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# AN ADVANCED ENGLISH COURSE

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1970

DEPARTMENT OF EDUCATIONAL  
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## **INTRODUCTION.**

The purpose of this book is to enable students to progress from the comprehension of 'controlled' English—i.e. English written for language learners—to 'uncontrolled' English—i.e. an ungraded or free use of the language such as is met with in text-books, novels and newspapers.

In Part I therefore, the comprehension passages have been specially written to provide a general revision of the English language material covered in previous years.

In Part II students will find the kind of English that is used in normal writing. Some of the passages have been selected from books similar to texts studied in universities, while others have been included for their intrinsic interest. It is hoped that students will read all the passages both for information and pleasure. The passages have been chosen from subjects which can be pursued in more detail by specialists but which are of general interest to all students.

In both Part I and Part II, each passage should be first read quickly for a general impression of its content. Some indication of the meaning of particular words as they are used in the passage is given in the glossaries. Each glossary refers only to its own passage, and other possible uses of the words are not noted. Before the comprehension questions are attempted, the passages should be studied in greater detail. Some of the linguistic difficulties in the passage have been dealt with in the exercises which are not, however, exhaustive. Teachers will find it possible to develop further exercises according to the specific needs of their students.

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## PART ONE



Read these sentences :—

1. (a) In its journey round the sun, the earth is accompanied by the moon.  
 (b) On her trip to England, Manel was joined by her friend.  
 (c) On their tour of Anuradhapura, the tourists were taken around by a guide.
2. (a) The moon seems to be larger than any other star or planet, that we can see.  
 (b) The house appeared to be smaller than any other building that they inspected.  
 (c) The Mahaweli Diversion Scheme appears to be more complicated than any other project that has been planned.
3. (a) We can observe the moon changing its shape from a crescent to a full circle.  
 (b) You must have seen the evening sky changing its colour from one colour to another.  
 (c) We can watch certain insects changing their form from caterpillars into chrysalises.
4. (a) Sometimes we see the moon looking like a semi-circle.  
 (b) The motorist saw a huge animal looking like a rock in the distance.  
 (c) People saw Sigiriya looking like the castle of Kuvera in the clouds.
5. (a) Since there is no atmosphere on the moon, it is without protection from the sun.  
 (b) Since she had no umbrella, Sita was without protection from the rain.  
 (c) Since they had no elected representatives in the Council, the people had no protection from their foreign rulers.

Practise making sentences from these tables —

1	2	3	4	5	6	7	8	9
On her	trip journey voyage	to England round the world abroad	Manel my friend Mrs. Silva my aunt	was	joined accompanied	by	her friend her family her son	.

10

1	2	3	4	5	6
That house	appears to be seems to be looks as if it is	smaller larger more spacious bigger more roomy	than any other building that	they inspected we can see is in the neighbourhood	.

2.

1	2	3	4	5	6	7	8	9	10
We can	observe watch see	certain insects butterflies moths	changing their	form shape	from	caterpillars grubs larvae	into	chrysalises	.

3.

1	2	3	4	5	6	7
The motorist The people in the bus The driver of the vehicle The travellers	saw	an elephant an animal a bull	looking like a	rock shadow statue	in the distance far away	.

4.

11

1	2	3	4	5	6	7	8
Since Because Owing to the fact that	there is no	atmosphere air cloud cover	on the moon	it is without pro- tection from . it has no pro- tection from it is unprotected from it is exposed to it is open to	the rays of the sun the heat of the sun	.	

5.

## OUR SATELLITE

IN its journey round the sun, the earth is accompanied by its satellite, the moon. Next to the sun, the moon appears to us to be the largest body in the sky. It seems to be larger than any star or planet that we can see. Its apparent diameter is about equal to that of the sun. Actually, the sun is very much larger, with a diameter four hundred times greater than that of the moon. But the sun is four hundred times more distant from the earth. This is why the sun and the moon appear to be about the same size.

Next to the sun, the moon is the brightest object in the sky. However, that is only because it is so near to us. In fact, it only reflects the light of the sun and that is why we see the moon shining at night. Different parts of the sunlit side of the moon can be seen at different times. We can observe the moon apparently changing its shape from a crescent to a full circle and then back again to a crescent. When the moon is between the earth and the sun it cannot be seen. Several days later in the phase known as the new moon we see the moon becoming a thin crescent and getting wider until it reaches the phase called the first quarter. The moon is now partially lit and we see it looking exactly like a semi-circle. Sometimes we see the reflection of the sun's rays from the earth dimly lighting up the rest of the moon. We notice this happening especially when the moon appears as a thin crescent. This phenomenon is called 'earthshine'. When the moon is on the opposite side of the earth from the sun, it becomes a fully-illuminated disc and this phase is known as the full moon.

The moon revolves on its axis every twenty-seven and one third days and this means that 'daylight' on the moon lasts for about two weeks and the 'night' is also two weeks long. Since there is no atmosphere on the moon, it is without any protection from the scorching rays of the sun. As a result, the temperature on the

moon on the side facing the sun often rises as high as 212 degrees Fahrenheit. During the lunar night of two weeks which follows, extreme cold sets in and then the temperature falls as low as 238 degrees below zero.

The surface of the moon is not uniformly bright. Even with the unaided eye we can see that certain areas are darker than others. But the eye alone cannot see far enough to make out the craters and mountains of the moon. In 1610 Galileo invented a telescope which was powerful enough to reveal the features of the moon in greater detail. Now we have started making trips to the moon to find out more about it.

## GLOSSARY

to accompany	— to go along with
apparent	— seeming, according to appearance
atmosphere (n)	— air
a crater	— a round-shaped hole
a crescent	— shape of the moon in its first or last quarter
the diameter	— the length across the centre of a circle
a disc	— a flat round object
a feature	— a special mark
to illuminate	— to light up
lunar	— of the moon
partially	— partly, not completely
a phase	— a stage of development
a phenomenon	— an unusual happening
to reflect	— to throw back light
scorching	— burning
a semi-circle	— a half circle
a telescope	— an instrument that makes distant objects look larger and nearer
unaided	— without any help
uniformly	— evenly, always the same
zero	— nought

I. Complete the following sentences choosing a, b or c:—

1. The moon

- (a) is the largest object in the sky.
- (b) is the largest star in the sky.
- (c) seems to be the second largest object in the sky.

2. The diameter of the moon is

- (a) four hundred times that of the sun.
- (b) four hundred times smaller than that of the earth.
- (c) four hundred times smaller than that of the sun.

3. A full lunar 'day' (of light and darkness) is equal to

- (a) one day on earth.
- (b) fourteen days on earth.
- (c) twenty-seven and one-third days on earth.

4. The surface of the moon is

- (a) marked with craters.
- (b) evenly bright.
- (c) flat.

5. The temperature on the moon

- (a) varies between 212 degrees Fahrenheit and 238 degrees below zero.
- (b) is always 212 degrees Fahrenheit.
- (c) is always 238 degrees below zero.

II. Answer these questions :—

- (a) What is the largest body in the sky ?
- (b) What appears to be the second brightest object in the sky ? Why ?
- (c) When does the moon look like a semi-circle ?
- (d) What is 'earthshine' ?
- (e) Why does the moon have extremes of temperature ?
- (f) When were the craters of the moon first seen ?

How was this possible ?

III. Look at these sentences carefully :—

Sometimes we see the reflection of the sun's rays from the earth.

They dimly light up the rest of the moon.

We can join these two sentences as follows :—

Sometimes we see the reflection of the sun's rays from the earth dimly *lighting up* the rest of the moon.

Now join the following pairs of sentences as in the example:—

- (a) I watched the officer. He was giving orders to the soldiers.
- (b) We heard the train. It was coming into the station.
- (c) The people in the field saw the aeroplane. It was leaving a trail in the sky.
- (d) We met a tourist. He was looking at some curios in a shop.
- (e) My brother noticed some policemen on the road. They were carrying guns.
- (f) Darvan's mother found him. He was hiding in the kitchen.
- (g) Sita left her father. He was typing a letter at his desk.
- (h) A passer-by had observed the thief. The thief was trying to enter the house.
- (i) We could smell the wood. It was burning in the garden.
- (j) Banda came across a leopard. It was walking out of the jungle near his chena.

IV. Make sensible sentences from this table :—

1	2	3	4	5
I	often		to the cinema	
We	sometimes		on a pilgrimage	
Nimal's friends	never		to the park	
My grandmother	rarely	go	by taxi	
Gamini	occasionally	goes	out	
My father	frequently		on a holiday	
	seldom		overseas	
	hardly ever			
	regularly			

V. Fill in the blanks in the following sentences choosing the right words from the list below :—

scorching, diameter, satellites, semi-circle,  
 searching, phenomenon, radius, telephone,  
 illuminate, reflect, phrase, atmosphere,  
 crescent, phase, telescope, stalactites,  
 illustrate, phenomenal, reflection, atmospheric

- Jupiter has four moons or \_\_\_\_\_.
- The \_\_\_\_\_ of the earth is 7,900 miles through the poles.
- All planets shine because they \_\_\_\_\_ the light of the sun.
- The new moon appears as a \_\_\_\_\_ in the sky.
- Desert tribes wear long loose cloths to protect themselves from the \_\_\_\_\_ heat of the sun.
- The discovery of fire revolutionised life in an early \_\_\_\_\_ of man's development.

