

# The World Through **ENGLISH**

## Work - Book



**Grade**  
**10**



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*The  
World Through  
English  
Work Book - Grade -10*

**1. Our Environment.**

1. A Magazine on Environment.
2. Sinharaja - The kingdom of the lion.
3. Man and the Forest.

**2. Asian Culture.**

1. The Asian Scenc.
  - A. Pages from Hiran's Scrap Book - Myanmar.
  - B. Another page form Hiran's Scrap Book - Tibet.
2. The story of the betel and the Areca.
3. The Portrait of a people.

**3. Community Development.**

1. Facing disaster.
2. Community Banks.

**4. Science and Technology.**

1.
  - A. This is what People thought.
  - B. Shape of things to come.
2. Robots.  
Living in the 21st Century.

**5. Great Personalities.**

1. Great Personalities of our time - Dr. C.W.W. Kannangara.
2. Great Personalities of our time - Martin Luther King Jr.
3. Helen Keller.

**6. Respect for life.**

1. Prefects Day.
2. Respect for the child.
3. The Elephants in Zimbabwe.

**7. Health and Diseases**

1. The inside story
2. Viruses
3. A Pioneer in the study of microbes

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# Vocabulary

Nouns	Verbs	Adjectives	Adverbs
afforestation	absorb	aquatic	approximately
amphibian	address	arduous	easily
article	allocate	cascading	freshly
beholder	circle	commercial	frequently
bio-diversity	congregate	elongated	gracefully
birdland	discern	endangered	hardly
canopy	enable	endemic	naturally
catalyst	exhort	intricate	tragically
century	face	lucrative	
chena clearing	fulfil	picturesque	
consumer society	lace	prolific	
drip tip	nurture	quaint	
deforestation	preserve	remote	
formation	proclaim	tropical	
habitat	progress	unscrupulous	
initiative	publish	valuable	
issue	regard		
majesty	splash		
marathon flight	spill		
mammal	surround		
mongoose	surpass		
mushroom	taper		
night prowler	tend		
relationship	threaten		
reptile	wall		
resin	yield		
sanctuary			
sapling			
treasure trove			
timber			
treacle			
reivulet			

**Lesson Unit One : Our Environment**

**Comprehension**

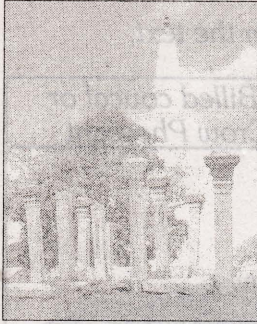
Answer the following questions, Your answer must be based "Our Environment"

1. Who has invited the children to write articles?  
.....
2. What is the magazine Published by Environment Authority? and how often is Published?  
.....
3. Why Rajeev said "Will have to get started soon?"  
.....
4. If you approach kumana what type of invitation you can get?  
.....
5. When the migrants or the bird tourist arrive to get away?  
.....
6. How Rajeev explain of Upul's cartoon?  
.....
7. How many principal water falls in Sri Lanka?  
.....
8. Which is the highest waterfall and how long?  
.....
9. What is Bopath Ella famous for?  
.....
10. What is Teacher say about waterfall essay?  
.....
11. What are the rules you want to follow write an articles?  
.....

### Activity - 1

Following details given you for write articles of Ancient Cities in Sri Lanka.

#### Anuradhapura



The best known of Sri Lanka's ancient cities, it was the capital of the island for more than a thousand years from the 5<sup>th</sup> century BC. A number of Buddhist monuments here date back over 2,000 years. Mihintale, regarded as the cradle of Buddhism in Sri Lanka, is situated 3km north of Anuradhapura.

#### Sigiriya



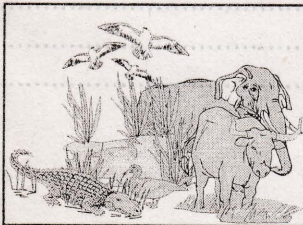
A rock fortress, situated 66km from Polonnaruwa, where king Kashyapa built his fortified palace atop and around a 183m rocky outcrop in the 5<sup>th</sup> century. Sigiriya is best known today for the painting of beautiful women found on a sheltered ledge on the side of the rock. These are considered as being part of the world's art treasures on the summit are the remains of the vast palace of Kashyapa, complete with bathing pool and platforms for dancing girls.

#### Polonnaruwa



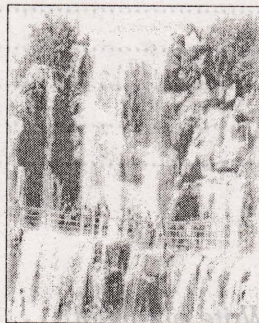
The capital from the 11<sup>th</sup> to the 13<sup>th</sup> Century. Its centrepiece is the Terrace of the Tooth Relic. Best examples of sculpture at Polonnaruwa are seen at the **Gal Vihara**, a monument with four beautifully carved images of the Buddha. A sampling of medieval Buddhist art is preserved at the **Tivanka Image House**. One of the island's largest known irrigation reservoirs is the **Parakrama Samudraya**, an inland sea constructed in the 11<sup>th</sup> century.

#### Wildlife



.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

#### Nuwara Eliya



180km from Colombo, 77km from Kandy, the best known hill station of the island is in the heart of the tea-growing mountains. Situated at an elevation of 1,889m above sea level, it is the ideal base for exploring the tea country. Nearby is the **Hakgala Botanical Gardens** with its rare collection of roses, orchids and a carefully tended fernery. There are trout streams in the vicinity where fishing is permitted. The Horton Plains nature reserve is only 29km distant.

**Activity - 2**

Read the folk story about Diyaluma in the text on "Water falls". Relate this story to your friends.

Try to use as many words and phrases as Possible from the text.

**Activity - 3**

Read the text on "In Praise of kumana"

- (a) Imagine you are a snipe, who visited Kumana during the northern winter. Tell your experience to others in your group.

**Used the following**

- \* Snipes all racted by the lagoons
- \* The snipe is remarkable for the marathon flight it makes all the way from Siberia.
- \* Bird tourists make a fine sight as they circle the land and move away in an arrow head formation against a blue sky in their long way home.

.....

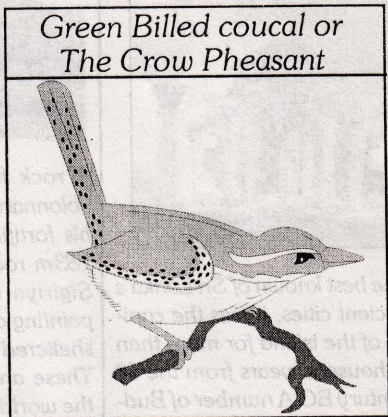
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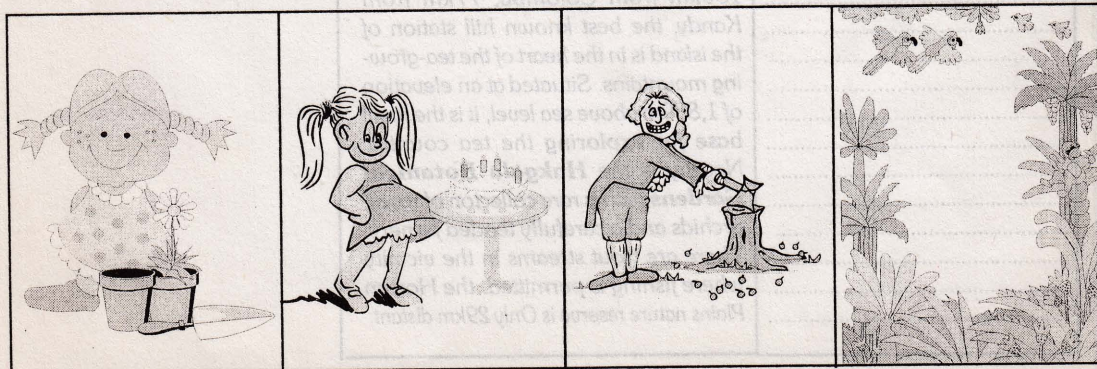
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**Activity - 4**

Look the following Cartoon. Write out what?





1. Will you explain Cartoon number one?

.....  
.....  
.....

2. The girls decide to do in Cartoon number two?

.....  
.....  
.....

3. Write Comments of Cartoon number three?

.....  
.....  
.....

4. An outsider would say about Cartoon number four?

.....  
.....  
.....

**Activity - 5**

Here are a few Proverbs.

Fill in the blanks with one of the phrases and words in the cage and complete the proverbs.

1. A friend in need is
2. A good name is
3. Barking dogs
4. Empty vessels make
5. Fortune knock once
6. Honesty is the
7. Lost time is
8. Early to bed and
9. An apple a day keeps
10. All that glitters is

- |                     |
|---------------------|
| better than riches  |
| not gold            |
| early to rise       |
| at every man's door |
| never found         |
| a friend indeed     |
| the doctor away     |
| the most noise      |
| best policy         |
| seldom bite.        |

**Activity - 6**

Fill in the blanks with followings words.

arrive to get away, to have a clean, hear a rather noisy,  
beauty of formation, by the end of

1. As you approach Kumana you ..... invitation the sound of thousands of birds calling one another.
2. He is telling the boys how good it is ..... Environment.
3. From October onwards the migrants or the "Bird tourists" ..... from the northern winter.
4. Bopath Ella is another waterfall well known for its .....
5. The migrant birds leave ..... march.

**1 - 2. Sinharaja - The Kingdom of the Lion**

1. Read the "Sinharaja - The kingdom of the lion" and then answer the following questions that follow. Your answers must be based on the passage.

- (1) How the forest fulfilled most of the man's needs?  
.....
- (2) Which is most valuable medicines?  
.....
- (3) What are the list of treasures can get from the forests?  
.....
- (4) How did Sinharaja gets its name?  
.....
- (5) When the forest proclaimed it a national heritage?  
.....
- (6) Sinharaja forest with a hig degree of Bio-diversity what does bio - diversity refer to ?  
.....

(7) How is the forest floor?

.....

(8) What are the problems faced Singharaja forest?

.....

(9) How was species of butterflies and reptiles are lost?

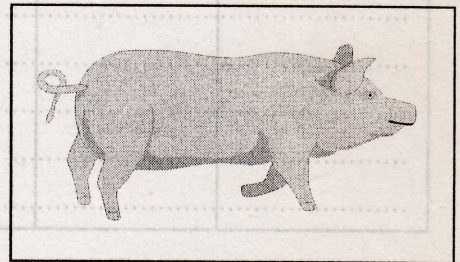
.....

(10) What is the notice at the entrance to sinharaja tells the visitor?

.....

(11) What is the difference would you see in a wild pig at Sinharaja forest and one at a Zoological Garden?

.....  
.....  
.....  
.....  
.....  
.....  
.....



(12) If you are a researcher tell how we can serve our great forest?

.....  
.....  
.....  
.....  
.....  
.....



**Activity - 7**

Find words from the cage to match the following expressions.

- (A) \* Woody climbers and spiny law palms spread over the ground.
- \* Most protected species of butterflies and reptiles are smuggled out of country.
- \* Our own tropical rain forest.
- \* Every scrap of land is covered with vegetation of some sort.
- \* It has a great many species of animals, birds and insects..

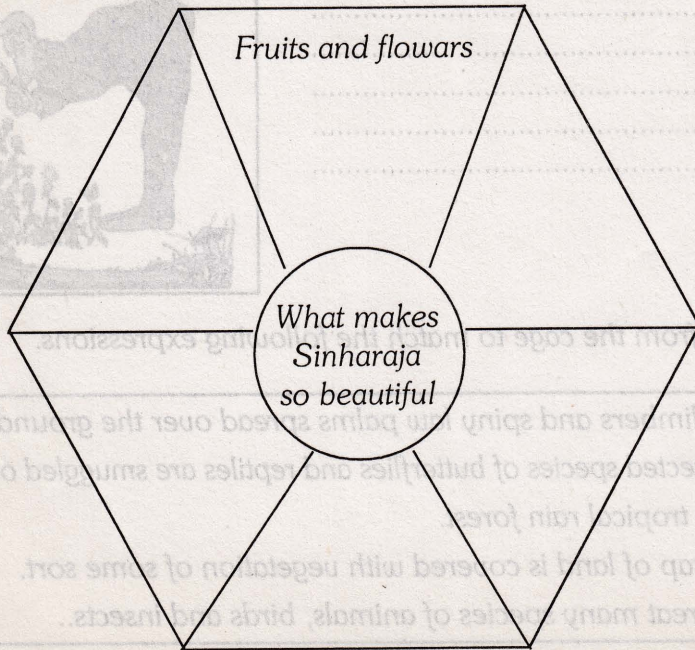
1. Kinds of plant and animal life in a forest.
2. People who carelessly destroy natural beauty.
3. Plants native to an area.
4. Species of bird, animals, plants threatened with extinction.
5. Plant life of some sort.

(B) Put the following words into the Correct column.

- (i) Fruit bat, frog, mosquitoes, ants, snakes, butterflies, spiders.
- (ii) Find other words to fit into the columns and make a complete chart.

amphibians	reptiles	birds	mammals	insects
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

(C) Read the text about Sinharaja again, and complete the diagram, one is done for you.



**Activity - 8**



Look at the picture write about

\* The subject of the picture

.....

\* How the picture is related to the theme.

.....

.....

\* What the man and birds think?

.....

.....

Write your own caption for the picture.


**1 - 3 Man and the Forest: The story of Gadkharkh Village India**

1. Read "The man and the forest: the story of Gadkharkh Village India" and then answer the following questions that below. Your answers must be based on the passage.

(1) (a) Which is the sleepy village?

.....

(b) How can you go there?

.....

(2) Why Gadkharkh men migrate to the cities?

.....

(3) Which is not provide sufficient food for the villagers?

.....

(4) The villager's women laboured how many hours?  
.....

(5) What is deforestation sing:  
.....

(6) When they started "hug the trees movement" or " tradition of the Chipko Andolan?"  
.....

(7) Why the villagers argued that they would hug the trees to save them?  
.....

(8) Which districts Gadkharkh women were ban on cutting trees over an altitude of 1524 meters?  
.....

(9) (a) Why public land had been replanted with trees of commercial value?  
.....

(b) What is the meaning of commercial value to support?  
.....

(10) With whom once again the women decided to take action?  
.....

(11) What is the name of forum formed by womens in 1982?  
.....

(12) Why the MMD Provide interest free loan?  
.....

(13) How many women caught a man from the village with a load of freshly cut wood?  
.....

(14) How they setting up afforestation?  
.....

(15) Gadkarkh helped how many villages in the area to follow it example?  
.....

Pick out word from the cage which have the closest meaning to the following.

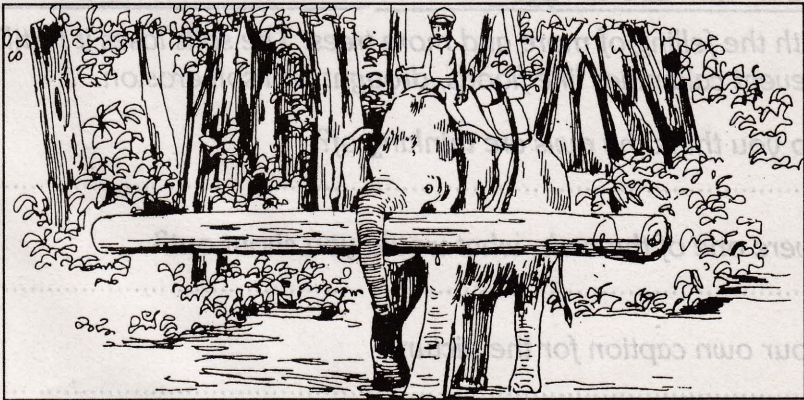
* Sufficient	* Laboured
* Carry out their normal household chores	* Struggle grew bitter
* Had started	* Save them
* Catalyst to spark their enthusiasm	* Commercial value
	* Small nursery
	* Enabled them to replant

1. Day - to - day activities in a house .....
2. Enough .....
3. Looking after .....
4. Worked hard .....
5. Very difficult and tiring .....
6. Set apart .....
7. A young plant .....
8. Money or cash value .....
9. Made it possible .....
10. A person who helps to bring about change .....

**Activity - 9**

**Trees of commercial value**

While public land had been replanted with tree of commercial value to support the timber industry.



**Communal use**

The Government had failed to replant the land which had been allocated for communal use.

☆ Collect information about these trees

Trees name	Use to
Natural teak	To make household furniture
.....	.....
.....	.....
.....	.....

**Activity - 10**

Look at the picture. Study it.

Sri Lanka forests Sinharaja forest are being cut down to make room for house to shelter them and fields to feed them. To have a healthy environment is necessary to maintain a balance of nature.



With the felling of more and more trees. The soils loses it fertility. Forests also help prevent calamities like floods, drought and soil erosion.

1. What do you think the owls are thinking of?

.....

2. If you were one of the owls, what would you shout out?

.....

3. Write your own caption for the picture.

.....  
.....

4. Write an appeal to save flora and fauna from distraction.

.....  
.....



**Activity - 11**

Following questions are given you to ask women in the village and write a story about the women of Gadharkh village. Give your story a new title.

1. Why your village called sleepy village?  
.....
2. How many kilometres footpath connect the village?  
.....
3. Why you did not get sufficient food?  
.....
4. Why men migrate to the cities?  
.....
5. How you carry out your normal household chores?  
.....
6. What are the deforestation struggle to you?  
.....
7. What the song you protests against deforesation?  
.....
8. When were you had started hug the trees movement?  
.....
9. Why you not allow them to cut down tree?  
.....
10. Why they replanted with trees of commercial value?  
.....
11. Who joined with you to take action?  
.....
12. When you started MMD forum?  
.....
13. With what they caught a man?  
.....

14. How the plantation camps developed?

Activity - 11

**Activity - 12**

The Gadkharkh villagers faced three main problem.

- \* Migration of men to the city
- \* Deforestation of their forest land
- \* The heavy work load for women

☆ Do the people in your area or village face any one or more of these problems?

Discuss in groups of four and make your notes.

Present your findings orally to the class as a whole.

Write your Problems.


**Activity - 13**

"The men in the Gadkharkh village seem to have caused all the Problems"

(A) With information from the text prepare your case for an argument. You may use some or all of the following word groups.

<p>As I See</p> <p>In my opinion</p> <p>Without any question</p> <p>According to given information</p> <p>No help at all</p> <p>Hardly any help</p> <p>In such a situation</p>	<p>As I see village fields hardly provide sufficient food</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--	---

(B) Prepare your defence to the charges levelled. You may use the following word groups too:

It is my belief:	It is my belief their many activities which included guarding the forest and afforestation as well.
hardly any truth:	.....
Not at all necessary:	.....
Peace and harmony:	.....
Helping one another:	.....
To cut short:	.....

Read the following poem and say what the tree tells the wayfare.

### TO THE WAYFARE

“Ye who pass by and would raise  
your hand against me,  
Harken, ere you harm me.  
I am the heat of your hearth  
In the cold dark night.  
The friendly shade screening  
You from scorching sun,  
and my fruits are refreshing draughts  
quenching your thirst as you journey on,  
I am the beam that holds your house,  
The board of your table,  
The bed on which you lie,  
the timber that builds your boat  
I am the handle of your hoe,  
The door of you homestead  
the wood of your cradle  
and the shell of your coffin,  
I am the berad of your kindness.  
And the flower of beauty.  
Ye who pass by listen to my  
Paryer. - Harm me not!”

Forest Department 1887 - 1987, 100 years of forest conservation, Ministry of Land and land Development.

