied _____ admission _____ the University of Utah.
9. Dhruva dreamed _____ some of his childhood friends last night.
10. Mina dreams _____ owning her own business someday.



Exercise 7

Fill in the blanks with appropriate prepositions.

1. This tree was the home _____ a flock of wild geese.
2. He noticed the creeper _____ the foot of the tree.
3. The leopard ran _____ the spotted deer.
4. The frogs jumped _____ the pond.
5. The girl was thrilled _____ see her painting.
6. The fish were caught _____ the net.
7. Students walked _____ the bridge.
8. I wanted a camera _____ my birthday.
9. Police were _____ the wall.
10. The tiger jumped _____ the bush.

UNIT 8

Question Tags



Learning objectives

After studying this unit, you will be able to...

- ➔ know the structure and subjects of tags.
- ➔ use tags appropriately.



Learn and Act

Visiting a Park

Minnati : It's a beautiful day!

Lina : It's lovely, **isn't it?** Why don't we go to the park?

Minnati : Yes, let's do that, **shall we?**

Lina : We could drive but let's walk. We need the exercise, **needn't we?**

Minnati : Yes, we do. We haven't done for many days back. I'll get my things.

Lina : Last time, you forgot your purse.

Minnati : You didn't also have it, **did you?** So we borrowed Krishma.

Lina : However, we enjoyed it a lot, **didn't we?**

Minnati : Yes, we did.

Lina : Let's go, **shall we?**

Minnati : Okay.





Quick Feedback

- How is the day?
- Where are Minnati and Lina planning to go?
- Didn't they enjoy visiting the park last time?



Forming Knowledge

What is a tag question?

A tag question is a statement followed by a small-question. We use tag questions to ask for confirmation. In a tag question a statement is made and a question is asked after that.

For example

- You are busy, **aren't you**?
- Pinnacle is the best institute for preparing for government jobs, **isn't it**?

Four basic rules for making question tags:

- The sentence and the question tag will be in the same tense.
- If the sentence is an affirmative, the question tag will be negative.
If the sentence is a negative, the question tag will be positive.
- The pronoun is always used in the question tag.
- In negative question tags, we use the contracted form of the helping **verb** and **not**.
e.g. **isn't**, **couldn't**, etc.

Rule 1:

In the affirmative sentence the tag question will be negative.

For example

- A good student always works hard, **doesn't he**?
- A teacher goes to school daily, **doesn't he**?
- Meena plucks flowers, **doesn't she**?
- You appeared at the SEE examination, **didn't you**?
- Helmet makes driving safe, **doesn't it**?

Rule 2:

In negative sentence the tag question will be positive.

For example

- All the children were not present, **were they?**
- Everybody cannot be clever, **can they?**

Rule 3:

For sentences having modal auxiliary (**can, could, will, would, may, might, must, shall, should, ought to, need, would rather, had better, dare**) tags will be **shan't, will not, won't, can't**, etc. depending on whether positive or negative is needed.

For example

- A healthy body can achieve the impossible, **can't it?**
- A student must be regular in studies, **mustn't he?**
- Everybody cannot drive, **can they?**
- Everybody should wear a seat belt while driving, **shouldn't they?**
- Water animals can breathe under water, **can't they?**

Rule 4:

Everybody, everyone, no one, no body are singular. So we use a singular verb and **singular pronoun** with them. But in the question tag a plural verb and a plural pronoun will be used.

For example

- Everybody has to pay his own bill, **haven't they?**
- None of your friends has arrived yet, **have they?**

Rule 5:

For affirmative imperative sentence, we use **will you** or **won't you** in the question tag.

For example

- Be assured of all co-operation, **will you?**
- Switch on the cooler, **will you?**
- Please give me the documents, **won't you?**
- Kindly take a seat, **will you?**

Rule 6:

For negative imperative sentence we use **will you** as the question tag.

For example

- Don't touch the wire, **will you**?
- Don't litter here, **will you**?
- Don't make a noise in the class, **will you**?

Rule 7:

For imperative sentences beginning with **let us**, when a suggestion or proposal is being made the question tag will be **shall we**.

For example

- Let us go for a movie, **shall we**?
- Let us help her to complete the work, **shall we**?
- Let us go to meet her, **shall we**?

Rule 8:

For imperative sentences beginning with **let** but not followed by **us**, the question tag will be **will you**.

For example

- Let Madhu go, **will you**?
- Let them do their homework, **will you**?
- Let the labourer go, **will you**?

Rule 9:

For imperative sentences having **nothing, anything, everything, something** as the subject the question tag will have **it** as the pronoun.

For example

- Everything has gone bad today, **hasn't it**?
- Everything is clear, **isn't it**?
- Nothing can revive this worse situation, **can it**?
- Nothing comes from nothing, **does it**?

Rule 10:

If any sentence has **used to** in it then the question tag will be **didn't**.

For example

- He used to come here, **didn't he?**
- He used to play the casino very well, **didn't he?**

Rule 11:

Never, anybody, hardly, seldom, scarcely, few, little, not, none, rarely, etc. are negative words. So the question tag will not be **negative**.

For example

- A barking dog seldom bites, **does it?**
- My son never stands still, **does it?**
- He hardly came here, **did he?**
- He hardly does his duties, **does he?**

Rule 12:

In exclamatory sentences, the question tag will contain the **auxiliary verbs**.

For example

- How beautiful the garden is, **isn't it?**
- How big the slide is, **isn't it?**
- How nicely the bird sings, **isn't it?**

Rule 13:

Moon, earth, river, motherland, country, ship, train are treated as feminine gender. In the tag question, the **pronoun** used will be **she**.

For example

- The Titanic was thought to be unsinkable, **wasn't she?**
- India has never attacked any country, **has she?**

Rule 14:

There is no contracted form of **am not**. So in question tags **aren't** is used.

For example

- I am a little late today, **aren't I?**
- I am confident, **aren't I?**

Note: But if the question tag to be used is not in contracted form then **am I** can be used.

For example

- I am late today, **am I**?
- I am not busy, **am I**?

Rule 15:

If the subject of a sentence is **there/one/this/that/these/those** then the question tag will be **there/one/this** etc. as the pronoun.

For example

- There is a book on the table, **isn't there**?
- One cannot find a solution to this problem, **can one**?

Rule 16:

Collective nouns are used in singular forms, so the question tag will have a singular verb and a singular pronoun.

For example

- The class has selected its monitor, **hasn't it**?
- The team has played very well, **hasn't it**?

But if the collective noun is not treated as one unit, we use the plural verb and the plural pronoun.

For example

- The team have to arrange for their shoes, **haven't they**?



Exercise 1

Finish these sentences by adding a tag questions with the correct form of the verb and the subject pronoun.

1. Sunil won't be at home, _____?
2. There are a lot of birds, _____?
3. They were very lazy, _____?
4. Let's have a rest, _____?
5. Anu is on holiday, _____?
6. This isn't very attractive, _____?
7. He wasn't reading, _____?
8. He's too early, _____?
9. Jack doesn't like meat, _____?
10. He wouldn't sing a song, _____?

11. Manish hasn't got job, _____?
12. Listen to me _____?
13. They haven't bought books, _____?
17. They haven't been to Japan, _____?
18. You can ride on a horse, _____?
19. Don't make noise in the class, _____?
20. He won't mind if I play the guitar, _____?
21. Sumit had to see the doctor, _____?
21. Anil could help him, _____?
22. He'd never tasted wine before, _____?



Exercise 2

Complete the conversation using question tags.

- Raju** : He doesn't really deserve to be a hero, does he?
- Mitra** : Of course, he does. But he needs a bit of time to do a lot, _____?
- Raju** : He has to study film and photography, _____?
- Mitra** : Raju, you know what I feel for you. I've told you enough times, _____?
- Raju** : Yes, you have. And you're quite happy, _____?
- Mitra** : You don't mind, _____?
The situation doesn't bother you _____?
- Mitra** : Why are we arguing? There's nothing to argue about, _____?
- Raju** : You can't ever look at things from my point of view, _____?



Exercise 3

Complete the conversation with the question tags.

- Saru** : I'm so tired, (1) _____?
- Ramila** : Why?
- Saru** : Well, Tara is Sunita's bestfriend, _____?
- Ramila** : Yes, she is. Didn't you know?
- Saru** : No, I didn't. They're happy together, _____?
- Ramila** : I think so. Forget about Srinita.
- Saru** : You're going to the party tonight, _____?
- Ramila** : Yes, I am.
- Saru** : It's a perfect day for a warm party, _____?
- Ramila** : Carl's going as well, _____?
- Saru** : Yes, she is.
- Ramila** : You're happy with this warm party, _____?
- Saru** : Yes, I am. It's lovely.



Exercise 4

Complete the sentences with the right question tag.

1. He's been working at hospital for the last five years, _____?
2. You do study hard to pass the exam, _____?
3. Let's go for a swimming, _____?
4. Shut down the door, _____?
5. Don't be too lazy, _____?
6. Nobody knocked at the door, _____?
7. Something went wrong while program was going on, _____?
8. He must brush the teeth, _____?
9. I'm lucky, _____?
10. So you joined dance class, _____?
11. You wouldn't like going with me, _____?
12. You'd better hurry up, _____?



Exercise 5

Underline the auxiliary verbs.

1. The earth does go round the earth, doesn't it?
2. The earth is bigger than the Pluto, isn't it?
3. The earth is bigger than the moon, isn't it?
4. Nepalese people don't like meat much, do they?
5. Tigers don't live in Asia, do they?
6. Mothers don't have books, do they?
7. The Nepalese alphabet doesn't have 40 letters, does it?
8. He doesn't have pen, does he?
9. The environment is hot, isn't it?
10. There are some stars in the sky, aren't there?



Exercise 6

Write the correct tag question at the end of the sentences.

1. You haven't seen this film, _____?
2. Yesterday was so much fun, _____?
3. The buses are never on time, _____?
4. He's an engineer, _____?
5. Nobody has invited me, _____?
6. Shut up, _____?
7. It was raining that day, _____?
8. Silu has got white hair, _____?
9. She used to play the guitar, _____?
10. Minu should see the doctor, _____?



Further Reading

Subjects of 'Tag'

The pronouns used as the subjects of tag questions	Examples
I	I watch TV, don't I?
We	We can cross the river, can't we?
You and I ...	You and I can make coffee, can't we?
You	You can go now, can't you?
You and ...	You and she aren't good friends, are you?
She (singular female)	She runs a beauty parlor, doesn't she?
His/her mother, my daughter, the girl, Sushma	He can deliver lecture, can't he?
He (singular male)	Himal owns a company, doesn't he?
Her/his sister, my son, the boy, Nitin	Their sister is deputy-mayor, isn't she?

It	It is his mobile, isn't it?
This/that	This is your car, doesn't it?
Singular thing/animal (A he-goat, Milk,...)	A he-goat eats grass, isn't it?
Uncountable noun (Alcohol, it)	Milk is good for health, isn't it?
V- be (verb)... (is...rains)	Alcohol is useful preservative for medicine, isn't it?
Something/Nothing/Everything, ...	It rains today, does it?
	Everything goes well, isn't it?
They	These roses are beautiful, aren't they?
These/Those	Ritesh and Mijas are friends, aren't they?
Plural nouns (Ritesh and Mijas, He and me)	Dogs bark at strangers, don't they?
Plural things/animals (Chairs, Pencils, Dogs, Cars, ...)	Someone shouts terribly, do they?
Somebody/Someone/Everybody/ Nobody Everyone/anybody/anyone	
There (There + verb ...)	There is a garden, isn't there?
One (One + verb ...)	One can't easily swim in the sea, can one?



Exercise 7

Circle the correct question tag.

1. Balu you're from Palpa, **aren't you?** isn't you?
2. She's your aunt, **aren't she?** / isn't she?
3. Namita is Puran's best friend, **aren't she?** / isn't she?
4. He's late, **aren't I?** / isn't I?
5. We're at school, **aren't we?** / isn't we?
6. It's hot day, **aren't it?** / isn't it?
7. Roshan and Amrita are Nepalese, **aren't they?** isn't they?
8. Bidur isn't good boy, **aren't he?** isn't he?
9. It's a rainy weather today, **isn't it?** aren't it?
10. The earth is round, **isn't it?** aren't they?

UNIT 9

Conjunctions



Learning objectives

After studying this unit, you will be able to...

- ➔ recognize the types and functions of conjunctions.
- ➔ use these conjunctions appropriately.



Learn and Act

The Old Woman and the Doctor

Read the text carefully and underline all the conjunctions. Write three examples of each kind of conjunction in the chart.

An old woman became almost totally blind from a disease of the eyes, and, after consulting a doctor, made an agreement with him in the presence of witnesses that she should pay him a high fee if he cured her, while if he failed, he was to receive nothing. The doctor accordingly prescribed a course of treatment, and every time he paid her a visit, he took away with him some article out of the house, until at last, when he visited her for the last time, and the cure was complete, there was nothing left.



When the old woman saw that the house was empty, she refused to pay him his fee; and, after repeated refusals on her part, he sued her before the magistrates for payment of her debt. On being brought into court, she was ready with her defense. She said, "The claimant, has stated the facts about our agreement correctly. I undertook to pay him a fee if he cured me, and he, on his part, promised to charge nothing if he failed. Now, he says I am cured. But I say that I am blinder than ever, and I can prove what I say. When my eyes were bad I could at any rate

see well enough to be aware that my house contained a certain amount of furniture and other things. But now, when according to him I am cured, I am entirely unable to see anything there at all."



Quick Feedback

Coordinating Conjunctions	Subordinating Conjunction	Correlative Conjunctions



Forming Knowledge

What is a conjunction?

A word or group of words that connects two or more words, clauses, phrases or sentences are called conjunctions. Conjunctions are called joining words.

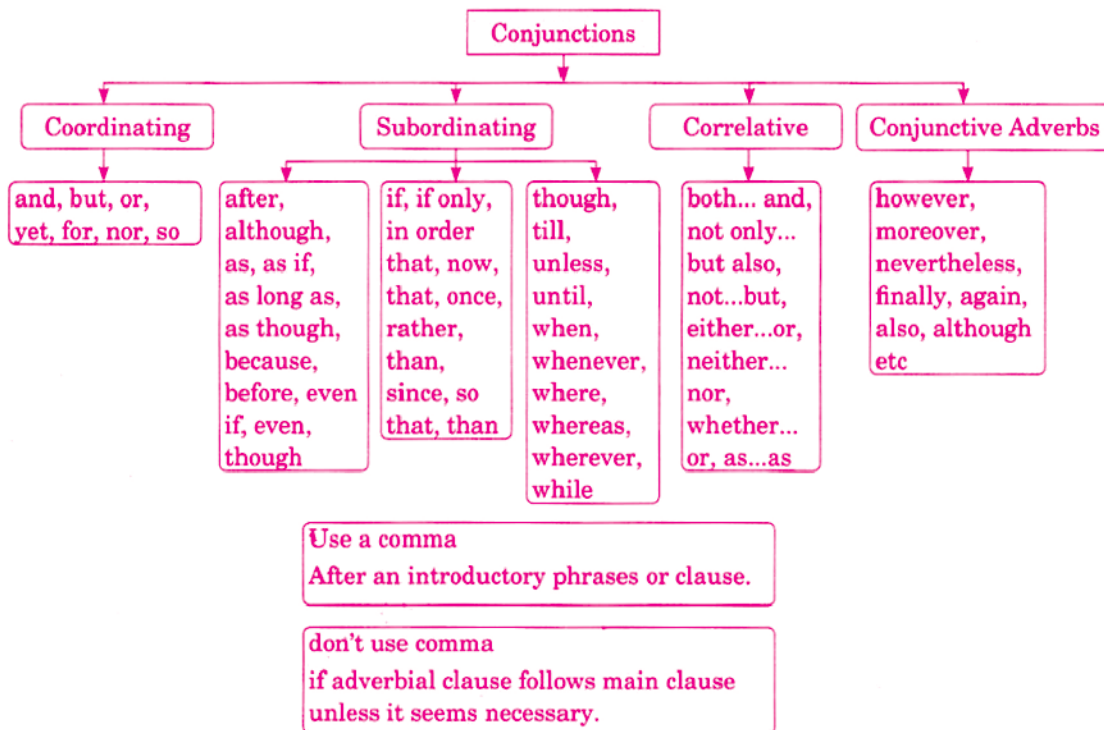
For example

- She is good at **both** cooking **and** dancing.
- If we leave **now**, we can be home by 11 p.m.
- He couldn't be taken **before** a magistrate for punishment.
- Neither her friends **nor** relatives joined for the party.
- The legendary dancer is **also** interested in folk music.

Types of conjunctions

Conjunction words are classified into four types:

- ➞ Coordinating conjunction words
- ➞ Subordinating conjunction words
- ➞ Correlative conjunction words
- ➞ Conjunctive adverbs



Coordinating conjunction words

Coordination conjunction coordinates or joins two or more sentences.

List of coordinating conjunctions

Coordinating conjunction words	Sentences – conjunction examples
for	He needs to find a job, for he is unemployed.
and	Maria loves both ice cream and pizza.
nor	Neither Tuesday nor Wednesday is good for the party.
but	She scored good marks but she is not satisfied.
or	Which fruit do you like: mango or apple?
yet	She dances well yet she hesitates to take part in the competition.
so	He is unwell so he will not come with us to the movie.

Subordinating conjunction

Subordinating conjunctions are used to join a subordinating clause to another clause or sentence.

For example

- I will drink milk after having this chocolate.
- (Here, I will drink milk is an independent clause; after having this chocolate is a dependent adverb clause).
- He will come to my home after attending the wedding.
- (Here, he will come to my home is an independent clause; after attending the wedding is a dependent adverb clause).

Given below is a list of conjunctions for the above-mentioned type:

List of subordinating conjunctions

Subordinating conjunction words	Examples
after	She went to the parlour after lunch.
although	Although the sun was shining it wasn't warm.
as	She can do her hairstyle as she wants.
as if	He behaved as if he has lost it.
as long as	The dog would be cooperative as long as you fed him.
as much as	He likes football as much as he likes cricket.
as soon as	As soon as I get the details I will send the mail.
as though	The virus is spreading as though it will end the world.
because	He did the task because he felt it was his duty.
before	The baby sleeps before the massage.
even	He has never even heard the name of the city of Ohio.
even if	Even if you perform your best, you won't be appreciated.
even though	She doesn't want to give up even though she knows it won't better the relation.
if	They will party in the garden if the weather is good.
if only	She will feel better, if only she sees her son for a moment.
if then	If it rains then we will be stuck in traffic.

in order that	She will leave the party early in order that I get a cab.
just as	It began to rain just as we got home.
lest	He spent whole days in his room, wearing headphones lest he disturbs anyone.
now	Boston is now a big city while earlier it was a small town.
now since	Let's discuss the issue now since the manager is right here.
now that	Now that everything is under control, the lockdown can be lifted.
once	Once I pick you up from school we can go to the restaurant.
provided	He will behave properly provided you be polite to him.
provided that	I will go to the party provided that she comes.
rather than	Better, ignore her questions rather than lie.
since	It's a long time since they met.
so that	He joined foreign language classes so that he could learn French.
supposing	He was bluffed into believing his competitors were not prepared.
than	The old man lived for more than 100 years.
that	The yellow building you are seeing there, that is my house.
though	Though they were whispering, their voices echoed in the hall.
till	She waited at the coffee shop till 11 pm.
unless	He will not buy you a scooter unless you score good marks.
until	You will not get a driving licence until you turn 18.
when	When is your mother coming from Canada?
whenever	Please share the details of your friend, whenever you get time.
where	Where is the bakery store?
where is	If Ram is with this girl, where is his wife?
whereas	The north has a hot climate whereas the south is cold.
wherever	Eat healthy meals wherever possible.
whether	She seemed undecided about whether to stay or go.
which	Which is your favourite colour?

while	He did my task while I was away from the office.
who	Do you know the person who is standing near the bookstore?
whoever	Whoever wins will get a cash prize.
why	Why do people throw garbage on the streets?

Correlative conjunctions

A correlative conjunction is one of a pair of conjunctions that works together to connect an equal parts of a sentence.

For example

- Either you cook me lunch, or I leave.
- No sooner he had gone to bed than the doorbell rang.

The table below illustrates the list of conjunctions covers under correlative type.

List of correlative conjunctions

Correlative conjunction words	Examples
as ...as	His scorecard was not as bad as I thought.
both / and	Both the teams and their coaches worked hard.
either/or	Either eat the cake right now or it will be finished.
hardly / when	Hardly had he reached the stop when the bus started.
neither / nor	Neither the children nor their parents attended the function.
no sooner / than	No sooner had the teacher entered the classroom than the students kept quiet.
not only / but also	Not only should you mug up for exams but also understand the basic concepts.
whether / or	She was confused about whether to wear pink or yellow for her engagement.
the more / the more	The more he flattered his boss the more incentives he got.
so/ as	Her poetry wasn't so boring as he had thought.
such / that	She is such a beautiful actress that everyone is her fan.
rather / than	He would rather cook at home than go out for dinner.



Exercise 1

Choose the best conjunction to fill the gaps.

1. They bought books _____ a football. (**but / and / so**)
2. Sunu had a camera _____ she didn't have binocular. (**unless / until / but**)
3. Bishnu had to attend the meeting _____ she didn't go to the party.
(**when / so / whereas**)
4. He can read novel _____ a poem but not drama. (**or / till / but**)
5. Krish can't go to school _____ he has a wedding ceremony at home.
(**so / because / unless**)
6. I come to see you _____ I get home. (**as / and / when**)
7. _____ he does his homework, he can't pass the board exam.
(**Unless / Until / As long as**)
8. The car I chose was Japanese _____ my brother bought Chinese.
(**so / when / whereas**)
9. He cannot join in army _____ he is below 18. (**provided that / unless / as**)
10. _____ the mass strike, they ran health camp. (**Because / Despite / Whereas**)
11. Shut down the door _____ you go to the office. (**till / when / before**)
12. Suman didn't have medicine. _____, he could not go for mountaineering.
(**because / as / consequently**)
13. Binayak likes milk, butter, cream and yoghurt. _____, Krish likes cheese.
(**so / however / and**)
14. Naresh did not pass the board exam because he had not studied hard. _____, he did not take the exam seriously. (**Or / Until / In addition**)



Exercise 2

Rewrite the sentence using conjunctions but, because, or, although, so, while.

1. Sushil got to station late. The bus had already left for Dhulikhel.
2. He did not hear the alarm. His pillow was over my head.
3. Is that a buffalo? Is that an elephant?
4. Rabin was lost all the way to Lagankhel. He had asked to a man.
5. I wanted to watch movie. I went with my brother.
6. He was taking an exam. The bell rang twice.
7. Gaurav is rich. He takes poor food.



Further Reading

Conjunctive adverbs

These are also called transition words. They join sentences or words or phrases just like words on the standard conjunction. A few examples of such type include; **in addition**, **as a result**, **however**, **hence**, etc.

List of conjunctive adverb

Conjunctive adverbs	Examples
after all	After all the efforts we put in the result was not appreciable.
as a result	As a result of the new job, he relocated to a new city.
consequently	She worked hard and consequently got a good appraisal.
finally	They quarrelled for hours and then finally there was all silence.
for example	Take, for example, you are the CEO of Google. How will you help the nation?
furthermore	She was tired and cold, and furthermore she was hungry.
hence	Schools are closed due to lockdown. Hence, teachers are taking online classes.
however	He will buy that car, however, he will have to use all his savings.
in addition	In addition, all his planning is paying off.
in fact	She is taking advanced classes; in fact, she is an expert now.
indeed	A soldier's life is indeed a difficult life.
instead	We cooked at home instead of going out.
likewise	Grateful to him, she was likewise excited to go on a tour of Europe.
meanwhile	He spent his time studying for Engineering and in the meanwhile, joined work at the bank.
incidentally	Incidentally, have you seen the new shopping mall they are putting up?



Exercise 3

Read each sentence and underline the conjunction.

1. My mum likes to eat pomegranate, but her favorite fruit is apple.
2. Muna went to the market and bought some books.
3. Is that a volleyball or soccer?
4. Although he lost the match, he still felt very proud.
5. When we reach theatre, we will buy tickets.
6. He was sick because he couldn't acclimatize the altitude.
7. Neither Nitin nor his friends can take part in match.
8. Krish is not only a player, but also a good singer.
9. Both tea and coffee are my favorite drinks.
10. He will not arrive home unless the bus arrives.



Exercise 4

Choose the correct conjunctions in the following sentences.

1. We cannot believe that he is the man _____ saved you from drowning.
a. that b. whom c. who d. whose
2. The only thing _____ stopped her from going to study abroad was the pleading of her grandmother.
a. who b. which c. whom d. why
3. Most folk songs are ballads _____ have simple words and tell simple stories.
a. what b. although c. with d. that
4. _____ other mammals, whales do not have a sense of smell.
a. not alike b. unlike c. unlikely d. dislike
5. John missed the neighborhood _____ he had grown up.
a. in which b. in where c. which d. that
6. I _____ like the film nor the novel it's based on.
a. both b. neither c. so d. either
7. _____ my brother and I were upset when we heard bad news.
a. both b. and c. neither d. either
8. I met Dipak _____ I was waiting for the bus at Itahari Chowk.
a. while b. during c. then d. for

9. I have travelled a lot _____ by train and by plane.
a. both b. and c. or d. either
10. He wouldn't like to go to Jumla. _____ He wouldn't like to go _____ Nepalgunj.
a. neither b. too c. either d. both
11. Nirmal failed the test _____ he had studied hard.
a. in spite of b. because c. as well as d. although
12. The friend _____ went to the party is a musician.
a. who b. whose c. which d. those
13. I wonder _____ Samir will come in time.
a. weather b. whether c. what d. that
14. _____ walking for three hours we reached to the destination.
a. during b. since c. before d. after
15. Illam is well known not only for the Orthodox Tea _____ for the cardamom.
a. also b. and c. but also d. because of



Exercise 5

Choose the correct conjunctions and rewrite the sentences.

1. Dharan is very nice. Everyone is extremely friendly. (and/but)
2. The streets are crowded. It's easy to get around. (and/though)
3. The weather is nice. Summers get pretty hot. (and/however)
4. Shopping is great. You have to bargain in the markets. (and/but)
5. The food is delicious. It's not too expensive. (and/though)
6. It's an amazing city. I love to go there. (and/however)
7. Kathmandu is a very busy place. The streets are always crowded. (and/but)
8. Namchebazar is a very nice place. The winters are terribly cold. (and/though)
9. Pokhara is an exciting city. It's a fun place to sightsee. (and/however)
10. My hometown is a great place for a vacation. It's not too good for shopping. (and/but)

UNIT 10

Tenses



Learning objectives

After studying this unit, you will be able to...

- ➔ recognize tenses and their usages with different aspects.
- ➔ use these tenses appropriately.



Learn and Act

Read the paragraphs given below and do some activities as suggested.

A mobile phone

A mobile phone **is** a wireless handheld device that **allows** users to make and **receive** calls. While the earliest generation of mobile phones **could** only **make** and **receive** calls, today's mobile phones **do** a lot more, accommodating web browsers, games, cameras, video players and navigational systems.

Also, while mobile phones **used to be** mainly known as “cell phones” or cellular phones, today's mobile phones **are** more commonly **called** “smartphones” because of all of the extra voice and data services that they **offer**.

The first mobile phones, as mentioned, **were** only **used** to make and **receive** calls, and they **were** so bulky it **was** impossible to carry them in a pocket. These phones **used** primitive RFID and wireless systems to carry signals from a cabled PSTN endpoint.

Later, mobile phones belonging to the Global System for Mobile Communications (GSM) network **became** capable of sending and receiving text messages. As these devices **evolved**, they **became** smaller and more features **were added**, such as multimedia messaging service (MMS), which **allowed** users to send and receive images.



Most of these MMS-capable devices **were** also **equipped** with cameras, which **allowed** users to capture photos, **add** captions, and **send** them to friends and relatives who also had MMS-capable phones.

It's pretty clear that smartphones **will** soon **be getting** even smarter. In the mid 2000s, mobile phones **could** only **do** a tiny fraction of the things that their modern counterparts **are** capable of. It **looks** as though there **will be** no shortage of new smartphone features in the future to keep us evermore **attached** to our little digital devices.



Quick Feedback

- What is a mobile phone?
- What could the earliest generation of mobile phones do?
- Why are today's mobile phones more commonly **called** "smartphones"?
- What will smartphones be in the future?

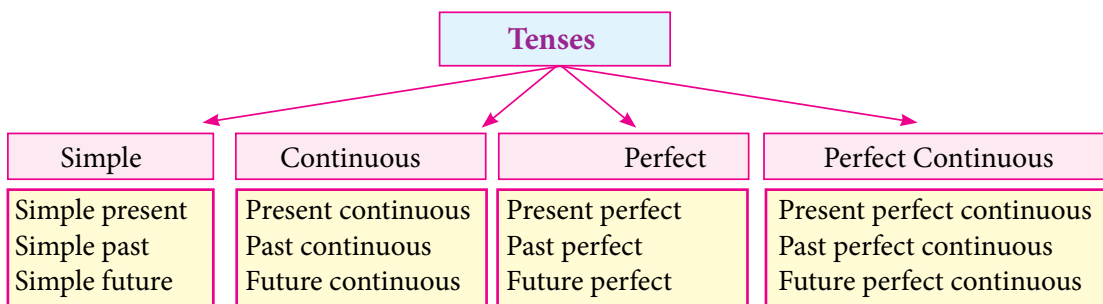
Complete the table below by supplying suitable verbs choosing from the above readings.