- The invention of the \_\_\_\_\_ in the 17th century led to many astonishing discoveries about the universe.
- During Wesak people \_\_\_\_\_ their houses with lanterns, oil lamps and electric lights.
- The \_\_\_\_\_ of our planet extends at least six hundred miles and consists of a mixture of gases.
- The \_\_\_\_\_ of the tides is produced by the pull of the moon on the earth.

VI. Look through the passage and find these words :—

apparent  
 apparently

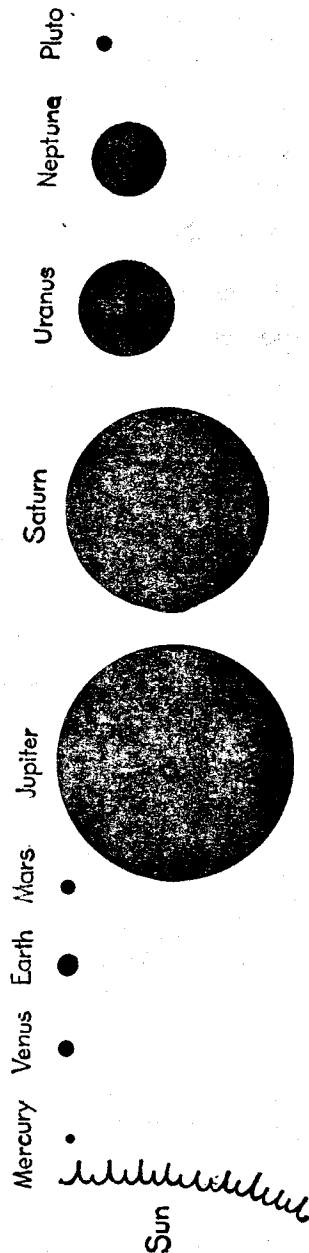
'Apparent' is an adjective and tells you something about a noun, while 'apparently' is an adverb and tells you something about a verb. Find six other adverbs in the passage and make adjectives from them. Find six adjectives in the passage and change them into adverbs. e.g. large-largely

VII. Choose the right words from within the brackets and complete this paragraph :—

Mercury and Venus are the only planets that are (close, closer, closest) to the sun than the earth is. Mercury is the planet (near, nearer, nearest) to the sun. It is the (small, smaller, smallest) of the planets and at certain times, one of the (bright, brighter, brightest). Night after night, Mercury appears (high, higher, highest) and (high, higher, highest) in the heavens, and night after night it appears (more, most) brilliant. After it reaches its maximum brightness, it follows the sun (more, most) quickly over the horizon and loses its lustre. Mercury was supposed to rotate upon its axis about as (fast, faster, fastest) as the earth does. But an Italian astronomer discovered that Mercury's day is much (long, longer, longest) than an earth day—in fact, Mercury's day is equal to eighty-eight earth days.



VIII. Study this diagram and answer the questions below in sentences to form a paragraph :—



Relative Sizes

- (a) How many planets are there in the solar system ?
- (b) Which is the largest planet ?
- (c) Which is the smallest planet ?
- (d) Which is closer to the sun—the earth or Jupiter ?
- (e) Which planet is nearest the sun ?
- (f) Which planet is the furthest away from the sun ?
- (g) Which planet is closest to Pluto ?
- (h) Between which planets does Neptune lie ?
- (i) Which planet lies between Uranus and Jupiter ?
- (j) Which two planets are nearest to Jupiter ?
- (k) Which is nearer the earth—Jupiter or Saturn ?
- (l) Which is smaller—Saturn or Jupiter, and which is further away from the sun ?

2

Read these sentences :—

1. (a) In some places the crust of the earth is thick.  
(b) In many regions of the world the weather is uncertain.  
(c) In certain parts of the town the roads are narrow.
2. (a) The water gushes out in the form of a fountain.  
(b) The articles were published in the form of a book.  
(c) The lantern was made in the form of a lotus.
3. (a) Although there may be snow on the surface, underneath the crust the temperature is very high.  
(b) Although there was heavy rain outside, inside the room it was warm.  
(c) Although there may be no sign of life on a forest road, in the depths of the jungle the struggle for survival goes on.
4. (a) When the water gets heated, it comes out as a hot spring.  
(b) When night falls, stars appear as points of light.  
(c) When plants are attacked by disease, the virus often appears as a fungus.
5. (a) This geyser has been erupting regularly for so long that it is called Old Faithful.  
(b) My brother had been playing so well that he has been elected captain.  
(c) A camel can go without water for so long that it is used for travel in the desert.

Practise making sentences from these tables—

1	2	3	4	5	6	7	8
	some many certain a few	places the	crust  surface	of the earth	is	thick thin weak hard soft	

20

1	2	3	4	5	6
The water	gushes out shoots up emerges comes out bursts out spouts out	in the form of	a	fountain geyser jet spring	
		like			

2.

1	2	3	4	5	6	7	8
Although there may be	snow ice water frost sleet	on the	surface top outside	underneath the crust below the surface at the centre of the earth	the temperature is very high		

3.

1	2	3	4	5	6	7
When the water	gets heated becomes hot boils	it	comes out emerges gushes out	as a	hot spring geyser fountain	

21

4.

1	2	3	4	5	6	7	8
It has been	doing behaving like erupting like	this for	so long so many years so many centuries such a long time	that it is	called known as referred to as	Old Faithful	

5.

## BENEATH THE CRUST

Do you know that the bones of sea-animals have been found in rocks on the tops of mountains ? Once, long ago, these mountains were below the sea. Movements from inside the earth raised these rocks up out of the sea into their present positions on the mountains.

The thin outer crust of the earth is made up of different kinds of rocks. In some places the crust of the earth is thick and the temperature underneath is very hot. In these places rocks melt and collect in pools under the earth's crust. The molten rock wells up out of the earth and pushes out gases in front of it. These gases press up against the crust. When this happens at a place where the crust is weak, the molten rock breaks out through the crust and flows out in the form of lava. The lava cools outside the earth's crust and after some time builds up above the earth and in the end it forms a cone around the opening. This is what is called a volcano.

Sometimes, in volcanic regions, rain water finds its way down into the earth through cracks in the surface and becomes heated. Although there may be snow on the surface of the earth, deep down underneath the crust, the temperature is very high. Water from melting snow seeps down through cracks into the earth. When this water gets heated, it comes out as a hot spring. Very often, the water of a hot spring gushes into the air in the form of a fountain and then it is called a geyser.

The Great Geyser in Iceland is like a circular lake. It is seventy-five feet wide and five feet deep except in the centre. A large pipe-shaped crack goes down into the earth and once every twenty-four hours a great column of water is shot out one hundred and fifty feet into the air. There is a geyser in the U. S. A. which erupts about once every hour and throws up a column of water six feet in diameter to a height of a hundred and fifty feet. It has been doing this regularly for so long that it is called Old Faithful.

In some places the water of geysers gets mixed with mud before being shot out into the air, and then there is a mud fountain. In others, all the water boils and evaporates before it reaches the surface and then we see spouts of steam coming out of the earth.

The geysers in New Zealand are in a volcanic region and their water contains a great deal of a mineral substance called silica. This is deposited round their outlets and makes these geysers look like fountains playing in marble basins. At one time there were a number of beautiful pink and white terraces around these geysers but unfortunately they were destroyed by an earthquake in 1886.

Although we do not have geysers or volcanoes in Ceylon, we have hot springs in Trincomalee.

## GLOSSARY

a column	— anything straight like a pillar
a cone	— something that is flat and round at the bottom and pointed at the top
a crust	— a hard outer-covering
to deposit	— to put down, to place
an earthquake	— a shaking movement of the ground
to erupt	— to burst out
to evaporate	— to turn into gas or steam
to gush	— to rush or pour out suddenly
a landslide	— a mass of rock or earth sliding or rolling down the side of a mountain
lava (n)	— material such as rock that comes out of a volcano
marble (n)	— a kind of white or coloured stone that takes a beautiful polish
a mineral	— a natural substance that is not animal or vegetable
molten	— melted

an outlet	— a way out for water
to seep	— to flow or pass slowly through
a spout	— a stream (usually of liquid) coming out with force
a spring	— a place where water comes up from the ground
a terrace	— a flat raised piece of ground
volcanic regions	— areas in which there are volcanoes
a volcano	— a mountain which erupts and sends out lava

I. Are these statements true or false ?

- Bones of sea-animals are found only in the sea.
- Ages ago certain mountains were below the sea.
- When rocks melt they turn into volcanoes.
- Molten rock which comes out of the earth is called lava.
- The cone of a volcano is made of lava.
- When there is snow on the surface of the earth the temperature underneath is very cold.
- Old Faithful is a geyser which erupts once every hour.
- All geysers spout water.
- The geysers in New Zealand are mud fountains.
- Silica is deposited round certain geysers in New Zealand.