# 1. Grammar

## Relative Pronouns

'Relative Pronouns' do two Jobs at Once. They are used as the subjects or objects of verbs, like other pronouns; at the same time, They join clauses together, like conjunctions compare:

ex: What's the name of the blonde girl? She just come in.  
What's ths name of the blonde girl who just come in?

In the Second example, Who replaces she as the subject of came, and also allows us to join the two sentences into one.

## Relative Pronouns

When some one or something is mentioned in a sentence, we often want to give further information about it. One way to do this is by using a relative clause. Look at the following example.

1. When I looked through the window I saw a girl **whose beauty** took my breath away. (Subject)
2. I was a meeting **whose importance** I did not realize at the time (Object)
3. Atlas was a kneeling man **on whose shoulders** the world rested.

## Activity - 1

Combine the following Pairs of Sentences Using "Who" or "Whose". Not how the relative clause gives more information about the preceding noun in each sentence.

1. I saw some students.  
Their car had broken down.  
.....
2. I met a girl.  
Her brother knows your.  
.....
3. I met a woman.  
She writes detective stories.  
.....

4. We met the sailors.  
Their ship was wrecked.

5. A widow is woman.  
Her husband is dead.

**Understanding long sentences**

The following sentence taken from the text is a long sentence made up of a number of Clauses and phrases. In order to understand its meaning you could break it up into different parts by asking questions.

Eg: They make a fine sight as they circle the land and move away in an arrow head formation, against a blue sky, on their long way home.

They make	What?	Fine sight
	When?	As they circle the Land
	and	(Connector)
	do What?	move away
	How?	In an arrow head formation against a blue sky
	When?	On their long way home

**Activity - 2**

Break up the following sentences in a similar manner.

1. One evening eighteen vigilant women marched to the village with sickles in their hands and surrounded it.


2. The Snips is remarkable for the marathon flight it makes all the way from Siberia, Although it weight only about 120 grammes.


3. Today, the Sinharaja is faced with many problems rare birds, butterflies and reptiles are lose to Sinharaja because of unscrupulous collectors of wild life specimens.


4. Thus the notice at the entrance tells the visitors "Love Sinharaja . Please leave it as you find it"


**Activity - 3**

Connect the following sentences using the word 'Thus' as a linker as in the example. Given from text.

Thus - in this way, as indicated accordingly, as a result, or inference To this extent, So (thus for: Thus much) because of this or that
---

- \* 'Thus we passed along the road'.  
Meaning 'In This way we passed along the road'
- \* You proceed thus  
Meaning ' You proceed in this way or in this manner.'
- \* We were tired, Wet and hungry, Thus we were in no mood to quarred

1. The migrants Come to get away from the cold winter. Birds like the tern, Sand piper, Plover, Duck and snipe are regular visitors.

.....  
.....

2. Waterfalls are not Just pretty things. They draw us to them with their majesty. They are delights of nature to be experienced and felt not just seen.

.....  
.....

3. The Pereras have a large income from their investments. They are in a position to visit foreign countries every year.

.....  
.....

4. Of the migrant birds that come to Sri Lanka the snipes leave by mid march and the lerns in early April. Most of the birds will have left by the middle of April.

.....  
.....

**Lesson Unit Two :**

**Asian Culture**

**2-1. The Asian Scene**

**A. Pages from Hiran's Scrap Book. Myanmar**

**Comprehension**

1. Read "Pages from Hiran's Scrap Book - Myanmar" Carefully and then answer the questions that below. Your answer must be based text.

(1) Who brought Scrap Book?  
.....

(2) What is in the Scrap Book?  
.....

(3) From where Hiran got picture cards?  
.....

(4) Who is the great traveller?  
.....

(5) What is the title of your scrap book?  
.....

(6) What is best introduction to Myanmar?  
.....

(7) Which is the Capital City of Myanmar?  
.....

(8) Why thousand of devotees gather Shwedagon Pagoda?  
.....

(9) How many feet highes shwedagon pagoda?  
.....

(10) Who is in picture of the yellow robes?  
.....



(11) How many religions and races in Myanmar?  
.....

(12) Who entered the monastery and which period?  
.....

(13) What can you see in all parts of Myanmar?  
.....

(14) How Myanmar has remained untouched by western influence?  
.....

(15) What is Myanmar's traditional dress?  
.....

(16) What is the name of traditional dance?  
.....

(17) Which are the stories based zat dramas?  
.....

(18) When Myanmar celebrated new year festival?  
.....

(19) Why they throw water at people in the street?  
.....

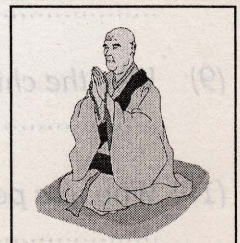
(20) What is Hiran's uncle told at last?  
.....

2. Write the meaning of following words.

(1) Longui -

(2) Zat -

(3) If you want to become a novice monk what type clothes you want to wear?  
.....  
.....  
.....



(4) Write a paragraph of Myanmar way of life?

.....  
.....  
.....

**3. Another page from Hiran's scrap book - Tibet**

**Comprehension**

(I) Read "Another page from Hiran's scrap book - TIBET" Carefully and then answer the questions that below.

(1) Who had lot of information of Tibet?

.....

(2) Why were the fields barren?

.....

(3) Which animals were chewing at the stubble?

.....

(4) Where is situated threshing grounds?

.....

(5) What were people doing?

.....

(6) How the air cries in the harvest time?

.....

(7) How you know that year harvest is good?

.....

(8) How they go back to homes?

.....

(9) Why the children collected baskets of dung?

.....

(10) Who was performed a parting ritual called Lungta Tangen?

.....

(11) Where did they climbed?

.....

(12) What was done Angya at Mustang?

.....

(13) Why did they praying?

.....

(14) How did the wind roared?

.....

(15) Why did they stood for a long time?

.....

(II) Match the words in the cage which have same meaning.

- (a) Empty
- (b) separating the grain from wheat
- (c) Beating
- (d) The outer covering of grain left after thre shing
- (e) Narrow street or path between building in town
- (f) A deep narrow valley with steep sides
- (g) Having a sweet or pleasant smell
- (h) Any of several substances that give off a sweet smell when burnnt
- (i) Unsafe
- (j) Customary acts which are often repealed in the same form

- |                      |                                 |
|----------------------|---------------------------------|
| 1. Juniper branches  | 2. Threshing ground             |
| 3. Incense           | 4. ritul                        |
| 5. Barren            | 6. whacking mounds              |
| 7. The narrow alleys | 8. Cliff                        |
| 9. Chaff             | 10. rode across the broad plain |

**Activity - 1**

\* Look at the picture talk about how the harvesting scene in Sri Lanka differ from that of Tibet.

.....  
.....  
.....  
.....



**Activity - 2**

"They tossed the papers off the Cliff praying for health, long life and good fortune".

Find what the following would wish for

\* A man dying of a fatal illness.

.....  
.....  
.....  
.....  
.....



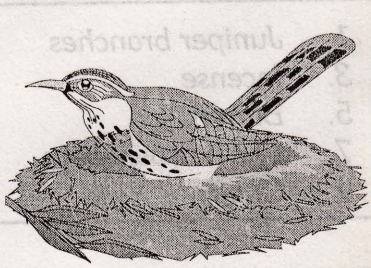
\* A Tiger fallen into a deep well

.....  
.....  
.....  
.....  
.....



\* A bird in a cage

.....  
.....  
.....  
.....  
.....



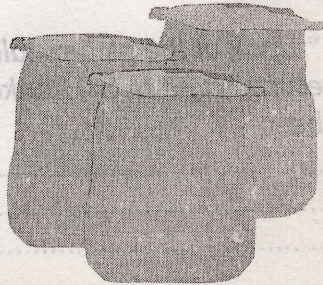
**Activity - 3**

"The People of Tibet the grain in huge sacks made of homespun wool".

Find:

\* Other materials sacks are made of

.....  
.....



\* What these sacks are used for.

.....  
.....  
.....

Write paragraph on sacks. What they are made of and what they are used for.

.....  
.....  
.....

**Activity - 4**

In the text the word "fire" is used with "cooking" to make "cooking fire"

Here is list of words with fire. Use it for your vocabulary. And word power and write meaning in your mother language. You can use dictionary also.

Word Power	Write the meaning in your Mother Language
1. Fire alarm	.....
2. Fire ballon	.....
3. Fire Brand	.....
4. Fire break	.....
5. Fire Brigade	.....
6. Fire bucket	.....
7. Fire bug	.....
8. Fire drake	.....
9. Fire escape	.....
10. Fire extinguisher	.....
11. Fire fighter	.....
12. Fire fly	.....
13. Fire guard	.....
14. Fire insurance	.....
15. Fire man	.....
16. Fire place	.....
17. Fire proof	.....
18. Fire Screen	.....
19. Fire Side	.....
20. Fire Station	.....
21. Fire trap	.....
22. Fire wood	.....
23. Fire work	.....

Here is some idioms and usages for your vocabulary purpose.

Idiom and usages	write the meaning in your Mother Language
1. Fire and sword	.....
2. Set the themes on fire	.....
3. Head coals of fire on ones head	.....
4. The fat is in the fire	.....
5. A ball on fire	.....
6. a baptism of fire	.....
7. Catch fire	.....
8. Fire and brimstone	.....
9. No smoke without fire	.....
10. Out of the frying pan into the fire	.....
11. Set the world on fire	.....

**Activity - 5**

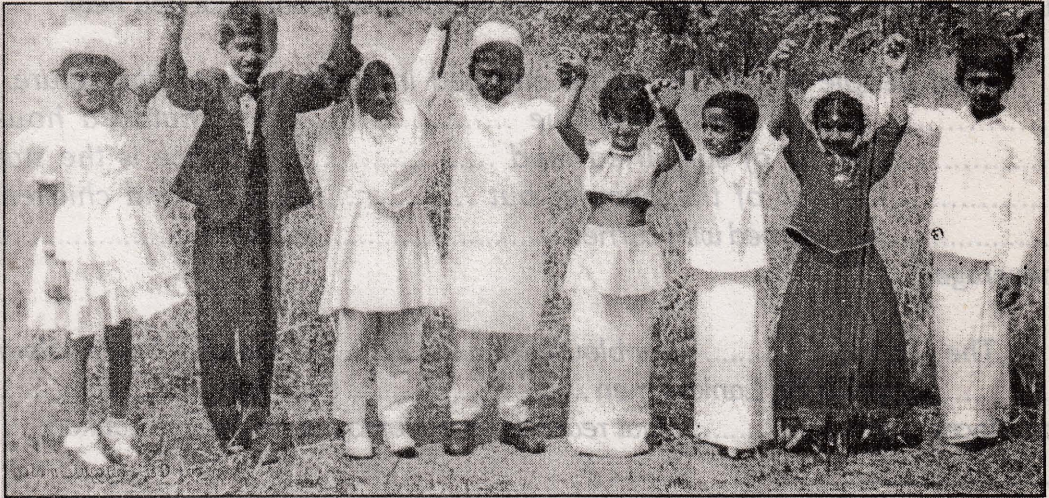
(A) Find from the text the adjectives that have been used to describe the following nouns. Write two more adjectives to describe each nouns.

Noun	Two more adjectives noun	
eg: Plain	narrow plain	wide plain
1. Grounds	.....	.....
2. Wall	.....	.....
3. Sacks	.....	.....
4. Wool	.....	.....
5. gare	.....	.....
6. Fires	.....	.....
7. ritulal	.....	.....
8. Projection	.....	.....
9. Pieces	.....	.....
10. Sky	.....	.....

**Activity - 6**

“Longyi” is the traditional dress of the people of myanmar.

\* Find the traditional dresses of people of as many countries as possible.



Traditional dresses

Country	Dress
1. India	.....
2. Sri Lanka	.....
3. Malasiya	.....
4. Pakistan	.....
5. Arabia	.....
6. Japan	.....
7. Unite Kingdom	.....
8.	.....
9.	.....
10.	.....

Race	Dress
Sinhala	.....
Tamil	.....
Muslim	.....

**Activity - 7**

Listen to your Teacher.

1. Fill in the blanks in the following text information from what you hear.

Most people in Sri Lanka are engaged in some form of agriculture. In ..... areas they live ..... thatched houses ..... of sun dried mud ..... rice is the staple ..... of the people, but ..... and chicken is ..... served with curried ..... tea is the ..... beverage.

The ..... wear blouses ..... sarees of bright coloured ..... Sri Lankan men ..... wear light ..... and loose ..... that reach upto are enjoyed by the Sri Lankan.

**Activity - 8**

(A) Complete the following dialogue using expressions given in the box.

- ..... Corners of the earth
- ..... foreign
- ..... The Asian Scene
- ..... Recognise
- ..... introduction
- ..... Traveller

Hiran : Can't you ..... them? most of them are cards you sent me from all ..... you were a great ....., weren't you Uncle?

Uncle : Yes, I was in the ..... service, whats the title of your scrap book ?

Hiran: .....

Uncle : I see. This photo of Shwedogon Pagoda is the best ..... to Myanmar. you have a very detailed note here.



## 2 - 2 The story of the Betel and the Areca

### Comprehension I

Read carefully "The story of the betel and the areca" then fill in the blanks using the Correct names, words.

1. Cao Tan and Cao Lang were two members on the ..... family.
2. Two brother were like each other as ..... and both good looking good tempered and hard working.
3. Cao Lang secretly fell ..... who lived in a neighbouring village.
4. Many youth wished to ..... hand.
5. He must wait ..... brother got married.
6. Cao Tan ..... a suitable girl to be his bride.
7. Xuan phu agreed to ..... him.
8. Cao Lang ..... his grief as well as he could.
9. Xuan phu was a feeling of ..... and happiness.
10. Cao Lang realising the mistake .....
11. He went to into the house ..... greeting his wife.
12. The house was nolonger ..... it had been before.
13. Cao Lang was feeling that it fault of ..... and decided to ..... from his family.
14. One evening he ..... on the bank of a stream and he dead.
15. Over mountains and through forests he wandered ..... of his lost brother.
16. Cao Tan devotion he was changed into a tall palm ..... arecanuts.

- 17. Xuan waited ..... for his return.
- 18. She too ..... and was changed into a climbing vine, the betel.
- 19. The Villagers hearing the story, set up a ..... in memory of the three.

**Comperhension II**

Read "The story of the betel and the areca" and then write the correct answer for the following questions.

- 1. Who lived in the highlands of North Vietnam?  
.....
- 2. Who was fell in love with a girl lived in a neighbouring village?  
.....
- 3. How many youths wished to ask for her hand?  
.....
- 4. Why did Cao Lang wait for to get married?  
.....
- 5. When was Cao Langs dismaid?  
.....
- 6. How Xuan phu make the feeling of warm affection and happiness?  
.....
- 7. Why Xuan phu hurried out to the gate?  
.....
- 8. What is the mistake Xuan phu done?  
.....
- 9. Why Cao Tan went inside the house without greeting his wife?  
.....
- 10. Why the house was no longer as happy as it had been before?  
.....

- 11. When was Coa Lang decided to go away from his family?  
.....
- 12. Why Coa Lang body was changed into a rock of pure white chalky lime?  
.....
- 13. When Coa Tan set out in search his brother?  
.....
- 14. Where was Coa Tan looking for a sign of his lost brother?  
.....
- 15. Why Coa Tan body was changed into a tall palm tree bearing arecanuts?  
.....
- 16. Where was she collapsed and dead?  
.....
- 17. How she was changed?  
.....
- 18. What is the tragic story beside to rock?  
.....
- 19. Why the villagers set up a small shrine in memory of the three?  
.....
- 20. What did king ordered to the villagers?  
.....

**Activity - 9**

“Cao Lang left home. Coa Tan and his wife Xuan Phu were worried.”

Write out the dialogue they would have had over Coa Lang’s disappearance.

Cao Tan : Xuan phu where is my brother Cao Long?  
Xuan phu : I did see him from yesterday.  
Cao Tan : .....  
Xuan phu : .....

Cao Tan : .....

Xuan phu : One day I was waiting for you at the gate. Mistakely I took his hand. at the same time he murmured "My sister in law" with a shock, I realised he was not my husband.

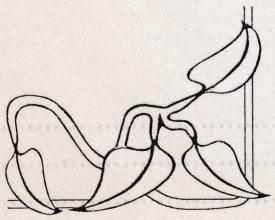
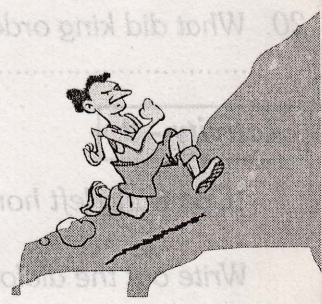
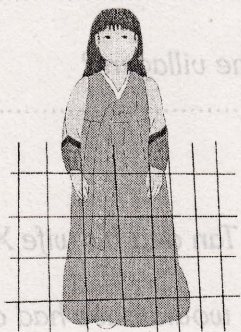
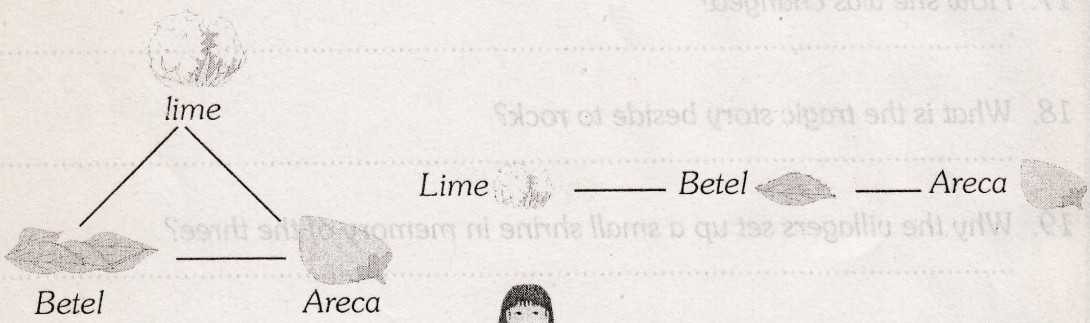
Cao Tan : .....

Xuan phe : .....

Coa Tan : .....

**Activity - 10**

The story of the betel and the Arecae is First three Cornered. The Triangle then becomes a straight line. Later it end up as a dot and Finally there is a blank.



**Activity - 11**

**2-3 The Portrait of a People**

**Comprehension**

Betel is used in Sri Lanka on many Occasions.

\* Discuss in groups and make a list of these occasions and write how betel is used.


## 2-3 The Portrait of a People

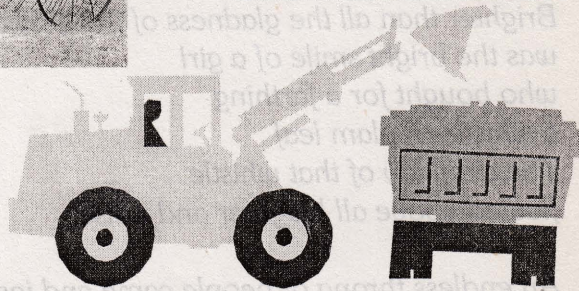
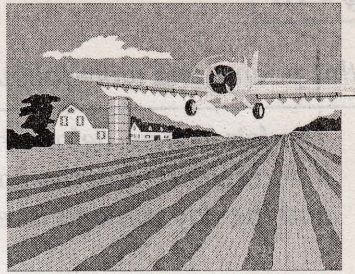
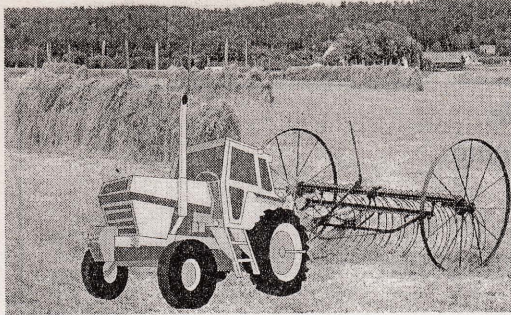
### Comprehension

Read "The Poratrait of a People" and write the answer carefully. Your answer must be based above text.