Past action verbs	Past progressive verbs	State/being verbs
lived	was getting	was
entered		



Forming Knowledge

A set of verb forms that indicates a particular time or period of time in the **past**, **present**, or **future** is called a **tense**.



Present Tense

The present tense is a verb tense used to describe a current activity or state of being.

Structures	Uses	Examples
Simple present Sub + V ₁ /V _s + obj do, does	to show daily routine and habitual actions. to show general facts.	They go to office at 9.30. Krishna listens to the radio every mornings. A cow eats grass. Milk is white.
	to show state of affairs, fixed time programs.	I go to bed at 11:00 pm. Sumit runs a grocery in the city. My office starts at 9:30 a.m. The exam starts at 11 a.m. sharp.
	to show future plans .	My mum comes from Hongkong next week.
	with the time adverbials: always, often, usually, never, seldom, every day, sometimes, generally, occasionally, these days, nowadays, etc.	How often do they go for swimming? We go for swimming thrice a day. How often does it snow in your village? It never snows in my village. How often do your parents visit your school? They visit once in a blue month.
	to show universal truth.	Water boils at 100° c. The blood is red. The sun rises in the east.
	to show newspaper headlines.	The P.M. visits to the victims. The president inaugurates the program.

Present Continuous Sub + is/am/are + V ₄ + obj	to show an action that is happening at the time of speaking.	What are you doing at the moment? I am cooking rice. Is it raining at the moment? Yes, it's raining. A sparrow is hopping at the window pane.
	to show an event that is taking place around the time.	The demand of electricity is increasing day by day. The population is increasing day by day. The climate is worsening year by year.
	to show future plan and arrangement.	We are leaving Namche bazar tomorrow. Our president is visiting China next week.

Present Perfect Sub +has/have+ V ₃ + obj	with the time adverbials 'already, ever, just, recently, lately, yet, etc.'	I have just seen him walking on the street. He has already been to Myanglung. They haven't bought any books yet.
	when the verbs like 'know', 'have', and 'be' are used with ' <i>for/since</i> + <i>time</i> '	Harishchandra has started working in an IT office since March. We have started a project since 2012.
	to express completion of action, event or work in the past but the effect is at present.	He has cut his finger. It's bleeding now. They have built a new school. Their children are studying in the same building.
	Have/has +ever+v3+obj+...? Have/has +v3+....+ before?	Have you ever flown on the plane? Has he ever been a clown in the drama? Have they been to Illam before? Has she been a class topper before?

Present Perfect Continuous Sub +has/have+ been +V ₄ + obj	with the time adverbials 'all this morning, all this afternoon, all this week, all this year, etc.' to refer the action started in the past and is still going on.	People have been cleaning the road all this morning. Hangma has been organizing art exhibition all this week. How long have they been participating in the seminar?
	with the adverbs like 'lately, recently, by now, so far, and action verbs + ... since/ for, since = point of time (since 2013, june....) for = period of time (for 5 years, 3 months...)	Ritesh has been living in Kathmandu since June. Ruku and Runa have been staying at hotel for 3 days.

Past Tense

The past tense is a verb tense used for a past activity or a past state of being.

Structures	Uses	Examples
Simple past Sub + V ₂ + obj	to show recent past actions with some adverbs like ago, before, this morning, yesterday, last week...	They dropped school few months ago. Nita left New York yesterday. Did they attempt exam before? I met them long ago. It rained cats and dogs just before.
	narrative in stories.	Once upon a time, there lived a saint. He was a great devotee of lord Shiva.
Past continuous sub + was/were + V ₄ + obj	to show interrupted actions that were going on at the same time in the past.	While I was studying, the electricity went out. When we reached to the airport, the weather was getting worse. When it rained, flood was approaching to our city.
Past perfect Sub + had + V ₃ + obj	to express an action that took place before another past.	They had flown to Pokhara before we reached to the airport. After Suresh had resigned, his coworkers felt uncertainty.
Past perfect continuous sub + had been + V ₄ + obj	to express an action that had been going on before another past.	They had been writing before I left school. Sunila had been living in Phidim before her parents settled in Jhapa.

Future Tense

The future tense is the verb tense used to describe a future event or state of being.

Structures	Uses	Examples
Simple future Sub + shall/will + V ₁ + obj	to show an action that is likely to happen in future time to make predictions	Rita will start running a school next month. They will open new showroom next The weather will be fair tomorrow. There will be sunny day in eastern part of Nepal tomorrow.

Future continuous Sub+ will be/ shall be+ V₄ + obj	to express an action that will be going on at a definite future time to express an action that is pre-planned	I will be travelling on the train tomorrow then. Sunu will be wearing red saree at the party tonight.
Future perfect Sub+ shall have/ will have+ V₃ + obj	...by + point of time, by+ future time... before + time, ...in the period of	She will have reached USA by Sunday. We will have built a school by 2019. We shall have arrived at Biratnagar by next week. By tomorrow, Sunam will have left Frankfurt. By 2019, Emma will have been graduate in psychology.
	to show something occurring (taking place) before the other action in the future	By the time she arrives here, we will have left the city. We shall have completed our class work before the teacher asks us.
Future perfect continuous Sub+ shall/will+ have been + V₄ + obj	to show that an action/event begins at any point and goes in the process of happening in the future time	NASA will have been working on solar system by the time Nepal crawls in traditional knowledge. Shyam will have been living in USA by the time he is allowed to work.
	by + time ...for +time	By next week, the flood will have been submerging the lower part of the country.



Exercise 1

Complete the text with the affirmative form of the verbs in brackets.

Emperor penguins (**live**) **live** in the Antarctic. The sea (**provide**) _____ all their food, so they are good swimmers. They (**dive**) _____ under the water and (hold) _____ their breath for up to 20 minutes. When the weather is very cold, the penguins (**stand**) _____ in a group. This (**keep**) _____ them warm. The Emperor is the only penguin that (**breed**) _____ in winter in Antarctica. Each female (**lay**) _____ one egg in May or June. They then (**return**) _____ to the sea to feed. Each male then (**stand**) _____ with an egg on his feet. His feet (**keep**) _____ the egg warm. He (**sleep**) _____ most of the time and (**eat**) _____ no food for about 65 days. When the egg (**hatch**) _____, the female (**come**) _____ back and (**find**) _____ her mate. Now the females (**feed**) _____ the young penguins. The male (**spend**) _____ his time eating. After a few weeks, the male (**return**) _____ to the family, and then both parents (**look after**) _____ the chick.



Exercise 2

Complete the text with the affirmative, negative or question form of the verbs in brackets.

What (**do**) **does** the body _____ do to protect itself? Your body (**prevent**) _____ harmful microorganisms entering and causing harm. The skin, for example, (**allow**) _____ microorganisms to enter. Hairs and mucus in your nose (**catch**) _____ invaders, and then you (**push**) _____ the mucus out when you cough, sneeze or blow your nose. Enzymes and acids in the body, and white blood cells also (**destroy**) _____ bacteria and antibiotics also (**help**) _____.

Doctors (**use**) _____ antibiotic drugs to fight bacterial infections, but antibiotics (**work**) _____ against viruses. This is why doctors (**give**) _____ antibiotics to patients with a common cold or flu.

How (**do**) _____ immunization work? Immunization (**or vaccination**) is another way of protecting the body, by injecting the body with dead or inactive microorganisms. After vaccination, the body (**start**) _____ to make antibodies that (**destroy**) _____ the microorganism. When they (**come**) _____ into contact with a live (**dangerous**) microorganism, then the antibodies (**destroy**) _____ the infection before it makes them ill.



Further Reading

Study the positive, negative and question (interrogative) examples.

Tenses	Positive	Negative	Question/Interrogative
Present Simple	I prefer my coffee black.	I don't prefer my coffee black.	Do I prefer my coffee black?
Present Continuous	She is listening the music now.	She is not listening to the music now.	Is she listening to the music now?
Present Perfect	It has rained a lot lately.	It has not rained a lot lately.	Has it rained a lot lately?
Present Perfect Continuous	She has been singing a song.	She has not been singing a song.	Has she been singing a song?
Past Simple	We watch the news last night.	We did not watch the news last night.	Did we watch the news last night?
Past Continuous	I was learning German last year.	I was not learning German last year.	Was I learning German last year?
Past Perfect	He had left when I went to the club.	He had not left when I went to the club.	Had he left when I went to the club?
Past Perfect Continuous	They had been being friend since childhood.	They had not been being friend since childhood.	Had they been being friend since childhood?
Future Simple	They will study math.	They will not study math.	Will they study math?
Future Continuous	They will be loving you.	They will not be loving you.	Will they be loving you?

Future Perfect	By next week, they will have earned lots of money.	By next week, they will not have earned lots of money.	Will they have earned lots of money, by next week?
Future Perfect Continuous	I will have been shopping on Tuesday.	I will not have been shopping on Tuesday.	Will I have been shopping on Tuesday?



Exercise 3

Change the following positive statements into negative statements.

1. One of the boys broke his leg.
2. Carla knows Spanish.
3. Jackie takes vitamins every day.
4. Sylvia and her husband moved to Kansas.
5. The students remembered to take the quiz.
6. Joe has written the report.
7. The clerk will file the papers.
8. The substitute teacher is taking attendance.
9. Luther will have finished the paper by 2 p.m. today.
10. The police officers are writing a report about the accident.



Exercise 4

Change the following negative statements into positive sentences.

1. My mother does not make delicious cakes.
2. Susan does not write plays for television.
3. My sister does not run a website.
4. They are not anxious about his safety.
5. I was not studying for the test.
6. It was not an unforgettable experience.
7. We did not enjoy the evening.

8. She did not recognize him instantly.
9. My dad did not want me to become a doctor.
10. He was not interested in the offer.
11. They were not waiting for our reply.
12. He did not admit that he was wrong.
13. He did not deny the charge.
14. She did not refuse to go with him.
15. I have not finished working on the project.



Exercise 5

Read the following sentences and change the tenses as per the given directions. You might need to make changes in the adverbs as well.

1. I will be writing my exam this time tomorrow. (Change into past continuous tense)
2. He will be waiting for us. (Change into present continuous tense)
3. I know this. (Change into simple past)
4. He will have thought about this. (Change into present perfect tense)
5. He wanted to know more about the job. (Change into simple present)
6. I am leaving for England tomorrow. (Change into future continuous tense)
7. She hadn't thought about that. (Change into simple past)
8. He will not accept this proposal. (Change into simple past)
9. He will not pass the test. (Change into future perfect tense)
10. I always wanted to be a scientist. (Change into present perfect tense)
11. She will not tolerate this injustice. (Change into simple past)
12. She did not want to go. (Change into simple present)

UNIT 11

Causative Verbs



Learning objectives

After studying this unit, you will be able to...

- ➔ understand the functions of causative verbs.
- ➔ use these causative verbs appropriately.



Learn and Act

Dear Nitin

I can't believe what happened to me yesterday! I was walking with Jivan, and he **made** me play a joke on Karuna. We took her backpack. Then we told her it was stolen. But we **made** a mistake and took the wrong bag. The one we took belonged to the teacher's daughter. The teacher **made** us say sorry to her daughter. Then she **made** us tell Karuna about the joke. It was really embarrassing. I'll never **let** myself listen to Jivan again!

Pavani



Quick Feedback

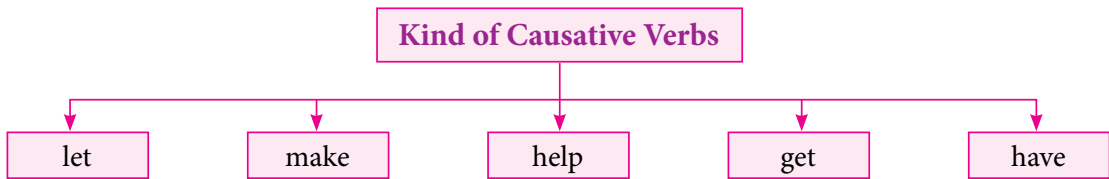
- What did happen to Pavani yesterday?
- What type of action do the coloured groups of words indicate?



Forming Knowledge

Causatives

The **causatives** are the verbs that are used to indicate that one person causes another person to do something for the first person. One can cause somebody to do something for him/her by asking, paying, requesting, or forcing the person.



Causative Verbs:

- **Have**
- **Get**
- **Make**

This kind of verbs constitutes different structures for their sentences.

Have

Structure 1:

Subject + have (any tense) + object (usually person) + base form of verb + . . .

For example

- Anil had Alex **clean** the bedroom.
- He always has me do his work.
- Mina will have Alex prepare her homework.

Structure 2:

Subject + have (any tense) + object (usually thing) + past participle form of verb + . . .

For example

- Anil had his car **washed**.
- He always has his work **done**.
- Mina will have her homework **prepared**.

Get

Structure 1:

Subject + get (any tense) + object (usually person) + **infinitive** + . . .

For example

- Anil got Anu **to clean** the bedroom.
- He always gets me **to do** his work.
- Mina will get Samir **to prepare** her homework.

Structure 2:

Subject + have (any tense) + object (usually thing) + past participle form of verb + . . .

For example

- Anil got his car **washed**.
- He always gets his work **done**.
- Mina will get her homework **prepared**.

Make

Make is stronger than 'have/get'. It constitutes only one structure as it does not take anything 'passive' as its object.

Subject + make (any tense) + object (always person) + base form of verb + . . .

For example

- Roshan made me **beat** that little child.
- He always makes me **do** his work.
- Mina will make me **prepare** her homework.
- I made him **wash** my car.
- He makes me **laugh** whenever I am down.

Note: According to the grammar rules and structures, there are two more similar verbs that are not causative verbs by definition but they constitute similar sentence structures.

Those two verbs are:

- o Let
- o Help

Let

Let means **allow/permit** but the use of **let** in the sentence is different from these words.

Structure 1:

Subject + let (any tense) + object (always person) + base form of verb + . . .

For example

- Rohan lets me **escape from** the prison.
- Let me **go**. (Subject 'you' is hidden)
- The teacher let the students discuss among themselves.
- I let him **drive** my car.
- Let's (let us) **laugh** and **live** a happy life.

The verb **permit**/'allow does not follow this structure. It follows the regular sentence pattern of English language.

Subject + permit/allow + object + infinitive + . . .

For example

- Anil allowed him **to drive** his car.
- He always allows him **to do** that.
- The teacher allowed me **to sit** for the exams.

Help

Help is not actually a causative verb either but is generally regarded as a causative verb because of its grammatical use in a sentence. It has two structures.

Structure 1:

Subject + help (any tense) + object (usually person) + **base form of verb** + . . .

For example

- Rohan helped me **escape** the prison.
- He helps me **prepare** my presentations.
- The teacher had helped the students **understand** a complex theory.
- I helped him **learn** driving.
- It will help you **move** on.

Structure 2:

Subject + help + object + **infinitive** + . . .

For example

- Jason helped him **to lift** his car.
- He always helps me **to find** my stuff.
- The teacher helped me **to understand** the topic.



Exercise 1

Put the verbs in parentheses into the correct form.

1. Are you making your brother (**to work**) part time in the drug store?
2. Does he get his son (**brush/to brush**) ?
3. Ramesh had his lawyer (**to change**) his case.
4. Would you let him (**to borrow**) your books?

5. I helped my mum (to wash) clothes yesterday.
6. I can't seem to make this fridge (to run).
7. Numafung got him (to alter) the shorts so that it fit perfectly.
8. My brother likes the way you had my hair (trim).
9. Jenish is so good-hearted, he lets his friends (enjoy) swimming.
10. Bipul said that he would help flood victims (to find) safe place.
11. Punam makes children (to do) their Dashain homework.
12. Kamana got her aunt (to dance) at the party last night.
13. We have (help) our parents clean the kitchen.
14. Do they (made) them cry while they can't answer the questions?
15. This recipe should help him (to find) the delicious food item.
16. He has helped them (searched) the lost book.



Exercise 2

Correct mistakes in these sentences.

1. She made the baby to take a nap.
2. Do you think we can get him (to typed) the letter?
3. Seema is (lets) him buy chocolates.
4. Aruna let him (to write) a speech instead of speaking directly.
5. Mijas got his mum (cook) rice pudding.
6. Professor Subedi didn't make us (typed) notice.
7. I want to get the house (paint) before Tihar.
8. Have you had your pressure (taking) yet?
9. When I was learning the guitar, my music teacher let me (using) his violin.
10. Why doesn't he get his father (to buy/buy) new car?



Further Reading

Here are some specific examples of how **causative verbs** work in sentences.

Let = Permit something to happen

Grammatical structure:

let + person/thing + verb (base form)

For example

- I don't let my kids watch violent movies.
- Mary's father won't let her adopt a puppy because he's allergic to dogs.
- Our boss doesn't let us eat lunch at our desks; we have to eat in the cafeteria.
- Oops! I wasn't paying attention while cooking, and I let the food burn.

- Don't **let** the advertising expenses **surpass** \$1000.
- **Remember:** The past tense of **let** is also **let**; there is no change!

Note: The verbs **allow** and **permit** are more formal ways to say “let.” However, with **allow** and **permit**, we use **to + verb**:

I don't **allow** my kids **to watch** violent movies.

Our boss doesn't **permit** us **to eat** lunch at our desks.

Make = force or require someone to take an action

Grammatical structure:

make + person + verb (base form)

For example

- After Binit broke the neighbour's window, his parents **made** him **pay** for it.
- My friend loved sci-fi and **made** me **watch** every episode of his favourite show.
- The teacher **made** all the students **rewrite** their papers, because the first drafts were not acceptable.

Note: When using the verbs **force** and **require**, we must use **to + verb**.

The school **requires** the students **to wear** uniforms.

Here, “require” often implies that there is a rule.

The hijacker **forced** the pilots **to take** the plane in a different direction.

Here, “force” often implies violence, threats, or extremely strong pressure.

Have = Give someone else the responsibility to do something

Grammatical structure:

have + person + verb (base form)

have + thing + past participle of verb

Examples of grammatical structure 1:

- I'll **have** my assistant **call** you to reschedule the appointment.
- The businessman **had** his secretary **make** copies of the report.

Examples of grammatical structure 2:

- I'm going to **have** my hair **cut** tomorrow.
- We're **having** our house **painted** this weekend.
- Bob **had** his teeth **whitened**; his smile looks great!

- My washing machine is broken; I need to **have** it **repaired**.
- *Note:* In informal speech, we often use **get** in these cases:
- I'm going to **get** my hair **cut** tomorrow.
- We're **getting** our house **painted** this weekend.
- Bob **got** his teeth **whitened**; his smile looks great!
- My washing machine is broken; I need to **get** it **repaired**.

Get = Convince/encourage someone to do something

Grammatical structure:

get + person + to + verb

For example

- How can we **get** all the employees **to arrive** on time?
- My husband hates housework; I can never **get** him **to wash** the dishes!
- I was nervous about eating sushi, but my brother **got** me **to try** it at a Japanese restaurant.
- The non-profit **got** a professional photographer **to take** photos at the event for free.

Help = assist someone in doing something

Grammatical structure:

help + person + verb (base form)

help + person + to + verb

After **help**, you can use **to** or not – both ways are correct. In general, the form *without to* is more common:

For example

- He **helped** me **carry** the boxes.
- He **helped** me **to carry** the boxes.
- Reading before bed **helps** me **relax**.
- Reading before bed **helps** me **to relax**.



Exercise 3

Rewrite each sentence that it contains a past simple causative *have*. Leave out any unnecessary words. The first one has been done for you.

- a. Samrat broke Binayak's bat while he was playing cricket.
Binayak had his bat broken while he was playing cricket.
- b. Ritu misplaced Muna's wallet last week.
Muna _____ .
- c. Someone gave Mr Sharma's car last week.
Mr Sharma _____ .
- d. Someone took Anu's recently bought bestselling novel.
Anu _____ .
- e. Mamata welcomed our best teacher last week.
- f. Our _____ .
- g. Someone dashed Shyam while he was walking on the road.
Shyam _____ .
- h. Devendra kicked out his staff few days back without genuine reason.
Staff _____ .
- i. Jitendra smashed my calculator with a nail this morning.
My calculator _____ .
- j. Anuska grabbed Anu's sweet while she was receiving from dad.
Anu's sweet _____ .



Exercise 4

Rewrite each questions that it contains a form of *get*. Make any necessary changes. The first one has been done for you.

- a. Did you finish your project in the end?
Did you get your project finished in the end?
- b. Was Shekhar sent to the principal's office yesterday?
- c. Have you done all your homework?
- d. Did people elect Suman as their representative?

- e. When our sports teacher is sorting out the school sports programme?
- f. Have you seen him before?
- g. Was Birbal selected as a captain of our football team?
- h. Were you invited to school's annual programme?
- i. Was our president welcomed by other delegates at conference?
- j. Has he won the inter-school chess competition?



Exercise 5

Rewrite each news item beginning as shown. The first one has been done for you.

1. People believe that the President is in state visit to China.
The President is believed to be in state visit to China.
2. People think that an editor of Kantipur Daily is in hospital.
An editor _____
3. People suppose that Dr. Pradhan is visiting B.P. Memorial Hospital tomorrow.
Dr. Pradhan _____
4. People understand that comedian Haribansha is remaining in Honkong.
Comedian Haribansha _____
5. People do not say that Haribansha is not in bad health.
Haribansha _____
6. People expect him to leave hospital in a few days.
He _____
7. People believe that doctors are around him day and night.
Doctors _____
8. People know that his illness is a kind of flu.
His illness _____
9. People understand that he is taking rest.
He _____
10. People report that he is in good spirits.
He _____

UNIT 12

Conditionals



Learning objectives

After studying this unit, you will be able to...

- ➔ identify the types and functions of conditional sentences.
- ➔ use these conditional sentences appropriately.



Learn and Act

Christine and Margaret

Christine and Margaret are friends. They are both busy because the work and study! But on Wednesday they meet for coffee.

"What are you going to do this weekend?" asks Margaret.

"Well, I have a big project to finish for my design class. But **if I can finish it by Friday**, I'll do something fun as a treat," says Christine.

"That sounds great!" replies Margaret. "I think the ballet is coming to town. **If it isn't too expensive**, I'm going to buy tickets. Would you like to come?"

"Well, I don't really like ballet very much. **If you want to go to the ballet in the evening**, let's do something in the morning," says Christine.

"All right. **If you have the energy**, let's go swimming!" suggests Margaret.

"That sounds great! **If I don't call you on Friday**, send me an email at work," agrees Christine. "And **if I don't answer**, call me again. And if I don't pick up... oh, let's just make plans now! I'm too busy to plan later!"





Quick Feedback

- What will Christine do if she can finish her project by Friday?
- In what condition is Margaret going to by tickets?
- What are they going to do something in the morning?
- In what condition Christine ask Margaret to send her an email at work?



Forming Knowledge

Conditional sentences, also known as conditional clauses, express that the action in the main clause (without if) can only take place if a certain condition (in the subordinate clause with it) is fulfilled.

A conditional sentence is often made up of two parts, that is, the if-part and the main part. A conditional sentence is a sentence that expresses a condition. A condition is something that can only happen if something else occurs.

➤ If you come, we shall welcome you.

“If you come” is the if-part and “we shall welcome you” is the main part.

➤ If you come, we shall welcome you.

➤ We shall welcome you if you come.

Conditionals

Condition + Result

Zero
conditional

If you stand in the rain, you get wet.

If you heat ice, it melts.

Present simple (+) **present simple**

Uses : Facts which are generally true or scientific facts.

The condition always has the same result.

First
conditional

If it rains, we will cancel the trip.

If you study, you will pass the exam.

Present simple (+) **will/won't + verb**

Uses : A possible situation in the future.

Predicting a likely result in the future (if the condition happens)

Second conditional

If I won the lottery, I would travel a lot.
If they sold their house, they would be rich.

Past simple + would + verb

Uses : Hypothetical or unlikely situations.

Unreal or improbable situation now or in the future.

Third conditional

If you had studied, you would have passed the exam.
If I hadn't been sick, I would have gone to your party.

Past perfect + would have + Past participle

Uses : The person is imagining a different past.

Imaginary situation that did not happen.

Zero Conditional:

The zero conditional is a structure used for talking about general truths, things which always happen under certain conditions. It will explain how the zero conditional is formed, and when to use it.

➤ The structure of a zero conditional sentence

A zero conditional sentence consists of two clauses, an **if** clause and a main clause (In most zero conditional sentences you can use **when** or **if** and the meaning will stay the same.)

For example

if clause

If you heat water to 100 degrees,

If the **if** clause comes first,

If the **if** clause comes second,

main clause

Water boils

if clause

if + subject + simple present verb

main clause

it boils.

a comma is usually used.

there is no need for a comma.

if clause

if you heat it to 100 degrees.

We use the same verb form in each part of a zero conditional: the simple present tense.

main clause

subject + simple present verb

➤ Using the zero conditional

The zero conditional is used to talk about things which are always true such as scientific facts and general truths.

For example

- If you cross an international date line, the time changes.
- If it rains, the grass gets wet.
- Wood doesn't burn if there is no air.

First Conditional

⇒ We use the **first conditional** to talk about future events that are likely to happen.

For example

- If we help Jyoti, she'll be really pleased.
- If you give me some money, I'll pay you back tomorrow.
- If they tell us they want it, we'll have to give it to them.
- If Mary comes, she'll want to drive.

⇒ The **if clause** can be used with different present forms.

For example

- If I go to Mumbai again, I'll buy you a souvenir from the Gateway of India Empire State Building.
- If he's feeling better, he'll come.
- If she hasn't heard the bad news yet, I'll tell her.
- The "future clause" can contain 'going to' or the future perfect as well as 'will'.
- If I see him, I'm going to tell him exactly how angry I am.
- If we don't get the contract, we'll have wasted a lot of time and money.

⇒ The **future clause** can also contain other modal verbs such as **can** and **must**.

For example

- If you go to New York, you must have the cheesecake at Lindy's.
- If he comes, you can get a lift home with him.

Second Conditional:

⇒ The **second conditional** is used to talk about **hypothetical or unreal situations**.

For example

- If we were in London today, we would be able to go to the concert in Hyde Park.
- If I had million dollars, I'd give a lot to charity.

- If there were no hungry people in this world, it would be a much better place.
- If everyone had clean water to drink, there would be a lot less diseases.
- If I lived in Japan, I'd have sushi every day.
- If they were to enter our market, we'd have big problems.

⇒ **Note the form *If I were you* which is often used to give advice.**

For example

- If I were you, I'd look for a new place to live.
- If I were you, I'd go back to school and get more qualifications.

⇒ **Note that the choice between the first and the second conditional is often a question of the speaker's attitude rather than of facts. Compare these examples. Uma thinks these things are possible, Priti doesn't.**

For example

Uma – If I win the lottery, I'll buy a big house.

Priti – If I won the lottery, I'd buy a big house.

Uma – If I become the head girl, I'll throw a big party.

Priti – If I got to be the head girl, I'd throw a big party.

Uma – If my team wins the cup, I'll buy chocolate for everybody.

Priti – If my team won the cup, I'd buy chocolate for everybody.

⇒ **Note that the *if* clause can contain the past simple or the past continuous.**

For example

- If I was still working in Pokhara, I would commute by aeroplane.
- If she were coming, she would be here by now.
- If they were thinking of selling the car, I would want to buy.

⇒ **Note that the main clause can contain *would*, *could* or *might*.**

For example

- If I had the chance to do it again, I would do it differently.
- If we met up for lunch, we could go to that new restaurant.
- If I spoke to him directly, I might be able to persuade him.

⇒ **Also note that sometimes the *if* clause is implied rather than spoken.**

For example

- What would I do without you? ("*if you weren't here*")
- Where would I get one at this time of night? ("*if I wanted one*")
- He wouldn't agree, ("*if I asked him*")

Third Conditional

Third conditional refers to situations in the past to express an action could have happened in the past if a certain condition had been fulfilled. It refers to hypothetical situations in the past. In this case we use the past perfect tense in the clause and would + have in the main clause.

For example

- If I had found her address, I would have sent her an invitation.
- If John had had the money, he would have bought a new car.



Exercise 1

Read the sentences carefully and choose the correct form of the verb.

1. If it _____ cold, I put on a coat.
2. If it rains, the plants and trees _____.
3. When you _____ red and blue, you get purple.
4. If he puts ice in the sun, it _____.
5. If they _____ fast, they get very tired.
6. If you _____ water at 100g C, it boils.
7. If he mixes blue and yellow, he _____ green.
8. If the students _____ attention in class, they understand the new topic.
9. If you _____ your homework, your teacher gets very angry.
10. If he _____ early, he arrives late to school.



Exercise 2

Complete each of the following first conditionals, using verbs in brackets. Use correct tense. The first is done for you.

For example

- If you use abusive language, _____ (go)
If you use abusive language, I will certainly go home.

1. If it rains, _____ (wear)
2. You will not get good marks, _____ (study)
3. The dog will bite you, _____ (tease)

4. The other team will win, _____ (lose)
5. If you find problems difficult, _____ (try)
6. It won't be possible unless they _____ us. (support)
7. If you _____ a bath, there will be no hot water left. (have)
8. She won't be slim if she _____ eating so much chocolate. (not stop)
9. The tea _____ strong enough if you don't use three teabags. (not be)
10. Seena will be unhappy if she _____ any present. (not get)



Exercise 3

Underline mistakes and correct them.