II. Answer these questions :—

- What does the crust of the earth consist of ?
- Why do rocks melt in some places under the surface of the earth ?
- What happens to lava outside the earth's crust ?
- How is a hot spring formed ?
- What is a geyser ?
- Why is Old Faithful so called ?
- When do spouts of steam come out of the earth ?
- What makes the geysers in New Zealand look very beautiful ?

III A. (1) Practise these sentences :—

The meeting took place *in* the school hall.  
 The meeting took place *at* ten o'clock.  
 The meeting took place *on* a Poya day.  
 The meeting took place *in* June.

Fill in the blanks in these sentences :—

- The members of the club met \_\_\_\_\_ the park \_\_\_\_\_ 4 p.m. \_\_\_\_\_ a pre-Poya day \_\_\_\_\_ May.
- The wedding took place \_\_\_\_\_ the Town Hall \_\_\_\_\_ 6 p.m. \_\_\_\_\_ the first of July 1969.

(2) Practise these sentences :—

They stood *in* a queue.  
 They stood *at* the gate.  
 They wanted tickets *for* the film.

Fill in the blanks in the following sentences :—

- The people waited \_\_\_\_\_ a queue \_\_\_\_\_ the co-operative store to buy their rations \_\_\_\_\_ the week.
- He waited \_\_\_\_\_ the entrance \_\_\_\_\_ his son.

(3) Practise these sentences :—

My sister lives *in* an old house *in* Kandy.  
 The house is *on* a hill *by* the river.

Fill in the blanks in the following sentences :—

Mrs. Piyadasa lives \_\_\_\_\_ a beautiful house in Galle.  
 Her house is \_\_\_\_\_ a hill \_\_\_\_\_ the sea. Her brother lives \_\_\_\_\_ a small flat \_\_\_\_\_ the fourth floor of a large building \_\_\_\_\_ Colombo.

B. Practise these sentences :—

' Shakuntala ' was written *by* Kalidasa.

These murals were painted *by* George Keyt.

He cut down the tree *with* an axe.

She wiped the table *with* a duster.

Now fill in the blanks choosing the correct prepositions from within the brackets :—

- (1) The operation was performed (by, with) a famous surgeon.
- (2) She cut the knot (by, with) a pair of scissors.
- (3) The tree was cut down (by, with) a labourer (by, with) an axe.
- (4) The text book was prepared (by, with) some teachers.
- (5) They wrote it (by, with) the help of experts on the subject.

IV. Make sentences from these tables :—

1	2	3
They went to	school Kandy the fair church their aunt's house	

1	2	3	4
They Her friends Sita The children My sister	went	shopping  home  swimming	

1	2	3	4	5	6
He	left		Kandy	yesterday	
The Minister			Jaffna	at eight	
The boys	set off	for	Japan	last night	
The children			Galle	this morning	
Manel	started				

1	2	3	4	5	6	7
It is not far		my your	house		the hospital the Town Hall	
It is half a mile	from	his her		to	the market the temple	
It is a ten-minute walk		our their	flat		my school my office the bus-stop	

V. Make a list of words which tell you what water, molten rock and lava can do. e.g. flow

VI. Find words in the passage which mean about the same as each of these phrases :—

- (a) the hard outer part of the earth
- (b) the pointed top part of a volcano
- (c) a place where water comes up from the ground
- (d) a natural fountain of water
- (e) something tall and upright like a pillar
- (f) a forceful stream or jet
- (g) a kind of stone which can be polished
- (h) something that is neither plant nor animal



The words you have found have other meanings too.

All the blanks in the following sentences can be filled with words from your list :—

- (a) When the fat gentleman sat on our old sofa a \_\_\_\_\_ gave way.
- (b) A poor man came to my door and begged for a \_\_\_\_\_ of bread.
- (c) When water is boiled in a kettle, steam comes out of the \_\_\_\_\_.
- (d) Lalith bought an ice-cream \_\_\_\_\_ for twenty-five cents.
- (e) Graphite is a \_\_\_\_\_ that is used to make pencils.
- (f) A \_\_\_\_\_ of soldiers came marching along the road.
- (g) Revan lost a \_\_\_\_\_ while playing in the garden.
- (h) The \_\_\_\_\_ was out of order and Mary had to have a bath in cold water.

VII. Fill in the blanks choosing the most suitable words from the given lists :—

- (a) Ceylon is \_\_\_\_\_ the Indian Ocean. It is \_\_\_\_\_ South India. It is separated \_\_\_\_\_ India \_\_\_\_\_ a narrow strait. It is \_\_\_\_\_ the route \_\_\_\_\_ the West \_\_\_\_\_ the East. Ceylon lies \_\_\_\_\_ the continents \_\_\_\_\_ Africa and Australia.

(near, in, by, between, from, on, of, to, from)

- (b) Kandy is a town \_\_\_\_\_ the central hills. Wace Park is \_\_\_\_\_ a hill \_\_\_\_\_ Kandy. The Bogambara lake is \_\_\_\_\_ the Dalada Maligawa. The Tooth Relic \_\_\_\_\_ the Buddha is \_\_\_\_\_ the Maligawa. You must remove your shoes \_\_\_\_\_ and then go \_\_\_\_\_ the stairs \_\_\_\_\_ the special room \_\_\_\_\_ to see it. Every year, \_\_\_\_\_ August, the Relic Casket is taken \_\_\_\_\_ the Maligawa \_\_\_\_\_ the streets \_\_\_\_\_ Kandy \_\_\_\_\_ a big procession \_\_\_\_\_ elephants and dancers.

(of, above, in, of, in, in front of, up, in, into, in, inside, along, outside, out of, on, of)

VIII. Answer these questions in sentences to form a paragraph :—

- (a) What is the temperature like in some places deep down in the centre of the earth ?
- (b) What happens to rocks underneath the earth's crust ?
- (c) What does molten rock collect in ?
- (d) What does molten rock do ?
- (e) What pushes gases against the crust of the earth ?
- (f) What happens where the crust is weak ?
- (g) What flows out of the cracks in the earth ?
- (h) Where is the lava deposited ?
- (i) What forms round the cracks ?
- (j) What do we call areas where volcanoes are found ?

### 3

Read these sentences :—

1. (a) All birds have feathers.  
(b) Some birds have long legs.  
(c) All giraffes have very long necks.
2. (a) Feathers not only keep birds warm and dry but also help them to fly.  
(b) The coconut tree not only gives us food but also enables us to make rope and matting.  
(c) Irrigation schemes not only give us water but also enable us to make electricity.
3. (a) Strong chest muscles give birds the power to flap their wings.  
(b) Fins give fish the ability to balance in water and to swim.  
(c) A knowledge of English gives us the ability to communicate with people outside Ceylon.
4. (a) The first bird we know about was nearly the size of a crow.  
(b) The first king of Ceylon we know about was Vijaya.  
(c) One of the earliest civilizations we know about is that of Mohenjo-daro.
5. (a) Birds like eagles which have long broad wings can soar and glide for long periods on rising currents of air.  
(b) Birds like vultures which have very strong beaks and claws can eat small animals easily.  
(c) Animals like kangaroos which have pouches or bag-like formations can carry their young in them.

Practise making sentences from these tables :—

1.

All birds have	wings feathers beaks claws	1      2      3
----------------	-------------------------------------	-----------------

2.

Feathers not only keep birds	warm dry	1      2      3      4      5      6
	but also	
	help assist enable	
	them to fly	

3.

Strong chest muscles give birds	the power the energy the strength	1      2      3      4      5      6
	to	
	flap flutter move use	
	their wings	

1	The	first	earliest	2
3	bird	we	3	
4	know	hear	read	4
5	about	of	5	
6	was	6		
7	nearly	almost	more or less	7
8	the size of a crow	8		
9	9			

4.

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1	Birds	like	similar to	2	
3	eagles which have long	broad wings	3		
4	can	are able to	have the ability to	4	
5	soar and glide	5			
6	for long periods of time	for a great length of time	for many hours at a stretch	for a long time	6
7	7				

5.

## CAN A BIRD FLY ?

Birds, like most animals, are warm-blooded and have backbones. But birds are not exactly like other animals because they have feathers and other animals do not. Most birds are more or less creatures of the air but there are some birds that do not leave the surface of the earth. These birds cannot fly but they can do other things instead. Penguins, for example, cannot fly but they live in the sea and they can even see clearly under water. Ostriches are similar to penguins in one respect. They too cannot fly. Their tiny wings are useless for flying. But ostriches, unlike penguins, do not live in the sea. They live in the warm, sandy grasslands of Africa and in Arabia. They can run at forty miles an hour. Birds which are very similar to the ostrich are the emu of Australia and the rhea of South America. Their wings are as useless for flying as the wings of ostriches. Like ostriches, they live in warm, sandy places.