1. Why the Cultivator wait for Lucky day and Lucky Time?  
.....
2. When the Cultivator ensure that traditional eremonies?  
.....
3. Why the cultivator intrigued by a sheaf of coconut flowers stuck on mound of mud?  
.....
4. Why did the cultivator take few handfuls of seed Paddy purified and dedicated to the gods?  
.....
5. How the Cultivalos drive away insects from their paddy field?  
.....
6. What are the traditions make on the reaping time?  
.....
7. When they offer to the kapurala or priest?  
.....
8. Write four way of ceremonis of the threshing floor?  
.....
9. When they offer milk rice to the god in a devalaya?  
.....

### Activity 12

See the following picture of modern cultivation and discussion on advantages and disadvantages of modern techonogy used in the field of agriculture under the following headings.



	Advantages	Disadvantages
* Cost		
* Efficiency		
* Labour		
* Dangers		
* Developing countries		

**Activity - 13**

\* Read this poems and write following say why?

The fair was on before the temple.  
It had rained from the early morning  
and the day came to its end.

Brighter than all the gladness of the crowd  
was the bright smile of a girl  
who bought for a farthing  
a whistle of plam leaf  
The shrill joy of that whistle  
floated above all laughter and noise.

An endless throng of people came and jostled together.  
The road was muddy, the river in flood,  
the field under water, in ceaseless rain.

Greater than all the troubles of the crowd  
was a little boy's trouble...  
he had not a farthing  
to buy a painted stick.  
His wistful eyes gazing at the shop  
made this whole meeting of men so pitiful.

A. The girl smile was brighter than all the gladness of the crowd.

.....

.....

.....

.....

B. The boy's trouble was greater than all the troubles of the crowd.

.....

.....

.....



## Grammar

### The ordering of Adjectives

When more than one adjective occurs in a noun group, you have to put the adjectives into an acceptable order. The order that is generally followed falls under the heading given in the diagram. Note that you will not find all these adjectives coming in one sentence.

Determiners	Quality	Size	Shape	Age	Color	Classification	Country	Material	Noun
1. a / an	beautiful	little	small	square	old	red	striped	Indian	silkscarf
2. one	nice	big	round	new	brown	plain	Japanese	woolen	Desk
3. some	handsome	tall	.....	young	tanned	.....	Sri Lankan	.....	.....

### An Adjective is a word that modifies a noun

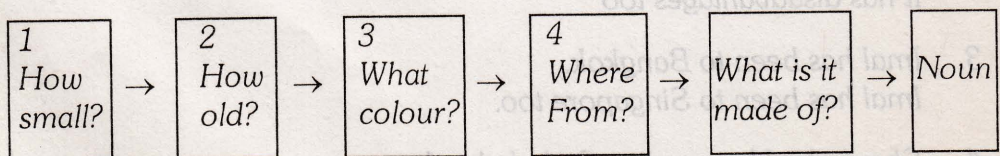
The word *several* is one of a special group of adjectives called determiners.

Determiners are adjectives that can only be used before the noun they modify. The words in the box below, and all cardinal numbers, can be determiners.

a	each	most	that
an	either	neither	the
another	every	one	these
any	few	several	this
both	many	some	those

The three determiners *a*, *an*, and *the* are sometimes called articles.

- \* Sometimes we use two or more fact adjectives.  
Very often (but not always we put fact adjectives in this order)



**Activity - 1**

Each of these groups of words has a noun and several adjectives which are jumbled. Find the noun and then write the adjectives which describe it in their correct order. Write a determiner for each sentence.

1. Light coloured, tablecloth, handloom, batik, attractive
2. Wooden, nice, old, table, black
3. Watch, shiny, Swiss, gold, beautiful
4. Old, long, long story, interesting, Japanese.
5. Black and white, expensive, modern, television, National, 27 inch

**2. Linking Ideas - "Not only" - but also**

Look at the following sentence.

- \* Not only was she beautiful but she was also modest well behaved and gentle.
- \* Not only is she foolish but also obstinate.
- \* Mountaineers carry not only compasses but also map
- \* Not only injuries but also deaths forced the climbers to retreat.
- \* She not only sing an angel but also dances divinely
- \* He plays not only the Piano, but also the Violin.
- \* He not only plays the Piano but also the Violin

**Activity - 2**

Combine the following pairs of sentences using "not only ..... but also". One example is given for you.

e.g. Sajani was modest. She was beautiful too.  
 Sajani was not only modest but she was also beautiful.

1. Miditha enjoys watching cricket matches.  
 He enjoys watching football matches too.

2. The television has advantages.  
 It has disadvantages too

3. Imal has been to Bangkok.  
 Imal has been to Singapore too.

4. Shavindra likes reading Sinhala books.  
 He likes reading English books too.

**Activity - 3**

Both can be used in two main ways in a sentences. It can come in the noun group (with the subject) or It can come with the verb.

- \* Both the Children have been to Singapore.
- \* She both plays the Piano and sings.
- \* Both the men and the boys were afraid.
- \* Our house is both big and beautiful.
- \* He teachers both Sinhala and English.
- \* She talked both silently and slowly
- \* We have lost both our house and properties
- \* They were both dancing and Singing.
- \* I have both fever and Headache.

Look at this sentence taken from the text.

“Both men and women have retained their traditional dress.”

The determiner “both” indicates that you are specifying that only two people or two things are involved.

Now complete the following sentences which have the determiner “both”.

An example is given for you.

- e.g. Both men and women .....  
 Both men and women wear hats.
1. Both young and old .....
  2. Both Sri Lankans and Indians .....
  3. Both fish and meat .....
  4. Both Tibet and Myanmar are .....
  5. Both rubber and coconut are .....

**Activity - 4**

**Passive voice**

Passive voice use for

- \* We use an active verb to say what the subject does:
- \* We use Passive verb to say what happens to the subject
- \* When we use the Passive, who or what causes the action is often unknown or unimportant.
- \* The passive is be (is/was/have been etc.)

*some example*

1. This hospital is quite old.  
It was built in 1920.
2. It's a big company  
It employs one hundred people.
3. Television was invented by John logie Baird

**Activity - 5**

Write sentences in the passive voice using the information given in the boxes. Add suitable words.

Dumbara Mats - in Dumbara

World Cup  
Sri Lanka Cricketers - in 1996

Golu Hadawatha - by  
Karunasena Jayalath

Heal the World - by Michael  
Jackson

Mirisawetiya - by King  
Dutugemunu

Tea - in sri Lanka

Television by - John Logie  
Baird

Strawberry Jam - in  
Sri Lanka.

Write question using the passive, some are present and some are past

- 1) Ask about the telephone ( When / invent)

.....

- 2) Ask about America (When / discover)

.....

- 3) Ask about Electricity (When/invent)

.....

4) *The complex sentence - Relative clause*

Read these sentences:

1. A. The most widely celebrated occasion in Myanmar is the New Year festival.  
 b. This festival falls in April.  
 The most widely celebrated occasion in Myanmar is the New Year festival **which** falls in April.  
 These two sentences have been joined together using the relative pronoun "which" is used as a relative pronoun to refer to things.
  
2. A. Cao Tan and Cao Lang were two members of the Cao family.  
 b. They lived in a small isolated village.  
 Cao Tan and Cao Lang were two members of the Cai family **who** lived in a small isolated village.  
 These two sentences have been joined together by using the relative pronoun "who" "Who" is used as a relative pronoun to refer to people.

**Who**  
 we use who in a relative clause when we are talking about people (not things)  
 we use who instead of he / she they:

**Which or that**

When we are talking about things. We use which or that (not who) in relative clause:

Make one sentence from two use who / that / which

1. > A boy was injured in the accident. He is now in hospital. .  
 .....
2. A train goes to the temple. It runs every half hour.  
 .....
3. Some people were arrested. They have now been released.  
 .....
4. A man answered the phone. He told me you were away.  
 .....

**Activity - 6**

Join the following sentences in a similar manner using ; which' or 'who'

1. She's the swimmer.

*She's just won the gold medal.*

2. *That's the travel agency.*

*It sells cheap tickets.*

3. *Those are the astronauts.*

*They were in orbit for 6 months.*

4. *That's the car.*

*It was bought yesterday.*

5. *Dr. Barnard is a world famous doctor.*

*He did the first heart transplant.*

Activity - d

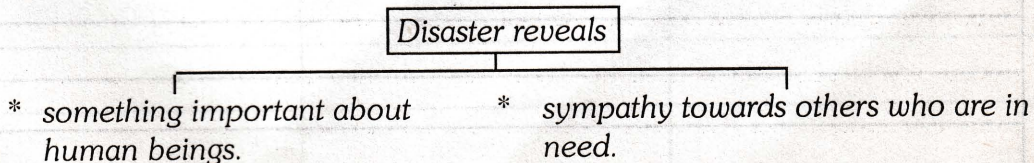
**Lesson Unit Three : Community Development**

**Comprehension**

(I) Read Carefully "facing disaster" then write the answers for following qusetions.

1. Why men, women and children are run for shelter?  
.....
2. Were the reporters went on the scene in minutes?  
.....
3. Why women said it is a miracle?  
.....
4. How does man describe on the scene?  
.....
5. Why the man said "I am glad I didn't see what I didn't want to see?"  
.....
6. Which is remind them that they are never safe?  
.....
7. Which shows us our strength of character?  
.....
8. What was disaster reveals to people?  
.....
9. How do people generally respond to news about disaster?  
.....
10. What is the good side and Ugly side of disaster?  
.....

(II) Explain result of disaster?



- \* help those in distresses comes to man naturally.
- \* to be given water, food and clothing.

- \* People have to be saved, brought to hospitals and protected from looting.

Comprehension

**Activity - 1**

Match the sentence in the text where each of the following pharase

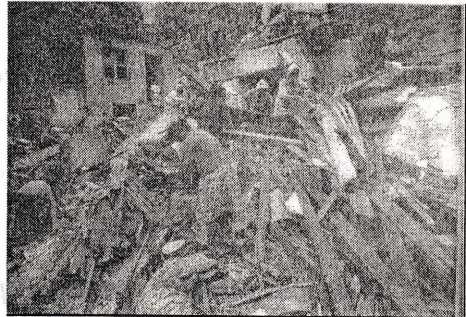
<p>in minutes for shelter in the hills through the village in ruins all the way for the short time</p>	<p>Disaster the news remain memory for a short time. A landslide has occurred in a small village in the hills I got the news and I ran all the way home. I reached home it was ruins. Reporters are on the scene in miuntes. Heavy shower still lash thorgh the village. Men, women and children ran for shelter.</p>
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**Activity - 2**

See the Picture.

Write an article to a newspaper about the disaster in the village.

- damage to building
- loss of human and animal life
- damage to crops and agriculture

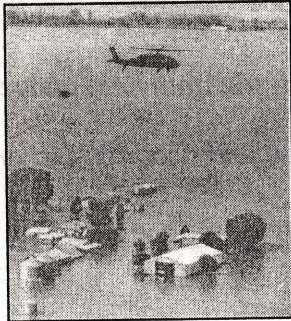


The disaster in the village




**Activity - 3**

Look at the following pictures and write what type disaster occurred that place.



1. ....
2. ....
3. ....

**Activity - 4**

Fill the following Table with following suitable in the text.

Present Information in a chart		
What happens to victims	How other people react	The Ugly side of disaster

- \* One room in our house was spared. The children were asleep in this room and it is a miracle they were not harmed.
- \* I listened to the shattering noise coming from the forest, cracks, crashes and splintering.
- \* I saw a young girl was in a field, badly injured. I sat with the until help arrived.
- \* As a result of disaster, marriages suffer, people loss hope and according to one study the rate of suicides goes up as well.

**Activity - 5**

**Disaster helps rebuild**

In what ways does disaster help rebuild the following?

society:	Environment

You can use following points.

- \* People have to be saved.
- \* People have to build something different.
- \* One of the great hopes victims nurture is that they can do something with what they have learned so that disaster would not hit them so hard again.
- \* People could use new techniques to make sounder home or build houses away from a flood plan.
- \* The people could make the roads and bridges stronger.

**Activity - 6**

Look at the picture.

Due to heavy rains in your village. The village has got flooded.

A friend visits your village to find out about it he asked following questions write the correct answer.



1. When the village has got flooded?  
.....
2. How the childrn escape from flood?  
.....
3. Why you told "there is a lot to learn from what thas happened and will happen again"  
.....
4. What are the way of people react to disaster reveals?  
.....

**3 - 2 Community Banks**

**Comprehension**

Read the "Community Bank" text and then answer the following questions.

1. Why the Advertising Manager had come to the school?  
.....
2. Who looked forward eagerly to the occasion?  
.....
3. How you know there was a large number to listeners in the Hall?  
.....

4. Which banks are belongs to the community?  
.....
5. How many Percent of the shares and have a say in the running of the bank by providing some of the bank's directors?  
.....
6. Who was managed the community bank?  
.....
7. What are the facilities can gets from community bank?  
.....
8. From where community bank get its money?  
.....
9. Why community bank can't get profit immediately?  
.....
10. What is the main objective of community bank?  
.....
11. Why Government encourage these bank?  
.....
12. How these banks operate within the community?  
.....
13. Who is responsible for the functioning of the bank?  
.....
14. Why teacher asked permission from advertising manager?  
.....
15. What do you think about for a Rainy day's mother?  
.....

**Activity - 8**

Fill the table with suitable sentence, correct heading from the text of community.

Observation of Community Bank	
Society	Agriculture

2. Fill in the blanks correct answer from text of community banks.
1. It is ..... owned ..... managed by the community.
  2. .... the banks, the community ..... has prospered.
  3. .... its community is the main objective of a community bank.
  4. The income is good and my husband does not .....
  5. The money I had saved ..... and we could get our daughter married.

**Activity - 9**

Write slogans and prepare posters to advertise community bank.

(1) Write set of rules for the contest

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Order of everts

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**Community Bank competition for children**

Community bank is very valuable to us. Therefore we must Develop Community Bank. We are organizing a slogan and prepare posters. We invite school children to participate in this competition. You will not only win prizes for yourself but also for your school.

**Theme - Development of Community bank**

- 1. Age group 13 - 19 years 4 winners + 4 runners - up
- 2. Age group 7 - 12 years 2 winners + 2 runners - up

The two categories will be awarded 5 consolation prizes each.

**Prizes:**

Winner	- Individual Rs. 25,000 School Rs. 15,000
Runner-up	- Individual Rs. 10,000 School Rs. 5,000
Consolation Prizes	- Individual only Rs. 2,000

**Entries:**

- (a) Each participant can send only one entry;
- (b) Entries must be in colour. Blank and white entries will not be accepted.
- (c) Entries must be sent through the principal of the school.
- (d) The decision of the Association is final.
- (e) All entries should reach the following address on or before 16th January 2001.

**Secretary,  
Community Bank,  
6, Green Gardens,  
Colombo - 13.**

**Notice Board**

Announcing - write slogans and prepare posters

**Activity - 10**

Write your Bio - Data in this form

**Bio - Data**

To: The Manager,  
Community Bank,  
Kelaniya.

**Post of Account Clerk**

Full Name : T. T. Malani  
Date of Birth : 17. 03. 1980  
Nationality : Sri Lanka  
Educational :  
Qualifications : (i) General Certificate of Education (Ordinary Level)

Accounts	Distinction
Commerce	Distinction
Religion	Distinction
Tamil Lang.	Credit

English Lang.	Credit
Soci. Science	Credit
Maths	Credit
Short Hand	Credit

(ii) General Certificate of Education (Advanced Level)

Accountancy	Credit
Comm. Finance	Credit
Hindu Civilize	Credit
Tamil Lang.	Credit

(iii) Lert typewriting and short hand at Poly Technical in 1986.

Experience: Worked as a Trainee Steno Typist at Raman & Co. for 9 months  
Working as a stenographer at Messrs Mins & Co. last one year.

Hopping for favourable reply,

Thanking you,  
Yours Faithfully,

.....  
(Miss T. T. Malani)

**Activity - 11**

Write a story similar of your own.




## Grammar

### 1. Present Perfect Tense

Number	First Person	Second Person	Third Person
Singular	I have walked	You have walked	She has walked
Plural	We have walked	You have walked	they have walked

The "Present Perfect simple" tense is constructed with auxiliary verb *have* followed by the past participle.

#### The meaning of the Present Perfect Tenses

The Present Perfect is almost a kind of present tense. If we say that something has happened, or has been happening, we are generally thinking about the present as well as the past. When we make a present Perfect sentence, we could make a present tense sentence about the same situation.

- \* We've known each other for a long time.
- \* I've been working all day.
- \* Have you read "Round the world eightydays?"
- \* Some fool has let the cat in.

#### The Present Perfect is used in two ways

- i. Actions and situations continuing up to the present.
- ii. Finished action and events.

#### Actions and Situations Continuing up to the present

- \* I've lived in Singapore since 1998.
- \* We've known each other for a long time.
- \* I've often wondered where she gets her money.

**Finished actions and events**

- \* The president has been assassinated.
- \* I can't go on holiday because I've broken my hand.
- \* I've been all over Sri Lanka.
- \* I've spoken to the boss today about my holiday.

**Activity - 1**

Change the following sentences from the text to present perfect tense.

e.g. A landslide occurred in a small village.

A landslide has occurred in a small village.

1. Strong gales accompanied by heavy showers lash through the village.
2. Women and children run for shelter.
3. The news spreads fast and reporters come on the scene in minutes.
4. As a result of disaster, life goes through a change.
5. In the end you build something different.

**Activity - 2**

Read the following paragraph.

I think the workers will not go on strike as they **have got** better payment this year. The employers **have doubled** their salaries. They **have won** insurance benefits. On their part they **have promised** not to go on strike.

Now write similar paragraphs, beginning with the sentences given below. You may use the notes given on the right to help you. Remember to use the Present Perfect verb form.

.....

.....

.....

(a) I think our school will win the Regional Volley Ball matches.

- ..... 1. team plays well
- ..... 2. Win many games

- ..... 3. Practise hard
- ..... 4. Won over many schools

(b) Tamara will be able to go to the university next year.

- ..... 1. passed her A/L
- ..... 2. Obtain good results
- ..... 3. receive high aggregate
- ..... 4. Won a scholarship

(c) Read the situations and write sentences. choose one of the following:

Improve,	lose	grow	go up
	arrive		

- 1. Silva's English was not very good. Now it is much better .....
- 2. Last week petrol was 80 rupees. Now it is 90 .....
- 3. Today I was expecting a letter. now I have it .....
- 4. Ramya didn't have long hair, now she has long hair .....
- 5. David is looking for his key. He can't find it .....

**Activity - 3**

Read the text "Community Banks" and pick out 3 sentences which are in the Present Perfect Tense.

- 1. ....
- 2. ....
- 3. ....

**Activity - 4**

Read the following paragraph. and Complete the sentences with correct present perfect tense.