1. Sarah doesn't come to the party if you don't invite her. _____
2. If we'll order the new TV set tomorrow, we'll get it on Friday. _____
3. Nobody will like you if you won't change your behaviour. _____
4. You won't be able to use grammar correctly unless you don't understand it.

5. As long as you won't make a mess in my bedroom, you can share it with me.
_____ You'll get a discount providing you'll have their loyalty card.

6. Suppose they will win the match, will they be in the finals? _____
7. I get rid of my old car if you don't need it. _____
8. We'll take some sandwiches with us in case we'll be hungry. _____
9. He'll speak to us on condition that we won't mention his name in the article.



Exercise 4

Put the verb into the correct tense (second conditional).

1. If I _____ (be) you, I _____ (get) a new job.
2. If he _____ (be) younger, he _____ (travel) more.
3. If we _____ (not / be) friends, I _____ (be) angry with you.
4. If I _____ (have) enough money, I _____ (buy) a big house.

5. If she _____ (not / be) always so late, she _____ (be) promoted.
6. If we _____ (win) the lottery, we _____ (travel) the world.
7. If you _____ (have) a better job, we _____ (be) able to buy a new car.
8. If I _____ (speak) perfect English, I _____ (have) a good job.
9. If we _____ (live) in Mexico, I _____ (speak) Spanish.
10. If she _____ (pass) the exam, she _____ (be) able to enter university.



Exercise 5

Complete the sentences with the verbs in brackets (second conditional).

1. I can't tidy my room now. If I _____ more free time, I _____ it. (have / tidy)
2. My job isn't well-paid. Provided that I _____ a lot of money, however, I _____ round the world. (earn / travel)
3. I spend a lot of time learning English. If I _____ English, I _____ studying Spanish or French. (not learn / try)
4. I have to meet my business partner. But if I _____ some time to spare, I _____ a museum. (have / visit)
5. I don't know if my friend needs help. Suppose he _____ my help, I _____ (need | not refuse)
6. I can't imagine that there would be someone in my bedroom. I _____ if I _____ a stranger in it. (scream / find)
7. My teachers are OK. If I _____ my teachers, however, I _____ them. (can't stand / never tell)
8. I've never won a lottery. But I _____ my job if I _____ a million. (not quit / win)
9. You can rely on Jim. But if he _____ about it, I _____ him. (forget / remind)
10. Do you want me to pay in advance? I _____ in advance on condition that I _____ a discount. (pay / get)



Exercise 6

1. Rohan didn't get up early. He was late for work.
If Rohan had gotten up early, he wouldn't have been late for work.
2. We didn't bring our umbrellas. We got wet.
3. Anurag didn't study. He failed the test.
4. I rode the bicycle. I fell off.
5. I met him yesterday. I knew his name.
6. The TV was broken. They were bored.
7. Ishan sat under a tree. An apple fell on his head.
8. Kripa got lost. He cried.
9. Bikram practiced a lot. He won the contest.
10. The firemen arrived. They put out the fire.



Exercise 7

- What birthday present would you have bought for me if you _____ about it?
 - have not forgotten
 - had not forgotten
- Suppose you had wanted to apply for the job, how _____ it?
 - would you have done
 - you would have done
- Marion _____ if you had told her the truth.
 - would have been shocked
 - would be shocked
- If we _____ the decision in time, we wouldn't have missed the chance.
 - would have made
 - had made
- If you had lent me the money, I _____ it back to you the following week.
 - had given
 - would have given
- We would have ordered the new PC provided that they _____ it immediately.
 - would have delivered
 - had delivered

7. We would have rented the car on condition that it _____ so expensive.
a. wasn't b. hadn't been
8. If the trees had died, what _____ instead of them?
a. had you planted b. would you have planted
9. He would have worked on the project provided he _____ some funds.
a. had raised b. would have raised
10. If they had taken medicine regularly, they wouldn't _____ from chronic headache.
a. had suffered b. have suffered



Further Reading

Mixed Conditional Clauses

There are two types of **mixed conditional** sentences. One of them states the present result of a past condition and the other states the past result of a present or continuing condition.

Present result of a past condition

Here we use a **past perfect** in the **if-clause** and **would + infinitive** in the main clause.

For example

- If I **had accepted** that job I **would be** a millionaire now.
- If I **had married** him I **would live** happy now.

In these sentences the time is **past** in the if-clause and **present** in the main clause. They refer to an unreal past condition and its probable result in the present.

Past result of a present or continuing condition

Here we use a **simple past** in the If clause and **would have + past participle** in the main clause.

For example

- If I **didn't love** him I **wouldn't have married** him.
(= I love him and that is why I married him.)
- If I **were invited** I **would have come**.
(= I was not invited. Therefore I did not go)

They refer to an unreal present situation and its probable (but unreal) past result.

For example

- If I **were** a good cook, I **would have invited** them to lunch. (= I am not a good cook so I can't invite them to lunch.)
- If I **knew** English, I **would have got** a better job.

Mixed conditionals are formed when the present, the future or the past tense are used at the same time.

1. Past and Present Tense

For example

If I had taken mathematics in Intermediate I would have more job opportunities.

If I was not in the meeting, I would have been happy to help you.

2. Past and Future Tense

For example

If I had won the lottery last year, I would go on a world tour.

If I were you, I would apologize.

3. Present and Past Tense

For example

If I had more time, I would have finished my work yesterday.

If Ravi spoke Russian, he would have translated the letter for you.

4. Present and Future Tense

For example

If Rina were more creative, the company would give her promotion.

If my father had more time, he would give home tuitions.

Extra note:

We use 'in case' for talking about precautions, when we try to avoid problems in the future. It is about things we do now, so we're ready for something that might happen in the future.

For example

- Luckily, I put some plasters here in case there was an accident.
- It is also possible to use words like 'provided', 'as long as' or 'unless' in conditional structures, each with their own meaning.

For example

- **Provided you pay me back soon** (condition), I will lend you the money.
- **As long as our governments stay firm** (condition), we will get global warming under control.

We use 'unless' when it has the meaning 'except if'. 'Except if' means that 'x' is generally true apart from when 'y' happens.

For example

- I won't be able to go on holiday this year, unless I can earn more money.



Exercise 8

Complete the mixed conditional sentences with the given verbs.

1. The project would be completed now if you _____ (give) me more time.
2. If you _____ (tell) me about the field trip, I would be having fun with you now.
3. If she hadn't met him at the meeting, they _____ (be) good friend.
4. I would be able to qualify for the tournament if I _____ (get) the training.
5. If Anish had worked hard, he _____ (earn) a lot of money.
6. If you _____ (go) to sleep earlier, you won't be so tired today.
7. My sister could bake a pancake if she _____ (buy) all the ingredients.
8. If we _____ (win) the competition, we wouldn't be celebrating now.
9. If they had studied in public school, they _____ (become) independent and creative.
10. Sandhya eats chocolate if you _____ (bring) it to her.

UNIT 13

Speech



Learning objectives

After studying this unit, you will be able to...

- ➔ identify various rules of changing speeches.
- ➔ change direct speech into indirect speech and vice versa.



Learn and Act

Read the text below and pick out two structures of reported speech.

The Boy and The Apple Tree

A long time ago, there was a huge apple tree. A little boy loved to come and play around it every day. He climbed to the treetop, ate the apples, and took a nap under the shadow. He loved the tree and the tree loved to play with him. Time went by, the little boy had grown up and he no longer played around the tree every day.

One day, the boy came back to the tree and he looked sad. "Come and play with me", the tree asked the boy. "I am no longer a kid; I do not play around trees anymore" the boy replied. "I want toys. I need money to buy them."



"Sorry, but I do not have money, but you can pick all my apples and sell them. So, you will have money."

The boy was so excited. He grabbed all the apples on the tree and left happily. The boy never came back after he picked the apples. The tree was sad.

One day, the boy who now turned into a man returned and the tree was excited. "Come and play with me" the tree said. "I do not have time to play. I have to work for my family. We need a house for shelter. Can you help me?"

"Sorry, but I do not have any house. But you can chop off my branches to build your house." So the man cut all the branches of the tree and left happily. The tree was glad to see him happy but the man never came back since then. The tree was again lonely and sad.

One hot summer day, the man returned and the tree was delighted.

"Come and play with me!" the tree said.

"I am getting old. I want to go sailing to relax myself.

Can you give me a boat?" said the man. "Use my trunk to build your boat. You can sail far away and be happy."

So the man cut the tree trunk to make a boat. He went sailing and never showed up for a long time.

Finally, the man returned after many years. "Sorry, my boy. But I do not have anything for you anymore. No more apples for you", the tree said. "No problem, I do not have any teeth to bite" the man replied.

"No more trunk for you to climb on." "I am too old for that now" the man said.

"I really cannot give you anything, the only thing left is my dying roots," the tree said with tears.

"I do not need much now, just a place to rest. I am tired after all these years," the man replied. "Good! Old tree roots are the best place to lean on and rest, come sit down with me and rest." The man sat down and the tree was glad and smiled with tears.



Quick Feedback

- What did the tree ask the boy when he came back to the tree one day?
- How did the boy reply to the apple tree?
- Why was the tree sad?
- What is the message of the story?



What is direct and indirect speech?

Direct speech:

It is reporting the message of the speaker in exact words as spoken by him.

For example

- Rama said 'I am busy now'.

Indirect speech:

It is reporting the message of the speaker in our own words.

For example

- Rama said that he was very busy then.

Direct and indirect speech rules

To change a sentence of direct speech into indirect speech there are various factors that are considered such as reporting verbs, modals, time, place, pronoun, tense, etc. we will take up all the factors one by one.

Rule 1 - Direct to Indirect Speech Conversion - Reporting Verb

1. When the reporting verb of direct speech is in past tense then all the present tenses are changed to corresponding past tense in indirect speech.

For example

- **Direct:** She said, "I am happy."
- **Indirect:** She said (that) she was happy.

2. In indirect speech tenses do not change if the words used within the quotes (" ") talk of a habitual action or universal truth.

For example

- **Direct:** He said, "we cannot live without air."
- **Indirect:** He said that we cannot live without air.

3. The tenses of direct speech do not change if the reporting verb is in future tense or present tense.

For example

- **Direct:** She says/will say, "she is going."
- **Indirect:** She says/will say she is going.

Rule 2 - Direct Speech to Indirect Speech conversion - Present Tense

1. Present Perfect Changes to Past Perfect.

For example

- **Direct:** "I have been to Boston", she told me.
- **Indirect:** She told me that she had been to Boston.

2. Present Continuous Changes to Past Continuous

For example

- **Direct:** "I am playing the guitar", she explained.
- **Indirect:** She explained that she was playing the guitar.

3. Present Perfect Changes to Past Perfect

For example

- **Direct:** He said, "she has finished her homework".
- **Indirect:** He said that she had finished her homework.

4. Simple Present Changes to Simple Past

For example

- **Direct:** "I am unwell", she said.
- **Indirect:** She said that she was unwell.

Rule 3 - Direct Speech to Indirect Speech conversion - Past Tense and Future Tense

1. Simple Past Changes to Past Perfect

For example

- **Direct:** She said, "Irvin arrived on Sunday."
- **Indirect:** She said that Irvin had arrived on Sunday.

2. Past Continuous Changes to Past Perfect Continuous

For example

- **Direct:** "We were playing basketball", they told me.
- **Indirect:** They told me that they had been playing basketball.

3. Future Changes to Present Conditional

For example

- **Direct:** She said, "I will be in Scotland tomorrow."
- **Indirect:** She said that she would be in Scotland the next day.

4. Future Continuous Changes to Conditional Continuous

For example

- **Direct:** He said, "I'll be disposing the old computer next Tuesday."
- **Indirect:** He said that he would be disposing the old computer next Tuesday.

Rule 4 - Direct Speech to Indirect Speech Conversion - Interrogative Sentences

1. No conjunction is used, if a sentence in direct speech begins with a question (what/where/when) as the "question-word" itself acts as a joining clause.

For example

- **Direct:** "Where do you live?" asked the boy.
- **Indirect:** The boy enquired where I lived.

2. If a direct speech sentence begins with auxiliary verb/helping verb, the joining clause should be **if** or **whether**.

For example

- **Direct:** She said, "will you come for the party?"
- **Indirect:** She asked whether we would come for the party.

3. Reporting verbs such as 'said/ said to' changes to enquired, asked, or demanded.

For example

- **Direct:** He said to me, "what are you wearing?"
- **Indirect:** He asked me what I was wearing.

Rule 5 - Direct Speech to Indirect Speech Conversion - Changes in Modals

1. While changing direct speech to indirect speech the modals used in the sentences changes like:

- ➞ Can becomes **could**
- ➞ May becomes **might**
- ➞ Must becomes **had to** / **would have to**

For example

- **Direct:** She said, “She can dance.”
- **Indirect:** She said that she could dance.
- **Direct:** She said, “I may buy a dress.”
- **Indirect:** She said that she might buy a dress.
- **Direct:** Rama said, “I must complete the assignment.”
- **Indirect:** Rama said that he had to complete the assignment.

2. There are modals that do not change like - **could, would, should, might, ought to.**

For example

- **Direct:** She said, “I should clean the house.”
- **Indirect:** She said that she should clean the house.

Rule 6 - Direct Speech to Indirect Speech Conversion - Pronoun

1. The first person in the direct speech changes as per the subject of the speech.

For example

- **Direct:** He said, “I am in class Twelfth.”
- **Indirect:** He says that he was in class Twelfth.

2. The second person of direct speech changes as per the object of reporting speech.

For example

- **Direct:** She says to them, “You have done your work.”
- **Indirect:** She tells them that they have done their work.

3. The third person of direct speech doesn't change.

For example

- **Direct:** He says, “She dances well.”
- **Indirect:** He says that she dances well.

Rule 7 - Direct Speech to Indirect Speech Conversion - Request, Command, Wish, Exclamation

1. Indirect speech is supported by some verbs like requested, ordered, suggested and advised. forbid-forbade is used for the negative sentences. Therefore, the imperative mood in direct speech changes into the infinitive in indirect speech.

For example

- **Direct:** She said to her, "Please complete it."
- **Indirect:** She requested her to complete it.
- **Direct:** Hukum said to Rohan, "Sit down."
- **Indirect:** Hukum ordered Rohan to sit down.

2. In exclamatory sentences that express (grief, sorrow, happiness, applaud) interjections are removed and the sentence is changed to an assertive sentence.

For example

- **Direct:** She said, "Alas! I am undone."
- **Indirect:** She exclaimed sadly that she was broke.

Rule 8 - Direct Speech to Indirect Speech Conversion - Punctuations

1. In direct speech the words actually spoken should be in (" ") quotes and always begin with a capital letter.

For example

- She said, "I am the Best."

2. Full stop, comma, exclamation or question mark, are placed inside the closing inverted commas.

For example

- They asked, "Can we sing with you?"

3. If direct speech comes after the information about who is speaking, comma is used to introduce the speech, placed before the first inverted comma.

For example

- He shouted, "Shut up!"

“Thinking back,” he said, “she didn't expect to win.” (Comma is used to separate the two direct speeches and no capital letter to begin the second sentence).

Rule 9 - Direct Speech to Indirect Speech Conversion - Change of Time

1. In direct speeches, the words that express nearness in time or place are changed to words that express distance in indirect speech. Such as:

Here is a list of common time words, showing how you change them for reported speech.

Direct speech	Indirect/Reported speech
now	then, at that time
today	that day, on Sunday, yesterday
tonight	that night, last night, on Sunday night
tomorrow	the next day/ the following day, on Sunday, today
yesterday	the day before/ the previous day, on Sunday
last night	the night before/ the previous night, on Sunday night
this week	that week, last week
last month	the month before/ the previous month, in May
next year	the following year, in 2014
two minutes ago	two minutes before
in one hour	one hour later

For example

- **Direct:** He said, “His girlfriend came yesterday.”
- **Indirect:** He said that his girlfriend had come the day before.

If we are in the same place when we report something, then we do not need to make any changes to place words. But if we are in a different place when we report something, then we need to change the place words. Look at these example sentences.

For example

- **Direct:** He said, “It is cold in here.”
- **Indirect:** He said that it was cold in there.
- **Direct:** He said, “How much is this book?”
- **Indirect:** He asked how much the book was.

Here are some common place words, showing how you change them for reported speech.

Direct speech	Indirect speech
here	there, in Starbucks
this	that
this book	the book, that book, War and Peace
in this room	in the room, in that room, in the kitchen

2. The time expression does not change if the reporting verb is in present tense or future tense.

Rules for converting Indirect Speech into Direct Speech

The following rules should be followed while converting an indirect speech to direct speech:

1. Use the reporting verb such as (say, said to) in its correct tense.
2. Put a comma before the statement and the first letter of the statement should be in capital letter.
3. Insert question mark, quotation marks, exclamation mark and full stop, based on the mood of the sentence.
4. Remove the conjunctions like (that, to, if or whether) wherever necessary.
5. Where the reporting verb is in past tense in indirect, change it to present tense in the direct speech.
6. Change the past perfect tense either into present perfect tense or past tense as necessary.

For example

- **Indirect:** She asked whether she was coming to the prom night.
- **Direct:** She said to her, "Are you coming to the prom night?"
- **Indirect:** The girl said that she was happy with her result.
- **Direct:** The girl said. "I am happy with my result."



Exercise 1

Change this direct speech into reported speech.

1. "He works in a hospital." She said _____
2. "We had a party last night." She told me _____
3. "I'm driving!" She said _____

4. "I was watching movie when he arrived." She told me _____
5. "I'd never tasted avocado before." She said _____
6. "I didn't see him at school." She told me _____
7. "Lila'll come tomorrow." She said _____
8. "He hasn't taken board exam." She told me _____
9. "I can meet you next week." She said _____
10. "You should keep your home clean." She told me _____
11. "I don't like ice cream." She told me _____
12. "I don't see you today." She said _____
13. "She's living in Palpa for a few weeks." She said _____
14. "I met my parents on Dashain vacation." She told me _____
15. "She hasn't watched drama at theatre." She said _____



Exercise 2

Change the direct speech into reported speech. Choose the past simple of ask, say or tell.

1. "Come quickly!" He _____
2. "Did you arrive before seven?" She _____
3. "How was your exam?" He _____
4. "I would have come to see you at the hospital, if I had known you were sick." She _____
5. "Don't touch!" He _____
6. "Do you usually do cycling?" She _____
7. "We had never been to Muktinath until last year." She _____
8. "Make sure you get up early!" She _____
9. "They should have studied harder for the exam" She _____
10. "Would you mind telling me how to get to Pashupatinath, please?" She _____
11. "Please don't forget my book." She _____
12. "Make sure you leave hotel at six!" She _____
13. "Remember to say hello to your next door!" She _____

14. "Which saree do you want to put on at the party tonight?" She _____
15. "I usually drink milk with horlicks in the mornings." She _____



Exercise 3

Change from indirect into direct speech.

1. Nitin said he had seen a tiger at the zoo.
2. Nilu said that she was quite happy with her achievement.
3. He asked me how long the film would last.
4. Mallika asked me if I had take the trial exam of license.
5. He asked me if I was going for swimming.
6. Bunu asked her if she would fly to Bhairahawa by today.
7. My friend asked me where I had sold the precious Thangka painting.
8. Binayak told Krish to be careful while playing football match.
9. Byanjan told the children to stop playing cricket at school ground.
10. Manoj told him not to wait for him near the indusrial area.



Exercise 4

Fill in the blanks with say or tell.

1. Sita _____ that he didn't like it.
2. Purna _____ me that he liked my house.
3. She _____ me that she would come.
4. I _____ him to wait here.
5. Tom _____ that he had to go to the college.
6. Don't _____ the same thing again.
7. Where did you _____ you were going?
8. Where did you _____ me to put it?
9. Does Bishnu have anything to _____ now"
10. Who _____ you to come?
11. He _____ me all about it.
12. I think he didn't _____ the truth.
13. You must _____ help him to collect apples to him.
14. Have you ever _____ seen?

15. My Grandma, Durgadevi _____ us a story.
16. She left without _____ goodnight.
17. Kamala didn't _____ anything.
18. Hiranya _____ that she would wait.
19. Poonam _____ me not to argue.
20. _____ it frequently.
21. _____ me where to put books.



Further Reading

➡ We use **tell** if we want to mention the hearer (the person spoken to).

For example

- Sunu told her she could take exam today.
- Sunu said she could take exam today.
- Ramesh tells me he's ready.

We use **tell** without an indirect object (e.g. **her**, **me**) only in the expressions **tell a story**, **tell the truth** and

Wh-questions

We can report questions with verbs like **ask**, **wonder** or **want to know**.

Direct question: 'When did you start running school in Solukhumbu, Ramesh?'

Reported question: Bimal asked Ramesh when he started running school in Solukhumbu.

Direct question: 'What's the problem?'

Reported question: He just asked what the problem is.

Direct question: 'Which way is the Pashupatinath temple?'

Reported question: Someone wants to know which way the Pashupatinath temple is.

Direct question: 'How does he convince the youngsters?'

Indirect question: I was wondering how we can convince the youngsters.

Reported question: 'Where can she go to in the evening?'

Indirect question: She is asking where she can go to in the evening.

Asking for information

To ask politely for information, we sometimes use a **reported question** after a phrase like:

Could you shut down the computer ... ? or Do you know ... ?

Could you tell me where he goes in the morning?

Do you know if there's a public library nearby?

Have you any idea what time plane flies to Nepalgunj?

Modal verbs: can/could

Can, may and **will** change to **could, might** and **would**.

For example

- 'You *can* park your car at parking.'
- The ground manager said we *could* park the car over here.
- 'She *may* have a rest.'
- Aashish said she *might* have a rest.
- 'I'll help if you like.'
- Aashish said he *would* help.

Reported orders and requests

We can use the structure **tell/ask someone to do something**

'Please shut down the door.' (Direct Speech)

A class monitor **told me to shut down the door**. (Reported Speech)

'You get hurry to catch the bus! (Direct Speech)

Mother is always **telling Sharmila to get hurry to catch the bus**. (Reported Speech)

'Would you mind not making noise in the class?' (Direct Speech)

We asked our students to maintain the peace in the class. (Reported Speech)

The negative is **tell/ask someone not to do something**.

For example

- 'You don't make noise while there is class! (Direct Speech)
- Class teacher **told Manjil not to make** the noise while there is class. (Indirect Speech)
- 'Please don't throw the wastage papers on the yard.'
- I **asked you not to throw** the wastages on the yard.
- We can also use the structure **ask to do something**.

For example

- 'Can I see your ticket, please?'
- The inspector **asked to see** my ticket.
- We use **ask for** when someone asks to have something.
- 'Can I have some brochures, please?'
- I **asked** (the travel agent) **for** some brochures.

➞ It is also possible to report an **order** or **request** like this.

For example

Teacher told me (that) I had to stop making noise in the class.

They asked their students if they would mind cleaning the ground.

➞ **Reported offers, suggestions, etc.**

We can use **agree, offer, promise, refuse** and **threaten** with a to-infinitive.

For example

- 'We will help street children!'
- We **offered to help** for the street children.

For example

- 'I'll definitely reach home by tomorrow!'
- You **promised to reach** home by tomorrow..

- ☞ We can also use an object + to-infinitive after **advise, invite, remind** and **warn**.

For example

- I think you should get your car serviced timely!
- Father **advised us to get** the car serviced timely.
- 'Don't miss the important class of professor Subba!
- I **reminded Mijash to take** the class of professor Subba.

- ☞ We can use an ing-form after **admit, apologize for, insist on** and **suggest**.

For example

- He is in need of counseling from teacher.
- Samir **insisted on getting** counseling from psychologist.
- 'Shall we move ahead with the same plan?'
- Commissioner **suggested moving** with the same plan.

- ☞ **Admit that, insist that**, etc.

We can use a clause with **that** after **admit, advice, agree, insist, promise, remind, suggest** and **warn**.

For example

- Prakash **admitted (that)** he had lost the CD on the bus.
- Bishnu **insisted (that)** we all met our grandfather at Suman's home.
- You **promised (that)** you would score high in the last term exam.
- I **warned** you **(that)** the road to Lhasa is really risky.



Exercise 5

Change the following reported questions into indirect speech.

1. "What's your son's name?", he asked.
2. "How old are you?", she said.
3. "When does your plane leave Kathmandu?"
4. "Are you listening to the music?"
5. "How are you?", he said.
6. "Does your brother play the piano?", she asked.
7. "Do you live near your father?", he asked.

8. "Who did you see at the meeting?", my mother asked.
9. "Why did you take my wallet?", he asked.
10. "How did you fish a big fish?", she asked.
11. "Are you a photographer?", she asked.
12. "Where do you live in?", the boy asked.
13. "Have you met Rajesh Hamal before?", he asked.
14. "Are you angry?", he asked.
15. "Why wasn't Sunaina at the party?", she asked.
16. "Why didn't you telephone?", my father asked.
17. "Did you see my brother at school?", he asked.
18. "Why are you so late?", the teacher asked.
19. "Have you taken the board exam?", she asked.
20. "Did you invite Ashmita and Muna?", he asked.
21. "Do your brothers play football match?", she asked.
22. "Why didn't Manoj run coffee shop at Jomsom?", Krish asked.
23. "Do you know who took my mobile?", he asked.



Exercise 6

Multiple choice test (indirect speech).

1. "Who took my English book?" He was curious to know who...
 - a. took my English
 - b. had taken his English book.
 - c. takes his English book.
 - d. has taken my English book.
2. "Where does Manu live?" Junu wants to know where...
 - a. Manu lived
 - b. Manu lives
 - c. Manu had lived
 - d. does Manu live?
3. "Why do volcanoes erupt?" Bipana wondered why...
 - a. volcanoes erupt
 - b. volcanoes had erupted
 - c. volcanoes erupted
 - d. did volcanoes erupt?
4. "Do you know why he is so unhappy?" He asked me if so unhappy
 - a. I know why he is
 - b. you know why he was
 - c. did I know why he was
 - d. I knew why he was.
5. "How many books have you got?" He wants to know how many....
 - a. books I had got
 - b. books you have got
 - c. books had I got?
 - d. books I have got.



Exercise 7

These are the exact words Samrat said to you yesterday. Report it in indirect.

"I've just got married! We're going to organize a wedding party. We're going to visit Pokhara. It's all going to be very expensive. Luckily, my friend is a photographer so he'll take the photos for us. We'll be having the reception in my parents' restaurant. My mum is baking the cake for us and my sister's band is playing free for us. I hope you'll come to the wedding." Now you're telling your friend what Nitin told you.



Exercise 8

Choose the correct option.

He said he (1) _____ just got married He told me that he (2) _____ next year. He told me (3) _____ to Pokhara for their visit. He mentioned that it (4) _____ very expensive. He said that his friend (5) _____ and he (6) _____ the photos for them. He mentioned that they (7) _____ the reception in his parents' restaurant. He admitted that (8) _____. He said his sister's band (9) _____. He said he (10) _____ I'd come to the wedding.

Options

(1) have / had (2) was getting / getting (3) they were going / they going (4) was all to being / was all going to be (5) will be a photographer / was a photographer (6) would take / will take (7) be having / would be having (8) his mum was baking a cake for them/ my mum is baking a cake for us (9) was playing free for them./ is playing free for us (10) hope / hoped

UNIT 14

Voice



Learning objectives

After studying this unit, you will be able to...

- ➔ know the types of voice.
- ➔ change active voice in to passive voice and passive in to active voice.



Learn and Act

Read the passage and answer questions.

People sometimes think penguins are silly animals that **are dressed up** in fancy black suits called tuxedos. But looks **can be deceiving**. Penguins are amazing! When explorers first saw penguins in Antarctica, they thought they were fish. Penguins are actually birds. They have feathers, beaks, and wings. Eggs **are laid** by them, too. There are 17 different kinds, or species, of penguins, but all of them make their home near the ocean.

Even though penguins are birds, they can't fly in the air. In fact, penguins are amazing swimmers and spend most of their time in the water. Their bodies **are built** to swim. The bones in a penguin's flippers are heavier and more solid than those in the wings of a flying bird. This helps the penguin "fly" through the water.

Penguins have heavier bones than most birds. This helps them dive very deep in the water. They have strong wings and webbed feet like a duck. This helps them swim fast. When penguins dive into the water, they can swim up to 25 miles an hour. Some can stay underwater for up to 25 minutes! Penguins **are known** as good swimmers.

Penguins dive into the water to find prey, or food to eat. Fish, squid, and krill **are eaten** by Penguins, which are like little lobsters or snails. Even though penguins don't have



teeth, they have strong beaks and can swallow their prey in one piece. Penguins have strong little hairs in their mouths and down their throats called bristles to help them swallow the slippery fish.

Most penguins live in very cold places, like Antarctica. Their bodies protect them from the freezing water and air. They have lots of waterproof feathers to keep them dry and a thick layer of fat called blubber to keep them warm. The feathers on their backs are also very dark, which helps them absorb heat from the sun.

Even though people sometimes think penguins are cute animals all dressed up for a party, they are fascinating creatures that **are built** to survive in a harsh habitat.



Quick Feedback

- Most Penguins live in.....
- How are a Penguin's flipper bones different from the bones in other birds' wings?
- What does the blubber do to the Penguins?
- What does help Penguins swim fast?
- Pick out five passive sentences from the passage above.