The earliest birds were more or less like lizards with feathers. The first bird we know about was nearly the size of a crow and lived in Southern Germany about one hundred and fifty million years ago. Its tail was like that of a lizard. Just as a lizard's tail is long with many small bones, so was the tail of the first bird. The only difference was that feathers grew out along its whole length.

All birds have feathers. Feathers not only keep birds warm and dry but also help them to fly. Most birds' wings have long stiff feathers which are as strong as steel. These wings are nearly weightless and can easily support a bird in the air. The chest muscles of a bird are very strong. They give birds the power to flap their wings. The shape of a bird's wings determines how it flies. Birds like eagles which have long broad wings can soar and glide for long periods on rising currents of air. Birds like swallows which have long pointed wings can fly very fast over long distances. On the other hand birds like pheasants which have short rounded wings are very different. They can only fly short distances and they spend most of their time on the ground.

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## GLOSSARY

a current	— a flow of air
to determine	— to decide
an eagle	— a large strong bird that can see far — it kills and eats other birds
an emu	— a large Australian bird that can run but cannot fly
to flap	— to move wings up and down
to glide	— to move smoothly and evenly
in one respect	— in one way, in one detail
nearly weightless	— almost without weight
an ostrich	— a large bird found in certain parts of Africa and Arabia — it runs swiftly but cannot fly
a penguin	— a sea-bird commonly found in the Antarctic which uses its wings for swimming — it cannot fly
a pheasant	— a bird with a long tail and brilliant feathers — it is hunted for sport or food
a rhea	— a bird which, like the ostrich, cannot fly — it has three toes and is commonly found in South America
to soar	— to fly upward, to fly at a great height
to support	— to hold up, to keep from falling

- I. A. Say whether these statements are true or false :—
- (1) Birds are exactly like other animals.
  - (2) There are some birds that cannot fly.
  - (3) Ostriches live in the sea.
  - (4) An emu cannot use its wings for flying.
  - (5) The wings of a bird are very heavy.
- B. Answer these questions with 'Yes' or 'No' :—
- (1) Do penguins live in the sea ?
  - (2) Do eagles have long pointed wings ?
  - (3) Can birds with short rounded wings fly very far ?
  - (4) Was the tail of the earliest bird similar to that of a lizard ?
  - (5) Is a rhea a bird like an ostrich ?
- II. Now answer these questions :—
- (a) Name some birds that cannot fly.  
Give one reason why these birds cannot fly.
  - (b) What did the earliest birds we know about look like ?
  - (c) Of what use are a bird's
    - (i) feathers
    - (ii) wings
    - (iii) chest muscles ?
  - (d) What is the shape of an eagle's wings and how does it fly ?
  - (e) What is the shape of a swallow's wings and how does it fly ?
  - (f) In what ways are birds like pheasants different from birds like swallows ?

III. Look at these pairs of sentences :—

- (1) An emu's wings are useless for flying.  
An ostrich's wings are useless for flying too. (useless)
- (2) This parcel weighs 35 pounds.  
That parcel weighs 35 pounds too. (heavy)

We can join these pairs of sentences to form one sentence in each case.

- (1) An emu's wings are as useless for flying  
as the wings of an ostrich.
- (2) This parcel is as heavy as that parcel.

In the same way use the expression 'as...as' and the word given in brackets to join the following pairs of sentences to form one sentence.

- (a) Water is essential for life.  
Food is essential for life too. (essential)
- (b) Mr. Brown's car cost Rs. 20,000/-.  
Mr. Smith's car cost Rs. 20,000/-too. (expensive)
- (c) Sarath is six feet tall.  
Sunil is six feet tall too. (tall)
- (d) Mr. Brown owns several houses.  
Mr. Smith owns several houses too. (rich)
- (e) Sarath is the first boy in his class.  
Sunil is the first boy in his class too. (clever)

IV. Look at the words in italics in these sentences :—

The bus went *very* fast.

The bus went *too* fast for us to enjoy the scenery.

'Very' means extremely, in a high degree. 'Too' means excessive, more than enough.

Fill in the blanks in these sentences with *very* or *too* :—

- (a) My grandfather is a ——— old man.  
He is ——— old to work.
- (b) Kiri Banda is ——— fat to run fast.  
He is ——— fat indeed.
- (c) The children were ——— thirsty after their walk.  
They are ——— thirsty to wait any longer for their milk.
- (d) That novel is ——— long to finish reading in one day.  
It is a ——— long book.
- (e) Mary is ——— pretty. She is so pretty that she came first in a beauty contest last year.
- (f) Arthur Clarke, who is ——— interested in space travel has written a number of books about it.
- (g) That man is ——— stupid to understand the problem.
- (h) Professor Fernando is a ——— learned man. He has represented Ceylon at several U.N.O. Conferences.
- (i) That suitcase is ——— small to hold all your clothes.  
You really need a ——— big one.
- (j) We have had ——— much rain lately and the roads are flooded.



V. A. List the words in the passage which tell you what a bird can do. e.g. fly. Add five more words to your list.

B. List the words in the passage which tell you what a bird has. e.g. wings. Add five more words to your list.

VI. Pick out the words whose meaning in the passage is the opposite or nearly the opposite of the following : e.g. useful—useless

unlike	short	slow	narrow
falling	weak	wet	pointed

VII. Fill in the blanks in these paragraphs, choosing the right words from the words given in brackets :—

A. Aeroplanes ——— [like  
unlike] birds have ———

[feathers  
wings]. These wings support the weight of the

machines. But aeroplanes are ——— [different from  
the same as]

birds because they are ——— [animals  
machines] and birds

are ——— [living creatures  
machines]. Birds can fly on their

own but aeroplanes cannot. They need ——— [chauffeurs  
pilots]  
to control them.

B. Silver ——— [unlike  
like] gold is a metal.

[Like  
Unlike] gold it has a number of uses. But silver

is not ——— [as  
like] valuable ——— [so  
as] gold. Gold

is ——— [more  
most] precious than silver. It is also

——— [most  
more] difficult to obtain from the earth.

VIII. Read the second paragraph of the passage and answer these questions in complete sentences to form a paragraph of your own.

(a) What were the earliest birds like ?

(b) Did they have feathers ?

(c) What size were they ?

(d) Where did they live ?

(e) How long ago did they exist ?

(f) What were their tails like ?

(g) How were their tails different from lizards' tails ?

# 4

Read these sentences :—

1. (a) Many stories are told about the origin of tea.  
 (b) Many theories are held about the origin of man.  
 (c) Many questions are asked about the existence of life on other planets.
2. (a) To keep awake, the monk began to eat some leaves.  
 (b) To reduce his weight, my brother began to diet.  
 (c) To collect information for his book, the writer began to interview the people of the village.
3. (a) For commercial purposes this plant is grown as a bush.  
 (b) For medical purposes certain foods are imported duty free.  
 (c) For agricultural purposes land is divided into fields.
4. (a) It is believed that the original home of tea was China.  
 (b) It has been suggested that the home of the Aryans was in Southern Russia.  
 (c) It has been accepted that the Indus Valley civilization was a very ancient one.
5. (a) Tea is packed into chests for distribution.  
 (b) Fish is brought to the market for sale.  
 (c) Raw materials are imported into the country for industrial purposes.

Practise making sentences from these tables—

1	2	3	4	5
Many	stories	are told about	the origin of tea Saradiel the Veddas the jungles of Ceylon my uncle Raja	

1	2	3	4	5
To keep awake, he	began started decided	to	eat some leaves drink coffee smoke tell stories sing whistle	

1	2	3	4	5	6	7
For	commercial economic export	purposes	this plant this tree	is grown is cultivated	on a large scale in many parts of the world on high ground on large estates	.

3.

1	2	3	4	5	6	7	8
It is	believed said thought accepted supposed	that the	original first earliest	home of	tea printing silk gunpowder paper	was China	.

4.

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1	2	3	4	5	6	7	8
Tea Rubber Coffee	is packed	into	chests crates boxes	for	distribution transportation export sale	all over the world	.

5.

## TWO LEAVES AND A BUD

Among the many stories that are told about the origin of tea, one is about a Buddhist monk. It is said that he decided to meditate for seven years. In the fifth year he became sleepy, and to keep awake, he began to eat some leaves from a nearby tree. This enabled him to stay awake and so he was able to continue his meditations for two more years.

It is believed that the original home of tea was China. This plant is now cultivated in many parts of the world and for commercial purposes it is grown as a bush. The hardy, ever-green tea plant grows best in a hot, moist climate with plenty of sun and rain. The best tea bushes are usually allowed to grow into trees to produce seeds which are sown in carefully prepared nurseries. Sometimes tea plants are grown from cuttings. The young plants are transferred into baskets or removed by machines and replanted two or three feet apart on the hillsides. The bushes are pruned to a height of about three or four feet once in two or three years. Tea is manufactured from the tender fresh leaves and buds of the plant.