Maya .....hard for several years in her garden. She ..... a lot of money. She ..... a new house. Maya ..... washed the house. She also ..... the doors and windows. Her children ..... flower plants in front of the house. Her husband ..... vegetables in field. Her husband ..... a wall around the land. They ..... very busy in their house for the last month.

has earned, has built, has white, has painted, have been, has cultivated, have planted, has built, has worked

## 2. Verbs Followed by prepositions

Prepositions after Particular words and Expressions.	
Words	Expressions
ability at	She shows remarkable <b>ability at</b> mathematics.
Afraid of	Are you <b>afraid of</b> spiders?
agree with	<b>Agree with</b> a person, I entirely <b>agree with</b> you.
agree about	<b>Agree about</b> a subject of discussion.
Agree on	<b>Agree on</b> a mater for decision.
Agree to	<b>Agree to</b> a suggestion or proposal.
Angry with	<b>Angry with</b> a person for doing something.
Angry about	What are you so <b>angry about</b> ?
Anxious about	I'm getting <b>anxious about</b> money.
Anxious for	We are all <b>anxious for</b> an end to this misunderstanding.
Anxious to find	She's <b>anxious to find</b> a better job.
Apologize for	I must <b>apologize for</b> disturbing you. Did Mary <b>apologize for</b> her rudeness last night?
Arrive at	What time do we <b>arrive at</b> Air port?
Ask for	Don't <b>Ask me for</b> another drink, please. He's always <b>asking</b> silly questions.
Astonished at	We were all <b>astonished at</b> your failure in the exam.
Bad at	I'm not bad at tennis, though I say it myself.
Believe in	I half <b>believe in</b> horoscopes.
Believe	Don't <b>believe</b> her. I don't <b>believe</b> a word she says.

Words	Expressions
Borrow	I don't like to <b>borrow</b> money <b>from</b> my friends.
Bump into	I wasn't looking where I was going and I <b>bumped into</b> a lamp post.
Call after	We <b>called</b> him Thomas, <b>after</b> his grandfather.
Care about	I don't <b>care about</b> your problems - I've got enough of my own.
Care for	(= 1. like, love. 2. look after) Would you <b>care for</b> a cup of tea? I'd hate to get old without anyone to <b>care for</b> me.
Take care of	(=look after) If we can find somebody to <b>take care of</b> the children we can have a week's holiday by ourselves.
Clever at (an activity)	I'm not very <b>clever</b> at cooking.
Congratulate	I must <b>congratulate</b> you <b>on</b> your design for the new building. <b>Congratulations on</b> your new job.
Crash into	Some fool <b>crashed into</b> me from behind at the traffic lights.
Depend on;	We may go sailing - it <b>depends on</b> the weather. I don't want to be <b>dependent on</b> my parents for another three years.
Die of	Far more smokers than non-smokers <b>die of</b> lung-cancer.
Differnt from	You're very <b>different from</b> your brother.
Difficulty with	I'm having <b>difficulty with</b> my daughter's maths homework. You won't have much <b>difficulty (in)</b> getting to know people in Italy.
Disappointed with	My father never showed it if he was <b>disappointed with</b> me. You must be pretty <b>disappointed with / at/ about</b> your exam results.
Discussion about to discuss something	We ought to have another <b>discussion about</b> this year's budget. It's nice to <b>discuss</b> philosophy when you're drunk.
Disgusted with	I'm <b>disgusted with</b> Stephen/ <b>disgusted at</b> the way Stephen treats Julia.

Words	Expressions
Divide	Western Germany was <b>divided into</b> three different occupation zones after the war.
Dream of	I often <b>dreamed of</b> being famous when I was younger.
Dream about (while asleep)	What does it mean of you <b>dream about</b> a fire?
Dress	Who's the old lady all <b>dressed in</b> green?
Drive into	<b>drove into</b> a tree again yesterday.
Effect on	Pop music has a very bad <b>effect on</b> me.
Example of	Sherry is an <b>example of</b> a fortified wine.
Explain something to somebody	Please could your <b>explain</b> this poem <b>to</b> me? Can you <b>explain to</b> me why you didn't turn up last night?
Explanation of or <b>for</b> something	I can't think of any explanation for what's happened. I want an explanation of your behaviour.
Get in (to) and out of a car, taxi, or small boat	When I <b>got into</b> my car this morning I found the radio had been stolen.
Get on (to) and <b>off</b> a bus, train, plane or ship	We'll be <b>getting off</b> the train in ten minutes.
Good at an activity	Are you any good at tennis?
The idea of... ing	I don't like <b>the idea of getting</b> married yet.
Ill with	The boss has been ill with flu for the last week.
Impressed with (or by)	I'm very <b>impressed with</b> your work.
Independent of; independence of (or from)	My sister got a job so that she could be <b>independent of</b> her parents. When did India her <b>independence from</b> Britain?
Influence on	Do you think your teachers had much influence on you?
Insist on...-ing	George's father <b>insisted on paying</b> .

Words	Expressions
Interest in; interested in	When did your <b>interest in</b> social work begin? Not many people are interested in mediaeval building -materials.
Kind to	People have always been very <b>kind to</b> me.
Lack of to be lacking in	<b>to lack</b> (no preposition) <b>Lack of</b> time prevented me from writing to you. Your mother <b>lacks</b> tact., She <b>is lacking in</b> tact.
Laugh at	I hate being <b>laughed at</b> .
Listen to	If you don't <b>listen to</b> people they won't listen to you.
Look at (=point one's eyes at)	Stop <b>looking at</b> me like that: it's getting on my nerves.
Look after. (=take care of)	Thanks for <b>looking after</b> me when I was ill.
Look for (=try to find)	Can you help me <b>look for</b> my keys?
Marriage to; (get) married to	Her <b>marriage to</b> Philip didn't last very long. How long have you been married to Sheila?
The matter with	What's <b>the matter with</b> you this morning?
Name + object + after	Can we <b>name</b> the baby <b>after</b> you, if it's a boy?
Nice to	You weren't very nice to me last Saturday, were you?
Participate in	How many people <b>participated in</b> the conference?
Pay for (a drink etc)	Excuse me, sir, you haven't <b>paid for</b> your beer.
Pleased with (somebody;) pleased with (something)	The boss very <b>pleased with</b> you. I wasn't very <b>pleased with/at/about</b> my exam results.
Polite to	Try to be <b>polite to</b> Uncle Richard for once.
Prevent	Your party <b>prevented</b> everybody from sleeping last night.
Proof of	I want <b>proof of</b> your love. Lend me twenty pounds.
Reason for	Nobody knows the <b>reason for</b> his disappearance.
Remind + object + of	Jennifer <b>reminds</b> me <b>of</b> a girl I was at school with.

Words	Expressions
Responsible for; Responsibility for	Who's <b>responsible for</b> the shopping this week?
Rude to	Ramaya was pretty <b>rude to</b> my family last weekend.
Run into	I <b>ran into</b> Philip at Victoria Station this morning.
Search for (=look for)	The customs were <b>searching for</b> drugs when I came through the airport.
Scarch (without preposition) (=look throught, look everywhere in/on)	They <b>searched</b> everybody's luggage, and they <b>searched</b> the man in front of me from head to foot.
Shocked at	I was terribly <b>shocked at</b> the news of Peter's accident.
Shoot at	The frontier guards will <b>shoot at</b> anybody trying to cross.
Shout at	If you don't stop <b>shouting at</b> me I'll come and hit you.
Shout to (to communicate = call to)	Mary <b>shouted to</b> us to come in and swim.
Skill at; skilled at; skilful at	It takes several years to develop real <b>skill at</b> skiing.
Smile at	If you <b>smile at</b> me like that I'll give you anything you want.
Speak to (or with)	Could I <b>speak to</b> the manager, please?
Succeed in; success in;	Some people would rether <b>succeed in</b> business than love.
successful in	I had no <b>success at all in</b> convincing Mary of my point of view.
Suffer from	My wife is <b>suffering from</b> hepatitis.
Superlatives + in referring to place)	You're the <b>most wonderful</b> man in the world.
Surprised at (or by)	Everybody was <b>surprised at</b> our calm.
Take part in	I don't want to <b>take part in</b> any more conferences.
Talk to (or <b>with</b> )	I really enjoy <b>talking to</b> you. The president <b>talked with</b> union leaders again today.



Words	Expressions
Think of	'I'm <b>thinking of</b> studying medicine.' - 'That's interesting. Have you <b>thought about</b> (studying) dentistry?'
The thought of ...-ing	I hate the <b>thought of going</b> back to work
Throw + object + <b>at</b> (aggressive)	Stop <b>throwing</b> stones <b>at</b> the cars.
Throw + object + <b>to</b> (in a game, etc)	If you get the ball, <b>throw</b> it straight <b>to</b> the wicket-keeper.
Typical of	This wine's <b>typical of</b> the region.
Which (of)	You must <b>write</b> to Auntie Christine. You must <b>write</b> Auntie Christine a thank-you letter.
Wrong with	What's <b>wrong with</b> Rachel today?

**Activity - 6**

Look at the following phrases, Note the prepositions which follow the verb, learn how to use them in sentences. Use them in sentences of your own.

Phrases	Sentence
1. Kind to	.....
2. Explanation of	.....
3. Depend on	.....
4. Call after	.....
5. Ask for	.....
6. Get on	.....
7. Laugh at	.....

**Lesson Unit Four : Science and Technology**

**4. 1. A. This is what People thought**

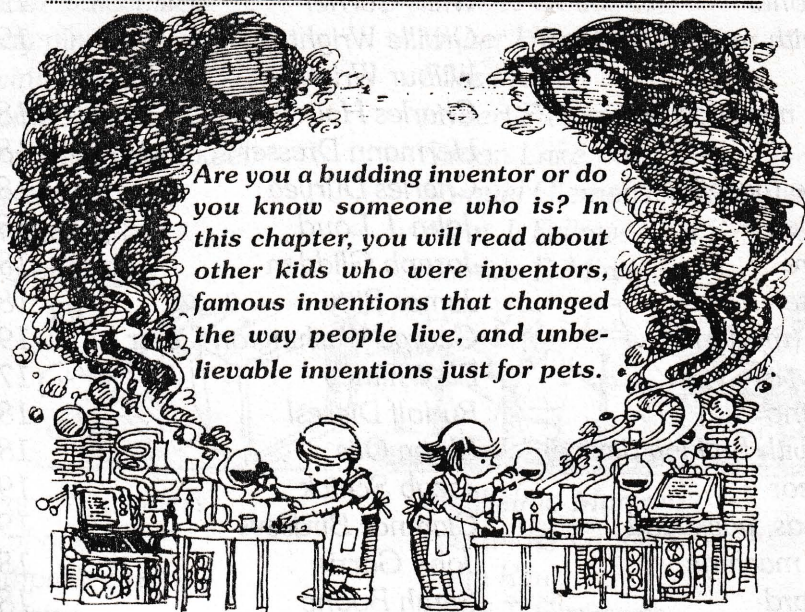
**Comprehension**

Read the "Predictions for the twentieth Century" carefully and then answer the following questions your answer must be based above text.

1. Who found an article on predictions for the twentieth Century?  
.....
2. What is the prediction proved incorrect?  
.....
3. How people try to say what will happen in the future?  
.....
4. How many of prediction have been proved wrong? and Why it was happen?  
.....
5. Why Wilbur Wright distrusted himself and Avoided all predictions?  
.....
6. Who belt submarine doing anything?  
.....
7. Who said "no reason for any individual to have a computer in their home?"  
.....
8. Who rejecting Alexander Graham fell's offer to sell his struggling telephone company to Western Union?  
.....
9. Who said "Radio has no future"?  
.....

**B** See the following inventions from the twentieth century

## Inventions



### U. S Patented Inventions

A patent is a type of license which protects a person's invention. Each year, more than 100,000 people believe they have an invention which should be protected by a patent. Anyone may apply for a patent. To obtain a patent, the inventor must submit a model of the invention, a written description, and an application fee. Since 1790, the year the patent law was passed, over four million patents have been granted. a patent gives the inventor "the right to exclude others from making, using, or selling the invention throughout the United States" for 17 Years.

Below are some of the most interesting patented inventions and the inventors' names. Inventors who have been named to the National Inventors Hall of Fame are noted by a star.

For more information on patents, write to:

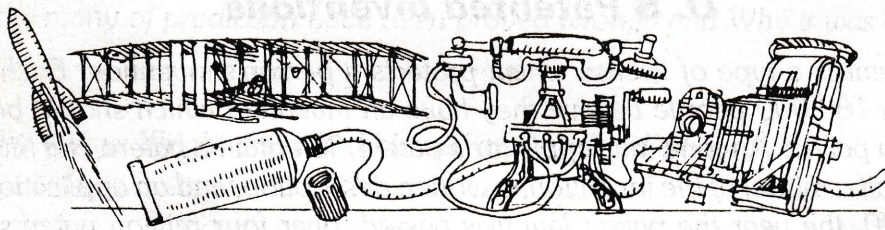
U. S. Patent and Trademark Offices  
Washington, D. C. 20231

The National Inventors Hall of Fame  
2021 Jefferson Davis Highway  
Arlington, VA 22202



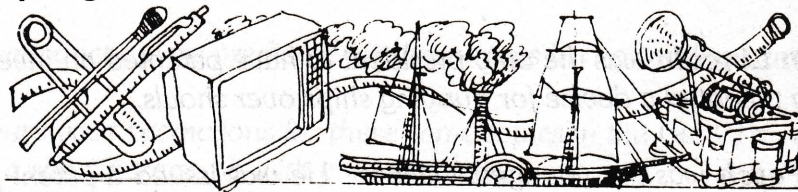
## INVENTIONS A - Z

Invention	Inventor	Year Issued
Air conditioner	Willis Carrier	1911
Airplane with motor	Orville Wright; Wilbur Wright	1903
Aluminum manufacture	Charles Hall	1886
Aspirin	Hermann Dresser	1889
Automobile (gasoline)	Charles Duryea	1892
Ballpoint pen	John J. Loud	1888
Barbed wire	Joseph Glidden	1874
Cash register	James Ritty	1879
Cosmetics (modern)	George Washington Carer	1925
Cotton gin	Eli Whitney	1794
Diesel engine	Rudolf Diesel	1895
Elevator (with braking device)	Elisha Otis	1852
Electric razor	Jacob Schick	1928
Frozen foods, packaged	Clarence Birdseys	1930
Icemaking machine	John Gorrie	1851
Ironing board	Sarah Boone	1892



Laser	Athur Schawlow; Charles H. Townes	1958
Matches (friction)	John Walker	1827
Microphone	Emile Berliner	1877
Motion picture projector	Thomas A. Edison	1892
Moto (alternation current)	Nikola Tesla	1892
Neutronic reactor	Enrico Fermi; Leo Szilard	1955
Nylon	DuPont Laboratory	1937
Polaroid film	Edwin Land	1948
Phonograph	Thomas A. Edison	1877
Photo film (transparent)	George Eastman	1884
Radio amplifier	Lee de Forest	1906
Radio (FM)	Edwin Armstrong	1933

Reaper	Cyrus McCormick	1834
Refrigeration	Jacob Perkins	1834
Revolver	Samuel Colt	1836
Rocket engine	Robert H. Goddard	1926
Rubber, vulcanized	Charles Goodyear	1839
Safety pin	Walter Hunt	1849
Sewing machine	Elias Howe	1846
Steamboat	Robert Fulton	1803
Submarine (even keel)	Simon Lake	1894
Suspenders	Samuel Clemens (Mark Twain)	1871
Tape measure	Alvin J. Fellows	1868
Telegraph signs	Samule F. Mires	1840



Telegraph, wireless	Guglielmo Marconi	1895
Telephone	Alexander Graham Bell	1876
Toothpaste tube	John Rand	1841
Television	Philo T. Farnsworth	1930
Transistor	John Burdeen; William Shockley; Walter Brattain	1947
Typewriter	C. Latham Sholes; Carlos Glidden; Samuel W. Soule	1867
Vacuum cleaner	Ives McGaffey	1869
Vaseline	Robert Chesebrough	1872
Videotape recorder	Charles P. Ginsberg; Shelby Anderson, Jr.;Ray dolby	1960
Washing machine	Chester stone	1827
Xerography (instant copying)	Chester Carlson	1938
X-ray tube	William Collidge	1913

### History-Making U.S. Inventors

**Thomas Edison** has patented the most inventions. Among his 1,093 inventions are the phonograph, the motion-picture projector, and the incandescent electric lamp.

**Samuel Hopkins** received the first patent issued under the U.S. Patent Bill in 1790. The patent, which was signed by President George Washington, was for the making of potash, a chemical used to make soap.

**Samuel Brigg, Sr., and Samuel Briggs, Jr.,** were the first father and son to be given a patent for their invention. they invented a nail-makin machine in 1791.

**Mary Kies** was the first woman to patent an invention. In 1809, she patented her "Weaving Straw with Silk or Thread," a device for making fabric.

**Henry Blair** was the first black patentee. He was issued a patent in 1834 for a "Corn Planter."

**Abraham Lincoln** was the only president to have patented an invention. In 1849, Lincoln patented a device for buoying ships over shoals.

**Robert Patch** was the youngest inventor. He was issued a patent for a toy truck in 1962. Robert was five years old.

**4.1. B Shape of things to Come**

**Comprehension**

Read the "Shape of things to Come" and than answer the following questions.

1. What are the progress has in store for us in the coming centuries?  
.....
2. When and how doctors will create more effective Cancer treatment?  
.....
3. What are the items introduced on to the market in 2005?  
.....
4. What type of clothes made from smart fabrics?  
.....
5. When will human beings land on mars?  
.....

6. In 2020 how many people can flying wing air Craft?  
.....

7. How many average years human can life in 2500?  
.....

**Activity - 1**

1. Find how many predictions were made in the 1900s for the following topics.  
(a) flying  
(b) space travel  
(c) computers
2. What advances were predicted for these areas in the coming centuries?
3. What are your predictions for these same topics in the late 21st century?  
Write a short paragraph with your predictions.

**Activity - 2**

“From an average of 78 years, life spans are expected to rise in 2500”

You are asked to interview a hundred years old person. Prepare a set of questions to ask him/her. Your questions must be on food, health and recreation.

**4. 2. ROBOTS**

**Comprehension**

Read the text of “Robots” an then answer the folowing questions.

1. Who has always been an inventor?  
.....

2. What happened man invented tools or machines to do the work?  
.....

3. Which one have various human capabilities to machines?  
.....

4. What is doing automated teller machines in banks?  
.....
5. What are the job robots can do?  
.....
6. What is the meaning "Robot" in czechosloua kian language?  
.....
7. What is progressed by scientists for their Research?  
.....
8. How robots perform brain and bone surgery with accuracy and precision?  
.....
9. How we know that the human mind is more talented?  
.....
10. What are the information theorists, news scientists and computer experts trying to find out?  
.....  
.....
11. What will happen if robots got artifical intelligence power?  
.....

**Activity - 3**

**FIVE FACTS ABOUT ROBOTS**

1. A robot can be defined as a machine with a computer brain and feedback systems that can be programmed for different kinds of work. Some, but not all, robots are mobile.
2. Robotics is the science and technology of designing, construction, and maintaining robots.
3. The term robot was first used by Karel Capek, a Czechoslovakian playwright, in his play R.U.R. In Czech, the word robota means worker.
4. Japan is known as the "Island of Robots" because more robots are used in that country than anywhere else in the world.



5. Robots are now built that are the size and shape of large buildings. For example, in Tokyo, Japan, there is a factory-size robot. Inside it, smaller robots work to manufacture other robots. About one undered humans are on hand to oversee the robot workers.



### TYPES OF ROBOTS

**Automaton** - A machine, like a robot, that works automatically. An automaton doesn't need to be plugged into an electrical outlet, like an appliance, or constantly programmed, like a computer.

**Audroid** - A robot built to look and act like a human.

**Cyborg** - Part human, part robot. TV's "The Six Million Dollar Man" is an example of a Cyborg.

**Droid** - Robots, that are completely devoted to their human masters. For example, R2D2 and C-3PO from the star Wars movies.