Forming Knowledge

Voice refers to the form of a verb that denotes when a grammatical subject performs the action or is the receiver of the action. When a sentence is written in the active voice, the subject performs the action; in the passive voice, the subject receives the action. The **active voice** focuses on the **person** who **does the action**. The **passive voice** focuses on the **receiver** or the result of the action. In grammar, voice can be classified into two types: **active** and **passive**.

There are two types of voices:

A sentence is written in **active voice** when the subject of the sentence performs the action in the sentence.

For example

- She writes poems.
- We were taking coffee.
- He lost a pen.

Passive voice:

The subject of the sentence is now being acted upon. The actor moves to the end of the sentence with *by* or drops off altogether if it is unimportant or unknown. The verb must include a form of **be**, followed by a past participle (normally an -ed ending).

For example

- Poems were written by her.
- Coffee was being taken by us.
- A pen was lost by him.

Changing active into passive

In general, the **S+V+O** pattern of active voice is changed into **S+ form of be verb + V₃ + by+ agent** of passive voice. While changing the voice, the tense remains the same.

For example

- Active: Nira washes clothes.
 sub verb object
- Passive: Clothes are washed by Nira.
 object aux V3 prep. agent

➡ The following rules are to be considered while changing the subject and object.

Change of Pronouns

Changes in the form of pronouns	
Subject	Object
I	Me
We	Us
You	You
They	Them
He	Him
She	Her

Pronouns change **but nouns** do not change.

Active: He tunes the radio.

Passive: The radio is tuned by him.

Active: They lost books.

Passive: Books were lost by them.

Active: We have helped the poor.

Passive: The poor has been helped by us.

Active: Pavani eats apples.

Passive: Apples are eaten by Pavani.

- ➔ Subjects like people, they, we, you, somebody, nobody, someone, no one, etc.' are not generally mentioned after 'by' preposition if we can imagine the doer of actions or the doer of action is clear from the verbs or the doer of action is unknown or it is not necessary to mention.

For example

Active: Farmers sell varieties of vegetables in the market.

Passive: Varieties of vegetables are sold in the market.

Active: Somebody knocks the door.

Passive: The door is knocked.

Verbs with two objects

	Subject	Verb	Indirect object	Direct object
Active Voice	I	gave	him	a book.
Passive Voice	A book	was given	to him	by me.
Passive Voice	He	was	a book	by me.
Active Voice	They	lent	me their	car.
Passive Voice	I	was lent	a car	by them.
Passive Voice	A car	was lent	to me	by them.

Object+(be) v3+ sub+ by+ agent

The basic rules and patterns for the transformation of active sentences into passive are presented on the following.

Sentences in present tenses

Tense forms	Active	Passive
Simple Present	v ₁ /v ₅ write/writes	is/am/are +v ₃ is/am/are written
Present Continuous	is/am/are+v ₄ is/am/are writing	is/am/are/ +being +v ₃ is/am/are being written
Present Perfect	has/have +V ₃ has/have written	has/have + been+ V ₃ has/have + been+ written
Present Perfect Continuous	has/have + been +V ₄	No passive

For example

Active: Rupesh washes clothes.

Passive: Clothes are washed by Rupesh.

Active: Krish is playing the football.

Passive: The football is being played by Krish.

Active: They have helped the flood victims.

Passive: The flood victims have been helped (by them).

Sentences in the past tenses

Verbs forms	Active	Passive
Simple Past	v_2 wrote	was/were + v_3 was/were written
Past Continuous	was/were+ v_4 was/were+ writing	was/were/ +being + v_3 was/were being written
Past Perfect	had + v_3 had written	had + been+ v_3 had + been+ written
Past Perfect Continuous	had + been + v_4	no passive

For example

Active: Mijash lost the new pen.

Passive: The new pen was lost by Mijash.

Active: We were singing songs yesterday.

Passive: Songs were being sung by us yesterday.

Active: Bikranta had encountered a gigantic tiger in the jungle.

Passive: A gigantic tiger had been encountered by Bikranta in the jungle.

Sentences in future tenses

Tense forms	Active	Passive
Simple Future	shall/will + v_1 shall/will write	shall/will + be + v_3 shall/will + be+ written
Future Continuous	shall/will + be + v_4 shall/will be writing	no passive

Future Perfect	shall/will +have +v ₃ shall/will have written	shall/will +have+ been+ v ₃ shall/will have been written
Future Perfect Continuous	shall/will +have + been +v ₄	no passive

For example

Active: We will buy new football.

Passive: New football will be bought by us.

Active: People will have grown avocado in Nepal by next year.

Passive: Avocado will have been grown in Nepal by next year.

With modal verbs:

The verbs **can**, **could**, **may**, **might**, and **must** are known modal verbs. As per the following methods these sentences with these verbs are changed into passive voice.

For example

Active	Passive
You can take a rest.	A rest can be taken by you.
Everybody must keep the city clean.	The city must be kept clean by everybody.
They might have made the mistake.	The mistake might have been made by them.
He may not take the exam.	The exam may not be taken by him.

If the sentence begins with ‘when/where/why/how/what’ helping verb should be put immediately after them.

Active	Passive
How do we learn language?	How is language learned by us?
When does he do cycling?	When is cycling done by him?
What do you do?	What is done by you?

If the sentence begins with who or whom, change who into by whom and whom into who in the passive voice.

Active	Passive
Who tells you story in the evening?	By whom is the story told you in the evening?
Whom do you love?	Who is loved by you?
Whom does he work with?	By whom is he worked with?

Imperative sentences (Commands and requests)

Let is used to convert the active voice sentence into a passive voice sentence.	
Active	Passive
Let + obj1 + verb + obj2 + Cut your nails. Shut down the door.	Let + obj + be + v3 Let your nails be cut. Let the door be shut down.
Let him open the door.	Let + obj2 + be+ V3 + by+ obj1 Let the door be opened by him.
Active (Negative)	Passive (Negative)
Do not ignore my suggestions.	Let not my suggestions be ignored.



Exercise 1

Complete the following sentences using appropriate active or passive verb forms. Choose your answers from the given options.

- The problem _____ to the children. (explained / was explained)
- Those pyramids _____ around 400 AD. (built / were built)
- All the trouble _____ by your mother. (has caused / was caused)
- The visitors _____ (were shown / have shown) a collection of old manuscripts.
- I _____ him ten thousand pounds last year. (lend / lent / was lent)
- She _____ of spiders. (frightened / is frightened)
- That picture _____ by my grandmother. (painted / was painted)
- I _____ by his attitude. (shocked / have shocked / was shocked)
- Excuse the mess. The house _____ (is painting / is being painted / has painted)
- I knew why I _____ (had chosen / had been chosen)



Exercise 2

Read the following sentences. Decide if the underlined verb is active (A) or passive (P).

For example

- The novelist received Madan puraskar. (Active)
- The novelist was given Madan puraskar. (Passive)

1. The singer **sang** a melodious song.
2. Rabindra **presented** a paper.
3. Manu **has been** sick.
4. The director **has just attended** meeting.
5. Old movies **were filmed** in black and white.
6. Many people **live** in Butawal.
7. Many paintings **painted** in Patan.
8. The names of the winners will be **printed** in tomorrow's Kantipur daily.
9. The social leader **thanked** all the people who helped him achieve the goal.
10. The students were **asked** different questions from economics..
11. Television was **invented** at the beginning of the twentieth century.
12. Mobile has **become** the most popular among people.



Further Reading

Exclamatory sentence to assertive sentence.

Subject and **Verb** of exclamatory sentence are to be used as the subject and verb of assertive sentence at the outset of the sentence.

➞ **How/what are replaced by very (before adjective)/ great (before noun)**

For example

- How fortunate you are!
- You are very fortunate.
- What a fool you are!
- You are a great fool.

➞ **Sometimes the subject and verb may be eclipsed.**

For example

- What a beautiful landscape!
- It is a very beautiful landscape.
- What a pity!
- It is a great pity.

➞ **Hurrah/ Bravo are replaced by I/we rejoice that/ It is a matter of joy that.**

For example

- Hurrah! Nepali cricket team has defeated India.
- It is a matter of joy that Nepali cricket has defeated India.

➞ **Alas is replaced by I/we Mourn that/ It is a matter of sorrow or grief that.**

For example

- Alas! He has lost the mobile.
- We mourn that he has lost the mobile.

➞ **Had/were/If /Would that (at the outset) are replaced by I wish + subject again + were/ had+ others.**

For example

- Had I the wings of a bird!
- I wish I had the wings of a bird.
- Were I a bird!
- I wish I were a bird.
- If I were teenage boy!
- I wish I were teenage boy again.
- Would that I could be a child!
- I wish I could be a child.



Exercise 3

Find the mistakes with the underlined verbs in the sentences below and correct them. Not every sentence has a mistake. If the sentence is correct, write c.

For example

- Before the 1950s, most movies were filmed in black and white.
- I like old movies. c

1. We went to shoot the movie to the Last Resort.
2. I don't like horror movies. I can't be slept afterwards.
3. Did the movie directed by Dronacharya Kshetri?
4. People in the audience are requested to calm down.
5. They are cool. They are welcomed at the program.
6. At the end of the program, we were offered tea and light snacks.
7. A lot of appreciation of the movie was given by the audiences.
8. Some movies can be enjoy by the whole family.
9. Tickets can booked online ahead of time.
10. The hall is big. More than ten parties can organized at the same time.

11. The program is for adults. Children don't **permitted** to enter in the hall.
12. Parking is free at the theater, but the parking pass must be **verified** by the organizers.
13. Aged couples can **give** heavy discount.
14. At the award distribution ceremony, the guests were arrived late.
15. Beautiful dresses **worn** by the actresses.



Exercise 4

Rewrite the sentences in passive voice in simple past.

1. (TV / invent / Baird) _____ TV was invented by Baird. _____
2. (Pasupatinath temple / build / King Bashantadev) _____
3. (egg / produce / chickens) _____
4. (coffee / grow / in Gulmi) _____
5. (chopsticks / use / in China) _____
6. (clean / roads / every day) _____
7. (the dacoits / arrest / policeman / yesterday) _____
8. (the injured Navayuga Shrestha / take to a hospital / now) _____
9. (the laptop / repair / tomorrow) _____
10. (the parcel / send / last week) _____



Exercise 5

Rewrite the following paragraph in passive voice.

Some people saw a UFO in the sky above Lumbini last night. They reported it to the police. The army sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking at them now.



Exercise 6

Make questions in passive voice clues as shown in the example.

For example

- Where / our local newspaper / print

Where is our local newspaper printed?

1. How many / books / store / in the library

_____ ?

2. photographs / develop / in the photo library
_____ ?
3. Where / parcel / receive
_____ ?
4. the Kathmandu Post / print / in Kathmandu, Biratnagar and Chitawan
_____ ?
5. the Himal Magazine / sell / in India
_____ ?
6. Why / Nepalese newspapers / send abroad
_____ ?
7. When / the newspaper / print in Bhairahawa
_____ ?
8. How / newspapers / deliver in your district
_____ ?
9. Where / stories / write for newspaper
_____ ?
10. a lot of photo / use / for each issue of Kantipur daily
_____ ?



Exercise 7

Write the correct tense or voice:

Hospitals are places where people _____ (examine) and _____ (bring) back to good health. I'm lucky because I _____ (never / take) to hospital when Raman _____ (hit) by a car last month. Luckily no bones _____ (break) but he _____ (examine) carefully and x-rays _____ (take). He _____ (keep) there for a night and he _____ (give) permission to leave the next day.

Ambulance services are also important. Patients _____ (must / take) to hospital as quickly as possible. A lot of people _____ (kill) in road accidents and a lot more _____ (injure) but if more ambulances _____ (put) into service, more lives _____ (can / save).



Exercise 8

Write sentences in the passive. Use the words given below.

For example

- oranges / grow

Oranges are grown in hilly regions.

1. drama / show

2. lunch / cook

3. newspaper / sell

4. pandas / find

5. Doteli / speak

6. wastage / throw

7. folk tales / teach

8. rainbow / find



Exercise 9

Change into passive.

The first one has been done for you.

1. You must leave the bathroom tidy.

The bathroom must be left tidy.

2. You should help poor street children.

3. Our neighbor ought to keep the road clean.

4. Students have to return these books to the library.

5. Smokers must extinguish their cigarettes.

6. You must dry-clean this shirt.

7. Someone manages everything within few hours.

8. We can preserve our tigers with policy and vision.

9. People must obey the law.

10. We help our students clean the ground.

UNIT 15

Punctuation



Learning objectives

After studying this unit, you will be able to...

- ➔ describe and explain the uses of punctuation marks.
- ➔ use these punctuation marks appropriately.



Learn and Act

Once upon a time there was a period(.) He was pretty happy being a period. He felt useful because he was the first thing little kids used when they began to write sentences. The kids used **Period** after every single sentence.



Another punctuation mark came to the classroom. It was **Exclamation (!)**

“Hi there! I am so excited to be here!” said Exclamation. All of a sudden, kids wanted to use Exclamation all the time(.)

Period began to feel very left out. Exclamation was getting lots of attention. Whenever the kids wrote something exciting, it was with Exclamation. When they wrote something they liked or loved to do, it was with Exclamation.

Period began to think that nobody needed him anymore. Exclamation was fun and the kids loved using him. Period wanted to be an exclamation point, not a period. He was ready to leave the classroom to Exclamation, but then the teacher reminded the kids one day, “Remember class, you can’t use an exclamation point after every sentence. You only need them every now and then. Most of your sentences will end with a period.”

What? Period thought. Most sentences end in a period? I can’t leave now; the kids need me. They need me after almost every sentence. I am important. But wait. What is that thing after those other sentences? What is that thing after this sentence?

Period mate question mark and asked, who are you?

He said, "I am a question mark (?)".



Quick Feedback

- Who was pretty happy?
- What did the teacher remind the class about?
- What is needed after almost every sentence?



Forming Knowledge

Semicolon (;)

A semicolon connects independent clauses – parts of a sentence that could stand as their own sentences:

For example

- He loved that car; it was his greatest treasure.
- “In Western films, dark hats often represent bad or evil characters; a white hat does just the opposite.”



You should always use a semicolon in these two situations.

Between items in a series where commas are used for each item:

For example

- Science fiction includes Star Trek, with Mr. Spock; Battlestar Galactica, with its Cylons; and Star Wars, with Luke Skywalker and Darth Vader.
- Mushrooms grow very quickly; in fact, after a good rain, it takes only a few hours and you start picking them. Even baby giraffes are tall; their average height is six feet!

Colon (:)

A colon is used to introduce information, specifically after a “complete sentence” (independent clause) phrase that introduces a quotation:

For example

- The author always disliked his critics: “If they can’t write, they become critics!”

My roommate wants to buy a car, and he has a lot of brands to choose from: Toyota, Ford, VW, and more.

Apostrophe (')

Use the apostrophes only to show possession (somebody owns something) and for contractions (combining two words).

For example

Bipul’s dog will quickly catch Mallika’s cat.

Hyphen (-)

Hyphens are used to combine two words into a single new one; a dash – double the length of a hyphen – shows a break or interruption of thought between sentence parts. (“hyphens connect words, dashes separate groups of words”)

For example

- The high-energy music show – which I attended last year – was a wonderful experience.

➞ Use a hyphen when two words are used together as an adjective before the noun:

For example

- Jugal is not a well-known mid fielder in football.
- Can you believe that she bought first-class tickets?

➞ But, do not use a hyphen if the same compound word occurs after the noun it describes.

For example

- This mid fielder is not well known.
- Their hotel was often described as first rate.

➞ Use a hyphen for the prefixes self-, quasi-, all-, elect-, and ex- (meaning “formerly”):
Our ex-president often expressed anti-democratic ideas.

For example

- This organization supports self-help projects that support low-income families.

- Use a hyphen for written-out numbers (but not before/after category numbers like hundred, thousand, or million) and fractions.

For example

- She was widely believed to be one hundred twenty-two years old.
- One-fourth of his income went to childcare expenses.

- Use a hyphen to avoid misreading, especially if the prefix would result in a double letter, or to avoid misreading.

For example

- Mijash and Pavani are co-owners of the club.
- The film was praised for its re-creation of nineteenth-century London.



Exercise 1

Rewrite the sentences in the space provided, adding or deleting quotation marks and other punctuation where necessary. Some sentences may be correct.

For example

- “Fools need advice most” Ben Franklin wrote, but wise men only are the better for it.
- “Fools need advice most,” Ben Franklin wrote, “but wise men only are the better for it.”

1. The poster read, It's 11:00. Do you know where your kids are?"
2. My reply he explained, was I would never do that I hope everyone will be on time
3. Rehearsals start on Monday announced the director. "I hope everyone will be on time."
4. Everybody gets down the woman screamed when the car exploded.
5. The scarecrow told Denish that some folks went this way and others went that way.
6. The school nurse asked student, Are you feeling better now?
7. Ms. Sharma assigned President's speech" said Anu.
8. The one in which he says Give me liberty or give me death asked Tina.
9. May I help you asked the girl behind the counter.
10. We got our history tests back yesterday, Marry explained."
11. I got a B plus he added proudly. "I got a B plus," he added proudly.
12. The woman walked up to my mother and asked Do you know me
13. Greta boasted "that he had read The Red Moon in one night."
14. We have a problem said Grandpa with a worried look a big problem
15. The forecast for tonight said the meteorologist is snow
16. Bikram Subba is my favorite poet declared Iksha.

17. The clerk explained how the radio worked correct.
18. Lily warned “that a house divided against itself could not stand”.
19. Did the announcement say, Only sophomores need report at 3:30
20. When Juli mentioned “that he might be going to the chess club meeting.” I asked do you mind if I come along.



Exercise 2

Rewrite the sentences in the space provided, adding quotation marks where necessary. If a sentence is correct, write correct.

For example

- The Necklace is a famous story by Guy de Maupassant.
- “The Necklace” is a famous story by Guy de Maupassant.

1. Ouch! yelled Chahana.
2. Mom likes to listen to Michael Feinstein song Isn't It Romantic?
3. In tennis a score of zero is called love.
4. Which of these poems by Yaman do you prefer—The View Tower or The Mountain?
5. I'm going to call my essay How to Proceed to Succeed.
6. Never, shouted Misu, will I agree to such terms!
7. Am I a Human? was a popular song in my great-grandmother's youth.
8. Did Sita write a short story called The Open Yard?
9. For my report I read an article titled Unidentified Flying Objects —Fact or Fiction?
10. Can you quote the first line of the patriotic poem Binayak KC?
11. For homework Ms. Rai assigned Chapter 22, The Great Depression.
12. Do you know what a gofer is?
13. Do you know who wrote the nonsense poem Jabberwocky?
14. The Bear is probably William Faulkner's most famous short story.



Exercise 3

Add hyphens where necessary. Delete () unnecessary hyphens. Some sentences may be correct.

The seasoned reporter removed a well-worn suitcase from the trunk of her car.

1. Ashok finished twenty first out of ninety seven runners.
2. When Ritu found out she had made the all conference team, she was ecstatic.
3. Babies are certainly tiny when they're three-weeks-old.

4. Rijan is one of basketball's all time greats.
5. Use one fourth teaspoon of cinnamon in this recipe.
6. The evening sky was an unbelievable shade of dark-blue.
7. Our ex babysitter's photograph was in the paper because she won an award.
8. Of all the teachers in our school, Ms. Shrestha is probably the most-popular.
9. The horse had to run the race with a sixteen pound weight on his saddle.
10. The concerto was well performed.
11. Srijon's self confidence rose when he won second prize in the art show.
12. The teacher said she could tell our report was thoroughly-researched.
13. Excuse me, but are these tulips the late blooming variety?
14. The members of the anti poverty group were meeting in the auditorium.
15. The recipe called for three-quarters of a pound of butter or margarine.
16. This is definitely a mouth watering dish.
17. Samir eats only well done hamburgers.
18. Virginia's blue green outfit did not look good with her bluish purple hat.
19. Congratulations to the fifty ninth graduating class of Trivuwan University.
20. That was a back breaking job.



Exercise 4

Add an apostrophe where necessary. Delete apostrophes used incorrectly.

For example

- Raju's Rotary Club is borrowing our' room for their meeting.
Raju's Rotary Club is borrowing our room for their meeting.

1. Among Jagadamba Prize winners, Bikal name stands out in many ways.
2. For example, this world-famous scientist doesnt own a telephone, so when she won the Nobel Prize in medicine in 1983, the Nobel committee couldnt call her!
3. She's not a teacher as so many other winner's of the award have been.
4. Bikrams childhood was unusual.
5. Aanadas father, a doctor, insisted that his children not be given any homework.
6. He wanted them to have free time to enjoy the Joshis and outdoor activities.
7. Bikal chose to study at New Yorks Cornell University.
8. At Trihuvan University Yuna made many friends and was elected president of the women's freshman class.
9. Although she worked hard on her' studies, she was able to find time to play the banjo in a student Folk Music.
10. Genetic's as a science was still in it's youth when Milan began to study it.

11. The pioneer in genetics' research was an Austrian monk named Gregor Mendel.
12. Mendel experimented with plants in his monastery's garden.
13. You'd be surprised to learn about the methods of pioneers in the study of genetics.
14. Maize is the multicolored corn you'd use as a decoration in the fall.
15. The colors of the kernels indicate the genetic make up of the corn's chromosomes.



Exercise 5

Fill in the gaps with hyphenated words given in the box.

good-looking	sugar-free	twenty-one	well-known
sister-in-law	x-ray	first-class	free-range
anti-bacterial	all-inclusive		

1. When I broke my arm I had to have an _____.
2. One Direction is a _____ boy band.
3. Coke Zero is a _____ version of Coke.
4. My brother's wife is my _____.
5. I use _____ hand soap to wash my hands.
6. Mum always buys _____ eggs from the farm.
7. Celebrities and business men usually fly _____.
8. He went on an _____ holiday to Spain.
9. My brother will be _____ next year so he'll probably have a big party to celebrate.
10. All the actors were extremely glamorous and _____.



Exercise 6

Read the short story and add exclamation marks or full stops where necessary.

1. Jack Finn was six years old and he lived with his mum and dad and baby sister Emma ____ Jack had a teddy called Boo that he took everywhere ____
2. One day, Jack's mum said they were going on a trip to the zoo. "Cool ____" said Jack.
3. Dad made a packed lunch and they got in the car ____ They were just about to set off when Jack remembered he had left Boo behind ____
4. "Oh no ____" said Dad. "Don't worry I'll get him ____"
5. At the zoo Jack and Boo looked at all the animals all day long ____ The monkeys were Jack's favourite because they were so funny ____
6. It was soon time to go ____ Jack was so tired he fell asleep in the car on the way home ____

UNIT 16

Subject-Verb Concord



Learning objectives

After studying this unit, you will be able to...

- ➔ know the subject-verb concord.
- ➔ use the subject-verb concord appropriately.

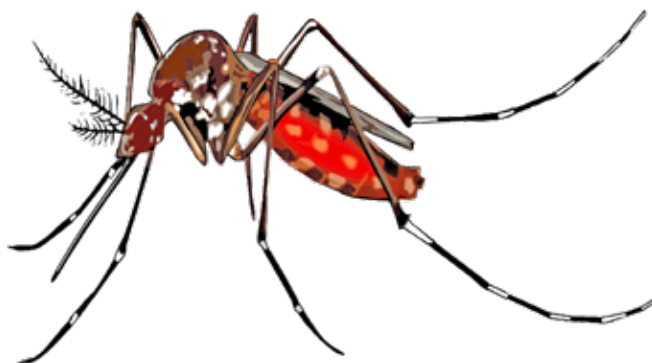


Learn and Act

The Marvelous Mosquito

Have you ever looked at a large drawing of a mosquito? Here is what a mosquito looks like. It has two antenna, six legs, and two large eyes. The eyes are made up of millions of tiny little eyes stuck together.

A mosquito has a long proboscis that it uses to suck your blood, and a blood sac called the abdomen where the digested blood goes. Like some insects it also has thorax which is a part of the neck.



Did you know that male mosquitoes eat nectar, which is a sugary liquid that it sucks from flowers? The female mosquitoes drink the blood of warm blooded mammals, meaning us from humans and other animals. When the female mosquito sucks the blood of mammals, the mosquito injects the saliva. The saliva is what makes you itch.

Mosquitoes are marvelous living creatures, but in some places in the world like Africa, Egypt and South America, they also spread disease called yellow fever that makes people sick and even die. We need to find ways to control mosquitoes and to cure the diseases they cause. Isn't it amazing that we learned so much about this tiny insect?



Quick Feedback

- What is the function of proboscis?
- What do mosquitoes spread?
- Why do we feel itch after mosquitoes inject us?



Forming Knowledge

What is subject verb concord/agreement?

Subject verb concord/agreement means that the subject and verb in a sentence should agree or match, otherwise the sentence will not sound right. Let's understand the basic rules of subject-verb agreement.

Rule 1

The verb and subject must agree in number (singular or plural)

This means that if the subject is singular, the verb should be singular and if the subject is plural, the verb should also be plural.

For example

- He **plays** football. (singular)
- They **play** football. (plural)

We need to be familiar with **singular** and **plural** verbs.

Singular verb	Plural verb
is	are
has	have
was	were
V1 + s/es (plays, goes etc.)	V1 (play, go etc.)

Rule 2

The number of the subject (singular or plural) will not change due to words/phrases in between the subject and the verb.

For example

- One of the glasses **is** empty.
(Here, since the subject is 'one', the verb should be 'is').
- The **bouquet** of red roses **smells** so sweet.
(Here, since 'bouquet' is the subject and not 'roses', the verb should be 'smells' and not 'smell')

Rule 3

Subjects that are joined by 'and' in a sentence, use a plural verb. Subjects that are joined by **either/or**, **neither/nor** use a singular verb.

For example

- Seema **and** Leena **are** coming home.
- Poverty **and** misery **come** together.
- **Neither** Dipesh **nor** Pritam **is** coming home.
- My dad **or** my mom **is** arriving today.

Rule 4

The verb in a sentence containing **or**, **either/or**, **neither/nor** agrees with the noun or pronoun closest to it.

For example

- Neither the **shoes** nor the **bag** **matches** the dress.
(Here, 'bag' is closest to the verb, hence 'matches')
- Neither the **bag** nor the **shoes** **match** the dress.
(Here, 'shoes' is closest to the verb, hence 'match')

Rule 5

When the subject is followed by words such as **as well as**, **along with**, **besides**, '**not**' etc. ignore them and use a singular verb if the subject is singular.

For example

- Milan, **as well as** his dog, **is** expected shortly.
- Pratik, **along with** his brother, **is** going to school.

Rule 6

In sentences that begin with **here**, **there**, the true subject usually follows the verb.

For example

- Here **are** the **chocolates**.
- There **is** a big **puddle** on the road.

Rule 7

In sentences that include **sums of money, periods of time or distances etc.** (as a unit), use **singular verbs**.

For example

- Five hundred rupees **is** a high price to pay.
- Sixty years **is** the minimum age of retirement.
- Ten kilometres **is** too far to walk.

five thousand **rupees** **is** **a handsome amount**

↓ ↓ ↓
numeral **plural** **singular**
adjective **noun** **verb**

five thousand **rupees** **has** **been spent on different useful commodities.**

↓ ↓ ↓
numeral **plural** **singular**
adjective **noun** **verb**

Rule 8

In the case of words such as **a lot of, all, some etc.** in a sentence, pay attention to the noun after **of**. If the noun after **of** is singular then use a singular verb, if plural, use a plural verb.

For example

- All of the cake **is** gone.
- All of the cakes **are** gone.
- A lot of the cake **is** gone.
- A lot of the cakes **are** gone.
- Some of the cake **is** gone.
- Some of the cakes **are** gone.

Rule 9

In the case of collective nouns such as **group, population, family**, in a sentence, the verb can be singular or plural depending on their use in the sentence.

For example

- Most of my **family** **is** here or **are** here.
- Half of the **population** **was** against the bill or **were** against the bill.

- The jury **are** divided in **their** opinion.
- The audience **have** taken **their** seats.

Rule 10

Nouns such as **mathematics, civics, news, etc.** while plural in form, are singular in meaning and use singular verbs.

For example

- Mathematics **is** very difficult for some people.
- The news **is** very saddening.
- Politics **is** not my cup of tea.

Certain nouns are plural in form but singular in meaning. Hence they take singular verb.

names	list
names of diseases	measles, mumps, rickets, shingles etc.
names of games	nilliards, darts, draughts etc.
names of countries	The United States, The West Indies etc.
names of books	The Arabian Nights, Three Musketeers etc.
names of subjects	physics, economics, civics, statistics, politics, linguistics.

Rule 11

In sentences that express a wish, request or contrary to fact, the word 'were' is used instead of 'was'.

For example

- I wish my sister **were** here.
- Aditya requested that she **raise** her glass.

Rule 12

If a subject and the verb are joined by a relative pronoun, the verb used will agree with the antecedent to the relative pronoun.

For example

- She is one of the noblest women **that have** ever lived on this earth.

- (That is a relative pronoun so here we use 'have' in place of 'has')
- I am not one of those **who** will trust everyone whom **I** meet.
- (who is a relative pronoun so here we use 'they meet' in place of 'I meet')

Rule 13

Each, every, everyone, someone, somebody, nobody, none, one, any, many a, more than one, are singular. Hence they will take a singular verb, singular noun, and singular pronoun.