The 'flush' (two leaves and a bud) is picked once a week or once a fortnight by skilled women workers. The leaves are collected in large cane baskets and taken to the factory. Here they are weighed and then spread out on racks to wither. When the leaves are dry but still green they are conveyed from the withering racks to the rolling machines. They are broken up in these machines and then passed through mesh sieves. The tea leaves are now spread out on glass or cement tables in a cool, damp atmosphere. Here the leaves are allowed to ferment. When they turn a bright copper colour they are passed through a drier. As they come out of the drier the leaves are finally put through another set of sieves which sort them into various grades. The tea is then packed into large chests which are loaded into lorries and then transported to cities and ports for distribution and export.

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## GLOSSARY

to convey	—	to take from one place to another
copper colour	—	reddish brown
to ferment	—	to undergo a certain kind of chemical change
hardy	—	very strong
to meditate	—	to train the mind to think about one thing
mesh (n)	—	material with holes in it – like net
moist	—	slightly wet
a monk	—	a man who gives up a worldly life
a nursery	—	a special place where seeds are planted
to prune	—	to cut the branches of a plant to a certain size
to transfer	—	to remove to another place
to wither	—	to become dry

### I. Answer briefly in a word or phrase :—

- For how long did the monk decide to meditate ?
- When did the monk become sleepy ?
- What was the original home of tea ?
- What are seeds obtained from ?
- Where are the seeds sown ?
- How far apart are tea bushes planted ?
- What is called the ' flush ' of the plant ?
- What colour are the fermented leaves ?
- What is used to sort the tea into grades ?
- What is tea packed into ?

### II. Answer in complete sentences :—

- What did the monk do to keep awake ?
- What climate is needed for the successful cultivation of tea ?
- Where are the young plants grown ?
- How often are tea bushes pruned ?
- What are the leaves collected in ?
- Where are the leaves left to wither ?
- How are the leaves broken up ?
- What atmosphere is needed for the leaves to ferment ?

### III. A. Fill in the blanks with verbs from the passage :—

- The tea plant is \_\_\_\_\_ in many parts of the world.
- Tea is \_\_\_\_\_ from the ' flush ' of the plant.
- The withered leaves are \_\_\_\_\_ in rolling machines.
- The copper-coloured leaves are \_\_\_\_\_ through a drier.
- The chests of tea are \_\_\_\_\_ to cities and ports.

### B. Fill in the blanks using the correct form of the verbs in brackets :—

- Meat \_\_\_\_\_ (give) to some animals in the zoo every day.
- Our clock \_\_\_\_\_ (wind) every night.
- That table \_\_\_\_\_ (make) of teak.
- The camel \_\_\_\_\_ (call) the ship of the desert.
- Our school tuckshop \_\_\_\_\_ (run) like a co-operative store.
- Precious stones \_\_\_\_\_ (find) in Sabaragamuwa.

IV. Match columns A and B to make sensible sentences :—

- | A   | B                     |
|---|-----------------------|
| 1. Rain water is soaked up                      | 1. by architects.     |
| 2. The 'flush' is picked                        | 2. by the Queen.      |
| 3. Tea chests are transported                   | 3. by local councils. |
| 4. Public libraries in Ceylon are financed      | 4. by postmen.        |
| 5. Our school captain is elected                | 5. by airmail.        |
| 6. Letters are delivered to us                  | 6. by lorry.          |
| 7. Some letters to other countries are sent     | 7. by the government. |
| 8. Houses are designed                          | 8. by the earth.      |
| 9. Most hospitals in our country are maintained | 9. by the pupils.     |
| 10. The Governor-General is appointed           | 10. by women workers. |

V. Look in the passage and find the words 'meditate' and 'meditation'. You will notice that while 'meditate' is a verb, 'meditation' is a noun. Certain verbs can be changed into nouns by adding -ion, -tion, -ation, or -sion.

Find the following verbs in the passage and change them into nouns in a similar way. In the case of certain verbs ending in 'e' the final 'e' is dropped when the word changes into a noun.

cultivate,	produce,	collect,	ferment,
transport,	distribute,	decide	

Now make a list of other verbs which can be changed into nouns in any of these ways :—

e.g.—discuss	—	discussion
examine	—	examination

VI. Find the words 'origin' and 'original' in the passage. Notice that 'origin' is a noun while 'original' is an adjective. Certain nouns can be changed into adjectives by the addition of -al or -ial. Make adjectives from the following nouns :—

commerce, constitution, part, tropic, mechanic, season, region, coast, race, industry

Make a list of other nouns that can be changed into adjectives in this way – e.g. finance – financial, agriculture – agricultural.

VII. Arrange these sentences to form a sensible paragraph :—

- (a) The young plants are replanted on the hillsides and allowed to grow into bushes.
- (b) The picked leaves are weighed in the factory and spread out to wither.
- (c) In the first stage of producing tea, seeds are sown in nurseries and allowed to grow into small plants.
- (d) The bushes are pruned regularly and the 'flush' is picked once a week or once a fortnight.
- (e) The broken leaves are left to ferment on glass or cement tables until they begin to change colour.
- (f) After the drying process is complete the tea is graded and packed into chests.
- (g) The withered leaves are broken up in rolling machines.
- (h) When the leaves turn a bright copper colour they are sent through a drier.



VIII. Read the first paragraph of the passage and answer the following questions in sentences to form a paragraph of your own.

- (a) What did the monk want to do ?
- (b) How long did he meditate before he became sleepy ?
- (c) Why did he want to stay awake ?
- (d) What did he find nearby ?
- (e) What did he do ?
- (f) What happened then ?
- (g) How long was he able to continue his meditations ?

5

Read these sentences :—

1. (a) The dam was built to form a reservoir.  
(b) The school garden was divided to form plots for each class.  
(c) The land was cleared to form a playground.
2. (a) The tanks were connected by means of a canal.  
(b) The land was cleared by means of a tractor.  
(c) The crates were lifted by means of a crane.
3. (a) Many tanks were combined into a vast irrigation scheme.  
(b) Many roads were linked into a network over the country.  
(c) The factories were combined into an industrial estate.
4. (a) Tanks were repaired under royal supervision. Canals were maintained under royal supervision.  
(b) The model was constructed under the guidance of the teacher.  
(c) The play was produced under the direction of Mr. Dharmadasa.
5. (a) The construction of irrigation works was considered one of the chief duties of a good king.  
(b) The production of food is one of the most important activities of man.  
(c) The control of water has been one of the major problems of the Dry Zone.

Practise making sentences from these tables :—

1	2	3	4	5	6
The dam	was	built	to form	a reservoir	
The bank		constructed		a tank	
	put up	a pond			
		a lake			
		an irrigation			
		system			

1	2	3	4	5
The tanks were	connected	by means of	a canal	
	joined		a channel	
	linked		a pipe	
			a deep	
			trench	
	a wide			
	drain			
	a conduit			

1	2	3	4	5	6	7	8
Many tanks	were	combined	into	a vast	irrigation	scheme	
A number of lakes		linked		a large-scale			
The reservoirs		joined	a gigantic	a huge	project		
		connected	a huge	an enormous			
		integrated					

3.

1	2	3	4	5	6	7
Tanks	were	repaired	under	royal	supervision	
Dagobas		built		government		
Monasteries	constructed	official				
Hospitals	made					
Canals	maintained					
Bridges						
Forts						
Reservoirs						

4.

1	The construction of
2	irrigation works reservoirs and canals monasteries dagobas hospitals bridges roads
3	was
4	considered regarded taken to be supposed to be thought to be
5	one of the
6	chief primary main first
7	duties of
8	a good king an efficient ruler
9	.

5.

## ENGINEERING IS NOT NEW

Rice is our staple food and paddy is cultivated in all parts of our country. A hot climate, fertile soil and plenty of water are needed for the successful cultivation of paddy.

Long ago, people lived chiefly in the Dry Zone. There was not enough water in these areas and tanks were constructed to irrigate fields. An earthen dam was built across a stream and the water was held up to form a reservoir. The early reservoirs were built, maintained and repaired by the people of each village, who were good engineers. These small lakes were known as village tanks.

Later, large reservoirs were constructed by kings like Vasabha, Mahasen, Dhatusena and Parakrama Bahu. These giant tanks were used to irrigate large districts, and canals were cut to bring water to these tanks and to connect one tank with another. The Kala Wewa was connected to the tanks near Anuradhapura by means of the Jaya Ganga, a canal fifty-four miles long. The Minneri, Kavdulu, Giritale, and Kantalai reservoirs near Polonnaruwa were combined into a vast irrigation scheme by means of the Alahera canal. The waters of the Kala Oya, the Malvatu Oya, the Amban Ganga and the Mahaweli Ganga were utilised to form these early irrigation works which reveal the engineering skill of our ancestors.