**Drone** - A worker robot.

**Probot** - A personal robot for home use. For example, Robby the Robot in the movie, Forbidden Planet.

**Robotrix** - A female robot.

**Showbot** - An entertainer robot.

### A WHO'S WHO OF ROBOTS

#### Movie Star Robots

#### GORT

In the 1952 movie, *The Day the Earth Stood Still*, Gort and his master arrive on earth in a space ship from another planet, They have come to warn humans to stop making atom bombs.

#### HUEY AND DEWEY

These robots provide the comic relief in the 1972 movie, *Silent Running*.

## THE FALES MARIA

In the 1926 film, *Metropolis*, the False Maria is a robotrix created to look like the human maria. The False Maria is sent to kill workers and their children, but the real Maria saves them. The False Maria is then burned at the stake and shown to be a robot.

## NUMBER FIVE

This soldier robot, created for the army, is hit by lightning and comes alive in *Short Circuit*, a 1986 movie. Number Five develops a mind of its own and decides not to return to the weapons company where it was created.

## R2D2 AND C-3PO

These robot stars are featured in the *Star Wars* movies. R2D2 is not humanoid in form. He is four feet tall, glides on the ground, speaks in beeps, toots, and whistles. C-3PO, with its shiny golden skin, is over six feet tall. He is an android who walks, talks (1,000 galactic languages), thinks, and has feelings like a human being.

## ROBBY

Robby the robot plays a central role in *Forbidden Planet* (1956). and *The Invisible Boy* (1957). Robby is now on exhibit at the Planes and Cars Section of the Stars Museum in Buena Vista, California.

## ROMAN

This evil, gorilla-like robot starred in the 1953 movie, *Robot Monster*. He played the role of a robot sent to locate and destroy human beings.

## SPARKS

This robot was featured in the *Shape of Things to Come*, a 1979 movie about survivors of the destruction of earth. Span and the group of survivors manage to reach the moon, but live there in constant danger.

**Atom** is a robot waiter. He works in a pub on Long Island, New York, where he serves drinks.

**Butle** is a large truck-like robot who works in a building where nuclear-powered rockets are made. He does jobs which are considered too dangerous for humans.

**Blinky** delivers mail in the large offices of the U. S. Department of the Interior. He is one of more than 200 robot mail carriers in the U. S.

**Herman** works for the U. S. Department of Energy. He goes into areas of high radiocativity where humans cannot go. He can lift 160 pounds and drag 500 pounds. His hands can turn valves off and on.

**Imp** is a professional housecleaner. He vacuums and washes windows. He follows spoken oreds indicating where in the house he should clean.

**Sico** is a robot that works for a robotics company, He promotes the company by attracting attention wherever he goes. He is programmed to move through public places, buy airline tickets with his credit card and fly first class around the world promoting the company.

**Sim One** works as an Imitation patient at the University of Southern California. There, doctors treat this robot, who is programmed to suffer various heart diseases, He is one of many robots working as patients in the medical world.

**Snoopy** is a police robot. He shoots tear gas, defuses bombs, and helps police in other dangerous situations. Snoopy works in Oakland, California.

**Waldo** works for **NASA**. He is a 50-foot giant robot arm that moves large objects on board the space shuttle.

**Activity - 4**

There is a robot in your home. It can do any work in the house.

1. Make a list of all the works your robot does.
2. Say why you get the robot to do this work.

**Activity - 5**

1. Discuss with a friend, the differences between human beings and robots.
2. List the information in the form of a table.

	Human beings	Robots
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

3. Talk to others and find more information for your table.

**Activity - 6**

You have a robot pet in your home.

Given below is part of a conversation you are likely to have with your pet. Complete your part of the conversation.

- Robot : I'm glad you're home, Sir.
- You : .....
- Robot : I cleaned the room, dusted the furniture and did your washing.
- You : .....
- Robot : I'm sorry. I could't fix your lunch.
- You : .....
- Robot : I know you're starving but I was helpless.
- You : .....
- Robot : What could do with nothing in the house?
- Your : .....
- Robot : Sure, please remember to buy your provisions regularly.

**Activity - 7**

Listen to the robot.

What does it say?

Make your notes and discuss.

**4 - Grammar**

**Expressing the future**

A. Look at the following sentence.

*In the 21st century global warming may turn out to be a serious problem*

*In this sentence "may" is used to indicate possible happening in the future.*

*Eg: Popular mechanics says that computer in the future may perhaps weight 1.5 ton.*

**Activity - 1**

Write 8 sentences of your own using the prediction in the text. "Living in the 21st Century" showing possible happenings.

B. in the future.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

- C. You have learnt several ways of expressing the future in this lesson unit. some of the ways of indicating future are:

### Activity - 1

1. Using the word "will"
 

e.g: (a) Humans will travel to the moon.  
(b) People will live on other planets.
2. Using "will be"
 

e.g: (a) There will be something good on T.V.  
(b) Books will still be common in 100 years.
3. Using "would" (the past to indicate the future)
 

e.g: (a) 42% say they would want to live only as long as they expect to now.  
(b) Orville said that man would not fly for fifty years.
4. Using simple present tenses
 

e.g: (a) Human beings land on Mars.  
(b) Doctors can now create artificial legs.

### The Future

Several different verb-forms can be used to talk about the future. Three common structures are (1) the 'shall/will future', (2) the going to structure, and (3) the present progressive.

- (1) **I'll see** you next week.
- (2) **Who's going to look after** the baby tomorrow?
- (3) Harry and Mary **are coming** this evening.

These three structures do not have exactly the same meanings. The differences between them are rather complicated, and it is not always easy to choose the correct form. For an explanation of their uses, see the next few sections.

Other verb forms that can be used to talk about the future are:

- (4) the present simple  
What time **does** the next train leave for Jaffna?
- (5) the future progressive  
**Will** you **be having** dinner out this evening?

(6) the future perfect

On June 9th **I'll have been** here for sixteen years.

(7) the am to structure

The Prime Minister **is to visit** Canada next month.

In time-clauses (*after when, as soon as, until, after, before etc*), after *if*, and in other subordinate clauses, we often use a present tense with a future meaning.

I'll let you know when she **arrives**.

You'll have to give me anything you **find**.

To express the idea of 'future in the past', we use a past form of one of the above structures.

I **knew** she **would arrive** before long.

Something **was going to happen** that **was to** change the world.

## 2. Meanings: 'pure future' and 'present-future'

Sometimes when we talk about the future, we are just predicting, We are saying what we think will happen, without any reference to the present.

Do you think it'll rain?

We'll be in Colombo before ten, I expect.

She's going to have a difficult year.

You will meet a tall dark stranger and go in a long journey.

At other times, we are really talking about the present and the future together. This happens, for example, when we talk about future actions which are already decided, or which we are deciding as we talk: making plans, promises, threats, offers, requests.

We're going to India next summer. (It is already decided.)

I promise I'll ask you if I need help.

If you do that again I'll hit you.

Shall I give you a hand?

Will you come to dinner this evening?

We also connect the present and future when we are talking about things which we can see now are certain to happen.

Look at those clouds - it's going to rain.

I can't stop her - we're going to crash!

Some of the grammatical rules for talking about the future depend on this

difference between 'pure future' and 'present - future', particularly the rules for the use of the *shall/will* future, the *going to* structure, and the present progressive. In brief:

- (a) When we predict (pure future), we use the *shall/will* future or the *going to* structure, but not usually the present progressive.

I think **it'll rain** (or **it's going to rain**) this evening.

**You're going to hate** this party. Or: **You'll hate this party.**

When we mention conditions (e.g. with *if*), we can use the *shall/will* future to predict, but not usually the *going to* structure.

If you come out for a walk, **you'll feel** much better.

- (b) When we talk about things that have already been decided (present-future), we use the *going to* structure or the present progressive, but not usually the *shall/will* future.

**She's going to have** a baby in June. Or: **She's having** a baby in June.

Where **are you going (to go)** for your holidays? (But probably not \* Where **will you go...?**)

When we talk about things which we can see now are certain to happen, we usually use *going to*.

Look - **It's going to rain!** We're **going to crash!**

- (c) If we talk about a future action at the moment when we decide to do it, we use *will* (usually the contraction 'll).

I'm tired. I think **I'll go** to bed.

'Come to supper.' - 'OK, thanks, **I'll bring** a bottle.'

Look! She's wearing my coat! **I'll kill** her!

I promise **I'll pay** you back.

### Activity - 2

Now write eight sentences using the different forms you have learnt. One example has been done for you.

e.g. I would sit my Advanced Level Examination in two years.



**Will, 'll, won't****Will + n't = won't**

**Will** you sign the form, please?

*Asking someone to do something (Will you...?)*

**Will** you phone me when you arrive?

I **will** if I have time.

*Agreeing*

I **'ll** give you a hand with that.

*Offering to do something for someone*

We **'ll** do the washing-up

She **won't** tell me where she's going tonight. *Refusing*

I **won't** work on that machine. It's dangerous.

Radha's car **won't** start.

The baby **won't** stop crying.

We **won't** see you next week. We **'ll** be on holiday. *Facts about the future*

I **'ll** be back in a few minutes.

Wait a minute! I **'ll** just get a sweater.

*Immediate decisions at the moment of speaking*

That's the door bell - It **'ll** be John.

I **'ll** have pizza and salad, please.

You **'ll** catch the train if you leave now. *Likely conditions*

You **won't** be happy if you don't buy it!

**Note:**

*Will not is very strong. In speech the normal form is won't*

**Would**

**Would** you drop me at the station please?

*Requests*

**Would** you mind closing the window please?

**Would** you mind if I came a few minutes late?

**Would** you like a cup of tea?

*Offers and invitations*

**Would** you like to come with us?

> That's very kind of you. I'd love to.

**Would** you like some more cake?

> No thank you, I'm fine but it's very nice.

What **would** be the best thing to do? *Advice*

What **would** you do?

> If I were you I'd see the doctor.

They **wouldn't** stop the noise even when I asked. *Refusing*

My car **wouldn't** start this morning.

I don't know what was wrong with the baby, but she **wouldn't** stop crying.

You **wouldn't** enjoy the film, I don't think.

*Talking about a hypothetical situation*

Shall I bring my sleeping bag?

> That **would** help

**Shall**

**Shall** we pick you up at the station?

*Offering to do something*

**Shall** I get a ticket for you?

**Shall** we go for a walk after lunch?

*Suggestions*

Who **shall** we ask to the party?

What **shall** we do about it?

**Note**

*Shall is unusual in modern English except in question with shall I ....? and Shall we..?*

**Would**

**Lesson Unit Five :**

**Great Personalities**

**1. Great Personalities of our time**

**Comprehension**

Read Carefully the text of "Great Personalities of our time" and then answer the following questions.

1. When was the "Great Personalities of our times" go over air?  
.....
2. What is the purpose of this programme?  
.....
3. What type of people come under "Great personalities of our time?"  
.....
4. Who brought unceasingly reforms in Education?  
.....
5. When Dr. C. W. W. Kannangara was became a Minister of the education?  
.....
6. Why did Education Minister realised that the pervailing educational system was unsuitable to the time?  
.....
7. What was the greatest contribution to education?  
.....
8. What is the difference of the prevalent system and Education Reform Bill 1938?  
.....
9. Why many people were against on Dr. C. W. W. Kannangara new reforms?  
.....
10. Why Dr. Kannangara said "It is the Pearl of great Price"?  
.....
11. Why Kannangara said that we found Education?  
.....

- 12. How was he provided high quality education for the talented children?  
.....
- 13. What was he provided to talented needy children?  
.....
- 14. What is the evidence of the success of the central schools and a the scholarship scheme?  
.....
- 15. Who is the father of Free Education?  
.....

**Write 5 sentences about Dr. Kannangara**

Why should men and women, girls and boys of Sri Lanka feel indebted to the Dr. Kannangara.


**Activity - 1**

- 1. The reading text gives information about the types of schools in Sri Lanka when Dr. C. W. W. Kannangara became Minister for Education. Write them down.


2. Find the types of schools in Sri Lanka now and make a list of them.


3. Prepare a report on your findings under the following headings.

- types of schools
- kind of education
- Your opinions. Are so many types necessary?

Types of Schools	Kind of Education	My opinions

**Activity - 2**

There is reference in the text to 'Pearl of Great Price'

Find what the following 'Pearls' refer to and speak about them.

- Pearl of the Indian Ocean
- Pearls fit for a queen
- Pearl of the Orient
- Priceless pearls.
- Pearls before swine
- Pearl Harbour

**Activity - 3**

a. Read paragraphs 2 and 4 and prepare a speech that Dr. Kannangara would have made.

Free Education : .....

System of Scholarships: .....

Central Schools : .....

Read the following speech in your class.

Dr. C. W. W. Kannangara was an eminent Sri Lankan educationist who worked unceasingly to bring about reforms in education. He became a Minister of the Legislative Council in 1923, the Minister of Education in 1931. As Minister of Education he realised that the prevailing educational system was unsuitable to the time when newly awakened nationalistic ideas were growing in the people. In his Education Reforms Bill of 1938, he made changes which he thought the educational system needed.

**Activity - 4**

Read the following biographical notes and prepare similar notes on the following.

## Nelson Mandela

### Africa: Black Nationalist Leader

#### Born: 1918



As a leader, Nelson Mandela can be compared to radical reformers Mahatma Gandhi, Garibaldi and Lenin who waged life - long struggles for freedom and emancipation of their people. He led the struggle against apartheid - the inhuman practice of racial discrimination followed by white ruler in South Africa. And, now Mandela's relentless crusade is coming to fruition. Seventy - three - year - old Nelson Mandela has spent 28 years of his life in the prisons of oppressive white rulers. He had to suffer a lot at the hands of these racists, but did not waver for a moment. Eventually, the Pretoria Government had to release him in the autumn of 1990. The entire world hailed him as a great leader, who launched constructive revolt for the liberation of the coloured nationals in association with the African national Congress.

Nelson Mandela was born on 18<sup>th</sup> July, 1918. His father was the chief of Thembu tribe. Mandela had first - hand experience of the atrocities unleashed by the white rulers on the coloured people. He often thought of liberating his people from this pitiable condition. He came to Johannesburg at his age of 22. There, He met an active reactionary, Walter Sisulu. He started studying Law and married Ewelyn who was a nurse.

During fifties, Mandela in association with Sisulu and Oliver Tambo started an agitation against the white rule which was crushed by the Pretorian Authorities. Mandela, Sisulu and other leaders were tried for treason in 1958 but were freed in 1961. He got the support of African leaders like Julius Nyrere and Kenneth Kaunda. On 5<sup>th</sup> August, 1962, he was again arrested. Mandela married Winnie in 1958 after divorcing his first wife. Winnie had a tough time during his imprisonment. The white Government of South Africa harassed her and unleashed a reign of terror on the freedom loving people of the country including many whites who also supported the cause of their black brethren.

1. Maria Montessori
2. Marie Curie
3. Alfred Nobel
4. Martin Luther

**5. 2. Great Personalities of our time,  
Martin Luther King, JR.**

**Comprehension**

Read carefully "Great Personalities of our time Martin Luther King JR, and then answer the following questions.

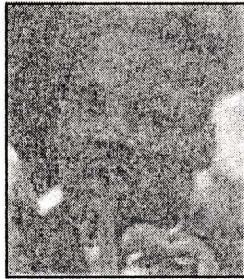
1. Who is the principal leaders of the Civil rights movement in America?  
.....
2. Why Martin Luther king fight for black people in America?  
.....
3. How did king fight for equal rights?  
.....
4. Why Martin Luther king organised massive peaceful marches?  
.....
5. Did his non violent campaigns bring about success?  
.....
6. Where did he organised boycott of buses?  
.....
7. When Luther king was became a respected leader of people?  
.....
8. Why he was awarded the Nobel peace prize? and which year?  
.....
9. Which was his most memorable non violent protest?  
.....
10. Which was Martin Luther king famous speech?  
.....
11. How Martin Luther king got ideas of non-violent protests?  
.....



12. Who did opposed his civil rights campaigns?

13. Who was assassinated Martin Luther king?

**B.**



Martin Luther King



Mohandas Gandh

Find out Martin Luther King and Mohandas Gandhi

.....

.....

.....

.....

.....

**Activity - 5**

You are Mohandas Karamchand Gandhi. Prepare a speech a votary of peace and truth.

- \* Some call Gandhi a super man
- \* Some call him a saint
- \* His apostle of non-violence had so much of magic charm, wisdom and courage in him.
- \* British Empire found in this peaceful man a powerful force.
- \* He was assassinated by Nathu Ram Godse.
- \* Gandhi fought for the rights of the Indians at south Africa.

**Activity - 6.**

You have a dream about your own county. For example (a) making the country self sufficient in food. (b) increasing income through tourism (c) conservation of the coast-line.

- I. Plan out your programme of work to realise this dream.
- II. Discuss your programme of work with others.
- III. Write a composition on the topic.  
Remember to use paragraphs in your composition.

**5. 3. Helen Keller****Comprehension**

Read the text of "Helen Keller" Carefully and then answer the following question.

1. Which the fields Helen Keller worked?  
.....
2. How Helen Keller was an inspiration to mand deaf and blind people?  
.....
3. Where was Helen Adams Keller born?  
.....
4. How and when she became deaf, blind and unable to talk?  
.....
5. Why she was became quick tempered and difficult to control?  
.....
6. Who was invented the telephone?  
.....
7. What was advised gave the Alexander Graham Bell?  
.....

8. How Anne Sullivan was able to teach Helen?

9. How Helen did enjoyed and very quickly learned many words?

10. What is the language of the blind?

11. When was Helen graduated?

12. What prize was won "The story of my life" ? and when?

13. What are the other awards she got for her work with blind?

14. Which attitude would show them the values of life?

15. What was the hint Helen keller gave to those who see?

B. Why does Hellen keller Advise us 'to make the most of every sense'? Discuss how you can do this in your own life?

**Activity - 7**

Helen Keller toured America giving lectures to groups of people who liked to help the blind. What would Helen have told them about:

(a) Educating the Blind


(b) some handicaps the Blind face


(c) How to overcome these handicaps?


**Activity - 8**

*Helen's achievements were greater by comparison.*


**Activity - 9**

The qualities of Helen Keller that I must admire.


**Activity - 10**

If I have my sight for only three weeks, so I will like to do.


**Activity - 11**

Words in the text which are close in meaning to the following.

(a) rapid to and fro motion	.....
(b) to affect or influence producing good results	.....
(c) to make or use for the first time	.....
(d) upper end of the windpipe	.....
(e) to copy or act like someone else	.....
(f) unusually, remarkably	.....
(g) a disability of the body or mind	.....
(h) to regain health or position	.....
(i) to continue to do something although difficulties arise.	.....

## Activity - 12

Read the following biographical and compare your notes.

### BENJAMIN FRANKLIN



Benjamin was a man of many talents. As a scientist he is compared to all time greats like Einstein and Edison. He conducted a lot of scientific investigations and invented many things that proved very useful in humanity's march towards progress. In 1752, he conducted an experiment with a kite and found out the electric power produced by clouds. This helped in generation of electricity. He also manufactured the lightning conductor through which lightning was earthed and buildings saved from damage, Franklin is credited with the invention of 'stove heater' which helped in keeping rooms warm. He played a key role in inventing 'bi-focal lenses'. As such, he occupies a respectable place in the pantheon of scientists.

Benjamin Franklin was born at Boston in the US on January 17, 1706 in a prosperous business family. In all, they were seventeen brothers and sisters. Franklin was regarded as a good writer and philosopher. He made a significant contribution to the manifesto of Declaration of the US Independence issued by Thomas Jefferson. He was associated with the drafting of the US Constitution and wrote biographies of prominent American Writers. He was elected as Fellow of the Royal Society.

Benjamin Franklin's talents as negotiator were utilised by the nascent government of the US. He was sent on diplomatic missions to England and France, He was also a respected Journalist, He died on April 17, 1790.