For example

- Each student **has** come.
- Each boy **each** girl **has** come.
- One must tolerate **one's** friend as well as **his** enemy. (Use 'one's' in place of 'his')
- Many a student have not done **their** homework. (Use 'his' in place of 'their')
- More than one **man** **was** present there.

Note: Many is used in the following ways:

Many a man has come.

Many men have come.

A great / A good many men have come.

Rule 14

Cattle, cavalry, infantry, poultry, peasantry, children, gentry, police, and people are certain nouns are **singular in form** but plural in meaning. They take plural verb 's' is never used with these nouns.

For example

- **Cattle** **are** grazing in the field.
- Our **infantry** **have** marched forward.
- **Police** **have** arrested the thieves.

Note: 'People' means 'a number of men' while 'peoples' means 'people of difference races'

For example

The greek peoples were brave (Here we are talking about only one race. Therefore, the use of 'people' is wrong.)



Exercise 1

Choose the correct form of subject and verb.

Every policeman is/are given special training for the job.

1. No two days are the same. Each day is/are different.
2. But the profession he has chosen isn't/aren't as exciting or glamorous as some people think.
3. Not all policemen is/are allowed to carry guns.
4. A number of animal activists here works/work with dogs.
5. An officer and his operator has/have to work closely together.
6. One of our aims is/are to prevent crime happening in the first place.
7. A lot of unrests is/are caused by people being careless.
8. Sorry, I have to go now. Somebody has/have just reported a robbery.
9. Half of the boys was/were present in the class.
10. One year after another year has/have passed.



Exercise 2

Circle the correct verb in the following sentences.

1. Each of the sporty boys (**look-looks**) good on skis.
2. Everybody (**was-were**) asked to join in assembly.
3. Neither of the men (**is-are**) here yet.
4. (**Is-Are**) each of the nurses ready to leave?
5. Several of the sheep (**is-are**) sick.
6. Some members of the faculty (**is-are**) present.
7. Nobody in the class (**has-have**) the calculator.
8. Each of the observers (**observe-observes**) all the regulations.
9. All of the milk (**is-are**) gone.
10. Most of the books (**was-were**) issued from library.



Exercise 3

Fill in the blanks with appropriate forms of verb. Choose the answers from the options given in the brackets.

1. One of my uncles _____ gone to Palpa. (**has / have**)

2. Each of the students _____ given a pencil in exam hall. (**was / were**)
3. Neither of the speakers _____ able to impress the judges. (**was / were**)
4. Yogurt and milk _____ not mix while taking. (**do / does**)
5. Sunil and I _____ at Everest School together. (**was / were**)
6. Slow and steady _____ the race. (**win / wins**)
7. Neither Prasun nor Nischal _____ role to establish the library.. (**has / have**)
8. No prize or medal _____ given to the girl, though she stood first in the marathon. (**was / were**)
9. Either Munu or Alisha _____ responsible for this. (**is / are**)
10. Neither the principal nor his colleagues _____ given any information about meeting. (**have / has**)



Exercise 4

Circle the correct verb in the followings.

1. Pratiksha, together with Prerana, (**sing, sings**) the national anthem.
2. The players, as well as the coach, (**hum, hums**) quietly.
3. Mr. Kshetri, with his two sons, always (**win, wins**) the trophy.
4. The gallery, including the paintings, (**was, were**) sold.
5. Match, along with rest, (**has, have**) helped to revitalize the players.
6. The officers, with their co-workers, (**was, were**) checking the grocery stores during Dashain.
7. Sitala, in addition to her staff, (**work, works**) in the office till evening.
8. The tourists, with their two guides, (**like, likes**) to summit the Mt.Makalu.
9. Arteries, on the other hand, (**carries, carry**) the blood away.
10. The heart, along with the 100,000 miles of arteries and veins, (**supplies, supply**) the oxygen needed by all parts of the body.



Exercise 5

Choose the correct form of verbs in the followings.

1. Economics (**is, are**) taught by Professor Pyakurel at Tribhuvan University.
2. The news on the radio (**was, were**) the representative of all races of Nepal.
3. Ethics (**is, are**) a ground for moral living in society..

- Politics (**appeal, appeals**) to be united to save the nation during war..
- Civics (**was, were**) was the subject introduced by liberal humanities.
- Measles (**is, are**) very contagious for children.
- Social Studies (**has, have**) always been an interesting subject for Subina.
- Aerobics (**is, are**) a fun activity for most youngsters in Nepal.
- Gymnastics often (**require, requires**) a special flexibility of our body.
- Acrobatics (**involve, involves**) skills in agility and balance.



Exercise 6

In each of the following sentences, underline the correct indefinite pronouns in parenthesis.

- (**One, Several**) of my sisters takes part in athletics.
- (**Many, Nobody**) is going to leave the club today.
- (**Everyone, Several**) wears a sweater in the winter.
- (**One, Many**) of us sometimes go to the theatre.
- (**Both, Each**) of my brothers like avocado.
- (**No one, None**) of the dramas perform at Gurukul Theatre in Kathmandu.
- (**Someone, Few**) are curious to know some facts about the UFO.
- (**All, Neither**) have been to the Kalahari desert.
- (**Each, Most**) has an opportunity to apply for scholarship program.
- (**Both, Somebody**) have accepted the offer to join in scout jamboree.



Exercise 7

Choose the correct subject verb combinations in the sentences below.

- Most of the milk (**is/are**) gone.
- Here (**is/are**) the newspaper.
- The group of dancers (**is/are**) here.
- One of the flowers (**has/have**) wilted.
- The lady in the car (**look/looks**) like your aunty.
- Either Rohit or Sonu (**is/are**) coming today.
- Civics (**is/are**) my favorite subject.
- Economics (**are/is**) hard to understand.
- Seven hours (**are/is**) needed to accomplish the project.
- The cost of living (**has/have**) increased over the years.

UNIT 17

Phonetics and Phonology



Learning objectives

After studying this unit, you will be able to...

- ➔ pronounce words correctly.
- ➔ identify the sounds of the words appropriately.

Phonetics is the study of speech sounds of a language or group of languages. It is the study and systematic classification of the sounds made in spoken utterance.

Phonology concerns itself with the ways in which languages make use of sounds to distinguish words from each other.

Identity of Speech Sounds

- The science of phonetics aims to describe all the sounds of all the world's languages.
 - **Acoustic phonetics:** focuses on the physical properties of the sounds of language.
 - **Auditory phonetics:** focuses on how listeners perceive the sounds of language.
 - **Articulatory phonetics:** focuses on how the vocal tract produces the sounds of language.

The Phonetic Alphabet

- Spelling, or **orthography**, does not consistently represent the sounds of language.
 - Some problems with ordinary spelling.
1. The same sound may be represented by many letters or combination of letters.

For example

he	people	key	believe	seize
machine	Caesar	seas	see	amoeba

2. The same letter may represent a variety of sounds.

For example

father	village	badly	made	many
--------	---------	-------	------	------

3. A combination of letters may represent a single sound.

For example

shoot	character	either	physics	rough	coat	deal
-------	-----------	--------	---------	-------	------	------

4. A single letter may represent a combination of sounds.

For example

Xerox

5. Some letters in a word may not be pronounced at all.

For example

autumnn

sword

resign

pterodactyl

lambb

corps

psychology

write

knot

6. There may be no letter to represent a sound that occurs in a word.

For example

cute

use

Using **International Phonetic Alphabet** (IPA), we can represent a phonetic pronunciation of words.

A Phonetic Alphabet for English Pronunciation

Consonants						Vowels			
p	pill	t	till	k	kill	i	beet	ɪ	bit
b	bill	d	dill	g	gill	c	bait	ɛ	bet
m	mill	n	nil	ŋ	ring	u	boot	ʊ	foot
f	feel	s	seal	s	heal	o	boat	ɔ	bore
v	veal	z	zeal	z	leaf	æ	bat	a	pot/bar
θ	thigh	tʃ	chill	r	reef	ʌ	butt	ə	sofa
ð	thy	dʒ	gin	j	you	aɪ	bite	aʊ	bout
ʃ	shill	ɹ	which	w	witch	ɔɪ	boy		
ʒ	measure								

For example

Spelling

though

thought

rough

bough

through

would

Pronunciation

[ðo]

[θɔt]

[rʌf]

[baʊ]

[θru]

[wʊd]

Articulatory Phonetics

- Most speech sounds are produced by pushing air through the vocal cords
 - Glottis** = the opening between the vocal cords

- **Larynx** = ‘voice box’
- **Pharynx** = tubular part of the throat above the larynx
- **Oral cavity** = mouth
- **Nasal cavity** = nose and the passages connecting it to the throat and sinuses

Consonants: Place of Articulation

- **Bilabials**: [p] [b] [m]

Produced by bringing both lips together

- **Labiodentals**: [f] [v]

Produced by touching the bottom lip to the upper teeth

- **Interdentals**: [θ] [ð]

Produced by putting the tip of the tongue between the teeth

- **Palatals**: [ʃ] [ʒ] [tʃ] [dʒ] [j]

Produced by raising the front part of the tongue to the palate

- **Velars**: [k] [g] [ŋ]

Produced by raising the back of the tongue to the soft palate or velum

- **Uvulars**: [ʀ] [q] [ɢ]

Produced by raising the back of the tongue to the uvula

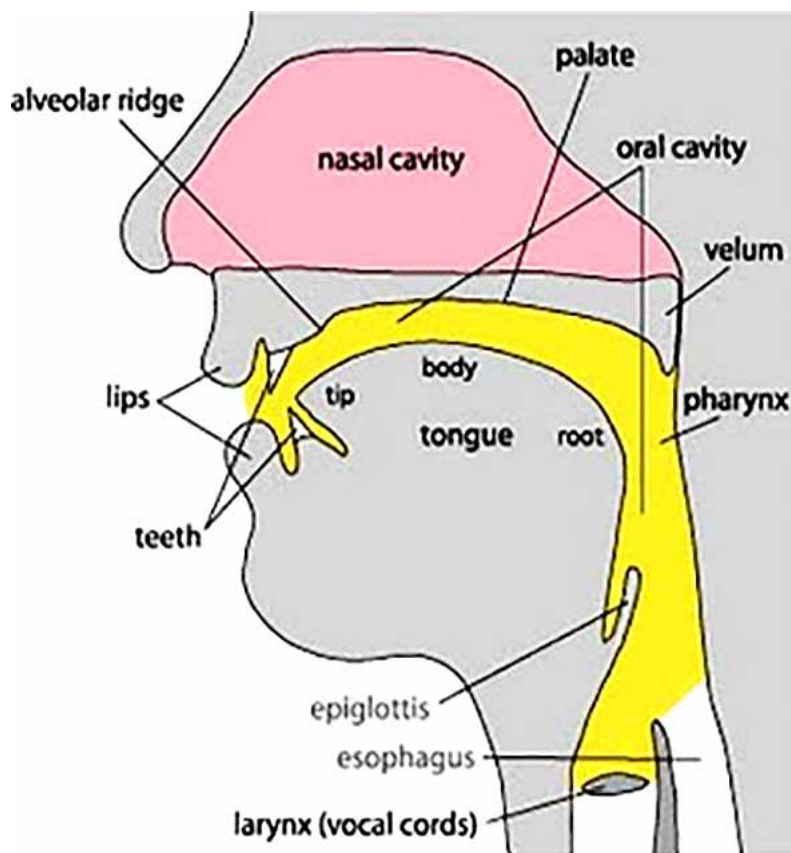
- **Glottals**: [h] [ʔ]

Produced by restricting the airflow through the open glottis ([h]) or by stopping the air completely at the glottis (a glottal stop: [ʔ])

Consonants: Manner of Articulation

- The **manner of articulation** is the way the airstream is affected as it flows from the lungs and out of the mouth and nose.
- **Voiceless** sounds are those produced with the vocal cords apart so the air flows freely through the glottis.
- **Voiced** sounds are those produced when the vocal cords are together and vibrate as air passes through.

The sounds are described by voicing, place, and then manner of articulation, so the sound /j/ would be called a voiced palatal glide and the sound /s/ would be called a voiceless alveolar fricative.



	Bilabial	Labiodental	Interdental	Alveolar	Postalveolar	Palatal	Velar	Glottal
Stop / Plosive	p b			t d			k g	
Nasal (stop)	m			n			ŋ	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate					tʃ dʒ			
Approximant	ʍ w			ɹ		j	ʌ w	
Lateral Approximant				l				

For rows that have two consonants, the top consonant is voiceless and the bottom consonant is voiced. Nasal stops are all voiced, as are liquids. The sound /j/ is also voiced. If sounds are in two places on the chart, that means they can be pronounced either way.

Consonants: Manner of Articulation

- The voiced/voiceless distinction is important in English because it helps us distinguish words.

rope/robe

[rop]/[rob]

fine/vine

[faɪn]/[vaɪn]

seal/zeal

[sil]/[zil]

- But some voiceless sounds can be further distinguished as **aspirated** or **unaspirated**.

aspirated

pool [phul]

tale [thel]

kale [khel]

unaspirated

spool [spul]

stale [stel]

scale [skel]

- Oral sounds** are those produced with the velum raised to prevent air from escaping out the nose.
- Nasal sounds** are those produced with the velum lowered to allow air to escape out the nose.
- So far we have three ways of classifying sounds based on **phonetic features**: by voicing, by place of articulation, and by nasalization.
 - [p] is a voiceless, bilabial, oral sound.
 - [n] is a voiced, alveolar, nasal sound.
- Stops**: [p] [b] [m] [t] [d] [n] [k] [g] [ŋ] [tʃ] [dʒ] [ʔ]
 - Produced by completely stopping the air flow in the oral cavity for a fraction of a second.
- All other sounds are continuants, meaning that the airflow is continuous through the oral cavity.
- Fricatives**: [f] [v] [θ] [ð] [s] [z] [ʃ] [ʒ] [x] [χ] [h]
 - Produced by severely obstructing the airflow so as to cause friction.
- Affricates**: [tʃ] [dʒ]
 - Produced by a stop closure that is released with a lot of friction.
- Liquids**: [l] [r]
 - Produced by causing some obstruction of the airstream in the mouth, but not enough to cause any real friction.
- Glides**: [j] [w]
 - Produced with very little obstruction of the airstream and are always followed by a vowel.

Examples of consonants in English words

Stop (oral)

voiceless	pie	tie	kite	(?)uh-(?)oh
voiced	buy	die	guy	

Nasal (voiced)	my	night	sing
-----------------------	----	-------	------

Fricative

voiceless	fine	thigh	sue	shoe	high
voiced	vine	thy	zoo	measure	

Affricate

voiceless	cheese
voiced	jump

Glide

voiceless	which		which
voiced	wipe	you	wipe

Liquid (voiced)

(central)	rye
(lateral)	lye

Vowels

Vowels are produced by a continuous airstream and all are voiced. They are classified according to height of the tongue, part of tongue involved, and position of the lips. The tongue can be high, mid, or low; and the part of the tongue used can be front, central or back. Only four vowels are produced with rounded lips and only four vowels are considered tense instead of lax. The sound /a/ would be written as a low back lax unrounded vowel. Many languages also have vowels called diphthongs, a sequence of two sounds, vowel + glide. Examples in English include *oy* in boy and *ow* in cow. In addition, vowels can be nasalized when they occur before nasal consonants. A diacritic mark [~] is placed over the vowel to show this. The vowel sounds in *bee* and *bean* are considered different because the sound in bean is nasalized.

		Part of Tongue		
		Front	Central	Back
Tongue Height	High / Close	i ɪ		u ʊ
	Close-Mid	e	ə	o
	Open-Mid	ɛ	ʌ	ɔ
	Low / Open	æ		a

The bold vowels are tense, and the italic vowels are rounded. English also includes the diphthongs: [aj] as in bite, [aw] as in cow, and [oj] as in boy. These diphthongs can also be transcribed as [aɪ], [aʊ], and [ɔɪ].



Position of the tongue in producing the vowels in he, who, and hah.

- **Round vowels:** [u] [ʊ] [o] [ɔ]
 - Produced by rounding the lips
 - English has only back round vowels, but other languages such as French and Swedish have front round vowels
- **Diphthongs:** [aɪ] [aʊ] [ɔɪ]
 - A sequence of two vowel sounds (as opposed to the monophthongs we have looked at so far)
- **Nasalization:**
 - Vowels can also be pronounced with a lowered velum, allowing air to pass through the nose
 - In English, speakers nasalize vowels before a nasal sound, such as in the words *beam*, *bean*, and *bingo*.
 - The nasalization is represented by a diacritic, an extra mark placed with the symbol: bean [bɛ̃n].

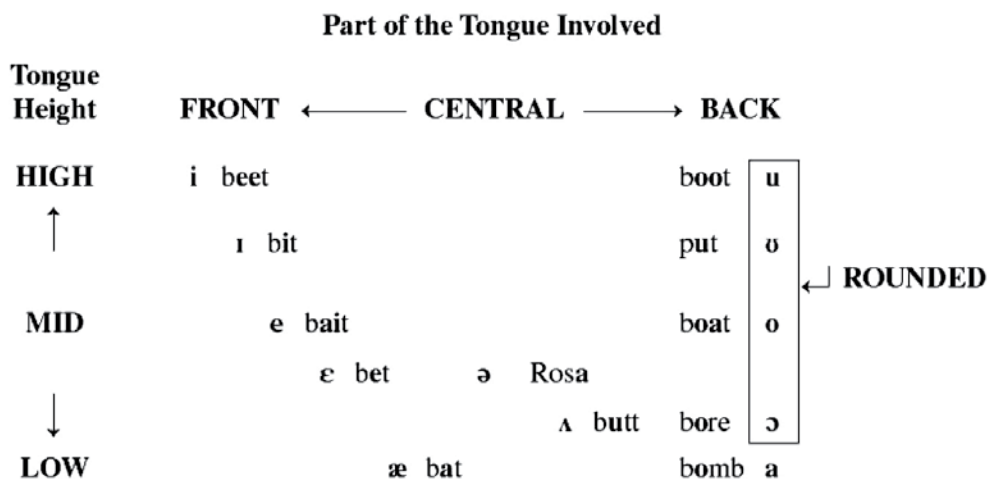
Tense

i beat
e bait
u boot
o boat
a hah
aɪ high
aʊ how

Lax

ɪ bit
ɛ bet
ʊ put
ɔ bore
ɔɪ boy
æ hat
ʌ hut
ə about

- **Tense vowels:**
 - Are produced with greater tension in the tongue
 - May occur at the end of words
- **Lax vowels:**
 - Are produced with less tongue tension
 - May not occur at the end of words



Classification of English vowels.



Exercise 1

Which of the following words include these vowel sounds?

1. /i:/ keep - night - lit - late - fry
2. / / feet - sit - night - keen - sigh
3. /e/ gate - feel - bell - grass - fade
4. /ə/ book - street - name - father - sun
5. /ɜ:/ feed - bad - food - fate - bird
6. /ɑ:/ water - night - cat - stars - paper
7. /ʌ/ fat - bet - look - food - cut
8. /æ/ late - cat - laugh - best - tea
9. /ɒ/ room - dog - card - word - soil
10. /ɔ:/ father - glass - law - hot - world
11. /ʊ/ cut - work - love - food - food - book
12. /u:/ food - luck - lost - burn - first



Exercise 2

Which of the following words include these diphthongs?

/aɪ/ Feed - bed - food - fight --say

/aɪ/ said - read - high - food - says

/ɔɪ/ sould- boy- though - blood - so

/əʊ/ through - there - here - so - hot

/aʊ/ now -hair -face -tour -lower

/Iə/ there - seed - hair -late - here

/eə/ there - say - get -first - shoulder

/ʊə/ tower - tour - two - tooth - hand



Exercise 3

Put the following words into the correct box according to the underlines sound. Use a dictionary to check your answers.

Steam flood turn asleep sleep flew should saw
cough heart bread flat busy poor shirt path
stamp system teacher does shoe said wood hot

sleep /i:/	ship /r/	bed /e/	bad /æ/	father /a:/	bird /æ/
pot /ə/	caught/æ/	put /ʊ/	boot/u:/	cut/ʌ/	camera/ə/

Add two more words that you know for each sound. Use a dictionary to check.



Exercise 4

Odd one out. Circle the word with a different sound. Use a dictionary to check.

- | | | | |
|------------|---------|-------|--------|
| 1. dead | mean | bread | head |
| 2. fruit | suit | juice | built |
| 3. half | have | has | ham |
| 4. horse | history | story | cord |
| 5. look | good | food | blood |
| 6. country | young | youth | couple |
| 7. oven | colour | son | gone |
| 8. talk | chalk | calm | fall |



Exercise 5

Fill in the blanks with the word which has got a different phonetic sound.

- | | | | | |
|----------|------------|---------|---------|-------|
| 1. heart | nothing | love | come | _____ |
| 2. bird | word | bed | earth | _____ |
| 3. look | pool | full | foot | _____ |
| 4. dog | fox | cough | caught | _____ |
| 5. now | voice | out | cow | _____ |
| 6. idea | volunteers | where | near | _____ |
| 7. hear | beer | chair | year | _____ |
| 8. enjoy | boy | point | brown | _____ |
| 9. asked | looked | worried | hooked | _____ |
| 10. goes | introduces | loses | dresses | _____ |



Exercise 6

Group the following words according to the **colour** sounds.

each blue tray flight worry house straw turn silly
 found learn caught ill quite just free eight june
 bee ugly soup sixty shirt ought tale bicycle mouse

/u:/	/eɪ/	/aɪ/	/ʌ/	/i:/	/aʊ/	/ɔ:/	/ɜ:/	/ɪ/



Exercise 7

Identify the diphthong sounds in each word and tick (✓) the correct box.

Words	/aʊ/	/aɪ/	/eə/	/əʊ/	/ɔɪ/	/ʊə/	/eɪ/	/ɪə/
theatre								
care								
security								
mountain								
lake								
nose								
height								
choice								

UNIT 18

Essay Writing



Learning objectives

After studying this unit, you will be able to...

- ➔ know how to write essays.
- ➔ use writing techniques effectively.



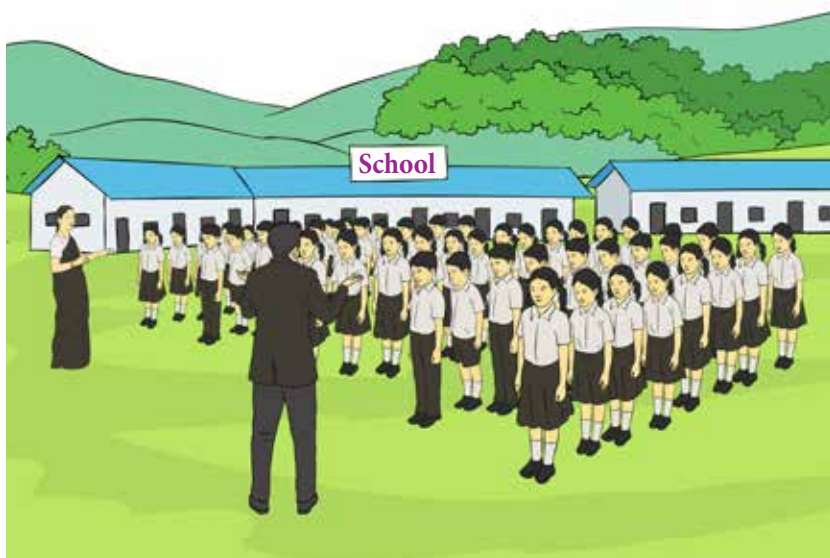
Learn and Act

School Uniforms

Public school students should wear uniforms. Not just private school students. I do not want to teach in a private school; but I like them wearing a uniform every day. They look neat and well-groomed no matter if they are low income or high income. Social level doesn't matter.

Wearing uniforms is good because they build a sense of community. Everyone from the same school wear the same clothes. The students know if someone is from their school right away. It

makes it easier for students, rich or poor, to make friends with people. They don't have to worry about what to wear in the morning because they always know. Also they don't have to spend as much money on cloths.



Many students think it is unfair that public school students could wear whatever they wanted. Maybe private school students shouldn't wear uniforms either. Then everyone would be able to dress the way they want to and be individualistic.

Some people say uniforms would make bad students behave better. Because they wouldn't always be talking about who has a better sneakers or better jeans. They might have paid more attention in school like they should of, and then everyone could learn more.



Quick Feedback

- What can be the best title of the essay?
- Can uniform bridge the social gap?
- Can uniform help to improve behavior?
- Does uniform help to save money?

Read the following sample essay:

My School

Essay Topic

A school is a place where we go to get education. The name of my school is Mount Everest Academy. It is a secondary school. It was established in 1989. Our school has nice buildings. It provides excellent education.

The first paragraph introduces the topic. It often starts with a definition, an example, a saying or quotation. It tells the reader what information about the topic you are going to include in your essay.

Our school has sufficient buildings and playgrounds. There are twenty classrooms and we have separate rooms for science labs, libraries and language labs. There is a big playground where we play games and sports. There is also a small garden where we plant various flowers.

The mid paragraphs contain ideas that describe the main idea of the essay topic. The ideas are grouped into various paragraphs. Each paragraph should have a topic sentence that tells us what the paragraph is going to be about.

Our school provides quality education. All our teachers are highly qualified and competent. They are very friendly and teach us nicely. They also help us for extracurricular activities. We take part in various extra-activities like debate contest, quiz contest, essay competition, games and sports, one act play, etc.

To sum up, our school has been a good place for education and all the students and parents are satisfied from its infrastructure and its ways of imparting an all-round education.

The last paragraph or concluding paragraph ends the essay. It simply reminds the reader what they have learnt in the essay in brief.

Some people say that writing can't be taught. Educators debate the subject every day, while the teachers in the trenches keep trying.

- 1. Write an essay in which you take a position about the matter. You may discuss any kind of writing, from basic composition to fiction. Be sure to back up your opinion with concrete examples and specific details.**

Writing, at least the kind of basic composition needed to be successful in school, can be taught. The most important factor in teaching a basic composition class, which usually has students who have been less than successful writers in the past, is a simple one. The student should be asked to write about something interesting in a context with a purpose beyond “English class.”

In other words, the student should *want* to learn to write. For students who have fallen behind for one reason or another, it's difficult to see a writing class as anything but an exercise in plummeting self-esteem. Many students believe that writing well is a mystery only those “with talent” can understand, and that “English class” is just something to endure. The first thing to teach students is that writing has a purpose that pertains to their lives. The teacher must appeal to emotion as well as to intellect.

I believe the best approach is to ask students to keep a journal in two parts. In one part, grammar and style shouldn't matter, the way they have to matter in the formal assignments that come later in the course. In this part of the journal, the students should be asked to keep track of things they encounter during the day that interest them or cause them to be happy, sad, angry, or afraid. In the second part of the journal they should keep track of subjects that make them sit up and take notice. These can include things that happen in class or ideas that come to them when reading an assignment for class. These journal notes should whet the intellect and excite curiosity.

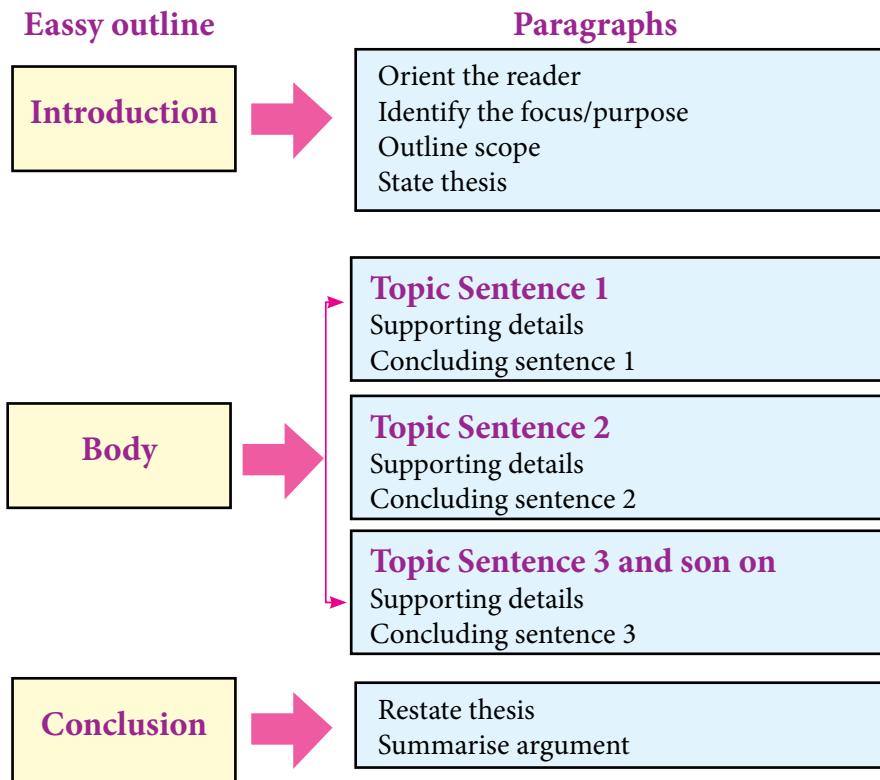
For teaching grammar, the teacher can present exercises in the context of a one-page essay or story because it gives writing a context. Too often in the early grades, students complete dry drill and skill exercises that take the fun out of writing. Diagramming sentences, identifying nouns and verbs, or labeling adjectives seems far removed from the skill of writing. Appeal to emotion, intellect, and curiosity will really succeed in engaging the whole student and awakening the urge to write.



