Unit 2 · Asking for and Giving Permission

STUDY NOTES

The unit in one line

- **ask for permission** before doing what a rule doesn't allow, or using what isn't yours
- **give** it, or **refuse** it politely, with *sorry* and a reason

Song: two friends

- verse 1: a friend asks to **borrow a pen** to write a poem and **recite** it; the answer is yes, but quickly (she is **restless**)
- verse 2: someone asks to **take a photo** now; the answer is a polite **no**, with an apology
- **I'd rather you didn't** = please don't, said gently

Reading I: Three Simple Rules (a fable)

- **fable** = a short story, often with talking animals or birds, that teaches a **lesson** (a **moral**); this one from Thailand
- **Chulong:** a rich man, not happy with his **riches**; wants more
- catches a tiny, colorful, sweet-voiced bird in his garden, **unseen**, to **sell** it
- the bird: in **imprisonment** it will lose its beauty and voice; it turns **black like a crow** → his hopes are **shattered**
- he threatens to eat it; it is too small to fill his stomach
- **the deal:** set it free → three useful rules; he is **irritated**, but agrees when it says they will **profit** him (**greed** sets the bird free)
- on a branch the bird is beautiful again (its color changed **twice**)

Rule	How Chulong broke it
1. Never believe everything others say.	believed all the bird said
2. Never be sad about what you don't have.	sad now that it is gone
3. Never throw away what is in your hand.	had the bird, let it go

- Chulong feels **cheated**, but the bird **kept its word**
- **Chulong: greedy** and **foolish**
- **riches** is always plural; **amount** for what can't be counted one by one (money, water, time)
- **lesson:** knowing good rules isn't enough, **follow** them; value what you have

Reading II: Where Go the Boats (a poem)

- by **Robert Louis Stevenson** (1850–1894), Scottish, writer of *Treasure Island*; from *A Child's Garden of Verses* (1885)
- four **stanzas** of four lines; a child floats little boats on a river
- **stanza 1:** the river **dark brown**, the sand **golden**; it flows on forever; trees **on either hand** (on both sides)
- **stanza 2:** green leaves and **foam** like castles; the child's boats among them; where will they reach land?
- **stanza 3:** past a **mill**, down the **valley** and the hill
- **stanza 4:** far away, **other children** will bring the boats **ashore**
- **theme: imagination**: a boat from home may travel where the child never will
- **rhymes:**
  - *band*: sand, hand
  - *drill*: mill, hill
  - *dome*: foam, home
  - *bore*: more, ashore
  - *fever*: ever, river (near rhymes)

Key words

strange: unusual; not seen before.
imprisonment: being kept in a prison or a cage.
shattered: broken into many pieces.
irritated: annoyed; a little angry.
profit: bring gain or money.
release: set free.
greedy: wanting more than you need.
foam: small white bubbles on moving water.
mill: a building where grain is ground into flour.
valley: low land between hills.
ashore: onto the land from the water.
announcement: a short public message for many people at once.

Speaking: asking, giving, refusing

Ask	Give	Refuse
May I …?	*Yes, you may.*	*I'm sorry, you can't.*
Can I …?	*Of course.*	*I'm afraid you can't.*
Is it okay if I …?	*Yes, you can.*	*I'm sorry.*

- **May I / Can I** + plain verb: *May I go out?*
- **Is it okay if I** + present simple: *… if I open the window?*
- **May I** most polite (teachers, elders, guests); **Can I** with friends; **Could I** polite too
- refuse with **sorry + a reason**; a plain *No!* is rude
- **I'm afraid** = a polite way to give bad news, not fear
- **library rules (L-I-B-R-A-R-Y):** listen to the librarian, inquire (ask), be respectful, read and talk quietly, always walk, return books to their places, your manners are appreciated
- **classroom rules:** be respectful, be responsible, be safe

Grammar: yes/no questions

- answered with **yes** or **no**; voice **goes up** at the end

Statement	Question	How
*He **can** play.*	***Can** he play?*	helping verb to the front
*They **like** rice.*	***Do** they **like** rice?*	*I, you, we, they*: **do**
*He **walks**.*	***Does** he **walk**?*	*he, she, it*: **does**, verb loses -s
*She **won**.*	***Did** she **win**?*	past: **did**, verb back to plain

- helping verbs: *am, is, are, was, were, can, may, will, have, has*
- **one -s, one past**: carried by *does* / *did*, never also by the verb
- *They have a car.* → ***Do** they have a car?* (*have* = own)
- **short answers** repeat the helper: *Yes, she is. / No, he doesn't. / Yes, it can.*
- **every day** = each day; **everyday** = ordinary

Writing: class rules and a letter

- **rules:** short, clear, positive; start with a verb (**imperative**): *Raise your hand to speak. Put litter in the dustbin.*
- **letter to a friend:**
  1. your address and the date
  2. *Dear …,*
  3. an opening line (*How are you?*)
  4. the body (the rules)
  5. a friendly closing line (*Please write soon.*)
  6. *Your friend,* + your name

Project: notes on Nelson Mandela

- notes = names, dates, places, not sentences
- born 18 July 1918, Mvezo; died 5 Dec. 2013, Johannesburg; lawyer; fought **apartheid**; 27 years in prison, freed 1990; Nobel Peace Prize 1993; President 1994–1999

Extra bit: the full stop (period)

- end of a **statement**: *Rome is the capital of Italy.*
- short forms: **a.m., Dr., Mr., Mrs., Ms.** (American)
- the **decimal** point: *Rs. 10.50*
- one-word sentences: *Goodbye. Stop. Yes.*
- a question ends with **?**, a strong feeling with **!**

Listening: the head teacher's announcement

- **New Nepal** Secondary School; **winter schedule** 10 a.m.–3 p.m.; assembly at 10
- no **junk food**; wash **hands** often (sanitizer or soap)
- no ornaments (bangles, earrings); uniform **compulsory** for teachers **and** students
- separate dustbins: **degradable** and **non-degradable** waste
- library: in the library period, or at **tiffin time**

COMMON MISTAKES

✗ Can I going out?
✓ Can I **go** out?

✗ Does he walks to school?
✓ Does he **walk** to school?

✗ Did she won the race?
✓ Did she **win** the race?

✗ Is it okay if I will open the window?
✓ Is it okay if I **open** the window?

✗ No! (to refuse)
✓ **I'm sorry, you can't.** + a reason

✗ He eats an apple everyday.
✓ He eats an apple **every day**.

✗ at 8 am every day She sees
✓ at 8 **a.m.** every **day.** She sees