### MARIA MONTESSORI



You must have come across Montessori schools for small children. They carry the name of Dr. Maria Montessori, who propounded a new and innovative method for teaching children. She believed that education should be such that it is attractive as well as interesting for child aspirants. In this method, the children are allowed to develop their physical and mental faculties through fine arts, play and other curricular activities, Innumerable schools that follow her methods are now engaged in teaching the children according to their aptitude and psychology all over the world.

Maria Montessori was born in Italy in the year 1870. She belonged to a well-to-do family and took the degree of M.D. from the University of Rome. She was barely 24 at that time. Later, she served in the academic level at this university. She worked in the direction of finding a suitable educational system for mentally re-

tarded children. She did extensive research on the subject. She tried her system in various schools and found it to be very practical. Thereafter, she travelled to many countries for the propagation of her methods. She visited India too. Montessori was deeply influenced by the Theosophy and died in Holland in 1952.

Montessori laid stress on practical education, She opined that a children's physical, psychological, moral and social conditions should be kept in mind for their proper development, She devoted her life to impart suitable education to the mentally weak and handicapped children to bring them on par with normal children. She suggested many appliances that could help children in understanding complex things. Reward and punishment are excluded from the system. Her prominent books are: Montessori Method, The Secret of Childhood, Child Training, The Discovery of the Child and Education for a New World.

### CHRISTOPHER COLUMBUS

The Europeans were anxious to find the sea route to Asia, fabled for its silks, condiments and riches, Columbus also dreamt of reaching Asia after crossing the Atlantic Ocean. Born in Genova (Italy) in 1451, he became a sailor at the young age of 14. From his very childhood, the thought of crossing the seas and discovering new lands used to enthuse him. During 1476-'77, he sailed to Iceland and England and then went to Lisbon in Portugal where he got married.



But his dream of reaching Asia remained unfulfilled. He sought the help of England and Portugal in this venture but failed to enthuse the rulers of these countries. Eventually, He could convince Queen Isabella of Spain about the viability of his scheme. She helped him and promised that he would be made governor of all land he would discover. Not only that, he would be given 1/10 of all the wealth that he brought back.

On August 3, 1492, Columbus set sail from Spain in a fleet of three ships with 100 sailors. Eventually, on October 12, his ship anchored at Bahamas island in North America. It is amusing that he set out to discover the route to India which was renowned as the land of gold and riches, but reached America, the land of red Indians.

In 1498, Columbus set out on his third expedition. Again Columbus sailed in 1502 and began his crossing from the Canary Islands. This time he reached Panama. During this journey, he discovered many new islands and lands. His expeditions opened the routes to North America. Columbus, a pioneer discover, died on May 20, 1506 due to ill health.

## 5 - Grammar

### Complex Sentence

A complex sentence consists of one main clause and one or more subordinate clauses.

In each of the following complex sentences the noun clause is the object of a transitive verb.

- \* ***I do not know when I shall return.***
- \* ***She denied that she had written the letter.***
- \* ***Pay careful attention to what I am going to say.***
- \* ***Work hard so that you can get through.***

### Analysis of complex sentence

- \* In Analysing complex sentence the first step is to find out the principal or main clause.
- \* The next step is to find out the subordinate clause or clauses showing the relation which each clause bears to the principal clause.
- \* The last step is to analyse separately the principal clause and each subordinate clause, just as we analyse a simple sentence.

### Activity - 1

The following complex sentences are taken from the text. First find the main clause, then find the subordinate clauses and write them separately, naming them.

e.g: Dr. C. W. W. Kannangara was an eminent educationist main clause who worked unceasingly to bring about reforms in education. Subordinate clause.

1. He was an idealist, whose motto seemed to be "never give up what you firmly believe in".
2. He was referring to the poor village child who lacked the educational opportunities to bring out his inherent talents.
3. He was one of the principal leaders of the Civil Right Movement which fought against racial segregation of blacks and whites in America.
4. As she couldn't make her needs or thoughts understood she became quick tempered and difficult to control.
5. She was then made to place her fingers on Miss Sullivan's larynx, in order to hear vibrations and then imitate them.



**Activity - 2**

Join each of these groups of sentences to form a complex sentence. Use the words in brackets to join the sentences.

1. Dr. C. W. W. Kanhangara was an eminent Sri Lankan educationist, (who)  
He advocated one state system of schools. (which)  
The schools were for the talented children of the masses.
2. Martin Luther King Jr. was the principal leader of the Civil Rights Movement. (who)  
He used a form of non-violent social protest. (and)  
He fought for equal rights of the people.
3. Martin Luther King Jr. was a black civil rights leader (who)  
He gave black people dignity and a new identity (which)

This brought him the award of the Nobel Prize in 1964 in recognition of his services to the black people.

**(ii) Nominal Clauses**

That-clause

The main clause can be followed by "that" clauses which refer to what someone says or thinks.

e.g: As Minister of Education he realized that the prevailing educational system was unsuitable to the time.

In this sentence 'that' clause functions as the direct object.

**Activity - 3**

Complete the following sentences using a noun clause beginning with "that"

- (1) In the ancient days people believed that .....
- (2) It was my mother's wish that .....
- (3) Dr. C. W. W. Kannangara realized that .....
- (4) The weather forecasts predicted that .....
- (5) Hellen Keller believed that .....

**That**

- (1) So good a man is he that all respect him.
- (2) So bravely did they fight that the enemy were driven off.

- (3) The Romans built in such a low voice that their walls are still standing.
- (4) Very heavy rain fell so that the rivers were soon in flood.
- (5) Laws were quickly passed so that this abuse was checked
- (6) So cold was it that many dead

2. "Should" to indicate future expectation

"Should" is used to indicate the importance of doing something in the future. It is used when you are saying that something is the right or correct thing to do.

e.g. The profits should be used to enable the company to expand.

The form is should + be + past participle.

**Activity - 4**

Complete the following sentences by filling in the blanks with the correct verb.

- 1. When a fire breaks out, the fire brigade .....
- 2. If you are absent for two weeks from school a medical certificate .....
- 3. A contribution of Rs. 10/= for the elders' home ..... by each child.
- 4. Carbon steel knives ..... after use.
- 5. The room ..... in the same way as you found it.

**Lesson Unit Six :**

**Respect for Life**

**1. Prefects' Day**

**Comprehension**

Read the text of "Prefects' Day" Carefully and write the answer for the following questions.

1. Why "Father asked "Are you acting in a drama or something?  
.....
2. Why Upul is learning copy of the oath?  
.....
3. Write the list the promises Upul makes when he takes the oath?  
.....
4. How Upul was know what his promises are?  
.....
5. Why does Upul say "I'm sure I'll forget to breathe?  
.....
6. Why does the Father feel like a school boy?  
.....
7. Write some rules of your school.  
Why are they made? Discuss the use of one rule:  
.....  
.....
8. How can the other students in the School co-operate with the prefects to serve the school and the wider community?  
.....  
.....

**Activity - 1**

- A Find the meanings of the following word groups.
1. An oath : .....
  2. A promise : .....

- 3. An Undertaking : .....
- 4. An assurance : .....
- 5. Word of honour : .....
- 6. A guarante : .....
- 7. A pledge : .....

**Activity - 2**

\* Describe How you can take of action against vendors at the School gates? and write the answer.

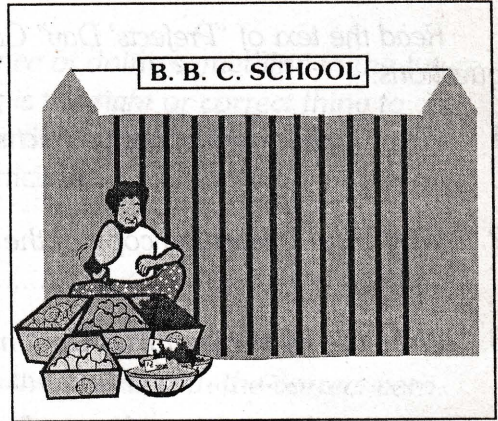
.....

.....

.....

.....

.....



**Activity - 3**

After upul's investiture he speaks to his friend expressing what he felt at the moment.

Discuss in pairs what Upul felt. Use as many of the following words as possible.

- (a) Nervous : .....
- (b) excited : .....
- (c) happy : .....
- (d) blinded : .....
- (e) responsible : .....
- (f) burdened : .....
- (g) frightened : .....
- (h) proud : .....

(B) Write a short description of Upul's feeling in about 100 words. Begin your description in the following manner.

It was the happiest day in my life .....

.....

.....

.....

.....

**6 - 2 Respect for the Child**

**Comprehension**

Read the text of "Respect for the child" carefully and write the answer for the following questions.

1. What is the law of the Jungle?  
.....
2. Name the law that governed society before civilisation?  
.....
3. What happen as man's sensitivity and intelligence?  
.....
4. What is achieved by advising and sermonising?  
.....
5. Who was liked to bully the weak?  
.....
6. Which laws was come into bring to protect the weak from exploitation?  
.....
7. What was children needs to have?  
.....
8. Which period of history gave the state and courts a protective role in relation to minor children?  
.....
9. What was happened in British times?  
.....
10. What are a big incentives to get children in the school?  
.....
11. How many percent of our children live below the poverty line?  
.....
12. Which immunisation programmes have successful?  
.....

13. Write the first three rights of the child given in this text?

.....

14. What are the other rights of the child fulfilled in society?

.....

**Activity - 4**

I. Look for the sentences in the paragraph on 'education and health' in the text that tell you:

- \* lesser children die at birth than before.
- \* of a 100 children, about 45 are poor.
- \* undernourished children catch diseases easily.
- \* some medicines prevent the spread of disease.
- \* children can get education free.
- \* free text books is an encouragement for children to attend school.

**Activity - 5**

II. "Respect for the Child" makes you think of a list of do's and don'ts in looking after domesticated animals. In groups, prepare your list under the following headings.

- security
- food and health

Read one another's lists and prepare a final list for the class.

"Respect for the child"	
security	food and health

### 6-3. The Elephants in Zimbabwe

1. Where are animals roamed freely?  
.....
2. Why did the local people hunted the animals?  
.....
3. How did the numbers of animals start dropping?  
.....
4. why did new people killed the animals?  
.....
5. How the Zimbabwe and other countries managed to put a stop to this unnecessary killing?  
.....
6. Why people were not declared to enter the national parks?  
.....
7. If animals continue to seareh for food what wii happened to the earth?  
.....
8. Where did the mahenes live?  
.....
9. How did the mahenes earn their mony?  
.....
10. When did the mahenes enter the national park to shoot the animals?  
.....

Pick out the word in the text that give this information.?

#### Activity - 6

Which of these killings are natural? Give reasons for your answers.

- (i) When there are too many animals of one species the government kills some off.
- (ii) Stronger animals eat up the weaker animal.
- (iii) People kill animals for sport.

**Activity - 7**

In groups prepare notes on the following headings.

- Similarities / differences between animal life in Zimbabwe and Sri Lanka.
- The plight of wild animals in the two countries.
- The part played by the state for their conservation.
- Your suggestions to help conserve wild life.

**Activity - 8**

You are asked to speak at a nature lovers' meeting. Prepare your notes for the speech. You may base your notes on paragraphs 2, 3 and 5 in the text.

**Activity - 9**

An elephant from a herd of Zimbabwe is questioned by you. Write your questions and the elephant's replies. For this read paragraph 5 of the text.

**Famous Animals in History**

**"BARRY," THE CANINE HERO**

This Saint Bernard saved 41 lives over a period of 12 years. Barry was kept at the Hospice of Saint Bernard, near a dangerous pass in the Swiss Alps. He had an exceptional ability to find and rescue people who were lost in sudden severe snowstorms. Barry died in 1814 at the age of 14. His body was preserved and now stands in a glass case in the Museum of Natural History in Berne, Switzerland.

**"BLACK JACK," THE SYMBOL OF A FALLEN LEADER**

When U.S. President John Kennedy was assassinated in 1963, Black Jack was chosen as the riderless horse for the funeral parade. Black Jack walked behind the casket, wearing an empty saddle with riders' boots reversed in the stirrups. This symbolized a leader had fallen and would never ride again.

Black Jack died 1976 at the age of 29. Because he was the last of his kind, a U. S. Army Quartermaster-issue horse with an army brand on his shoulder and an army serial number on his neck, he was buried in the parade ground of Saint Myer's Summeral Field in Virginia.

**"COMANCHE," THE SOLE SURVIVOR OF CUSTER'S LAST STAND**

U.S. General George Custer's 7th Cavalry was defeated by the Sioux Indian tribe in the Battle of Little Big Horn in 1876. Comanche, a cavalry horse, was the army's only survivor.

**"IGLOO," THE FIRST DOG TO FLY OVER NORTH AND SOUTH POLES**

Admiral Richard Byrd took his pet fox terrier, Igloo, with him when he was first to fly over the South Pole in 1926 and the North Pole in 1928.



### **"JUMBO," WORLD FAMOUS ELEPHANT**

Jumbo became famous as a P.T. Barnum circus elephant. He was billed as the "largest elephant in or out of captivity." Jumbo, who was 11 feet tall and weighed 6½ tons, introduced a new word to the English language. His name, Jumbo, came to mean anything of great size. When he died in 1885, it was estimated that Jumbo had given rides to over a million children in his lifetime.

### **"LAIKA," THE SPACE TRAVELER**

Laika, a female Samoyed husky, was the first "animalnaut" to orbit the earth. In November 1957, Laika was sent into space in a satellite by the Soviets. Because they were then incapable of bringing the satellite back to earth, Laika was painlessly put to death by remote control.

### **"MARENGO," NAPOLEN'S FAVORITE HORSE**

Marengo was a white Arabian stallion who carried the French Emperor, Napoleon, through many battles. In doing so, Marengo was wounded eight times. When Napoleon was defeated in his final battle at Waterloo in 1815, he was riding Marengo. Taken as a prize of war, Marengo's skeleton is on display today in the National Army Museum in London, England.

### **"MARTHA," THE LAST PASSENGER PIGEON**

Twenty-six-year-old Martha, the last of her species, died in 1914 at the Cincinnati Zoo. She is now on exhibit at the Smithsonian Institution in Washington, D. C. Passenger pigeons once existed in great numbers in the eastern U. S. They were hunted to extinction because of their popularity as food.

## **Odd Facts About Animals**

- \* **Dolphins** sleep with one eye open at all times.
- \* **Domestic cats**, which first appeared in Egypt in 2500 B.C., were considered sacred. When they died, they were mummified as a sign of love and respect.
- \* **Polar bears** have hair on the soles of their feet to keep them from slipping on the ice.
- \* A **gorilla** will stick its tongue out to show anger.
- \* The **toucan** is a South American bird with a colorful beak. When it sleeps, it is able to turn its head almost all the way around and rest its beak on its back.
- \* **Sea worms** are the most numerous creatures on earth. They number an estimated 40 septillion.
- \* A **wild turkey** is capable of flying at a speed of 55 miles per hour.
- \* The **horseshoe crab** is the only animal to chew its food with its legs.
- \* The **hummingbird** is the only bird that can fly backwards. Like a helicopter, it is also able to fly up and down, and it can hover in midair.
- \* The **pig** is the only mammal other than man that can get sunburned.

**Grammar**

The Past Perfect simple is had - Past Participle  
(gone, seen, finished etc)

Question

I		gone
You	had	seen
We	hadnot	given
They		finished
He		found
She		sold
It		cleaned

	I	gone?
Had	You	seen?
	We	given?
	They	finished?
	He	found?
	She	sold?
	It	cleaned?

Short Answer

	I	
	You	
Yes	We	hadn't
No	They	
	He	
	She	
	It	

1. I had met                      She had received                      She had been invited.

If we are already talking about the past, we use the past perfect to go back to an earlier past time, to talk about things that had already happened at the time we are talking about.

He **wasn't** exactly a stranger - I **had met** him once before.

I **explained** that I **had forgotten** my keys.

I **could see** from his face that he **had received** bad news.

The past perfect is only used when there is this idea of a 'second' or earlier past. We do not use it just to talk about things that happened some time ago.

I **left** some photos to be developed. **Are** they ready yet?

General Cary, who **commanded** a parachute regiment for many years, **is** now **living** in retirement.

The past perfect is common in 'reported speech' after past verb like said, told, asked, explained, thought, wondered, etc. It refers to things that had already happened when the conversation or thoughts took place.

I **told** them that I **had done** enough work for one day.

She **wondered** who **had left** the door open.

I **thought I'd sent** the cheque a week before.

Note that the past perfect can correspond to different 'direct speech' tenses. In the first example above, the present perfect would be used in direct speech ('I've done....') In the last example, the simple past ('I sent...') would be used. In the second example, both are possible ('Who has left...'; Who left....?')

2. The past perfect progressive is used to talk about longer actions or situations which had been going on continuously up to the past moment that we are thinking about.

When she **arrived** I **had waiting** for three hours.

I **realized** that **I'd been overworking**, so I **decided** to take a couple of day's holiday.

Some verbs are not often used in progressive tense

I **felt** as if I **had known** her all my life

3. Note that the past perfect is not always necessary when we talk about two things that happened at different times in the past. We use the past perfect mainly if, when we are concentrating on a later time (which will be in the past tense), we want to go back to an earlier time (which will be in the past perfect tense) just for a moment. Compare:

I **felt** pretty upset because of what Mary **had said**, but I **tried** not to think about it too much.

Mary **said** some rather horrible things to me; I **felt** pretty upset, but **tried** not to think about it too much.

When we talk about past events in the order in which they happened (as in the second example), we do not generally need to use the past perfect.

4. The past perfect is often used with conjunctions of time (like when, after, as soon as).

**When I'd written** all my letters, I **did** some gardening.  
She **didn't feel** the same **after** her cat **had died**.

A simple past tense can often be used instead of a past perfect, if the 'earlier' action was a short one. Compare:

**When I had washed** the cat, it **ran off** into the bushes in disgust.  
**When I put** the cat out, it **ran off** into the bushes in disgust.

However, a past perfect is usual when the subjects of the two clauses are the same.

**When I had put** the cat out, I **locked** the door and **went** to bed.

Even when the subjects are the same, a simple past tense is usually used when we are talking about people's immediate reactions.

**When she saw** the mouse she **screamed**.  
I **got** a real shock **when I opened** the box.

With *before*, the past perfect is sometimes used in a rather special way. It can refer to a later action which was not completed, or which was not done in time.

He **died before I had had** a chance to speak to him.  
She **went out before I'd realized** what was happening.

5. The Past simple is often used instead of the past perfect in dependent clauses after a past perfect verb.

He told me somebody **had phoned** when I **was** out. (Or:... when I had been out.)  
They were quarrelling about the property their father **had left** them when he died.

6. The past perfect can be used to express an unrealized hope, wish, etc.

I **had hoped** that we would be able to leave tomorrow, but it's beginning to look difficult.

I **had intended** to make a cake, but I ran out of time.

After *wish*, *if only*, *would rather*, and *if*, the past perfect refers to past actions or events that did not happen.

I **wish I had said** that I couldn't come.

**If only you'd told** me before.

**I would rather you had told** her the truth.

**If Bernard had moved** faster everything would have been all right.

Examples from the text are;

1. In Zimbabwe, there **had always been** a natural balance between animals and people.
2. In places, where there **had been** thousands of animals only a few remained.
3. The balance that **had existed** for hundreds of years seemed to have been broken forever.

**Activity - 1**

Read the paragraph 1 - The Elephants in Zimbabwe and turn all the past tense verbs into the past perfect tense.

e.g. roamed - had roamed

Rewrite the paragraph in the past perfect tense.