Forming Knowledge

An essay is a persuasive piece of writing or a form of composition giving the author's own argument, description, analysis, opinion or evaluation on a specific topic or issue. Essays are taken as persuasive means of writing. It is, generally, written in a number of paragraphs. Such paragraphs may consist of general to more specific information.

Usually, an essay is written at least in three sections. They are **introduction**, **body** and **conclusion**. The introductory paragraph includes the overall idea of the essay about the topic or issue under discussion. It is the section that includes the main theme or thesis of the essay. The body includes the supporting details of the main theme required by the topic. We put the details along with suitable examples to clarify the subject matter. The ideas are logically and sequentially developed. Likewise, the concluding section of the essay restates the thesis and summarises the ideas mentioned in the body part. The conclusion must be logical and convincing so that it can leave the reader with an interesting final impression. Look at the following table chart.



2. **Television is said by some to have brought the world to people who would not have seen much of it otherwise. It has made possible a “global village.” Write an essay in which you express your opinion of the effect of television on individuals.**

TV can be good or bad depending on how you look at it. It can be all you do if you are not careful. It can take you away from your kids if you use it as a baby sitter or when you come home from work that is all you do. Also you will never get the real story. You will never know if they are telling the truth or trying a snow job to sell you something.

I grew up with television like most people. It is a good thing if you try to learn from it. It probably will help in a class room discussion if the children all watch the same show. In grade school where I went we had current events and television had its place. One example is the news. We know if we are going to war the minute the president makes his decision. We can watch it all happening. We can know if there is a scandal in Washington. And the latest medical facts are on TV. So TV can be good in that aspect.

For example, the shows can be bad for teenagers. When I was a teenager I liked them, all the music and the dancing. But now it is different. Drugs are spread through MTV because of the musicians who you can tell do them. And they are models for our kids.

But in some aspects TV is good and in some it is bad. I think spending time away from it will make you feel better. All the news is bad news. But you can get an education too if you just watch public TV. It is good in some aspects and bad in some.

Rivers in Nepal

A massive amount of water flowing from one place to another is a river. Rivers are the greatest natural resources in Nepal. There are many rivers in Nepal. Some of the big rivers of Nepal are Mechi, Koshi, Bagmati, Narayani, Kaligandaki, Seti, Mahakali, Rapti, Seti, and Karnali. Actually they originate from high Himalayas. Rivers are very important for us.

Firstly, water from rivers is used for irrigation, secondly, for generation of hydroelectricity and for domestic purpose. Rivers are important also for scenic beauty. Many tourists love watching the flow of water and rivers are also used for rafting and even for transportation.

In spite of such advantages of rivers, people are polluting water resources by throwing waste garbage, dead bodies, and waste materials. People have managed their drainage in rivers. Pollution of water in rivers has caused a great disadvantage for people themselves.

Our main challenge is that we are not being able to fully harness the water resources available in our country. So, we should take good advantage of resources available in our country. And for that protection of rivers is very much essential.

Football

What I like doing best is playing football, mainly because it is one of my best sports. One of the greatest things about it, in my opinion, is the anticipation, wondering what the other players are thinking about what you might do. Football is a physical game, of

course, but it's the mental aspect that I appreciate the most.

At times football can get grueling, which makes the game even more exciting. The first time you make contact with another player (even with all that equipment) you get very sore. That is true for everyone, but in time you get used to the aches and pains. After awhile, you develop mental discipline, which allows you to ignore some of the pain. The mental discipline then allows you to go all out, to unload everything you have, every play. That's how you win games, everyone going all out, giving 110%.

The game takes concentration, just as much as any other sport, if not more. You develop this aspect in practice. That is why it is so important to have hours and hours of it. Mentally, you have to get over the fear, the fear of eleven madmen waiting for chance to make you eat dirt. And that comes through practice. Once you overcome the fear, you can concentrate on the more important things, like anticipating the other guy's next move. Studying the playbook and talking with other players also helps.

During the game, your mind clears of all thoughts. These thoughts become instinct. You have to react, and react quickly, and you develop reactions and instinct in practice. For example, when you're carrying the ball or about to make a tackle, you want to make sure you have more momentum than the other guy. If you don't you'll be leveled. But, you should react instinctively to that situation by increasing your momentum.

Playing defense, all you want to do is hit the man with the ball, hit him hard. Right when you unload for a stick, all your body tightens. Then you feel the impact. After you regain your thoughts, you wonder if you're all right. You wait for your brain to get the pain signal from the nerves. Even so, if you do get that signal, which is always the case, you keep right on playing. You can't let that experience shake your concentration.

On offense, while playing receiver, you can actually hear the footsteps of the defensive back as you're concentrating on catching the ball. What separates the men from the boys is the one who hears the footsteps but doesn't miss the ball. That's mental discipline, concentration.

Football is very physical or else it wouldn't be fun. But it is also a mental game and that is why it's challenging. You can get hurt in football if you screw up and ignore the right way to do things. However, mental discipline and concentration, which you develop during hours of practice, helps you avoid such mistakes.

Necessary elements in the essay

The writer of this piece introduces the topic clearly, previewing what is to follow.

- what I like doing best is playing football. Football is a physical game, of course, but it's the mental aspect that I appreciate the most.
- organizes ideas, concepts, and information into broader categories
- information is organized into three components of the mental aspect of football: discipline, concentration, and instinct.
- develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- at times football can get grueling, which makes the game even more exciting. The first time you make contact with another player (even with all that equipment) you get very sore.

For example

- When you are carrying the ball or about to make a tackle, you want to make sure you have more momentum than the other guy. If you don't you'll be leveled.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - ✓ At times . . . , The first time . . . , After awhile . . . , During the game . . . , For example . . . , But . . . , Playing defense . . . , After . . . , However . . . ,
 - ✓ On offense, while playing receiver, you can actually hear the footsteps of the defensive back . . . , uses precise language and domain-specific vocabulary to inform about or explain the topic. . . , playbook . . . , defense . . . , offense . . . , receiver . . . , defensive back . . . , establishes and maintains a formal style (with occasional lapses into cliché and undefined terms).
 - ✓ Provides a concluding section that follows from and supports the information or explanation presented.
- The conclusion emphasizes the importance of the controlling idea (the mental aspect of football) by putting it in a new light.
- You can get hurt in football if you screw up and ignore the right way to do things. However, mental discipline and concentration, which you develop during hours of practice, helps you avoid such mistakes. demonstrates good command of the conventions of standard written English (with some errors that do not interfere materially with the underlying message) and some stylistically effective constructions (e.g., Playing defense, all you want to do is hit the man with the ball, hit him hard)



Further Reading

Tips for Essay Writing

Are you on the right track? Not sure where to start? Here are a few tips:

- Brainstorm a few ideas – write down all the words, phrases, emotions and incidents you can think of without thinking about them too much. In other words, don't think about whether they are right or wrong.
- Read through the ideas you have written down and group them according to similar thoughts or feelings.
- Sequence the ideas in a logical way so that the ideas flow naturally.
- Write a rough draft, using the sequence (order) above. Make sure that every paragraph contains only one main idea (topic sentence).
- Read your rough draft carefully. Did you choose your words carefully or did you use the first words that came to mind? Did you include any figurative expressions?
- Use a dictionary to check your spelling, make sure your sentences vary in length and that you have punctuated your essay properly.
- Are you happy with your rough draft? If yes, rewrite it neatly in your exercise book for presentation to the teacher. If not, try again – or ask a friend to read it and make suggestions.
- Do a final check. Use the rubric provided by your teacher to check if you have paid attention to all the important points.



Exercise 1

The correct use of connectors is very important in a good essay. They help underline the organization and structure of the essay. They help the reader see how the arguments are linked.

Complete the gaps with the words and phrases in the box.

also at the same time	however I believe that in	on the other hand
order to	in the first half of the novel	throughout the novel
in the second half of the novel	on the one hand	what's more

1 A rich merchant has died and left all his money to his only son, Sagar. But Sagar can

only receive the money on the condition that he marries the ‘very beautiful’ Pavani. _____, Binayak is not happy to marry Pavani without first finding out more about her. 2 _____, three characteristics are associated with Pavani, her beauty, her love of money and her good nature. 3 _____, Pavani’s selfishness and greed are the focus, as she becomes ‘very interested in money and in all the pretty things she could buy with it.’ 4 _____, Pavani learns about the ‘terrible power’ of money and stops being so selfish. 5 Mr Krish is only playing a part in a play set up by Krishna. In this play, Mr Prashanta holds up a mirror to Pavani’s selfishness _____ cure Pavani of her love for money. 6 _____ Pavani is like a fairytale princess who is lifted from poverty to riches and lives happily ever after. 7 She changes from a spoilt child to a loyal wife thanks to the actions of her future husband, not through her own choice. _____, when she finally finds out about her husband's actions, she laughs and is grateful. 8 Pavani’s story teaches us two things: _____ the love of money can make people hard and selfish. But _____, money is very important.



Exercise 2

Write an essay in about 180–210 words describing an incident in which you felt unwanted or uncomfortable – or even scared and lonely. Try to remember such a time in your life – or you can make up a story. Describe the following:

- ➔ the particular situation or time in your life
- ➔ how you felt at the time
- ➔ why you felt as if you did not belong
- ➔ what would have made you feel better
- ➔ who and what did indeed make you feel better.

Remember:

- ➔ *Word choice* is important to create the right mood – use your dictionary.
- ➔ When you reread your essay, can you *hear* yourself telling the story?
In other words, does it sound natural?
- ➔ Make your descriptions seem *vivid* (alive, dramatic).

A Sample Persuasive Essay

Whilst planning sounds like extra work – it’s not actually. Once you’ve written your plan properly you’re half way towards finishing your essay. Your plan is your essay’s

skeleton – once you've planned all you need to do is flesh it out.

Topic: Rats are the greatest enemy of mankind

1. Introduction

2. Body - their great numbers

- kinds of rats in Australia
- their ruthless habits

You probably won't need a topic sentence for your introduction as you will have your thesis statement instead.

3. Conclusion - our fight against rats

Topic Sentences

1. Rats are the greatest enemy of mankind.

The ideas in your plan are then converted into sentences.

2. Rats breed in startling numbers.

3. In Australia, there are three species of rats - the brown rat, the common black rat and the rat with whitish belly.

4. Whatever their species, rats are quite ruthless.

5. Our war against rats should be continuous.

Essay

It has been estimated that two thousand million people have died from diseases spread by rats during the past two thousand years. All kinds of rats carry all kinds of rat fleas, and all rat fleas carry plague. **Rats are the greatest enemy of mankind.**

Thesis statement

Rats breed in startling numbers. There are about three rats to every man, woman and child on the earth. In some areas the proportion is nearly one hundred rats to every human. They breed rapidly - four litters per year and each litter of six. Their rate of increase is alarming.

In Australia, there are three species of rats - the brown rat, the common black rat and the rat with whitish belly. The brown rat lives in burrows, basements of buildings and sewers; its claws are rather blunt, being adapted for burrowing. The common black rat is the house rat; its claws are more delicate and adapted for climbing. Its ears are

fairly long and its tail longer than its body. The black rat, with whitish belly, usually known as the fruit rat, climbs trees and inhabits roofs and upper floors of buildings.

Whatever their species, rats are quite ruthless. They are carnivorous in that they eat their young when the nest is overcrowded or when the mother cannot, by reason of food shortage, suckle them. When starving, they will eat one another - a case of survival of the fittest.

Our war against rats should be continuous. We must starve them. We must prevent them from breeding by keeping food in rat-proof containers - not only fresh food but also waste food. Rubbish bins must be rat-proof. Standard methods of rat control, such as trapping, laying poison and fumigation, must be strongly applied. The rat is a deadly enemy that will fight to the last. Indeed, in many countries, it should be labelled Public Enemy Number One.



Exercise 3

Write essay on the following topics.

1. Dashain
2. Tihar
3. My Aim in Life
4. My Visit to Pokhara
5. My Favourite Teacher
6. Republic Day
7. Mother's Day
8. Father's Day
9. My Birthday Celebration
10. Gautam Buddha
11. Environment Pollution
12. World Environment Day
13. Constitution Day
14. Importance of Sports

UNIT 19

Description Writing



Learning objectives

After studying this unit, you will be able to...

- ➔ know how to describe the graphs, bars, table, charts and piecharts.
- ➔ write the reports correctly.



Learn and Act

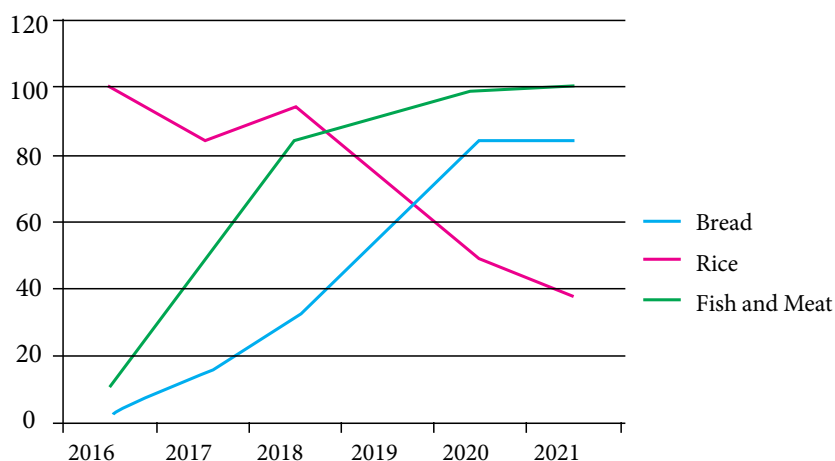
Fastfood consumption by Nepalese Teenagers

Look at the chart given below and read the descriptions that follow.

The line graph below shows changes in the amount and type of fast food consumed by Nepalese teenagers from 2016 to 2021.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Consumption of food by Nepalese People.



The line graph compares the fast food consumption of teenagers in Nepal between 2016 and 2021, a period of 5 years. Overall, the consumption of rice declined over the period,

whereas the amount of bread and fish and meat that were eaten increased.

In 2016, the most popular fast food with Nepalese teenagers was fish and rice, being eaten 100 times a year. This was far higher than bread and fish and meat, which were consumed approximately 5 times a year. However, apart from a brief rise again from 2017 to 2020, the consumption of rice gradually declined over the 5 years' timescale to finish at just under 40.

In sharp contrast to this, teenagers ate the other two fast foods at much higher levels. Bread consumption increased gradually until it overtook the consumption of fish and chips in 2019. It then levelled off from 2020 to 2021. The biggest rise was seen in fish and meat as the occasions they were eaten increased sharply throughout the 2016's and 2019's, exceeding that of rice in 1985. It finished at the same level that rice began, with consumption at 100 times a year.



Forming Knowledge

Steps for writing a graph description

Step 1

Read the title and labels on the graph as well as the instructions.

Note down 2-3 synonyms for key words/phrases.

Write your introductory sentence, trying not to copy any phrases.

Step 2

Analyze the information in the graph, looking at the overall trend(s).

Write the rest of your introduction, explaining the main trend(s).

Step 3

Plan your body paragraphs (probably one paragraph for each main trend).

Draft a topic sentence for each body paragraph.

Step 4

Choose the most important details that will support your statement(s) of main trend(s).

Write the rest of the body paragraphs.

Remember to include key figures from the data.

Step 5

Think about how to restate the main trend(s) in the graph using different words.

Write your conclusion, paraphrasing the main trend(s).

Step 6

1. Proofread your description. Check:

Grammar: Accuracy of noun phrases and verb phrases, correct verb tenses & prepositions.

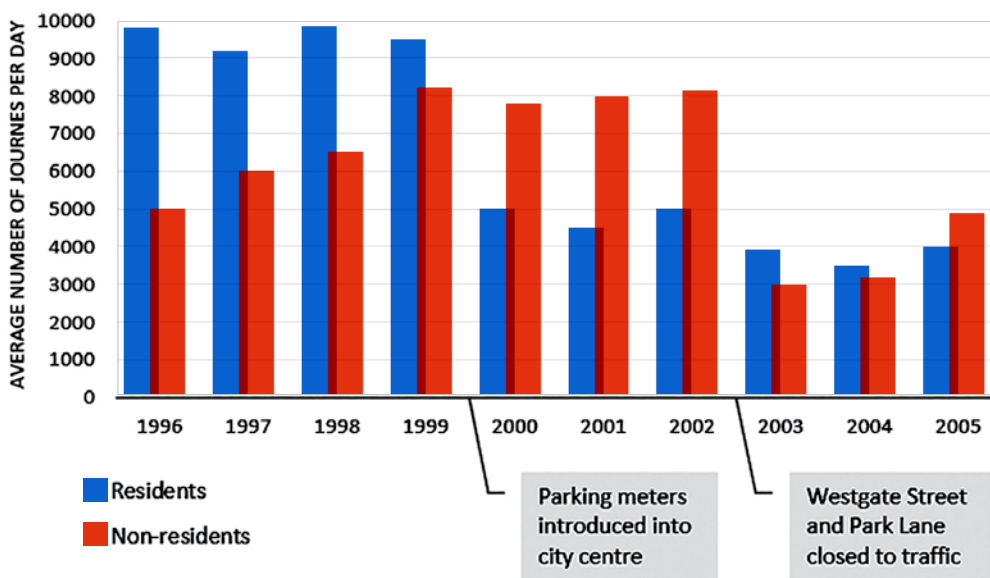
Organization/coherence: Linking words and variety of phrases/conjunctions.

Content: Is the information accurate and detailed enough? Do the details support the topic sentences?

2. The bar chart gives information about the number of car journeys into the city center made by residents and non-residents.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Car journeys into the city centre



The graph shows the number of car journeys into the city center made by residents and non-residents over a ten-year period. In 1996 an average of just under 10,000

journeys per day were being made by residents, while approximately half that number were made by non-residents. Over the subsequent three years, resident journeys remained reasonably stable, while non-resident journeys increased each year, exceeding 8,000 per day in 1999.

In early 2000, parking meters were introduced into the city center, and this had the effect of virtually halving resident traffic, although non-resident traffic decreased only slightly. By the end of 2002, the number of resident journeys had not altered significantly, but non-resident journeys had risen to their 1999 level. At this point, Westgate Street and Park Lane were pedestrianized. This resulted in a dramatic decline in non-resident traffic, and a slight decrease in resident traffic. From this point onward, resident traffic remained more or less at the same level, while non-resident traffic resumed its upward trend, reaching nearly 5,000 journeys per day in 2005.

3. The table below shows the results of surveys in 2005, 2010 and 2015 about Himalayan Modal School.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Percentage of students giving good ratings for different aspects of Himalayan Modal School.

	2005	2010	2015
Teaching quality	74	72	78
Library resources	86	88	87
Student services	54	81	95
Range of modules offered	39	31	25
sports and social facilities	65	65	65

The table shows the change in attitude, over ten years, of students at Himalayan Model School to different aspects of its academic provision.

Overall, the most striking set of statistics relate to approval for student services. There was a sharp increase in the number of students giving these services a good rating, particularly in the first five years: from 54 percent in 2005, to 81 percent in 2010, and 95 percent in 2015. There was also an overall improvement in ratings for teaching quality, though the increase was relatively small (74 percent in 2005 rising to 78 percent in 2015) and there was a decline in the interim (72 percent in 2010).

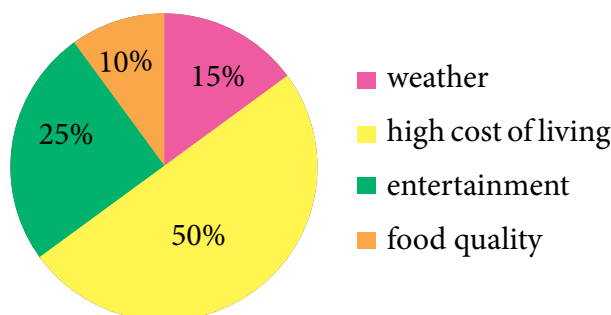
There was also a fluctuation in attitudes to library resources, rising from 86 percent to 88 percent in the first five years and then falling by one percent in 2015. Good ratings for the school's sports and social facilities were identical throughout, at 65 percent. Finally, there were poor ratings at the beginning of the period for the range

of modules offered (39 percent in 2005) and they got worse, falling steadily to 31 percent in 2010 and 25 percent in 2015.

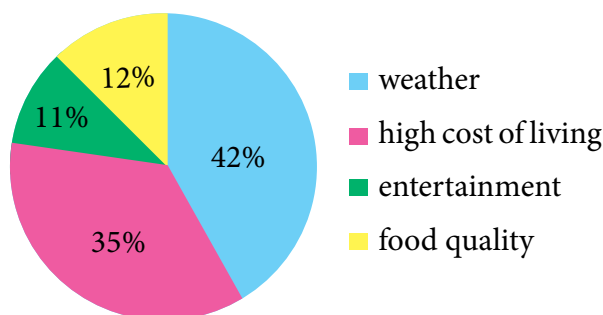
4. The pie charts below show the most common advantages and disadvantages of Bowen Island, according to a survey of visitors.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Most common disadvantages



Most common advantages



The two pie charts show the aspects of Bowen Island that tourists enjoy the most and the least.

Bowen Island has many features that attract tourists but the most popular of these are the scenery and the people, with more than two thirds of the visitors to the island listing these as the greatest advantages. The standard of accommodation on the island appears to be more than adequate, with 11% of respondents listing this as an advantage. 12% of visitors cite the culture of the island as a major attraction.

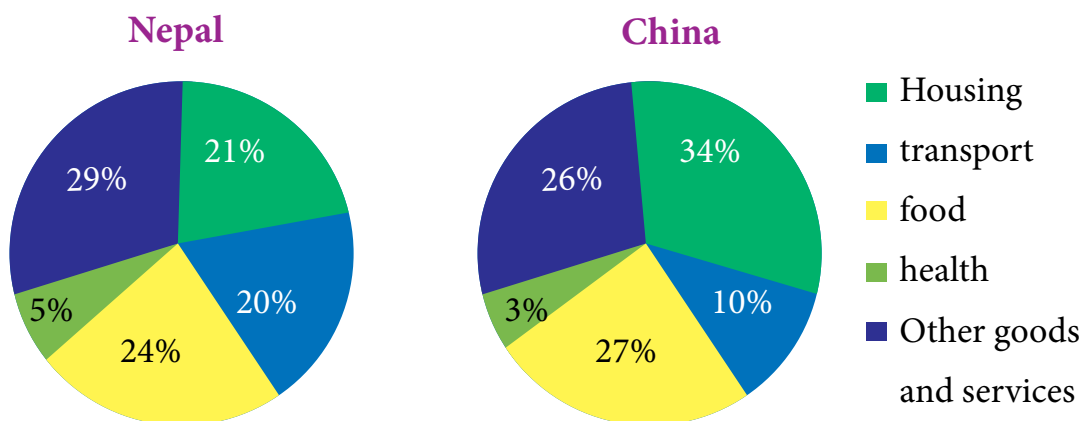
However, the island seems far from being a perfect tourist destination. When it comes to the negative aspects of the island, the high cost of living, poor weather and the quality or lack of entertainment are seen as the worst of these. Together, these

three categories make up 90% of the total disadvantages. In spite of the high costs on the island, 10% of the visitors complain of poor food quality.

Overall, it seems that most people like Bowen Island because of the scenery and people. However, it is possible that the unspoilt nature of the island means there is little in the way of entertainment and this, combined with the high cost of living, makes it unlikely to appeal to everyone.

The pie charts below show the average household expenditures in Nepal and China in the year 2010.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Exercise 1

Read the following model answer. Complete the answer by filling the gaps with a word from the box below.

main	but	than	higher	smallest	in contrast
compared	with	lower	higher	overall	indicates while

The pie charts show the proportion of money spent on various household expenses in China and Nepal in 2010.

We can see that in China the greatest proportion of expenditure (34%) was on housing, _____ in Nepal housing accounted for just 21% of the total _____. In Nepal the greatest single expense was other goods and services at 29%, _____ 26% in China. Food came in second place in Nepal, at 24%, while in China the actual proportion was _____ 27%. In Nepal another major expense was transport, at 20%, but this was

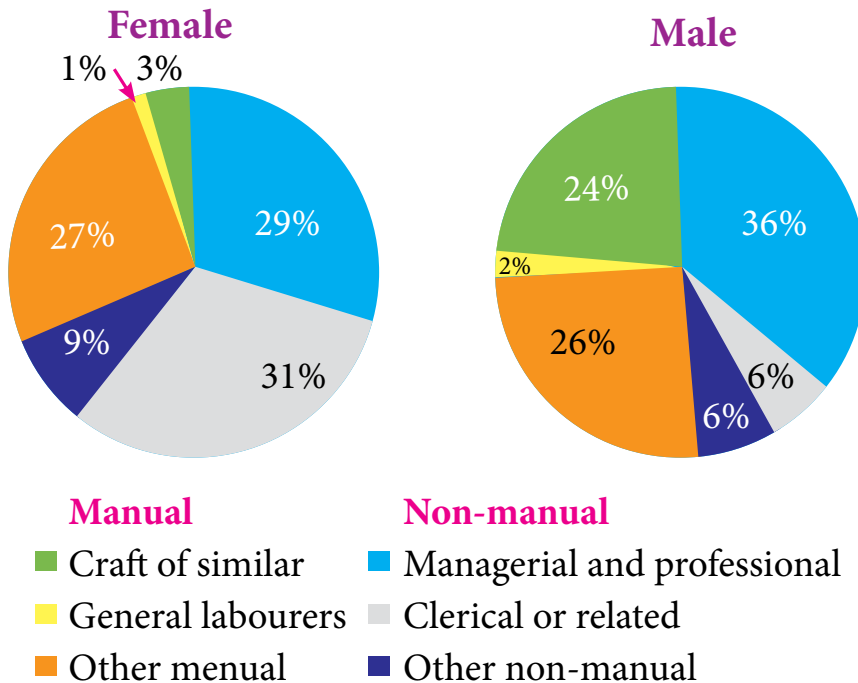
much _____. In China 10%. In both countries the _____ percentage of expenditure was on health care.

_____, the data _____ that in both cases food, housing and other goods and services were the _____ expenses, _____ that in Nepal, transport and other goods and services took up a _____ proportion of total expenditure _____ in China.