In ancient times, water rates were charged by owners of tanks, and a grain tax was collected by royal officials. Since the grain tax was the chief source of revenue, large tanks and canals were constructed and maintained under royal supervision, and the construction of irrigation works was considered one of the chief duties of a good king.

In times of war or rebellion however, bunds and canals were damaged and crops were destroyed. Feeder canals were breached and water supplies were cut off whenever rebellions were organised by discontented princes or when the country was invaded by foreign armies. During such times the central administration of the country was disorganised. Consequently large reservoirs and canals were not repaired and fields were not cultivated.

In the thirteenth century, when the northern part of the island was conquered by foreign invaders, the ancient cities of Anuradhapura and Polonnaruwa were deserted. The irrigation works in these areas were neglected, human habitation was abandoned and the Dry Zone reverted to jungle. It remained in this condition for centuries.

#### GLOSSARY

to abandon	— to give up or to go away from
to breach	— to make a gap in, to break or to damage a wall or bund
a bund	— a wall of earth or stone at the end of a reservoir
to construct	— to make or to build
to desert	— to go away from, to leave without help
earthen	— made of earth
a feeder canal	— a canal which brings water to a reservoir
a habitation	— a place to live in
a reservoir	— a place where water is stored
to revert	— to go back to an earlier condition
staple	— chief or main (product)
a tank	— a place to store water in
to utilise	— to make use of
vast	— very very large
a water rate	— a tax on the use of water
a zone	— a definite area with special characteristics

#### I. Are these statements true or false ?

- Paddy is cultivated only in the Dry Zone.
- In ancient Ceylon people lived only in the Dry Zone.
- All tanks were built by kings.
- 'Tank' is another word for 'reservoir'.
- Tanks were connected by means of canals.
- Water rates were charged by kings.
- Some taxes were paid in grain.
- The central government of the country was not disorganised in times of war.

#### II. Answer these questions in sentences :—

- What conditions are needed for the successful cultivation of paddy ?
- Why were tanks necessary in the Dry Zone ?
- By means of what canal was water brought to Anuradhapura ?
- What were small reservoirs known as ?
- What purpose was served by canals ?
- What rivers were utilised in the construction of irrigation works ?
- What was the chief source of revenue in ancient times ?
- What happened to tanks and canals in times of war ?
- What happened to the cities of Anuradhapura and Polonnaruwa in the thirteenth century ?
- Why were irrigation works in the Dry Zone neglected for centuries ?

III. Make sentences from these tables :—

1	2	3	4	5
Those books	were	published	last year	
		translated	long ago	
		revised	this year	
That book	was	written	many years ago	
		bought	in 1966	
		printed		

1	2	3	4	5	6
The floor	was	washed	by	the servant	
The kitchen		repaired		the boys	
The room		cleaned			
The windows	were	polished		the labourer	
The tables					
The cupboards					
The chairs				the scouts	

IV. Look at these two sentences :—

I don't have much money. I can't buy a car.

We can join these sentences in the following ways :—

Since I don't have much money, I can't buy a car.

I can't buy a car since I don't have much money.

Now join each of these pairs of sentences using 'since' :—

- I don't have a car. I travel by bus.
- I was unable to get a ticket. I missed the concert.
- It is raining. You will have to take your umbrella.
- The books were very expensive. I didn't buy them.
- He got up late. He had no time for breakfast.
- They wanted to get to Kandy by nine o'clock. They took the express train.
- He needed a hair-cut. He went to the barber's.
- I hadn't seen her for many years. I was unable to recognize her.
- There was a danger of floods. People were moved to places of safety.
- There was not enough evidence against him. The accused was set free.

Now join the above pairs of sentences again using 'because' instead of 'since'.

V. Look at these pairs of words :—

own - owner

conquer - conqueror

'Own' and 'conquer' are verbs while 'owner' and 'conqueror' are nouns. An 'owner' is a person who owns or possesses something.

A 'conqueror' is a person who defeats his enemies. Both 'owner' and 'conqueror' refer to people. This kind of noun often ends in '-er' or '-or'.

The following verbs are from the passage.

Make nouns from them by adding 'er' or 'or'.

cultivate, build, collect, organise, desert, invade

Make nouns from the following list of verbs :—

work, farm, print, publish, swim, protect, govern, supervise, succeed, administer

Make verbs from the following nouns :—

teacher, actor, runner, inspector, robber, driver, writer, manufacturer, liar, director

VI. Fill in the blanks choosing the right words from this list :—

reservoir, stable, irritate, officials, canal, tropic, rebellion, schedule, offices, bund, constriction, canna, reserve, tropical, rebellious, scheme, irrigate, bend, staple, construction.

- (a) The \_\_\_\_\_ food of many Asian countries is rice.
- (b) A country with a \_\_\_\_\_ climate is very hot and wet.
- (c) In certain countries deep wells are bored to \_\_\_\_\_ the land.
- (d) The city of Colombo gets water from the \_\_\_\_\_ at Labugama.
- (e) The Public Works Department was responsible for the \_\_\_\_\_ of roads and bridges.
- (f) The Mahaweli Diversion \_\_\_\_\_ will make great changes in the economic life of our country.
- (g) The Jaya Ganga was a \_\_\_\_\_ constructed by King Dhatusena.
- (h) Royal \_\_\_\_\_ were responsible for the administration of justice.
- (i) The \_\_\_\_\_ of a tank is often used as a roadway.
- (j) The \_\_\_\_\_ of 1817 was led by Kandyan nobles.

VII. Look at these sentences and notice that the verbs are in the Passive :—

- (a) Our school *hall* was built in 1960.
- (b) The *grass* was cut yesterday.
- (c) Their *trip to Europe* was planned last year.
- (d) All the *tickets* were sold in a day.
- (e) Many *people* were killed in the war.

Replace the words in italics with suitable words from the following list :—

hedge, books, concert, tree, library, soldiers, laboratory, lawn, pilots, exhibition, magazines, sailors, carnival, shrine-room, stores.

VIII. Fill in the blanks using the correct form of the verbs in brackets :—

The body of a man \_\_\_\_\_ (discover) in the jungle last year. Five suspects \_\_\_\_\_ (arrest) and they \_\_\_\_\_ (charge) with murder. The case \_\_\_\_\_ (try) in the Supreme Court last May and two of the accused \_\_\_\_\_ (find) guilty. They \_\_\_\_\_ (condemn) to death while the others \_\_\_\_\_ (release). The condemned men \_\_\_\_\_ (taken) to jail where they \_\_\_\_\_ (imprison). They \_\_\_\_\_ (allow) to appeal against the judgement and \_\_\_\_\_ (confine) till the case \_\_\_\_\_ (hear) in the Privy Council. The appeal \_\_\_\_\_ (reject) and last week they \_\_\_\_\_ (hang).

# 6

Read these sentences :—

1. (a) In order that we may enjoy good health, it is essential that we should eat wholesome food.  
 (b) In order that we may be healthy, it is necessary that we should take regular exercise.  
 (c) In order that we may be able to sell more of our products abroad, it is essential that we should improve their quality.
2. (a) Undesirable changes in food can be brought about by bacteria, moulds and yeasts.  
 (b) Desirable changes in international relations can be brought about by conferences, discussions and exchanges of views.  
 (c) Progress in medical science can be brought about by study, research and planning.
3. (a) An environment in which germs cannot grow must be created.  
 (b) A laboratory in which experiments can be carried out must be set up.  
 (c) A green-house in which orchids can thrive must be built.
4. (a) Pasteurization and canning can be regarded as the two most common ways of preserving food by heating.  
 (b) Oil can be regarded as one of the most valuable minerals found in the earth.  
 (c) The treating of food with powerful rays can be regarded as a possible method of preserving food.
5. (a) When food is frozen, all the water it contains is turned into ice.  
 (b) When limes are dried in the sun, the water they contain evaporates.  
 (c) When food is cooked, some of the vitamins it contains are lost.

Practise making sentences from these tables :—

1	2	3	4	5	6	7	8	9
In order that	John	run his business efficiently	it is essential	that	he should have skilled workers	he should have capital	he should supervise the work	
	my father	build a house, open up a factory	it is necessary					

1	2	3	4	5	6	7	8	9
Changes Improvements Progress	in	agriculture industry medical science	can be	brought about	by	study experiments research		
				effected				

2.

1	2	3	4	5	6	7	8	9
An environment Surroundings Conditions	in which	germs	cannot	grow thrive exist live breed	must should	be	created produced	
	where	mosquitoes						

3.

1	Man's conquest of the moon Heyerdahl's voyage across the Pacific on a raft The conquest of Everest	2	can	3	be	4	regarded	5	as	6	a wonderful achievement a daring feat a remarkable deed	7
							looked upon					

4.

1	When food is	2	frozen	3	put into a freezing chamber	4	,	5	all the	6	water	7	contains	8	is	9	turned	10	into ice	11
											liquid		has		holds		changed			
											it		it				trans-			
																	formed			

5.