**Activity - 2**

When Sumith came to school on Monday morning after 3 days holiday he found that his classroom had been whitewashed. He also noticed several changes in the classroom. For each change write a sentence explaining what had happened.

e.g.: Polished desks and chairs

Some parents had polished the desks and chairs.

1. vase on the teacher's table

Somebody .....

2. pictures on the wall

Some parents .....

3. cupboard to keep books

The teacher .....

4. The weeds in the flower bed in front of the class.

The students.....

**2. Clauses of Purpose**

The way of indicating the purpose of an action is to use a clause beginning with, "in order" .....

e.g. In order to protect the future of animals, trees and plants ..... the government has to make rules.

**Activity - 3**

Complete the following sentences using "in order to" and the purpose.

One example is done for you.

e.g. We read the newspapers ..... (latest news)  
We read the newspapers in order to know the latest news.

1. We go to school ..... (education)
2. We educate ourselves ..... (gain knowledge)
3. We teach children ..... (good citizens)
4. Criminals are sent to prison ..... (reform them)
5. Children are taught the rules of health ..... (be healthy)

**Activity - 4**

The phrase "so as to" is used to mean the same as "in order to".  
Change the following sentences using "in order to" instead of "so as to."

1. They were running so as to get to the school first.
2. Tread carefully on the floor so as not to dirty it.
3. People would walk down the path so as to admire the view.
4. My advice is to open the windows so as to get more fresh air.
5. Samatha left home early so as to get to school early.

**3. Clauses of Reason**

One way of questioning the reason for something is by using the question word "Why".

e.g.: Why do children learn to abide by rules?

To give the reason for something we use a clause of reason, beginning with "because."

e.g.: Why do children learn to abide by rules?

Because it trains them to respect life.

**Activity - 5**

Write the question and the answer to the question from the clues given. Use the phrases "Why did ..... "and" "because". One example has been done for you.

e.g.: Q. Saman failed the examination.

A. Not study hard.

Why did Saman fail the examination?

Because he did not study hard.

1. Q. Sena did not come for work.

A. Trains on strike.

2. Q. Gihan did not buy groceries.

A. Shops closed.

3. Q. People stared at me on the road.

A. Hair dyed red.

4. Q. Soma didn't buy stamps.

A. Money not enough.

5. Q. He spent money carefully.

A. Buy many items.

**4. Restricting / Limiting Adverbs**

When we want to indicate that what is being said is limited to a focused part of the sentence, we use a limited word such as "only".

e.g.: 1. They only killed animals to provide their needs.

2. In places where there had been thousands only a few remained.

3. They only had time to remove the tusks.

**Activity - 6**

Construct sentences to express the following ideas using the limited word "only".  
One example has been done for you.

e.g.: He doesn't speak any language, except English.  
He only speaks English.

1. He hasn't visited any foreign country except France.
2. The new student hadn't spoken to anyone except the principal.
3. When Sena went to the shop he didn't buy anything except chocolates.
4. Manik doesn't like to read anything except schoolgirl stories.
5. Wimal never listened to any music except classical music.

**Activity - 7**

Imagine that you are 17 years old. Write 5 things you used to do when you were 15 years, but no longer do now. One example has been done for you.

e.g.: When I was 15 years I used to bite my nails.

**(be) used to, (get) used to**

I'm **used to** getting up early.

To talk about what is normal

He's **not used to** driving on the left.

We **aren't used to** very hot weather in Trincomalee.

How's your new job?

To talk about the process of changing

> Oh I'm **getting used to** it, thank you

to a new normal situation

**Have you got used to** our winters yet?

> I'm **getting used to** them, slowly!

I **was just getting used to** my old job when they moved me.

I don't like this new medicine.

> Don't worry. I'm sure you'll soon **get used to** it.



**Not**

(be) used to and (get) used to use these patterns:

	isn't		his new job yet,	(noun)
He	hasn't got	used to	it	(pronoun)
			living in London.	(..... ing form)

used to + first form, I used to live in London, has a different meaning.

I			
You			
we	used to		
they	<b>didn't use to</b>	live	
he she it			

Question forms are unusual.

I **used to** smoke

He **used to** play squash until his accident.

Something which was true for a period in the past but was not true later

Do you work full time?

>Not now, but I **used to** before I had the children.

It's funny. I really enjoy cricket now but **didn't use to**.

**Note**

**Did you use to** ....? is unusual; we usually say You used to .... didn't you?

**7 - 1. The Inside story**

**Comprehension**

Read Carefully the text of "The Inside story" then answer the following questions.

1. Where are you to take a guided tour?  
.....

2. From where to begin of your tour?  
.....

3. How many blood cells are in the right atrium with you?  
.....

4. What is the name of the dark Chamber with the walls?  
.....

5. What is the shaped of red blood cells?  
.....

6. Describe about a red blood cell?  
.....

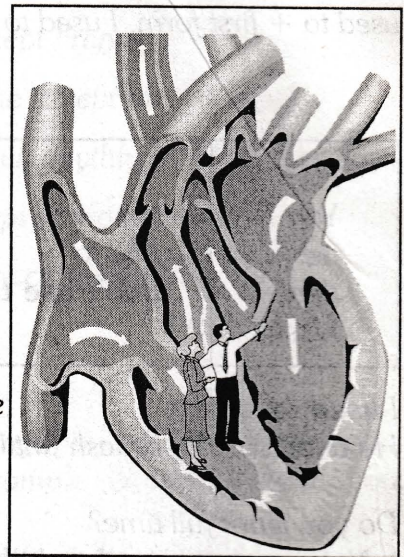
7. Describe a white blood cells?  
.....

8. What are the shapes white blood cells?  
.....

9. Why the bob flow through an opening that is like a door?  
.....

10. How the guide explains?  
.....

11. Why each time one door closes another door will open?  
.....



12. Describe your tour through the circulatory system to a friend?

.....

13. Did you enjoy your journey through the Circulatory system?

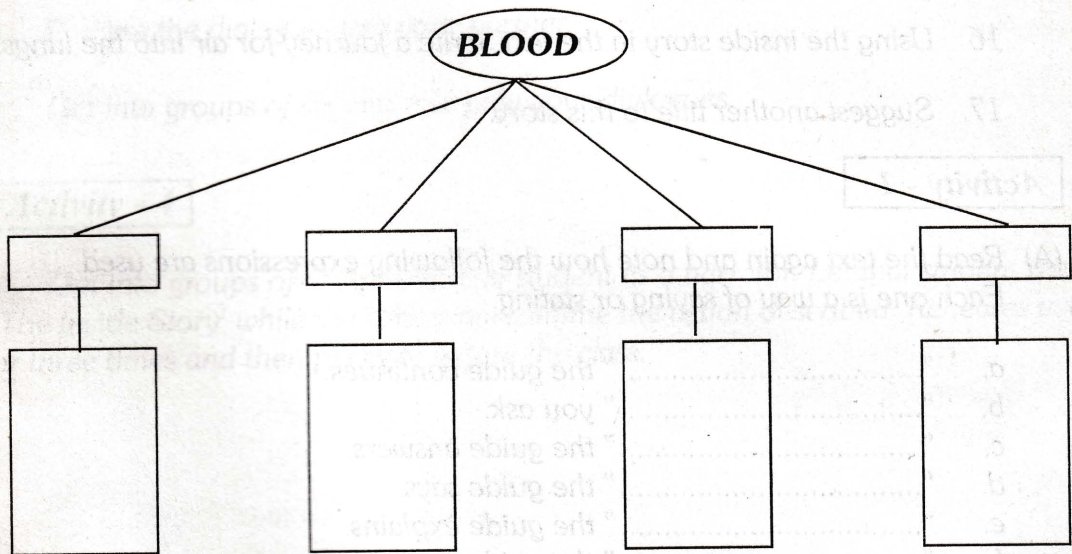
(I) At which point of the tour did you feel rather worried that you came on it?

.....

(II) Which part of the journey did you find most difficult and why?

.....

The guide explained to you that blood is composed of four substances. Use the visual organiser below to name and describe them.



14. Each phrase below is one step in the circulation of blood. Put a number before each step to show the correct order. Start with the right atrium of the heart.

- right atrium
- left atrium
- arteries to lungs
- capillaries
- right ventricle
- veins to heart from body
- capillaries in lungs
- arteries in the body
- veins from lungs to heart
- left ventricle
- aorta

Right atrium of the heart	Left atrium of the heart

- B** 15. Why do the blood vessels carry carbon dioxide and oxygen inside the human system?
16. Using the inside story in the text, write a journey for air into the lungs.
17. Suggest another title to this story.

**Activity - 1**

(A) Read the text again and note how the following expressions are used. Each one is a way of saying or stating.

- a. "....." the guide continues.
- b. "....." you ask.
- c. "....." the guide answers.
- d. "....." the guide says.
- e. "....." the guide explains.
- f. "....." the guide reassures.
- g. "....." the guide concludes.

(B) Write the dialogue that took place between the guide and you..

(C) In pairs read the dialogue that you wrote.

**Activity - 2**

Listen to the paragraph on 'You are what you eat.' Now answer the following questions.

1. What is bad food?
2. Explain the phrase 'hardening of the arteries'.
3. What are some of the problems that can occur due to overeating?
4. List some food items that we should avoid.

**Activity - 3**

a. Prepare a dialogue between you and your doctor. The role cards will help you.

You

You are over weight  
You get headaches and feel dizzy  
You are worried

Doctor

Checks blood pressure - says  
its too high  
suggests diet  
recommends exericies

- b. Practise the dialogue with your partner.
- c. Get into groups of six and role play your dialogues.

**Activity - 4**

Get into groups of 6. Appoint one student as a narrator. Let that student read 'The Inside Story' while the others pantomime the action described. Rehearses two or three times and then perform before the class.

**Comprehension**

Read carefully the text of "Viruses" and then answer the following questions.

1. Which type of thing can cause so much havoc in the world?  
.....
2. Why did the Viruses are reminded invisible until modern instruments were developed?  
.....
3. Who is the first scientist thought that Viruses existed in the environment?  
.....
4. When did wendall M. Stanley was able to separtae the Virus from the plant cell in which was growing?  
.....
5. How he was able to see the Virus?  
.....
6. How they understood several mysteries about the Virus?  
.....
7. How are Viruses different from other organisms with regard to cells  
.....
8. What are the two basic parts of Virus?  
.....
9. Where do you find the genes?  
.....
10. How the Virus used it material to live and reproduce?  
.....
11. Do all Viruses look the same?  
.....
12. Explain what Viruses can do to the human body?  
.....

13. Name the most dangerous Viral disease mentioned in the text, Why?

.....  
.....

**B.** 14. 'Medicine helps human beings live longer'  
Express your opinion on the above statement.


15. Germs and viruses from a vicious cycle. Talk about this vicious cycle and how it harms human beings. You may write about it too.

**Activity - 5**

Do this activity in groups.

In groups of 4, summaries under each heading, using the information given in the text.

Read out the summaries to the class and select the best.

(i) **Discovery**


(ii) **Structure.**

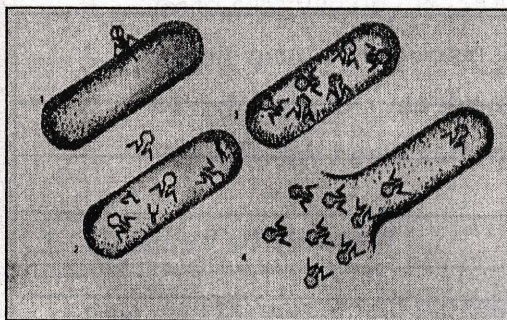

(iii) **Reproduction**


(iv) **Diseases**


**Activity - 6**

A famous virologist is going to visit your school. Prepare a series of questions which you want him to answer on viruses, their structures, the harm they cause and preventive measures.

**Activity - 7**



How the virus reproduces

Use these pictures to describe the reproductive process of the virus. You may use some of these words and phrases. The sequence markers will help you to list the process in a particular order.

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**Sequence markers**

- First
- Next
- Later
- When
- Finally

**Content words**

- attack
- penetrate
- materials (nucleic acid protein coat)
- burst
- release



**Activity - 8**

Are viruses living things? What do you think? Explain your point of view using the following words and phrases.

(a) To express a point of view

- In my opinion
- I think
- I believe
- In fact

(b) To add

- In addition
- Furthermore
- Besides

(c) To contradict

- However
- But
- On the other hand

(d) To conclude

- So
- Therefore

**Activity - 9**

Make a list of things we can do to protect ourselves from viral infections.

Refer to:

- Personal hygiene.
- Cleanliness in the environment.

e.g. Vaccinate your cat or dog against rabies.

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**Lesson Unit Seven - 3A : A Pioneer in the study of microbes**

**Comprehension**

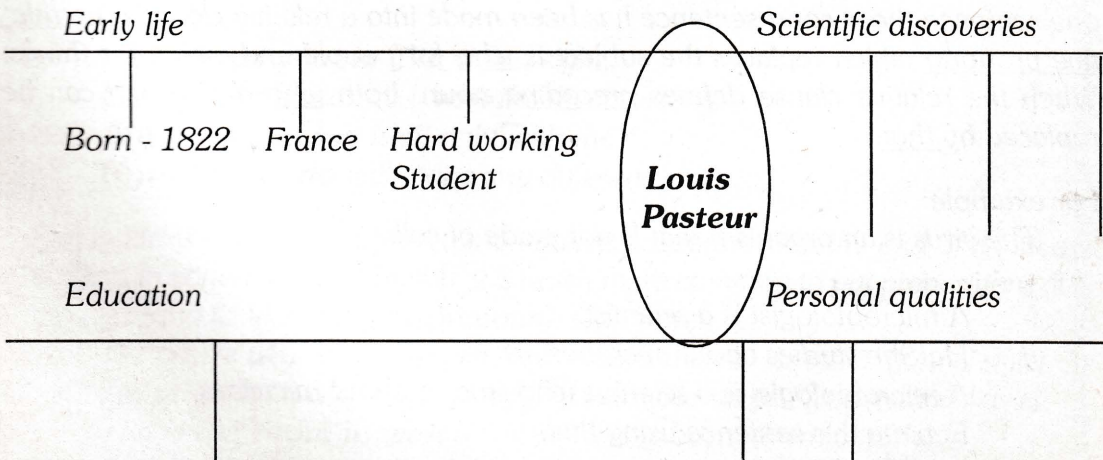
Read carefully the text of "A Pioneer in the study of microbes" and then answer the following questions.

1. How did he studied and worked in a modest laboratory?  
.....
2. How was Louis Pasteur's different from any other scientist of his time?  
.....
3. How many diverse areas did he covered?  
.....
4. Why Louis Pasteur's live was an example?  
.....
5. Which age he was partially paralysed?  
.....
6. Who does challenge his innovative ideas?  
.....
7. How many years he fearlessly continued his service to mankind?  
.....
8. Which age he got a Bachelor's Degrece?  
.....
9. When was he got a Doctorate in Science?  
.....
10. Where was he got the professor of chemistry?  
.....
11. Where was he worked in microbiology?  
.....
12. What is the experimental he proved?  
.....
13. How Pasteur realized microbes does fermentation, Putrefaction and infection?  
.....

14. What is the a revolutionary idia he established?  
.....
15. What is using today widely in the food industry?  
.....
16. How was Pasteur helped the french silk industry?  
.....
17. Describe pasteur's contribution to mankind against rabies?  
.....
18. Pick out the sentence from the text that says Pasteur knew rabies was caused by a Virus.  
.....
19. In what way do great men/ women inspire us?  
Discuss other examples.  
.....
20. Read the following verse and discuss how it connects with the life of a Poineer in the Study of Microbes.  
Lives of great men all remind us,  
We can make our lives sublime.  
And departing leave behind us,  
Footprints on the sands of time.

**Activity - 10**

Use this mind map to summarize information about Louis Pasteur.



## Activity - 11

In groups, discuss and find answers to the following questions.

I. Fermentation	II. Putrefaction	III. Infection
(breakdown of sugar by bacteria or yeast)	(decomposition or rotting of organic matter by the action of bacteria)	(disease caused by micro organism)
What are the food products that make use of fermentation?	What are some of the changes that take place, when garbage rots?	How can we prevent the spread of infection?

## Grammar

### 1. Relative Clause (Revision)

Let us examine this definition of a virus.

\* The virus is an organism which is not made of cells.

The above sentence is made up of two sentences.

- (a) The virus is an organism.
- (b) It is not made of cells.

The second sentence (b) has been made into a relative clause. A relative clause is a subordinate clause which describes a noun in the main clause. The first sentence (a) does not give enough information. and as it is better to put the complete idea into one sentence the second sentence has been made into a relative clause. The relative pronoun which replaces the subject is who for people and which for things. When the relative clause defines preceding noun, both who and which can be replaced by that.

For example:

The virus is an organism that is not made of cells.

- A I A microbiologist is a scientist.
  - II He/She studies about microbes.
- A microbiologist is a scientist who studies about microbes.  
Rewrite this sentence using that.

## Identifying relative clauses

1. In identifying relative clauses, we very often use **that** instead of the other relative pronouns, especially in a conversational style.

Where's the girl **that sells the tickets?** (=... **who** sells....)

He's a man **that people like at first sight.** (=.....**whom** people like)....

Could you iron the trousers **that are hanging up behind the door?** (=..**which** are hanging....)

I've lost the bananas **that I bought this morning.** (= **whcih** I bought.....)

That is especially common after the following words:

all	every (thing)	some(thing)	any(thing)
no (thing)	none	little few	much only

That is also very often used after superlatives.

Is this **all that's** left?

Have you got **anything that** belongs to me?

The **only thing that** matters is to find our way home.

I hope that **the little that** I've been able to do has been of some use.

It's **the best film that's** ever been made on the subject of madness.

What cannot be used in the same way as that.

Typical mistakes: \* **All what** you say is certainly true.

\* **Nothing what** we do is completely useless.

2. In identifying relative clauses, we often leave out the relative pronoun if it is the object of the verb in the relative clause. This is extremely common in conversational English.

He's **a man people like** at first sight.

I've lost **the bananas I bought** this morning.

**Anything you say** is all right with me.

**Nothing you do** will make any difference.

3. Prepositions can come either before relative pronouns or at the end of relative clauses. In conversational English, it is much more common to put prepositions at the end (and to leave out the pronoun). Compare:

The people **with whom he worked** regarded him as eccentric. (formal style)

The people **he worked with** thought he was a bit strange. (Conversational style)

This is **the room in which** Churchill was born. (Formal style)

This is **the room** Churchill was born **in**. (Conversational style)  
 Note that after a preposition *who* and *that* are impossible; *whom* or *which* must be used (as in the first and third examples).

4. Note that an identifying relative clause is not used after a noun which is already completely identified by other words.

Typical mistake: \* **My house which I** bought last year has got a lovely garden.  
 (Correct form: **The house which** I bought.... or **My house, which** I bought...)

5. In identifying relative clauses, present and past tenses are sometimes used instead of future and conditional.

I'll give you **anything you ask for**. (Not: \*..... will ask for.)

I'd give you **anything you asked for** (Not: \*..... would ask for.)

### Non-identifying Relative Clauses

1. Non-Identifying relative clauses are rather unusual in conversation. They are often heavy and formal, and are much more common in written English. A non-identifying clause is separated from its noun by a comma (because it is not a necessary part of the meaning of the noun) If the sentence continues after the clause, there is another comma.

This is Mr. Gallagher, **who writes comic poetry**.

Maczluwacz's masterpiece is the sonata for massed choirs and percussion, **which was written when he was only 19**.

The Highlanders, **who were divided into a number of warring tribes**, never managed to unite successfully against the English. Smallpox, **which once killed thousands of people every year**, has now been wiped out.