Exercise 2

The two pie charts below show employment patterns in Nepal 2013. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



Exercise 3

The Table below shows the results of a survey that asked 6800 Nepalese adults (aged 16 years and over) whether they had taken part in different cultural activities in past 12 months.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Participation in cultural activities, by age

	16-24	25-44	45-74	All aged 16 and over
	%	%	%	%
Any performance*	35	22	17	22
Undertaking any crafts	11	17	22	19
Cultural purchases	11	17	18	16
Any visual arts	30	16	11	15
Any writing	17	6	5	7
Computer based	10	9	5	6

* Dancing, singing, playing musical instruments and acting

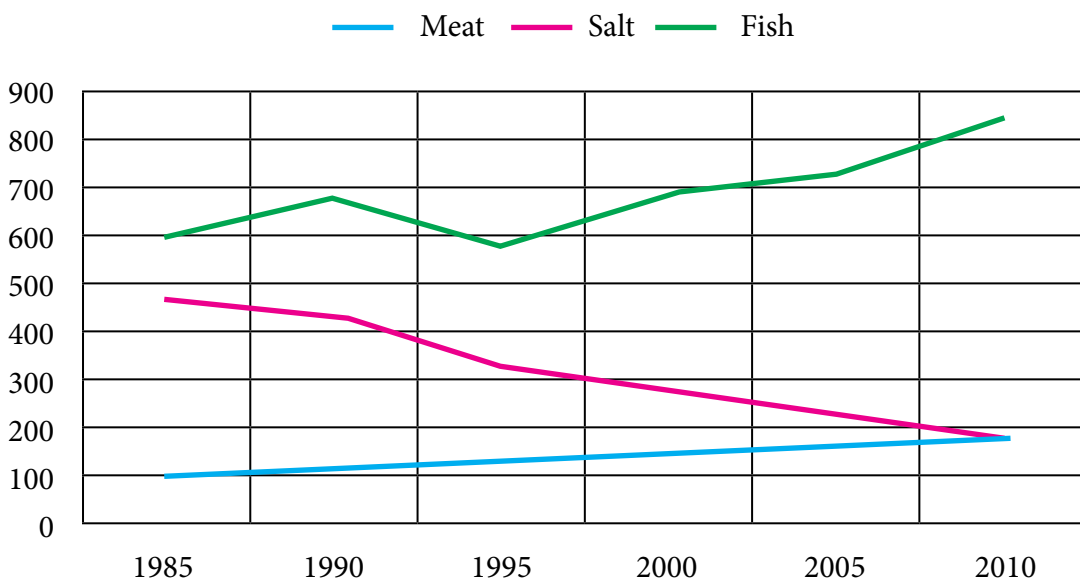


Exercise 4

The graph below shows the changes in food consumption by Chinese people between 1985 and 2010.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Food Consumption in China, 1985-2010 (grams/person/week)



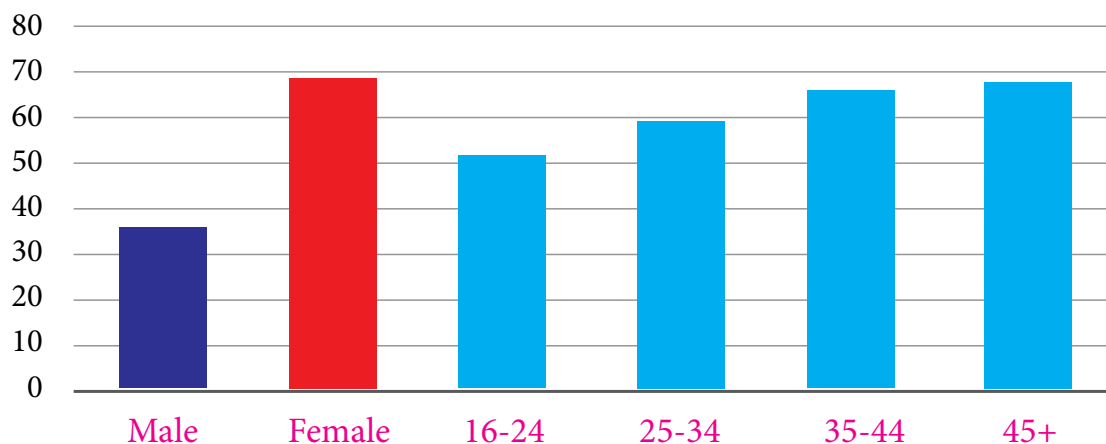


Exercise 5

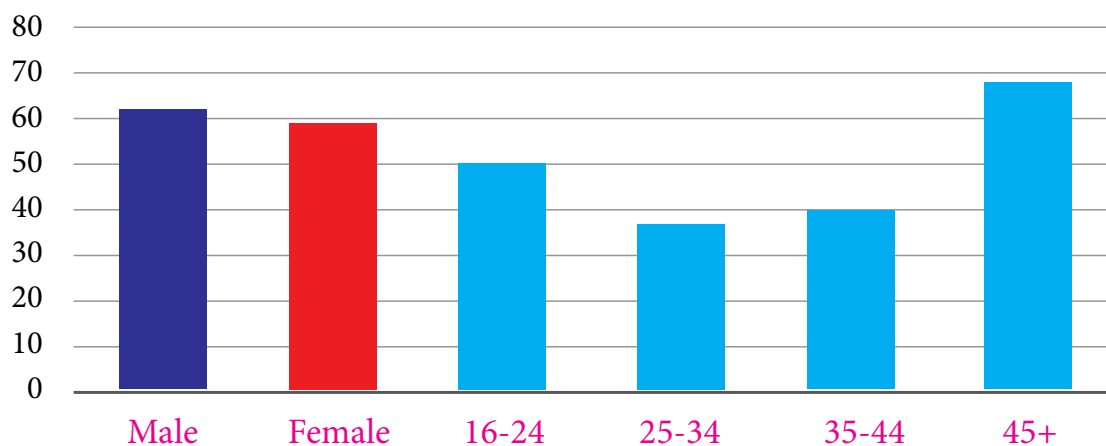
The charts give information about two genres of TV programs watched by men and women and four different age groups in Nepal.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Percentage who watch reality shows



Percentage who watch game shows



UNIT 20

Story Writing



Learning objectives

After studying this unit, you will be able to...

- ➔ know the techniques how to write stories creatively.



Learn and Act

The Lion in Love

A Lion once fell in love with a beautiful maiden and proposed marriage to her parents. The old people did not know what to say. They did not like to give their daughter to the Lion, yet they did not wish to enrage the King of Beasts. At last, the father said: 'We feel highly honored by your Majesty's proposal, but you see our daughter is a tender young thing, and we fear that in the vehemence of your affection you might



possibly do her some injury. Might I venture to suggest that your Majesty should have your claws removed, and your teeth extracted, then we would gladly consider your proposal again.' The Lion was so much in love that he had his claws trimmed and his big teeth taken out. But when he came again to the parents of the young girl they simply laughed in his face, and bade him do his worst.

Love can tame the wildest.



Short Story Plan

Steps to be followed while writing stories

Start with a situation: a problem (conflict) to be resolved for your protagonist then present the problems that can occur in between and the final step is to show how you can solve the problem.

Theme: Every piece of writing must have one **theme**. This theme is the skeleton or framework on which you hang your plot, characters, setting etc. As you write, make sure that every word is related to this theme.

Subject: The best stories are the ones that always follow a narrow subject line. While writing story you must stick to the point otherwise you end up without any specific thematic position.

Time Span: An effective short story covers a very short time span. It may be one single event that proves very important in the life of the character or a single day (time).

Character: A character gives life to the story. Never underestimate the power of dialogue in conveying character, but it must contribute to the main focus of the story.

Plot: Begin the plot with attractive enough to grab the reader make them curious to know what happens next. Make sure your plot works - there must be a beginning, middle and an end.

Keep readers curious: Try to keep the reader guessing until the last moment. If you're telling a fast-moving story, say crime, and then keep your paragraphs and sentences short.

The Fox without a Tail

It happened that a Fox caught its tail in a trap, and in struggling to release himself lost all of it but the stump. At first he was ashamed to show himself among his fellow foxes. But at last he determined to put a bolder face upon his misfortune, and summoned all the foxes to a general meeting to consider a proposal which he had to place before them. When they had assembled together the Fox proposed that they should all do away with their tails. He pointed out how inconvenient a tail was when they were pursued by their enemies, the dogs; how much it was in the way when they desired to sit down and hold a friendly conversation with one another. He failed to see any advantage in carrying about such a useless encumbrance. 'That is all very well,' said one of the older foxes; 'but I do not think you would have recommended us to dispense with our chief ornament if you had not happened to lose it yourself.'

Moral: Distrust interested advice.

Narrative Story

Euganu – The First Snail

(An Aboriginal Myth)

In the beginning, the Wingalong tribe (Kangaroo men) were very good hunters. As they exhausted the food supply in one area, they packed up their belongings and moved on. The Wingalong people were very big and strong and had a tail - just like a kangaroo.

There was a man in the tribe by the name of Euganu who was very smart but also very lazy. For many days the tribe would work on building a new home in their new hunting area, only for it to be left behind when they moved on to a new area.

Euganu was becoming angry at having to always build a new home, so when it came time for the next move, Euganu told the elders of his plan to save time and work and carry his hut on his back. The elders just laughed at him.

That very night Euganu crept out of his hut, heaved it onto his back and set off, leaving a trail of stick behind him so that if he got lost he would be able to find his way back to the tribe.

As time wore on, the hut became heavier and heavier. Euganu eventually tried to pull the hut off his back, but it was, by now, embedded deeply into his sweaty skin and would not budge.

Soon a strange thing began to happen - he began to get smaller and smaller under the weight of his home. As he became smaller, he became frightened and sweaty and began to exude a slimy substance.

One day, though, he realized that although he was now very small, the weight of his house was just right. To this day Euganu wanders through the forests, leaving trails behind him looking for a new hunting ground.

Belling the Cat

Long ago, the mice had a general council to consider what measures they could take to outwit their common enemy, the Cat. Some said this and some said that; but at last a young mouse got up and said he had a proposal to make, which he thought would meet the case. 'You will all agree,' said he, 'that our chief danger consists in the sly and treacherous manner in which the enemy approaches us. Now, if we could receive some signal of her approach, we could easily escape from her. I venture, therefore, to propose that a small bell be procured, and attached by a

ribbon round the neck of the Cat. By this means we should always know when she was about, and could easily retire while she was in the neighborhood.'

This proposal met with general applause, until an old mouse got up and said: 'That is all

very well, but who is to bell the Cat?’ The mice looked at one another and nobody spoke. Then the old mouse said:

‘It is easy to propose impossible remedies.’



Forming Knowledge 2

The Writing Process

When students work in groups to write a short story, it is important that they have a clear understanding of the writing process. Whether working individually or collaboratively, there are five basic steps that writers go through in order to produce a finished product. The five steps of the writing process are as follows:

Step 1: Pre-writing / Planning

First choose a topic. Then plan and organize what you are going to write. You can use a mind map or graphic organizer to help you plan and organize your ideas.

Step 2: Drafting: Write a rough draft of your ideas. Do not worry too much about making mistakes. You can correct them later. Just write!

Step 3: Revising: Get other readers’ responses to what you have written. Make revisions based on their comments and your own ideas to improve your draft. Think about what to add, what to cut and what to change.

Step 4: Proofreading / Editing: Read your revised draft carefully and look for mistakes in grammar, spelling, capitalization and punctuation. Correct any mistakes that you find. Then get other readers to help you find errors that you have missed.

Step 5: Publishing / Presenting Complete your final copy. Share it with others by publishing it or presenting it.

The Old Woman and The Physician.

An old woman having lost the use of her eyes, called in a Physician to heal them, and made this bargain with him in the presence of witnesses : that if he should cure her blindness, he should receive from her a sum of money; but if her infirmity remained, she should give him nothing. This agreement being entered into, the Physician, time after time, applied his salve to her eyes, and on every visit taking something away, stole by little and little all her property: and when he had got all she had, he healed her, and demanded the promised payment. The old woman, when she recovered her sight and saw none of her goods in her house, would give him nothing. The Physician insisted on his claim, and, as she still refused, summoned her before the Archons. The old woman standing up in the Court thus spoke:—" This man here speaks the truth in what he says ; for I did promise to give him a sum of money, if I should recover my sight: but if I continued blind, I was to give him nothing. Now he declares ' that I am healed.' I on the

contrary affirm ' that I am still blind j ' for when I lost the use of my eyes, I saw in my house various chattels and valuable goods: but now, though he swears I am cured of my blindness, I am not able to see a single thing in it."



Exercise 1

Read the story below. Then finish it with your own writing.

Today I am going on a class field trip to the zoo, Jawalakhel. I have never been to the zoo before and I am excited to see all of the animals. My teacher says that it is going to be a busy day. We have been learning about animals in class. My favorite animal is the elephant. I hope that I get to see one.

We are boarding the bus. I sit in the back of the bus with my friends. The ride is about thirty minutes long. We are walking through the gate. I am in a group with five of my classmates and my teacher. The zoo is very crowded with lots of students from other schools. I hope that I will not get lost from my group.

First, we visit the monkeys. They come to the edge of their cages and look at us. The monkeys have a lot of trees to climb on in their cages. One monkey is eating a banana. They look like they are having a lot of fun. I wonder what it would be like to play with them.

Next, we visit the polar bears. They live in an area that has a lot of big rocks and a pond. Most of them are sleeping right now. The polar bears are a lot bigger than I imagined them being! My teacher says that we are going to see the elephants now. We walk for a long time until we finally get to a big field. I can see the elephants in the distance! There are two big elephants and one baby. They are starting to walk in our direction. Maybe I will get a closer look at them.



Exercise 2

The Obstacle in our Path

Read the story and choose the appropriate verbs in the gap.

In ancient times, a king had/has _____ a boulder placed/place _____ on a roadway. Then he _____ hid/hide himself and _____ watch/watched to _____ saw/see if anyone would _____ remove/removed the huge rock. Some of the king's wealthiest merchants and courtiers _____ come/came by and simply _____ walk/walked around it.

Many loudly _____ blaming/ blamed the king for not _____ keeps/ keeping the roads clear, but none _____ doe/did anything about getting the big stone out of the way. Then a peasant _____ coming/came along carrying a load of vegetables. On _____ approach/approaching the boulder, the peasant _____ lay/laid down his burden and _____ tries/tried to move the stone to the side of the road. After much pushing and straining, he finally _____ success/succeeded. As the peasant _____ picking/picked up his load of vegetables, he _____ notices/noticed a purse lying in the road where the boulder had been.

The purse _____ containing/contained many gold coins and a note from the king indicating that the gold was for the person who _____ removes/removed the boulder from the roadway. The peasant _____ learns/learned what many others never understand.

Moral: Every obstacle presents an opportunity to improve one's condition.



Exercise 3

1. Develop a meaningful story from the given outlines.

- a. Elderly carpenter wants to retire _____ employer asks him to build one last house _____ carpenter does a poor job _____ he thinks he no longer needs to impress the employer or the customer _____ work is over _____ employer inspects the house and hands over the key to the carpenter saying that it is his gift for the carpenter _____ carpenter shocked _____ he regrets not having done a good job

- b. *A narrow stairway _____ two people want to pass through at the same time _____ neither wants to make way for the other _____ both ask the other person to go back _____ first man says he never makes way for a fool _____ second man says that he does*
- c. *Father and son go for a walk in the mountains _____ son falls and hurts himself _____ he lets out a cry _____ he hears his voice repeating _____ he thinks the mountain is making fun of him _____ he calls the mountain names _____ all that he says is repeated _____ he asks dad to punish the mountain _____ dad says words praising the mountains _____ they are all repeated _____ son surprised _____ dad tells him that he gets what he gives*

2. Write short stories from the topics given below.

- Write a story about what life was like for your grandmother as a young girl.
- Write a story about an alien's visit to Earth—and what their first impressions of human life are like.
- Write a story about a family who learns something very surprising about their new pet.
- Write a story about a young boy who has a dream of growing up and leaving the small town he lives in.

UNIT 21

Letter Writing



Learning objectives

After studying this unit, you will be able to...

- ➔ know writing different types of letters.
- ➔ understand the formats of letters clearly.



Learn and Act

A sample letter to aunt who lives in a village suggesting her to send her daughter to school.

Sanepa, Lalitpur,

April 10, 2022

Dear Aunt,

How are you, Aunt? And how's my cute sis Priyansu? We're fine and hope you all for the same. It's too long we have not met. So I'm writing to you.

I think, Priyansu is now about five years old. The girls and boys of five years go to school from my locality. They sing songs, dance, and learn to read and write. What about Priyansu? Have you sent her to school?

Nearly a week ago, a relative from a village came to ours and stayed a night. My parents and he talked for a long time. Their talk was so conservative that it captured my interest. They were saying that sending girls to schools is useless as they have to go to look after goats, buffaloes and cows. They have to help mothers at home. When they grow, they

need to get married. And they have to bear babies. What's the use of learning? Will they go to any office? Will they earn money by learning?

Have you heard such people? I have seen so many uneducated women in my society. They can't earn and their lives are very difficult. But there are also some educated women who have very easy and civilized lives. Some of them work in offices and earn for themselves and for their families, too. They don't have to depend upon their husbands. There is no difference between male and female. We have seen here, educated women can do what educated men can.

Education is very important aunt. It gives knowledge, skills and ideas. It empowers a person. If you educate Priyansu, she will be like the educated women of my place. She may be great personality in the future. So please send her to school, ok?

Aunt, it's too long now. Please write to me soon.

Yours Lovingly,

Pranita



Forming Knowledge

Letter Writing

A letter is a written form of communication that is addressed to a specific person or a specific organisation. It is one of the easiest and non-expensive means of communication. The relationship between the writer and the receiver determines the way a letter is written. There are several ways of writing a letter, each having its own style.

Letters are of two basic types:

Formal Letters

These letters include applications, letters to editors, official letters, letters to and from organisations, government departments etc. These letters have an objective or business-like style of writing. While writing formal letters, one should ensure that it is not too extensive. These letters are supposed to be short and to-the-point.

Informal Letters

These letters include letters to parents, relatives, friends etc. These letters have an easy and conversational language.

Parts of the Letter

Your Address

At the top of your letter, you will put your address, so the reader will know where to send their reply to.

Date

Put the date on which the letter was written in the format Month Day Year i.e. 15th June, 20xx.

Inside Address

The inside address is only required for a business letter and will include the address of the person you are writing to, along with the name of the recipient, their title and company name.

Salutation

The salutation will address the individual that the letter is being sent to. This is usually completed in the form of “Dear Sir/Madam”.

The Introductory Paragraph

The first paragraph will generally outline the purpose of the letter and the reason that the letter is being sent. This can address any issues that are outstanding and is used to set the tone for the rest of the letter. In this first paragraph, the summary of the letter can be found and the intentions which will be displayed through the rest of the letter should be outlined. From the first paragraph of the letter, the introductory paragraph, the individual should be able to note the tone of the letter.

The Body

The body of the letter will expand upon the introductory paragraph and the individuals can extend their thoughts and feelings further when it comes to the letter. The body of the letter can be anywhere from multiple paragraphs for personal letters, to one or two paragraphs for most business letters and other types of proposals.

Conclusion

The last paragraph should sum up the issue raised in the letter. It can include suggestions and methods of solving the issue. It should be concise and to the point.

The Closing

In the closing of the letter, the individual will close the letter. The closing of the letter comes in various forms from *yours truly*, for those individuals who are familiar with one another, to a traditional *sincerely* which is a versatile closing that can be used in a variety of formal letters.

Look at the informal letter writing format.

Dharan-15/21 Sunsari, Nepal	←	Your address
05/05/2022	←	Date of writing the letter
Dear Bigyan	←	Salutations/ Greetings
I hope my letter finds you in good health. You will be glad to know that...		
This is where you write in detail in an informal / personal tone.		
This part can generally have 3 paragraphs.		
Paragraph 1 - You can write in brief about the purpose of writing.		
Paragraph 2 - You can write in detail about the purpose.		
Paragraph 3 - Concluding lines.		
With Love, Yours affectionately	←	Complimentary closing
Mukkum Subba	←	Your name

Write a letter to the editor of a newspaper of The Himalayan Times drawing attention on Frequent Breakdown of Electricity.

Bhadrapur-5, Jhapa

January 2, 2022

The Editor

The Himalayan Times

Kathmandu

Subject: Frequent Breakdown of Electricity

Respected Sir/Ma'am,

I am Nitin Karki, a resident of Bhadrapur-5, Jhapa. I have been living along with my family in Bhadrapur for more than ten years now, and we had not faced much problems with electric supply in our area in the last year. Recently, we have been experiencing frequent breakdown of electricity for more than eight to nine hours.

These frequent breakdowns of electricity are affecting the day-to-day activities to a great extent. The residents of the area have been undergoing a lot of inconveniences due to this. No work goes as planned because we are not aware when we would have power supply and when we would not. There are continuous fluctuations in voltage which is also causing trouble by ruining the working condition of the electronic devices that are of regular use. Online education, school going children, working individuals, women and old people are affected by this situation.

It is necessary that the authorities of the Electricity Board take some responsibility to install powerful transformers and streamline the power supply. It would be of great help and relief to all the residents if you could highlight the situation in a column of your esteemed newspaper. We believe that this will get the attention of the authorities and some action would be taken at the earliest to relieve us of the difficulties we are facing due to the frequent breakdown of electricity.

Thank you for your time and consideration.

Yours sincerely,

Signature

Nitin Karki

Write a letter to your friend mentioning a plan for a trip to Pokhara.

Lakeside, Pokhara-11

Gandaki, Kaski

May 14, 2022

Dear Nitin,

There are only two weeks now before my trip begins. I'm very excited. I can hardly wait to see you.

My uncle has sent me my plane tickets, and I have received them already. I have written letters to both grandmothers, so they know when I'm coming. I haven't seen Grandmother Durga in Pokhara for two years. I haven't seen Grandmother Parbata in MalePatan since I was ten.

I'll stay in Pokhara for a week, and I'll be in MalePatan for another week. My plane will land in Pokhara airport on June 14, just one month from today. I'll stay with my uncle for a month, until July 15.

What clothes will I need in Pokhara? I haven't bought anything new yet. I've never visited outside the Butawal before. I've never flown alone before, either. I won't be afraid. My uncle will pick me up at the airport in Pokhara. My mom says I won't have any trouble. I hope not. (Just think—I'll be a "world traveler" when this trip is over.)

See you in Pokhara.

Yours,

Krish Sharma



Exercise

1. Write an application to the Principal of your school requesting him to pass necessary orders for a study tour for the outgoing students of class VIII.
2. Write an application to your Principal, requesting him to arrange an educational trip, giving reasons.

3. Write a letter to your younger brother about the Importance of the Value of Time.
4. Write a letter to your friend congratulating him on his success.
5. Write a letter to your father asking for money for the purchase of books and to meet other expenses.
6. Write a letter to your neighbour about the nuisance causing by his dog.
7. Write a letter to your father about your preparation for ensuring the National Science Olympiad.
8. Write a letter to your friend describing the importance of learning English.
9. Write a letter to your friend describing a visit to some places of historical interest during your holidays.
10. You are troubled by the fact that there are many homeless people, who sleep in the park adjoining your locality. Write a letter to the concerned official of the Local District Office to solve your problem.
11. Write a letter to the editor of a newspaper, appealing for help for the victims of a flood.
12. Write a letter to the editor on the topic "Spreading garbage" in and around the locality.

UNIT 22

Dialogue Writing



Learning objectives

After studying this unit, you will be able to...

- ➔ learn and practise different skills of dialogue writing.
- ➔ complete exercises of writing dialogues.



Learn and Act

Telephone and discuss with a friend what you might do together tonight.

Laxman : “Hi, Rikesh this is Laxman, are you free tonight? I would like to go out somewhere and have some fun. What do you think?”

Laxman : “Actually, I’ve got some homework I have to do, but if I work hard, I think I can be free by about eight o’clock. How about that?”

Laxman : “That’s great! OK, what do you want to do? Do you want to go to a movie together? There are a lot of good new films that I haven’t seen yet”

Laxman : “Yes, I think that’s a very good idea. Have you seen the new action movie **Loot 2?** I hear it’s a pretty good one, better than the earlier ones.”

Laxman : “Yes, as a matter of fact, I saw it last Saturday with my best friend who had come from Dharan. I thought it as good but he said that there was too much focus on politics.”

Laxman : “That sounds like what my mother would say. Well, what else is there? There must be some other film you’d like to see. What about a Limbu movie **Numaphung?**”



- Laxman** : “Yes, I’d watch it. What’s the name of that new film with Deepak Limbu where he plays an ideal role who has done a lot for betterment of poor people?”
- Laxman** : “Oh, yea, I’ve heard about that one. It’s called *Phateko Jutta*. My younger brother saw it just last night, and he said it was great. Saugat Malla happens to lose a girl who he liked much.”
- Laxman** : “Fine, I have seen the preview of that one and that’s just the kind of movie I enjoy, to take my mind off things and relax. Let’s go to that one. Do you know where it is playing? It would be good if we could meet at Krishna Cine House because that is convenient for both of us.”
- Laxman** : “Wonderful, it’s playing near City Center. I’ll meet you there in front of the ticket booth at eight-thirty. That will be perfect. I hope that it will be a good movie.”

Gokul calls up making an appointment.

The conversation between Gokul and a receptionist goes like this:

Receptionist: “Hello, Dr. Kshetri’s office, Shila speaking, may I help you?”

Gokul : “Yes, thank you. My name is Gokul Sharma, I’m calling to make an appointment. Do you think it would be possible to see the doctor this week?”



Shila : “Certainly, Sir. Let me check his appointment schedule. There is a slot free on Thursday afternoon. Would that be suitable for you, at three o’clock?”

Gokul : I’m afraid that won’t do. I’ve got a meeting at that time. How about later in the day? Can I come in the early evening? What time does Dr. Kshetri go home? Would five in the afternoon be too late?”

Shila : “That would be fine. The doctor normally goes home at six, so he would have time to see you. Could you tell me your name once more, so I can write it in the book?”

Gokul : “Yes, Gokul Sharma. Have you got that?”

Shila : Yes, thank you. Could you also give me your phone number in case we need to reach you?

Gokul : “Yes, it’s 021-5436781, and my mobile number is 977-9851000324. Why? Is there a chance that the doctor might cancel the appointment? Does he do that often? I don’t want to make an appointment for help and find that there is no one there to help me.”

Shila : “No, Sir, Mr. Sharma, that is just a routine question for our records. I’ll get the rest of your personal data when you come into the office.”

Gokul : “Why, do you want personal data? On second thought, I’ve changed my mind. Cancel the appointment. You’re making me feel anxiety already.”



Forming Knowledge

Dialogue writing

Dialogue means conversation between two or more people. Dialogues are an effective tool of communication. They are a very important form of composition.

The conversation may be informal or formal, depending upon the following factors:

1. Relationship between the speakers
2. The topic of conversation
3. The situation in which the speakers are placed

Dialogues are widely used in writing fiction, poems and dramas, generally to convey the view point of the characters.

Can we talk alone?

No, one can never do that. We always need someone to talk to. The words, sentences or phrases we use while talking are called dialogues. **Dialogue is a conversation between two or more speakers.**

We come across several people daily in our **school, college, workplace, etc.** The conversation takes place every minute.

Points to be remembered while writing dialogue

As a part of writing skills, students will be expected to fill in the blanks and complete the dialogue. Guidelines for writing dialogues:

1. The students need to read the preceding and the following dialogues.
2. They must understand the topic being discussed.
3. Tense of the dialogue should be used according to the situation.
4. It should appear to be natural.
5. The words used should be to the point so that they convey the idea clearly.

Some common conversations for dialogue writing are:

Some common conversation like **greeting conversation, seeing off people, At what, Regarding goal, and Miscellaneous.**

Greeting conversation starters are:

- Hello!/ Hi!
- Good Morning / afternoon / evening
- How are you? / How are you doing?
- Fine / Fine, thanks / Okay
- What's new? / What's new with you?
- Not much / Not too much

Seeing off people

- Good bye! / Bye!
- Good night!
- Take care!
- See you later / soon / tomorrow

At school

- What class are you studying in?
- What is the name of your school?
- Which is your favorite subject? Why?
- How often do you participate in school activities?

Regarding Good

- What did you have for lunch?
- Which is your favorite cuisine?
- Which is your favorite ice-cream flavor?
- What do you like as your pizza topping?

Miscellaneous

- Do you have any plans for the weekend?
- What is your aim in life?
- If you had three wishes, what would they be?
- What do you do after school?

Sample Dialogue

Read the following dialogue between a customer and a shopkeeper. The customer realises that the shopkeeper is being unfair to him. Complete the dialogue between the two in which the customer makes the shopkeeper realise his mistake.

Dialogue between a shopkeeper and a customer

Customer : What is the rate of Kaju Burfi?

Shopkeeper : Rs. 600 per kg, sir

Customer : Pack half a kg for me.

Shopkeeper : In a minute, sir.

Customer : But you have weighed less than half a kg.

Shopkeeper : Don't worry sir, you'll have less weight to carry.

Customer : Oh! Thank you for a good piece of advice.

Shopkeeper : Well, I am here to do good to my customers, sir.

Customer : Here's your money.

Shopkeeper : But, it's less money, sir.

Customer : Don't worry, you'll have to count less money.

Shopkeeper : But, that's not fair.

Customer : I'm simply following your advice, sir.

Study the following solved question.

Bimal calls up Kushal to make a plan for the weekend. Complete the dialogue between Bimal and Kushal by filling in the gaps.

Bimal : (i) this weekend?

Kushal : I don't have any special plan.

Bimal : How do you like the idea (ii) the zoo?

Kushal : That sounds good, But I (iii)my parent's permission.

Bimal : I'll come to your house this evening and request your parents to allow you to join me to see the zoo.

Kushal : Ok.

Bimal : (iv) in the evening?

Kushal : Yes. They will be at home.

Bimal : Then I'll surely come.

Answer :

- i. What are you doing
- ii. of going to
- iii. need to take
- iv. Will they be at home



Exercise 1

Rohan's mother fell ill all of a sudden and he had to look after her. So he couldn't go to his school. Complete the following conversation between him and his teacher in about 100 words.

Teacher : Rohan, why didn't _____?

Rohan : Madam, my mother _____.

Teacher : Wasn't any _____?

Rohan : No, madam. Father was out of station and my sister is too young to help her.

Teacher : What _____?

Rohan : The doctor said that she had food poisoning.

Teacher : I see ! What _____?

Rohan : She ate the food that had come from a hotel.

Teacher : Oh ! Many a time hotel food gets poisonous. Don't worry, she _____.

Rohan : Thank you, madam.



Exercise 2

Complete the dialogues choosing the correct options.

Mother : Son, you _____ morning. Take rest for an hour as you may be tired. [are working since / have been working since]

Son : Mamma, I _____ as you think. But since you say so, I shall _____
[am not tired/ was not tired], [took some rest/ take some rest]

Mother : After _____ you will feel fresh and shall study well. [going to sleep/ taking rest for some time]



Exercise 3

Complete the following dialogue appropriately.

Bookseller : Hello Sir! _____.

Customer : Sir, would you allow me to exchange this book with another book?

Bookseller : _____ ?

Customer : A few pages are missing in this book

Bookseller : _____ ?

Customer : I bought the book this morning.

Bookseller : _____ ?

Customer : Here is the bill. _____.



Exercise 4

Read the following conversation between a guide and a tourist. Complete the blanks in a suitable way.

Guide : Sir, this way leads (a) _____ and this leads to the lakeside.

Tourist : (b) _____ peak some other day. (c) _____

Guide : (d) _____ would you like to take a bath?

Tourist : A bath! In the frozen lake? No way. By the way, (e) _____

Guide : Yes, Sir, They've (f) _____

Tourist : (g) _____ ! I'd love to go for ice-skating.



Exercise 5

Smarika is being interviewed for the job of a teacher in a school. Complete the dialogue by filling in the gaps.

Interviewer : Why do you think you (i) _____ ?

Smarika : Ma'am, I am qualified for the job and I have a passion for children and teaching. All these traits make me suitable for the job.

Interviewer : Can (ii) _____ any foreign language?

Smarika : Yes, I can speak and write German.