## GOOD FOOD AND BAD

In order that we may enjoy good health, it is necessary that we should eat wholesome food. For food to be kept wholesome for long periods of time, it must be preserved and prevented from going bad. Sometimes when food goes bad there are changes in colour, flavour, odour or texture. Undesirable changes in food can be brought about by bacteria, moulds and yeasts and also by substances naturally present in all plants and animals. Certain bacteria produce poisons, and a severe illness called food poisoning can be caused if these poisons are swallowed.

For food to be preserved, bacteria, yeasts and moulds which bring about undesirable changes must be prevented from growing. For this, an environment in which they cannot grow must be created. Such an environment can be produced by various methods of food preservation such as heating, freezing, drying, using chemicals and fermentation.

Pasteurization and canning can be regarded as the two most common ways of preserving food by heating. Pasteurization was named after Louis Pasteur, the famous French scientist. In pasteurization, food is heated to high temperatures and maintained at these temperatures long enough for moulds, yeasts and bacteria to be destroyed. Bottled milk is usually pasteurized. In canning, food is usually sealed in containers and then heated, although sometimes the food may be heated before it is sealed into cans.

Food can also be preserved by freezing. When food is frozen, all the water it contains is turned into ice. This freezing process must be completed as quickly as possible. Chemicals such as salt, sugar and vinegar can also be used in the preservation of food. Sugar is considered the most important of these chemical preservatives.

Food can also be preserved by drying and by fermentation. For example, milk may be preserved as cheese by drying, and fruit juices as wine by fermenting with yeasts. A way of preserving food, which may still be considered experimental, is the method of treating it with powerful bacteria-killing rays such as X-rays.



## GLOSSARY

- bacteria (n) — extremely tiny living plants some of which cause disease
- experimental — the stage in which something is being tested or tried out
- fermentation — a chemical change that happens gradually during which bubbles of gas are given off
- mould (n) — a growth, often greenish in colour, which appears on food and other animal or vegetable substances when they are left too long in a warm, moist place
- a poison — a substance very harmful to life and health
- preservation — preparation of food to keep it from spoiling
- a preservative — any substance that will prevent decay
- a yeast — a substance formed of tiny living plants which causes fermentation

### I. Complete these sentences choosing a, b or c :—

#### 1. To enjoy good health we should eat

- (a) food that is expensive.
- (b) food that is nourishing.
- (c) food that is cheap.

#### 2. Food poisoning is

- (a) an illness
- (b) a poison.
- (c) a food.

### 3. We preserve food

- (a) to prevent it from going bad.
- (b) to make it tasty.
- (c) to help bacteria, yeasts and moulds to grow.

### 4. Canning is a method of preserving food by

- (a) drying.
- (b) freezing.
- (c) heating.

### 5. A method of food preservation which is still experimental is

- (a) pasteurization.
- (b) the method of treating food with rays.
- (c) the method of preserving food by drying.

### II. Answer these questions in sentences :—

- (a) What changes can sometimes be noticed in food when it goes bad ?
- (b) What are some of the methods of food preservation ?
- (c) Name two methods of preserving food by heating.
- (d) Name a food that can be preserved by drying.
- (e) What happens to food when it is frozen ?
- (f) Name one method by which fruit juices can be preserved.
- (g) Whose name is used to describe the process of preserving food by heating it to a high temperature ?

### III. Look at these sentences :—

- (1) Undesirable changes in food *can be brought* about by bacteria, moulds and yeasts.
- (2) For this, an environment in which they cannot grow *must be created*

The phrases in italics consist of 'can' or 'must' followed by a verb in the Passive form.

Complete these sentences by filling in the blanks with the Passive form of the verb given in brackets after each blank.

- (a) Melons should \_\_\_\_\_ (eat) when they are fresh ; otherwise they quickly become rotten because of the large amount of water present in them.
- (b) Fruit and vegetables can \_\_\_\_\_ (preserve) by removing most of the water they contain. This can \_\_\_\_\_ (do) by putting the fruit or vegetables out in the sun or by drying them in special ovens.
- (c) Dried ,egetables and fruit can \_\_\_\_\_ (keep) for long periods because they contain very little water.
- (d) Food can \_\_\_\_\_ (keep) in refrigerators for four or five days without going bad.
- (e) Fruit juices, meat and fish can \_\_\_\_\_ (preserve) by freezing. A special freezing process must \_\_\_\_\_ (use) in order to form very small particles of ice.

IV. Complete this paragraph by filling in the blanks with the Passive form of the verb given in brackets :—

Most libraries have a lending section and a reference section. Books can \_\_\_\_\_ (borrow) from the lending section and they can usually \_\_\_\_\_ (keep) by the borrower for two weeks. Usually two or three books may \_\_\_\_\_ (borrow) for this period. They must \_\_\_\_\_ (return) at the end of this time, but if the borrower has not finished reading them, the period may \_\_\_\_\_ (extend) by the librarian. The books in the reference section cannot \_\_\_\_\_ (borrow). They cannot \_\_\_\_\_ (take) away from the library. They must \_\_\_\_\_ (leave) in the library so that people can always refer to them.

- V. (a) List the words in the passage which refer to methods of preventing food from going bad.  
e.g. drying
- (b) Give five words which refer to methods of cooking food.  
e.g. boiling

VI. Find words in the passage which mean the same or nearly the same as the following :—

a taste, a smell, surroundings, finished, widely known, unwelcome, produced, healthful, called, different

VII. Look at the first paragraph of the passage and answer these questions in sentences to form a paragraph of your own :—

- (a) What kind of food should we usually eat ?
- (b) Why should we eat this kind of food ?
- (c) How can food be kept wholesome for long periods of time ?
- (d) Do changes in food sometimes take place ?
- (e) What causes these changes in food to take place ?
- (f) Are these changes always desirable ?
- (g) What do certain bacteria produce ?
- (h) How can these poisons get into our bodies ?
- (i) What illness may be caused by these poisons ?
- (j) What changes have you noticed in food when it goes bad ?

VIII. Select the correct words from the words given in brackets and write out this paragraph :—

Canning was first (devised/devise/be devised) in 1804 by a Parisian chef named Nicolas Appert. He (fill/filled/fills) wide-mouthed glass bottles with food and then he carefully (corked/corks/cork) them and (be heated/heats/heated) them in boiling water. He did not (realize/realizes/realized) why his bottled food (be kept/kept/keeps) but he (realizes/realize/realized) that a high standard of cleanliness had to (be observed/observe/observed) in his work and that the containers should (seal/sealed/be sealed) carefully. Today, when food is (canned, be canned, can), it is (sealed/be sealed/seals) in either tin cans or in glass containers and (subjects/subjected/be subjected) to heat treatment. Some people prefer glass containers because the contents can (be seen/see/seen). Sometimes there are bulges in tins. These bulges may (cause/causes/be caused) by overfilling or by the action of bacteria.

Read these sentences :—

1. (a) The heat passes very slowly from one end of the tube to the other.  
 (b) The procession of dancers and drummers went noisily from one end of the town to the other.  
 (c) The tourists travelled quickly from one end of the country to the other.
2. (a) Different materials vary in their ability to conduct heat.  
 (b) Different people vary in their ability to get on with others.  
 (c) Different animals vary in their ability to learn tricks.
3. (a) The coin in the experiment absorbs the heat so fast that the cloth cannot get hot enough to burn.  
 (b) The crowd gathered so quickly that I could not get near enough to buy a ticket.  
 (c) The teacher explained the sum so rapidly that Siri could not think quickly enough to understand it.
4. (a) Some solids such as silver and copper are excellent conductors.  
 (b) Many trees such as teak and ebony are very good sources of timber.  
 (c) Some materials such as wood and cork are useful insulators.
5. (a) To insulate substances properly, the air must be kept motionless.  
 (b) To perform a play successfully, the actors must be well rehearsed.  
 (c) To write a book effectively, the author must be well informed about his subject.

Practise making sentences from these tables :—

1	The tourists My cousins Sita's friends The teachers The visitors	2	spent	3	their holiday their vacation their time	4	travelling moving motoring crossing	5	from one end of	6	the country the town the continent the island the province Europe	7	to the other	8	.
---	--	---	-------	---	---	---	--	---	-----------------	---	--	---	--------------	---	---

1.

1	People	2	differ vary	3	in	4	their ability their capacity	5	to get on with others to make friends to work to endure hardships to enjoy life	6	
---	--------	---	----------------	---	----	---	---------------------------------	---	---	---	--

2.

1	2	3	4	5	6	7
The crowd The people The children The students	gathered collected	so quickly that	I we my friends Manel and I	could not get near enough	to buy a ticket to see the perahera to look at the exhibits to watch the match	

3.

1	2	3	4	5	6	7
Some	sports pastimes games	such as	rugby and tennis hockey and golf netball and cricket	are	outdoor activities energetic occupations entertaining to watch	

4.