2. In non-identifying clauses, *that* cannot be used, and object pronouns cannot be left out.

I passed him a large glass of whisky, **which he drank immediately**.

(Not: \* ....whisky, that he drank...or \*....whisky, he drank....) Compare:

The whisky **you drank last night** cost Rs. 500/= a bottle. (you drank identifies which whisky is meant; the pronoun can be left out, and there is no comma)

3. Prepositions can come at the end of non-identifying relative clauses (but in a formal style, they are usually put before the relative pronoun.)

She spent all evening talking about her latest book, **which none of us had ever heard of**.

Universal Agroplastics, **of which Max Harrison was until recently the chairman**, has made a loss of three million Rupees this year.

4. Note that in non-identifying clauses, *whom* is quite often found.  
The small man in the raincoat, **whom nobody recognized**, turned out to be Olivia's first husband.

### Relative Clauses: Advanced points.

#### 1. Sentence-relative

Sometimes a relative clause refers not just to the noun before it, but to the whole sentence before. Compare:

He showed me a photo **that upset me**.

He tore up my photo, **which upset me**.

In the first sentence, it was the photo that was upsetting; the relative clause just refers to this noun. In the second sentence, it was not the photo which was upsetting, but the fact that somebody tore it up; the whole sentence *He tore up my photo* is the 'antecedent' of the relative clause. In cases like this, *which* is always used (*that* or *what* are impossible), and there is always a comma.

She cycled from London to Glasgow, **which** is pretty good for a woman

He wore his swimming things in the office, **which** shocked his boss a great deal.

#### 2. Many of whom, some of which, etc

In non-identifying clauses, determiners (e.g. *some*, *any*, *none*, *all*, *both*, *several*, *enough*, *many* and *few*) can be used with *of whom* and *of which*.

It's a family of eight children, **all of whom are** studying music.

We've tested three hundred types of boot, **none of which** is completely waterproof.

They picked up five boat-loads of refugees, **some of whom** had been at sea for two months.

This structure is also possible with other expressions of quantity, and with superlatives.

a number of whom      three of which      half of which  
the majority of whom      the youngest of whom

#### 3. Relative and infinitive

A preposition + relative pronoun can be followed by an infinitive.

We moved to the country so that the children would have a garden **in**

**which to play.**

He was miserable unless he had neighbours **with whom to quarrel**.

This structure is impossible if there is no preposition.

\* I can't think of anybody **whom to invite**.

Even with a preposition, this structure is rather formal and uncommon, and we usually prefer the simpler structure infinitive + preposition (...a garden to play in; ... neighbours to quarrel with).

**4. That (special cases)**

After words referring to manner, time or place, *that* is often used instead of *in which*, *when* or *where*. *That* can also be left out.

I didn't like the way (**that**) she spoke to me.

I'll never forget the Sunday (**that**) you first arrived.

Do you know anywhere (**that**) I can get a drink?

**5. Agreement of person**

In an informal style, a relative clause usually has a third-person verb even if the subject of the main clause is *I* or *you*.

It's **me that is** responsible for the organization.

**You're the one that knows** where to go.

In a very formal style, a first or second person verb is possible after *I who* or *you who*.

It is **I who am** responsible for the organization. (Or: It is **you who are**...)

For the grammar of this sort of sentence ('cleft sentence')

**6. Which as determiner**

*Which* can be used as a determiner, with a noun, in relative clauses. This structure is formal, and is only common after prepositions.

He may be late, **in which case** we ought to wait for him.

He lost his temper, **at which point** I decided to go home.



### Activity - 1

Join the following sentences using *which*.

Then rewrite the sentence using *'that'*.

- A. (i) AIDs is a disease.  
 (ii) It affects the human immune system.
- B. i. A Virologist is a scientist.  
 ii. He/She studies about viruses.
- C. i. The electron microscope is an instrument.  
 ii. It uses a beam of electrons.

### Activity - 2

A. Read the following pairs of sentences. Read also the third sentence that follows each pair. As you will note, this third sentence is a combination of the first two sentences. Note that the relative pronouns "*who, whom, whose, that*" refer to peoples, "*which*" and "*that*" refer to things.

- (a) Viruses exist in the environment.  
 (b) They are carried into organisms by air currents.  
 Viruses that exist in the environment are carried into organisms by air currents.
- (a) Viruses infect people and animals.  
 (b) They can be breathed and swallowed.  
 Viruses that infect people and animals can be breathed and swallowed.
- (a) Viruses can cause colds.  
 (b) Theses viruses reproduce in cells of the human respiratory tract.  
 Viruses that can cause colds reproduce in cells of the respiratory tract.
- (a) The nuclear acid contains genes or 'instructions.'  
 (b) These will determine how the organism will reproduce and develop.  
 The nuclear acid contains the genes or 'instructions' which will determine how the ogranism will reproduce and develop.
- (a) A person with AIDS gets certain diseases.  
 (b) A healthy person could fight off these diseases.

A person with AIDS gets certain diseases which a healthy person would fight off.

- B. Change these single sentences into sentence pairs as given above.
- With the progress of scientific research the scientists were able to design a robot which could mow a hundred acres of wheat land alone and without human help.
  - In Japan they created a life size soft plastic model of a female head which has a video camera inside the left eye.
  - Robots are machines which have artificial intelligence.
  - Man has invented half - intelligent machines whose work we hardly notice.
  - The migration of men to the cities threw a heavier burden on the women who had to tend the fields, the domestic animals and carry out their normal house hold chores.
  - In 1982 they formed Mahila Mangal Dal (M. M. D) in which all the Gadkhark households became members.
  - A savings fund was set up to provide interest free loans in their many activities which included guarding the forests and afforestation as well.
- C. Combine the following sentence pairs into single sentences using relative pronouns.
- The books were very expensive. They did not sell well.
  - Over hundred students were trained in the use of computers. They have all found employment now.
  - We found a puppy on our door step. It had a lame leg.
  - Fifty Sri Lankan students won awards at the Art Competition. Their entries were the unanimous choice of the panel of judges.

### **It: Preparatory subject**

- When the subject of a sentence is an infinitive or a *that* - clauses, this is not usually put at the beginning, Sentences like *To be with you is nice* or *That you should like him is interesting* are possible, but uncommon. More often, we begin the sentence with *it* and put the real subject later.

**It's nice to** be with you.

**It's difficult to** understand what she's talking about.

**It's interesting that** you should like him.

**It** worried me a bit **that** she didn't phone.

This kind of structure can express many different ideas. Some of the commonest are:

**Importance**

**It's essential to** - book in advance.

**It's important that** she comes straight to me when she arrives.

**Difficulty**

**It's not easy to** get him to change his mind.

**It's must be hard to** live on your salary.

**Possibility**

**It's probable that** we'll be a little late.

**Is it possible to** go by road?

**Usefulness**

**It's not very useful to** read the whole book.

**It's pointless to** go there on Monday - there's a public holiday.

**Normality and frequency**

**It's unusual to** see Peter with a girl

**Is it customary to** tip hairdressers?

**Time taken**

**It took me three hours to** get home last night.

**Emotional reaction**

**It was really astonishing that** she refused to talk to you.

**It shocked me that** Peter didn't tell anybody where he was.

**It's interesting to** see different cultures and ways of life.

**It was lovely to** see you again.

**It would be a pity to** miss it.

**Truth**

**Is it true that** she's ill?

**Convenience**

**Will it suit you to** come tomorrow evening?

**It'll be best to** go early.

**Ideas coming into one's head**

**It occurred to me that** she might have forgotten the date.

**It didn't occur to you to** phone, I suppose?

**It struck me that** the boss was behaving pretty strangely.

**Appearance**

**It appears that** Geoffrey might change his mind.

**It seems obvious that** we can't go on like this.

In some of these structures, should may be used with the verb in the that-clauses

It's interesting **that you should think** that.

It's important **that everybody should be told** all the facts.

It's important **that everybody be told** all the facts.

2. Other clauses besides *that*-clauses can also be put later in the sentence (with it as a preparatory subject).

**It** doesn't interest me **whether** you succeed or not.

**It** doesn't matter **when** you arrive - just come when you can.

**It's** surprising **how many** unhappy marriages there are.

**It's** a mystery **what** he sees in her.

**It** wasn't very clear **what** she meant.

3. It is used as a preparatory subject for the *for*+object+infinitive structure.

**It** will suit me best **for you to arrive** at about ten o'clock.

**It's** essential **for the papers to be** ready before Thursday.

4. It can also be used as a preparatory subject for an -ing form. This structure is rather informal, except with a few expressions like *it's worth* and *it's no use*.

**It** was nice **seeing** you.

**It's** crazy her going off like that.

**Is it worth reserving** a seat?

**It's no use trying** to explain - I'm not interested.

**It's not much good expecting** Andrew to help.

5. It is used to introduce some sentences with *if*, *as if* and *as though*.

**It looks as if** we're going to have trouble with Mrs Jenkins again.

**It's not as if** this was the first time she's been difficult.

**It will be a pity if** we have to ask her to leave, but it **looks as though** we may have to.

6. An introductory *it*-structure can be used to give special emphasis to one idea in a sentence. Compare:

Mrs. Smith came on Tuesday.

**It was Mrs Smith** who came on Tuesday. (emphasis on Mrs Smith)

**It was on Tuesday** that Mrs Smith came. (emphasis on on Tuesday)

### **It: Preparatory object**

When the object of a sentence is an infinitive or a *that*-clause, we sometimes use it as a preparatory object. Normally, this only happens when there is an adjective connected with the object.

George made **it clear that** he disagreed.

I thought **it peculiar that** she hadn't written.

The blister on my foot **made it painful to walk**  
I find **it difficult to talk** to you about anything serious.  
I **think it important that** we should keep calm.

When there is no adjective, it is not normally used.

Typical mistakes: \* I cannot **bear it, to see** people crying. (Correct structure: I cannot bear to see...)  
\* I **remember it, that** we were very happy. (Correct structure: I remember that...)

Note: however, the structures with owe and leave.

We **owe it to society to make** our country a better place.  
I'll **leave it to you to decide**.

### Use of 'It'

a. Personal pronoun.

e.g.: The protein coat of the virus gives it, its shapes?  
'It' is a pronoun which refers back to the noun virus.

b. Commenting on an action, activity or experience.

e.g.: It is hard to believe that a thing so small and simple can cause so much havoc in the world.

'It' is used to comment on an activity.  
It is followed by a verb and a complement.  
It + is + hard.

After the complement a present participle or a to-infinitive clause is used.  
It + is + hard + to believe that.....  
It + is + fun + working for her.....

c. Impersonal 'It'

e.g. 1. It is your turn to go through the capillaries.  
2. It is tight squeeze,

The word 'it' does not refer back to any thing earlier and so it is different from a personal pronoun.

The following are some words that can be used as complements, as in the example given in (b).

- |           |         |           |
|-----------|---------|-----------|
| apparent  | strange | lucky     |
| important | wonder  | sad       |
| clear     | pity    | wonderful |
| funny     | shame   | true      |

e.g.: It is a wonder that she failed the exam after so much hard work.

**Activity - 3**

- Select any five words from the given list and construct your own sentences.
3. Words often have more than one meaning.
    - a. depending on their context (situation)
    - b. as part of a phrase

**As and like: comparison**

1. When we want to say that people, things, actions or situations are similar to each other, we can use **as** or **like**, depending on the grammar of the sentence. **Like** is a preposition - it is followed by a clause, with a subject and verb.

I'm very **like my brother**.

My sister isn't much **like me**.

**As** is a conjunction - it is followed by a clause, with a subject and verb

I am no orator, **as Brutus is**. (Mark Antony in Julius Caesar)

She's a fine singer, **as her mother used to be**.

**As** is also used before prepositional expressions:

In 1939, **as in 1914**, there was a great surge of patriotic feeling.

2. In a formal written style, **as** is sometimes followed by the word order and structure of questions.

He was a Catholic, **as were most of his friends**.

He believed, **as did all his family**, that the King was their supreme lord.

3. Another use of **as** is in expression like **as you know**, **as we agreed**, **as you suggested**. The meaning here is not really 'comparison' or 'similarity', but 'identity'. (**As you know** does not mean 'You know something like this'; it simply means 'You know this'.) In an informal style, **like** is possible in some of these expressions, but it is unusual in educated English.  
For the use of **as** to talk about jobs, functions, roles, etc. (e.g. I worked **as a waiter**)

**As if and as though**

These two expressions are used in the same way.

It looks **as if/though** it's going to rain.

You look **as if/though** you're going to cry.

After **as if** and **as though**, we often use past tenses with a present meaning, to show that a comparison is 'unreal'. Compare:

You look **as if** you've been running.

You look **as if** you'd seen a ghost.

In the first example, the person may well have been running, In the second, the person has (probably) not seen a ghost, but just looks shocked.

You look **as if** you know each other.

Why is she looking at me **as though** she knew me? I've never seen her before in my life.

In 'unreal' comparisons, *were* can be used instead of *was*.

She looks almost as if she *were* drunk.

He looked at me as if I *were* mad.

*Was* is also possible in these cases (and is more common in an informal style)

In a very informal style, *like* is often used instead of *as if*.

He sat there smiling *like* it was his birthday.

She started kissing me *like* we were on our honeymoon.

### as...as...

1. When we say that two things are the same in some way, we can use *as...as...* with an adjective or adverb.

It's **as** cold **as** ice.

He drove **as** fast **as** he could.

She's **as** bad-tempered **as** her mother.

The first *as* is often dropped in an informal style, She's hard **as** nails.

When a personal pronoun follows the second *as*, we can use either a subject-form (*I, he, we, etc*) or an object-form (*me, him, us, etc*). Subject-forms are more common in a formal style (*as clever as I*), but object-forms are much more common in informal speech and writing (*as clever as me*).

Text-books sometimes give lists of colourful comparisons like *as cool as a cucumber, as happy, as a lark, as old as the hills, as black as the ace of spades*. Unfortunately, many of these are old-fashioned and unusual in modern English, so it is better to avoid them unless you hear other people using them.

*as... Both* are correct in modern English.

She's not *so/as* nice as her sister.

2. With a noun, we use *as much ...as ...* or *as many ...as...* to talk about quantity.

I haven't got **as much** money **as** I thought.

We need **as many** records **as** possible.

*As much* and *as many* can also be used as pronouns, without following nouns:

I ate **as much as** I could.

He didn't catch **as many as** he'd hoped.

And *as much* can be used adverbially to refer to an action or state:  
You ought to rest **as much as** possible.

- Twice, three times, etc can be used with *as...as...;* so can half, a quarter, etc.  
I'm not going out with a man who's **twice as old as** me.  
We got **three times as many people as** we expected.  
You're not **half as clever as** you think you are.

Expressions with *as...as...* can also be modified by (not) nearly, almost, just, nothing like, every bit, exactly:

It's **not nearly as cold as** yesterday.

He's **just as strong as** ever.

You're **nothing like as** critical as you used to be.

She's every bit as beautiful as her sister.

### as long as

- After *as long as*, we use a present tense to express a future idea.  
I'll stay with you as long as there is a room free. (Not: \*... as long as there will be a room free.)
- As long as* is often used to make conditions:  
You can take my car as long as you don't smash it up.

### as well as

- As well as* has a similar meaning to 'not only'.  
He's got a car as well as a motorbike.  
She's clever as well as beautiful.

---

Typical mistake: \* **As well as** he broken his leg, he hurt his arm.

---

When *as well as* is used with a verb, the -ing form is normally necessary.

**As well as breaking** his leg, he hurt his arm.

She's got a cleaning job at night, **as well as working** during the day.

Not the difference between:

She sings **as well as playing** the piano. (=She not only plays, but also sings.)

She sings as well as she plays. (=Her singing is as good as her playing.)

### as and than with pronouns

When *as* and *than* are followed by personal pronouns, both subject and object forms are possible.

She's not as experienced as **I/me**.



I think you understand the problem better than **I/me**.

In informal English, object forms (*me, him, etc*) are much more common. Subject forms are more often used on a formal style (for instance, in careful writing), and some people consider them more 'correct'. If a verb follows the pronoun, only subject forms are possible, of course.

She's not as experienced **as I am**.

### **as and how**

Typical mistake: \* Hold it in your right hand, **how** I told you.

Do not use *how* in comparisons, with the meaning of 'like' or 'as'. *How* is only used in questions (direct or indirect). Compare:

**How** did you do it?

Tell me **how** you did it,

Hold it in your right hand, **as** I told you.

### **as and though: special word-order.**

In a formal style, *as* can be used (with a special word-order) to mean 'although'. *Though* is also possible. The construction suggests a very emphatic contrast.

Could **as** it was, we went out. (= **Although** it was so cold, we went out.)

Tired **as** I was, I went on working. (= **Although** I was very tired, ...)

Bravely **though** they fought, they had no chance of winning.

Sometimes, *as* can be used in this construction to mean 'because'.

Tired **as** she was, I decided not to disturb her.

There is another way of using *as* with a special word-order.

He was a Catholic, **as** were all his family.

### **as after Object**

A number of verbs can be followed by an object and an *as* construction. This is common in cases when we say how we see somebody, or how people describe him.

I see you **as** a basically kind person.

She described her attacker **as** a tall dark man with a beard.

His mother regards him **as** a genius.

After *as*, an-ing form is possible (usually *being*).

I don't regard you **as being** dangerous.

Passive forms for this structure are common:

He wasn't recognized **as (being)** a great writer until after his death.

I was never considered **as** a good athlete at school.

With the verbs *impress* and *strike*, and *as*-structure can refer to the subject:  
He didn't impress me **as (being)** very intelligent,  
It struck me **as** strange that nobody said anything.

**Activity - 4**

What do the expressions with 'as' mean in the sentences given below? Each expression has a different meaning in the sentence. Discuss with your teacher if necessary. Write sentences of your own using 'as'. Read them out.

- a. As scientists progressed in their research, they designed a robot able to mow a hundred acres of wheat land alone, without human help.
- b. In some countries robots act as drivers and guides and run the underground trains.
- c. As a result man had invented these half-intelligent machines.
- d. Viruses go to their destinations using body fluids such as blood.
- e. The new viruses become lifeless as soon as they leave the cell.
- f. I will continue to be a teacher as long as I am able to.

**Activity - 5**

Adverbial clauses of reason with 'because'.

- A. Answer the following questions and complete sentences using 'because'. Read the text carefully to find your answers. The first one is done for you.
- a. Why do people find it hard to believe that viruses can cause so much havoc?  
People find it hard to believe that viruses can cause much havoc because they are so small and simple.
  - b. Why is it that viruses cannot live on their own?
  - c. Why do we say that a virus is not a complete organism?
  - d. Why should one be careful when one gets a cut or an insect bite?

- e. Why is it more dangerous for a person with AIDS to get a disease than for a person without it?
- f. Why is it that AIDS still remains a mystery?

B. Adverbial clauses of time

\* When we want to draw attention to the time of the action we can use an adverbial of time.  
Look at the examples.

- a. He received a Bachelor's Degree at the age of seventeen. The adverbial at the age of seventeen emphasises past time.
- b. Today we all know that reabies is caused by a virus.

The adverbial 'today' is used in this sentence to emphasise the contrast between past and present time. Note that it is used at the beginning of the sentence.

Why is it more dangerous to experiment with AIDS to get a diagnosis from for a person without it?

Why is it that AIDS still remains a mystery?

Adverbial clause of time

When we went to the bank on the first of the month you can see an adverbial clause of time

Look of the examples

a. He received a Bachelor's Degree at the age of sixteen. The adverbial in the age of sixteen emphasizes that he received his degree at a young age.

b. Today we all know that measles is caused by a virus.

The adverbial today is used in this sentence to emphasize the contrast between past and present time. Note that it is used at the beginning of the sentence.

1. 21-22

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