Interviewer : What (iii) _____ in graduation?

Smarika : Ma'am, I have graduated in Chemistry Honours.
Interviewer : Do you (iv) _____ experience?

Smarika : Yes, I have teaching experience of 5 years in a public school.

Interviewer : Well, then we may consider you for the job.



Exercise 6

Read the conversation between two friends and complete the dialogue in a suitable way.

Shrishti : Did you visit the book fair in Pragati Maidan?

Ayushi : No. Did you?

Shrishti : Yes, (a) _____

Ayushi : Did you buy any books?

Shrishti : Yes, (b) _____

Ayushi : Well, what sort of science fiction books did you buy?

Shrishti : Stories about space and unidentified flying objects.

Ayushi : Were (c) _____ ?

Shrishti : Yes, books of all the subjects were available there.

Ayushi : Do you have any idea (d) _____ ?

Shrishti : I guess it will go on till 30th of this month.

Ayushi : Then I'll definitely go there and buy some good books.



Exercise 7

Complete the following conversations between the Doctors and his friend.

Friend : You look frightened,---(a)---?

Doctor : Yes, I am.

Friend : --(b)--?

Doctor : A snake fell from the roof of my room and landed on my shoulder.

Friend:Oh!---(c)---

Doctor : No, it didn't do anything.

Friend : What ? It didn't bite you?

Doctor : If I had moved a little, --(d)--

Friend : Then you had better---(e)---

Doctor : Yea, I'm thinking of finding a new house.

UNIT 23

Comprehensive Reading



Learning objectives

After studying this unit, you will be able to...

- ➔ read and understand the reading comprehensive.
- ➔ answer the questions based on different comprehensive readings.



Learn and Act

Read the following poem and answer the questions.

My Name is Anjila

Anjila
Look what they have done to my name ...
the wonderful name of my great-great-grandmothers
Anjila...
The burly bureaucrat was surprised.
What he heard was music to his ears
'I am from 'uncharted territory'
And my name is Anjila.'
Manish, help me!
My name is so simple
And yet so meaningful,
But to this man it is trash ...
He gives me a name
Convenient enough to answer his whim:
I end up being Shrinita ...
I ... Anjila





Exercise 1

1. In one or two sentences, explain what the poem is about.
2. Comment on the title of the poem.
3. 'Shuntali' is repeated four times in the poem. Why do you think this is?
4. Why is the man described as a 'burly bureaucrat'? (Look the words up in the dictionary if you are unsure of them before you answer.)
5. What are the possible reasons for his changing her name?
6. Why is the woman so offended to be called 'Anjila' on her documents?
7. Is this a good poem, do you think? Give a reason for your answer.
8. Can you identify with what the woman is feeling? Have you had a similar experience with your name? Do you know others who have had this kind of experience? Tell the class about it.

Read the passage carefully and answer the questions below.

Fall Festival Food

When the days get shorter and the nights grow cooler, people everywhere start looking forward to the hearty foods of fall. Cooks start preparing the thick soups and special pastries that will appear at festivals.

In the United States, the season begins with Halloween. Children dress up as ghosts and scary creatures and go trick-or-treating at their neighbors' houses for candy and treats.

The Day of the Dead is a Mexican holiday celebrated the day after Halloween. People stay up all night making tamales. A tamale is a mixture of chopped meat and spices rolled in cornmeal dough, then wrapped in a corn husk and steamed. It is hard work, and the tamales must be finished before sunrise. The tamales are then placed on a special altar that honors the spirits of the dead.

In Nigeria, people celebrate the New Yam Festival with the national dish called *foofoo*. There is a special ceremony celebrating the first *foofoo* made with the new yams, and it is celebrated by lots of singing, dancing, and eating.

Many Asian countries celebrate the Moon Festival at harvest time. In Korea, for example, a special cake is made with chrysanthemum flowers. The Chinese eat moon cakes made with bean paste. The pastries are often served with warm honey water, and are a pleasant finish to a brisk walk in fall weather. Wherever you are in the world, if it's fall, then it's probably a good time to eat and gather with friends and family.



Exercise 2

1. Is this a story or essay?
2. What kind of food do you like to eat in the fall or at harvest time? How do you make this food?
3. What is your national food? Have you ever celebrated harvesting day?
4. What is tamale? Why is it placed on the special altar?

Read the passage carefully and answer the questions below.

Advanced brain activity in creative people

Many people who are not artistic believe that trained artists and other creative people think differently from them – and they are right. Psychologists have discovered that professionally trained artists use both the left and the right sides of their brain more than the average person. People whose left hemisphere is well developed are known to be strong in academic areas such as reading, maths and logic. More creative people often have better developed right hemispheres, so they are talented in creative areas like art. Experiments to discover how different types of people solve different types of problems have shown that artistic people use both sides of the brain more often than those who are not creative.

Those of us who are not creative are often convinced that artists and poets see the world in a different way from us and research seems to show that there is some truth in this. Apparently, children up to a certain age (generally around seven) tend to use both sides of their brains. This can be seen from the vivid imagination they show when writing stories, *For example* After that, in most people, the logical left-hand side starts to dominate, telling them that certain things are impossible in ‘real life’. The theory is that in great poets, for example, this process doesn’t happen.

Great poetry, therefore, is the result of right hemisphere activity or, to put it less technically, an imaginative and emotional freedom that ‘ordinary’ people have lost. How exactly this brain activity marks some people out as being creative is still the subject of a lot of research.

Researchers wanted to see how creative people solved problems by thinking ‘outside the box’. To compare the thinking processes of creative and non-creative people, a group of students were shown some everyday objects and asked to invent new uses for them. They were then given a word test. The artistic people showed more advanced language skills in the word test, and they also had more original ideas for alternative uses for the objects.

What the research does not prove is whether artistic skill is something that you are born with, or whether it can be learnt. A child who starts to draw or write poetry at a

very early age and continues doing so for many years may be changing his or her brain activity by doing so. This suggests that the differences in a creative brain are caused as much by training as by genetics.



Exercise 3

Find words in the text which mean:

1. people who study how the human mind works (paragraph 1) _____
2. very good at something (paragraph 2) _____
3. scientific tests (paragraph 2) _____
4. related (paragraph 4) _____
5. at the same time (paragraph 3) _____



Exercise 4

Choose the correct alternative.

1. Creative people use both sides of the brain more **artistically/often** than average.
2. The researchers say that creative thinking is normal for **psychologists/artists**.
3. Children tend to be more **logical/imaginative** than adults.
4. The research showed that artistic people were better with **words/thinking processes** than non-artistic people.
5. Non-creative people had **more/fewer** original ideas for uses of common objects



Exercise 5

Answer the questions with information from the text.

1. Who have always believed that artistic people don't think in the same way as people with no artistic talent?
2. The psychologists concentrated on problems that could be solved by thinking 'outside the box'. What do you think this expression means?
i. logically ii. creatively iii. emotionally
3. Find a sentence in the text which gives an example of what the right side of the brain does, and what the left side of the brain does.
4. What about *you*?
Are people you know who are creative or artistic good at other things? If so, what?

The Outsiders

(The narrator of *The Outsiders* is a young orphan called Ponyboy. Ponyboy (the main character) and his friends were *Greasers*, a term used to describe the rough and poor kids in the neighbourhood)

I was sitting in the waiting room, waiting to hear how Dally and Johnny were. I had been checked over, and except for a few burns and a big bruise across my back, I was all right. I had watched them bring Dally and Johnny in on stretchers. Dally's eyes were closed, but when I spoke he had tried to grin and had told me that if I ever did a stupid thing like that again he'd beat the tar out of me.

I was sitting there, smoking a cigarette, when Jerry came back in from making a phone call. He stared at me for a second. 'You shouldn't be smoking.'

I was startled. 'How come?' I looked at my cigarette. It looked okay to me. I looked around for a 'No Smoking' sign and couldn't find one. 'How come?'

'Why, uh,' Jerry stammered, 'uh, you're too young.'

'I am?' I had never thought about it. Everyone in the hoods, even the girls, smoked. We had all started smoking at an early age. Johnny had been smoking since he was nine; Steve started at eleven. So no one thought it unusual when I started. Jerry simply sighed, then grinned. 'There are some people here to see you. Claim to be your brothers or something.' I leaped up and ran for the door, but it was already open and Soda had me in a bear hug and was swinging me around. I was so glad to see him I could have bawled.

(Source: Hinton, S.E. (1967) adapted from *The Outsiders*. London: Penguin.)



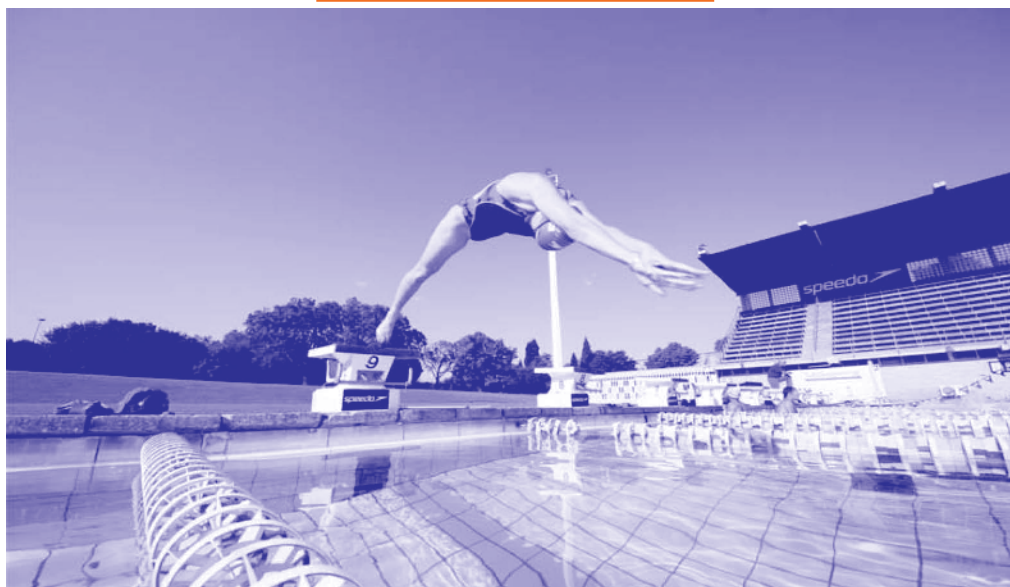
Exercise 6

Now that you've read the passage, answer the questions below:

1. Where do you think the waiting room is (the setting)?
2. What does it mean to be **checked over**?
3. When Dally said he'd **beat the tar** out of Ponyboy, was he *angry* **and threatening** or **relieved and playful**? Explain why you think so.
4. Jerry didn't seem to mind them being from the **hoods**.
 - a. The term *hood* is a shortened form of ____.
 - b. Why do you think it surprised Ponyboy that Jerry didn't mind that he was from the **hood**?
5. When Jerry told Ponyboy he shouldn't smoke, he thought it was because ... (Give two reasons from the passage.)

6. Quote a line from the passage to show that it was not unusual for young teenagers to smoke.
7. When Ponyboy saw Soda he wanted to **bawl**. Why did he want to cry?
8. See if you can find antonyms in the passage for the following:
 - a. clever
 - b. lose
9. See if you can find synonyms in the passage for the following:
 - a. startled
 - b. leaped
10. Who is the main character in this story? Give a reason for your answer.
11. List a few characteristics of Ponyboy.

Nothing Grey about Emily



Emily Gray has full right to feel sorry for herself. She was, after all, only eleven when she lost her left leg. But her confident manner soon makes it clear that there is no room for self-pity in this young swimmer's life – and that she wants no-one to feel sorry for her.

Nine years ago, Emily was diagnosed with cancer of her left femur. After eight months of chemotherapy, during which Emily became very thin and lost all her hair, she was still not cancer-free. 'We had to make sure the cancer was gone so we made the call and amputated.'

As a teenager she was an avid mid distance runner, but after losing her leg Emily turned to swimming. 'I was actually quite bad at swimming,' Emily laughs 'but running was no

longer an option.' Her dad took her to try out several sports, but she felt happiest in the water. Six months after her wound had healed, she started swimming. And that's where it all began.

Emily was part of the South African Paralympics team in 2008 and 2012 and she has no intention of stopping. Apart from being a national swimmer, this beautiful girl has appeared in many advertisements and on magazine covers. 'I want to hold multiple world records and still want to win a medal at the Olympics. But most of all I want to live each day as if it were the last.'

Grey? In name only because Emily sparkles as brightly as the blue water she loves.

(Adapted from an article by Steven Ballin *The Medalist*, May 2012)

Emily Gray is an inspiration to able-bodied people and people with disabilities around the world.



Exercise 7

With the help of your partner answer the following questions:

1. What device did the reporter use in the headline to attract your attention?
2. What does it mean when someone has a grey personality?
3. Rewrite the main idea of the orientation paragraph in your own words.
4. One's femur is located between one's _____ and one's _____.
5. A person with an amputated limb (arm or leg) is called an _____.
6. What does it mean to *make the call*?
7. Emily started swimming six months after her wound had healed. What does this tell you about her personality?
8. The body of a magazine or newspaper article is always written in the _____ tense because it retells an incident, while the reorientation paragraph is often written in the _____ tense.
9. The last line of the passage contains a simile. What is it?

UNIT 24

Book Review Writing



Learning objectives

After studying this unit, you will be able to...

- ➔ understand and know the skills of book review writing.
- ➔ learn how to review books step by step.



Learn and Act

Read carefully and learn the main ideas to write book review.

Twenty Boy Summer

By Sarah Ockler

Genre: Realistic Fiction

Twenty Boy Summer is by far the best realistic fiction novel I have ever read. Sarah Ockler, the writer of this book, wrote these events as if everything happened to her when she was younger. I will never forget this book as long as I live. This realistic fiction novel follows a teenager named Anna Riley through a summer of fun, her lies, and relationships. She is accompanied by her best friend in the whole world, Francesca, known as Frankie. One ordinary day, Anna, Frankie, and Josh are getting ice cream. Everything changes when the three best friends are in a fatal accident. Now Anna and Josh's Book Review Examples For High School love will never be told to anybody. It is a secret that will always be in Anna's heart. Anna's world has flipped upside-down. The plot of this novel makes a spectacular realistic story. There is a plethora of drama and romance. I recommend this book for all teenagers. I believe that Sarah Ockler is an amazing writer.





Forming Knowledge 1

A book review is a form of academic writing that provides a succinct yet critical analysis evaluating the content, style, merit and significance of a book. The reader should gain insight into the strengths and weaknesses of the book, aided by input from the reviewer. The four stages of writing a book review are: introducing the book, outlining its contents, highlighting parts of the book by selecting particular chapters or themes, and giving a detailed evaluation.

How to Write a Book Review in Six Steps

Before you begin your review, you should have a clear idea of the expectations. Your specific assignment will offer a guideline, but, in general, a good book review will:

- Point out strengths and weaknesses in the book
- Look at what the author intended to do and whether (s)he did it
- Be between 50 and 1,500 words

1. Start by Assessing the Book

Before you begin writing, take some time to assess the book. If you made notes while reading, look them over. If not, flip back through the book and review. Don't start writing yet, but ask yourself some important questions about the text and jot down notes:

- What genre is the book? Is it fiction or nonfiction?
- What do you know about the author?
- What are some of the main themes in the book? Does the author convey them well? Does the book have a thesis or main idea?
- How do the characters and events in the book relate to the theme? If the book is nonfiction, are there supporting details to back up the thesis? What are they?
- Is there a primary conflict in the book? How does this develop over the course of the text?
- What was the author trying to accomplish?
- How do you feel about the book?

2. Create a Thesis Statement

Look over your notes and think about your answers to the questions above. What do you think about the book? Write a **thesis statement** that will be the main idea of your review. It will be an opinion. Consider these examples:

- *Jane Eyre* is one of the most beloved Victorian novels because it transcends time and resonates with readers today.
- Even though *The Catcher in the Rye* is part of many high school English classes, its themes may be better suited to college students who can look at Holden Caulfield's actions from a more removed perspective.
- Lord Charnwood's *Abraham Lincoln* is more than a biography; it's also an effective exploration of 19th century politics.

3. Write an Introduction

You can start with a short quote or anecdote about the book or any other type of hook to capture the reader's attention. Then be sure to include essential information like title, author, and kind of book. In the introduction, also cover the thesis statement the author used or the main theme of a work of fiction. Finally, include your own thesis statement.

4. Give a Short Summary of the Book

Next, create a summary of the book to give your reader some background. Talk about what happens over the course of the book. This should offer context, but it's not the main part of a book review. Keep it to one or two paragraphs unless you're writing a very long piece.

5. Provide Your Analysis

Now it's time for the main part of your book review: backing up your opinion. Your thesis statement is your own view, but you'll need to share why you think what you do. Look to your notes here; you already have the information you need. Add details from the text, such as the point of view of the book, the characters, and the important themes.

Also discuss the following as they relate to your thesis:

- Cover the author's style of writing and look at his or her cohesion, clarity, flow of the text, and use of precise words.
- Think about how you were affected by the book and if any of your opinions or feelings change because of it.
- Decide if the book met its goal and whether you would recommend it to others and why.
- Discuss the author's descriptions and narration, pointing out whether he or she explained facts or tried to persuade the readers of the validity of an issue.

- Analyze whether the book suited its intended audience and if it was interesting

6. End with a Strong Conclusion

Just like an essay, a book review needs a strong conclusion. Restate your thesis statement and summarize by touching on the main points. You may include quotes or references here, but do not put in any new material.

Learning how to write strong reviews takes time and not a little effort. Reading the reviews others have done can help you get a feel for the flow and flavor of reviews.

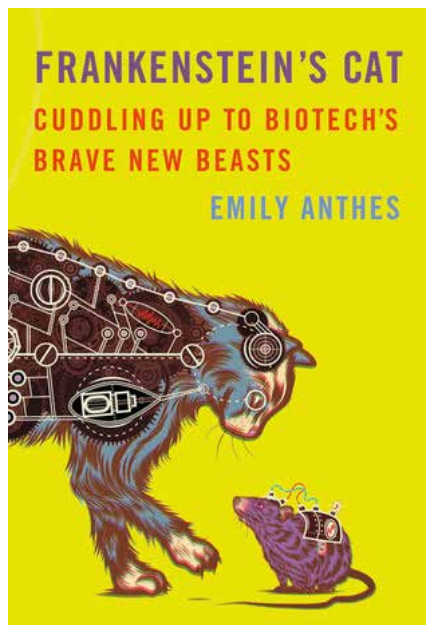
Frankenstein's Cat

Review by Zander H., age 12, Mid-America Mensa

I appreciated *Frankenstein's Cat* for its fascinating explanation about the often baffling subject of bioengineering and its sister sciences. Emily Anthes explains the many sides of today's modern technology, such as gene modification, cloning, pharmaceutical products (from the farm), prosthesis, animal tag and tracking and gene cryogenics. This book provides a well-rounded summary of these complicated sciences without being boring or simply factual. Her real world examples take us on a journey from the farm, to the pet store and then from the pharmacy to the frozen arc.

Have you ever wondered if the neighbourhood cat is spying on you? Read about Operation Acoustic Kitty and find out if this feline fantasy fiction or fact. Do you think bugs are creepy? What about a zombified cyborg beetle? Is Fido so special that you want two of him? Money can buy you an almost exact copy of your pooch BUT don't expect the same personality. Emily Anthes makes you crave more information. She makes you want to know the future of Earth's flora and fauna, as well as humanity itself.

I would highly recommend this book to anyone who desires a guide to the future of biological science and technology. *Frankenstein's Cat* is best read by the light of a glow-in-the-dark fish, while cuddling your favourite cloned dog and drinking a glass of genetically modified milk.



Mapping the World

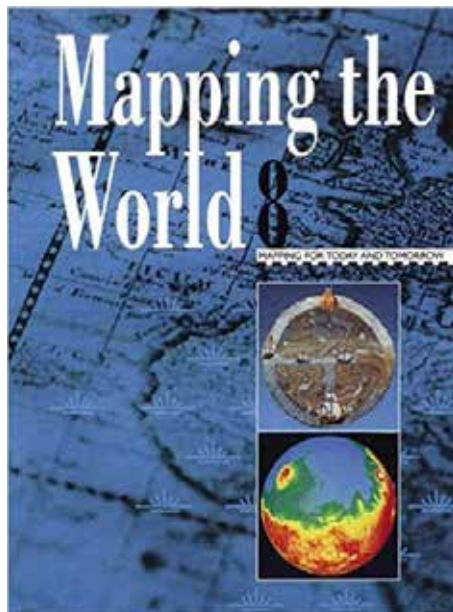
Review by Umar A., age 10, Central New Jersey Mensa

Every day, people around the world use maps. Whether it is an airplane pilot or

businessman, housewife or museum group, maps have always and will continue to provide useful information for all.

Mapping the World talks about the uses of maps, as well as how to differentiate between the type of map projection and type of map.

In this series, we travel to the past and learn about historical mapmakers, from Claudius Ptolemy (who stated the idea that the Earth is at the center of the universe) to Gerardus Mercator (who created one of the most widely used map projections) and more. This series goes into tremendous detail on the cartographer's life and maps. We then journey to the present era to learn about map projections and the diverse types of maps used today. You might ask, "What is the difference between the two? They sound the same to me." No map projection is perfect, because you cannot really flatten a sphere into a rectangle. An uncolored projection could be used in many ways. We could use it for population concentration, highways, land elevation, and so many other things!



For example, we could make a topographic map of the U.S., which shows land elevation. We could make it a colourful map that shows the amount of pollution in different areas, or it could be a population map, or it could even be a map that shows the 50 states, their capitals and borders! Our last step in this amazing excursion is the near future, where we see some hypothetical solutions as to what maps will be used for. Currently, we are working on better virtual map technology.

Now, scientists have been able to put maps on phones. Back in the early 1900s, people had to lug a lot of maps around to find your way from place to place, or just keep asking for directions. Now, all the information is on a phone or global positioning system (GPS). It is amazing how much maps have changed technology and the world in this century.

The *Mapping the World* 8-book set goes into amazing levels of detail. It is a long read, but it gives an immense range and amount of information that you would not find in any other book or series on maps. The flowing way the chapters and books are organized makes it easy to link passages from different books in this series together. Mapping the World is a treasure box, filled with the seeds of cartography. Collect and plant them, and you soon will have the fruits of cartography, beneficial to those who want to be cartographers. Use this series to the utmost, then the fruits of mapping will be sweet for all who endeavour to succeed in cartography.

Book Title: *The Maze Runner*

Author: James Dashner

Genre: Science Fiction

The Maze Runner takes place in a very mysterious place called the “Glade” which is located in the centre of a huge maze made of stone, and every night the walls close around the Glade so the stone walls can slide around to create a brand new maze. Most of the action takes place out in the maze at night when the Grievers come out. The Grievers are half machine and half animal, and will kill any person they find in the maze at night with no mercy. The author probably chose this setting because it’s very mysterious and leaves you wanting to come back and read more just so you can find out more about this strange place. The main character of the book is a boy named Thomas. Thomas is very curious as to how he got to the Glade, why everyone was sent here in the first place, and what life was like outside of the Glade where he actually had a family. Being curious could be a good thing, but in the Glade it can also be a bad thing. Many people in the Glade don’t like to be questioned or doubted, even though in some cases Thomas’s curiosity could pay off. The plot of the book is to have Thomas and all of the other “Gladers” find their way out of the maze using out of the ordinary ways of thought. Thomas tries to be the hero throughout many parts of the book, but sometimes he doesn’t think about what’s safe for him, and he only thinks about saving the day. The climax of the book is when all of the “Gladers” decide to make one last run for it and then everything becomes dysfunctional. After reading the story, the author wants you to feel on edge because you find out how the outside world has changed for the worse, and the Glade might have been a good option. The author also wants you to learn that everyone has to work together so accomplish something huge. When someone tries a huge task alone they probably won’t be able to do it, but together they can do anything. This book held my interest because no matter where you decided to stop reading, you were always left on a cliffhanger. The book is very suspenseful, especially when they had no choice but to run for their lives. I would recommend this book to anyone, whether they usually like science fiction or not because I usually don’t, and this book was still extremely well-written and had an amazing storyline.

Title: *Soldier X*

Author: Don L. Wulffson

Genre: Historical Fiction/Action

My all time favourite book of the year was *Soldier X*. This historical fiction/action novel is a real page turner. This story is about a teenager named Erik that was forced to join the German army during World War II. Erik didn’t even have experience shooting a gun; he was learning new commands and enduring training in order to defend himself and country. He was also forced learn and speak German. Erik was not only German, he

was also Russian which eventually affected his life later on in the book. Erik is the type of man that doesn't enjoy hurting others or destroying others' belongings; he's timid and has complex character traits throughout the entire text. This book is mesmerizing because the author has a clear plot. He wants the reader to recognize the point that in life there's not always going to be great parts. Even the most terrible situations can have a positive ending or a great resolution. This makes for an excellent story to read because not only is it engaging it teaches a piece of history and how the Jews and Germans were treated and how World War II affected many lives. Many soldiers died to defend their country from harm while Hitler planned to kill innocent people for ridiculous reasons. In conclusion, I recommend that you decide to read this because it's compelling, educational, and has various moods and character traits.

Title: *Ball Don't Lie*

Author: Matt De La Pena

Genre: Realistic Fiction

The book *Ball Don't Lie* by Matt de la Pena is an emotional story about urban street basketball and a young man named Sticky, who plays it exceptionally well. Sticky has had a very hard childhood mostly spent in a series of foster homes where people did not care for him, hurt him, or ignored him. The book takes us back and forth between past and present, explaining Sticky's defence mechanisms, his silence and toughness, and his repetitive behaviours. Sticky finds a family in the other street basketball players in a run down inner city gym, where he finds his skills, his heart and his desire to move beyond the hardships of his childhood. His relationship with his girlfriend also helps Sticky to care and to learn to respond to another person's caring for him. All the characters in the book are very believable, and the exciting plot and excellent writing kept me very interested, and I was cheering Sticky on to make the right decisions all the way to the end. By the way, this book is available in the school library!



Exercise

1. Write a book review which you have recently read.
2. Write a book review of any book of your choice.
3. What are the important steps of writing book review? Write them with examples.

Appendix

Relative clauses

Relative clauses are used to give extra information about something in a sentence.

There are two types of relative clauses, **defining** and **non-defining**.

Defining clauses

It's actually relatively straightforward to identify whether you should be using **that** or **which** in your sentence.

- In a defining clause, use **that**.
- In non-defining clauses, use **which**.

A defining clause is also known as a restrictive or essential clause. It is an addition to sentence which is essential to the meaning of the sentence. A defining clause distinguishes between one modified noun within the sentence and all others.

- There are two cars parked in the garage. You should take the one **that** has been cleaned.

Non-defining clause

A non-defining clause does not materially change the meaning of the sentence. If the clause were to be removed from the sentence, some detail would be lost, but not the principle meaning. Non-defining clauses are usually separated from the rest of the sentence by commas.

For example

- I entered the car, **which** wasn't locked, and found my missing handbag.
 - Sometimes, two almost identical sentences can have different meanings, and this is where the correct use of **that** and **which** becomes more important.
 - I entered the car, **which** wasn't locked, and found my missing handbag.
 - I entered the car **that** wasn't locked and found my missing handbag.
- The first of the above sentences suggests that there was a single car and it wasn't locked. The second sentence suggests that there was more than one car and the speaker opened the only car that wasn't locked.
- Sometimes, a non-defining clause is separated from the rest of the sentence by a single comma. This is often when the clause is positioned at the end of the sentence.

For example

- I entered the car, **which** wasn't locked.
- Here, the fact that the car wasn't locked is additional and unnecessary information. Thus, the use of the word **which** is grammatically correct.

that vs. which

Two relative pronouns whose functions are easily confused are **that** and **which**.

A restrictive clause is an essential part of its sentence. If it were taken out of the sentence, the sentence's meaning would change. Nonrestrictive clauses are just the opposite.

For example

- The wardrobe **that** has the fur coats in it leads to Narnia.

If we were to excise the clause "that has the fur coats in it" from the sentence, the meaning of the sentence would change. We would no longer know which wardrobe leads to a magical land with talking animals, which was the intention of the sentence. This kind of clause gets a **that**. The word **which**, on the other hand, should introduce a nonessential clause that can be removed from a sentence without changing the sentence's meaning.

For example

- The wardrobe, **which** contains several fur coats, leads to Narnia.
- ➞ Here, "which contains several fur coats" is a parenthetical remark that can be removed without materially altering the sentence. Nonrestrictive (or nonessential) clauses are set off with commas, as shown in the example above.

Irregular Verb List

Base Form	Past Simple (V2)	Past Participle (V3)
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
can	could	... (been able)
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost

Base Form	Past Simple (V2)	Past Participle (V3)
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard

Base Form	Past Simple (V2)	Past Participle (V3)
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
lie (in bed)	lay	lain
lie (to not tell the truth)	lied	lied
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	...
mean	meant	meant
meet	met	met
mow	mowed	mown/mowed
must	had to	...
overtake	overtook	overtaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden

Base Form	Past Simple (V2)	Past Participle (V3)
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn/sawed
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shall	should	...
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent

Base Form	Past Simple (V2)	Past Participle (V3)
spill	spilt/spilled	spilt/spilled
spit	spat	spat
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
will	would	...
win	won	won
wind	wound	wound
write	wrote	written