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1	2	3	4	5	6	7	8
To	do carry out try out	the experiment	effectively well successfully properly	the test tubes the apparatus the container the flask the beaker	must	be kept still be washed clean be wiped dry	

5.

## HOW HEAT TRAVELS

All substances conduct heat but some substances conduct heat more effectively than others. Copper, for example, is an excellent conductor while glass is not. When a copper rod about the size of a pencil is held with one end in a flame for some time, the other end soon becomes too hot to handle. When a glass rod of the same size is heated for the same length of time, the heat passes very slowly from one end to the other. It is possible to hold one end of the rod in the hand even though the other is very hot.

Try this experiment and find out for yourself how different materials vary in their ability to conduct heat. Tightly wrap a copper coin in a piece of cloth and touch the cloth with a lighted cigarette where it is held taut against the coin. You will find that the cloth does not burn. The reason is that metal is a much better conductor of heat than cloth and the coin absorbs the heat so fast that the cloth cannot get hot enough to burn.

As a rule, solids conduct heat better than liquids do, and liquids better than gases. Some solids such as silver, copper and aluminium are excellent conductors. On the other hand, materials such as wood, paper and cork are poor conductors. We call these very poor conductors of heat, such as glass, insulators. A simple experiment will show how liquids such as water act as insulators. Place a small piece of ice at the bottom of a test-tube and hold the ice down by means of a small lead weight or a wad of steel wool. Fill the tube about three-quarters full of water, and hold it over a flame so that only the upper portion of the tube is heated. You will notice that the ice does not melt in spite of the heat which has made the water at the top boil.

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Air is an even more effective insulator than water. To insulate substances properly, the air must be kept motionless. Wool, sawdust, felt and cork are effective insulators largely owing to the fact that they are full of small spaces containing 'dead' air. A woollen blanket keeps you warm because of the air that is trapped inside it. Air is also trapped in the long hair of furs and that is why furs keep animals warm in winter.

Extremes of temperature cause solids which are good conductors of heat to expand and contract. It has been found that railways and telegraph wires increase in length during summer. The Moscow-Leningrad telephone line is roughly five hundred metres longer in summer than in winter, and on a hot day, the Eiffel Tower is roughly twelve centimetres higher than on a cold winter's day.

### GLOSSARY

to conduct	— to allow heat or electricity to pass through
a conductor	— a substance that conducts heat
to expand	— to become larger
felt (n)	— cloth made of wool or hair pressed and rolled together
fur (n)	— the hair of animals
to handle	— to touch with the hand
to insulate	— to prevent loss of heat by covering with non-conducting materials
an insulator	— a substance that is a poor conductor
motionless	— without movement
a portion	— a section or part
sawdust (n)	— tiny pieces of wood which fall off when wood is sawn
taut	— tightly stretched
to trap	— to catch or capture
to vary	— to be different
a wad	— a lump of soft material
a weight	— a heavy object

I. Complete these sentences choosing a, b or c :—

1. Copper is

- (a) a good insulator.
- (b) a good conductor of heat.
- (c) a poor conductor of heat.

2. Glass is

- (a) a very poor conductor of heat.
- (b) a good conductor of heat.
- (c) not a good insulator.

3. Water is

- (a) a good conductor of heat.
- (b) not an insulator.
- (c) an effective insulator.

4. Air is

- (a) an effective insulator.
- (b) an excellent conductor of heat.
- (c) a poor insulator.

5. Cloth is

- (a) a better conductor of heat than copper.
- (b) not as good a conductor of heat as copper.
- (c) a good conductor of heat.

II. Answer these questions in complete sentences :—

- (a) What is a conductor ?
- (b) In the first experiment, why doesn't the cloth burn ?
- (c) In the second experiment, why is a small piece of lead put on the ice ?
- (d) Why doesn't the ice melt ?
- (e) What makes wood, sawdust, felt, and cork good insulators ?
- (f) Why is the Moscow-Leningrad telephone line five hundred metres longer in summer than in winter ?

III. Arrange these words and phrases in the right order to make sensible sentences :—

*e.g.* you/a woollen blanket/warm/keeps

A woollen blanket keeps you warm.

- (a) empty/found/the lecture room/the students
- (b) set/the prisoners/the Governor General/free
- (c) the little girl/wanted/wide/to open her mouth/the doctor
- (d) the iron rod/flat/hammered/the blacksmith
- (e) on my finger/the cut/writing/difficult/makes
- (f) hot/the meat curry/made/my mother
- (g) licked/Rohan/clean/his fingers
- (h) his tea/likes/Felix/very strong
- (i) sliced/she/very thin/the bread
- (j) their clothes/wet/got/they

IV. Look at these two pairs of sentences :—

(i) Copper is an excellent conductor.

Glass is not an excellent conductor.

(ii) Sita wore a new dress.

Manel wore a new saree.

These two pairs of sentences can be joined together as follows :—

(i) Copper is an excellent conductor while glass is not.

(ii) Sita wore a new dress while Manel wore a new saree.

Match the sentences in column A with those in column B and join the pairs using 'while' as in the example :—

**A**

**B**

- |   |   |
|---|---|
| 1. Water and air are effective insulators.            | 1. Metals do not have air trapped inside them.          |
| 2. The copper coin absorbs the heat of the cigarette. | 2. The bottom of the tube does not get heated.          |
| 3. The upper section of the test-tube gets heated.    | 3. Cork is not an effective conductor of heat.          |
| 4. Wool and sawdust have air trapped inside them.     | 4. Silver is not an effective insulator.                |
| 5. Gamini was a doctor.                               | 5. I own a scooter.                                     |
| 6. Silver is an effective conductor of heat.          | 6. The cloth does not absorb the heat of the cigarette. |
| 7. Asoka writes plays.                                | 7. Gamini's brother was a lawyer.                       |
| 8. Sunil won a prize for English.                     | 8. Mr. Perera's wife spends it freely.                  |
| 9. Mr. Perera saves a lot of money.                   | 9. Asoka's friend writes novels.                        |
| 10. My friend Victor owns a car.                      | 10. Raja won a prize for mathematics.                   |

Write the sentences again using 'whereas' instead of 'while' and change the order of the phrases.

*e.g.* (i) Whereas glass is not an excellent conductor, copper is.

(ii) Whereas Manel wore a new saree, Sita wore a new dress.

V. Underline the words or phrases in column B which mean about the same as the words in column A.

*e.g.* handle : shake hands, *touch with the hand*, make with your hands.

A	B
portion	a port, pert, a part
reason	a cause, a clause, recent
ability	capability, capacious, culpable
vary	to change, variety, a change
taut	taint, taught, stretched
absorb	seek, take in, sink
motionless	become less, without movement, moving
trapped	caught, court, coat
expand	become expensive, become larger, become smaller
increase	become more, become less, become creased

VI. Look through the passage and find the names of two metals :— *e.g.*—copper. Add six more names of metals to your list and name one object that is made from each.

Look through the passage and find the name of a kind of woollen cloth. Make a list of other kinds of cloth you know of.

VII. Complete each of these paragraphs choosing the most suitable phrases from each list.

(a) two and a half hours, the rest of the day, ten miles, an hour's

Siri and Raja set out early in the morning and walked a distance of \_\_\_\_\_ in \_\_\_\_\_. They were tired and dirty by the time they reached the nearest village. After a dip in a stream and \_\_\_\_\_ rest the boys began to resume their journey when a sudden shower, which lasted \_\_\_\_\_, made them give up their hike.

(b) the fifth of July, for some time, two months, a year later, the last ten days, May

Work on the production began early in \_\_\_\_\_ and went on for \_\_\_\_\_. The construction of the sets was done in \_\_\_\_\_ of June. The play went on the boards on \_\_\_\_\_ and ran \_\_\_\_\_. It was staged again \_\_\_\_\_ with a new cast.

(c) 1948, the nineteenth century, four centuries, throughout the first half of this century, several decades

For about \_\_\_\_\_ Ceylon was under foreign rule. In \_\_\_\_\_ people began demanding a change, and after \_\_\_\_\_ they were allowed to elect their own representatives. As a result of continued agitation \_\_\_\_\_ Ceylon was granted independence in \_\_\_\_\_.

VIII. (a) Read the second paragraph of the reading passage again, do what it says and answer these questions in sentences to form a paragraph of your own.

- (1) What did you wrap the coin in ?
- (2) How was the cloth wrapped ?
- (3) What did you do next ?
- (4) What happened to the cloth ? Why ?
- (5) What does this experiment prove ?

(b) Read the third paragraph again and answer these questions in sentences to form a paragraph of your own.

- (1) What will you need for this experiment ?
- (2) Where will you put the piece of ice ?
- (3) What will you do with the wad of steel wool or the lead weight ? Why ?
- (4) What will you fill three quarters of the tube with ?
- (5) What will you do next ? How ?
- (6) What happens to the water at the top of the test tube ?
- (7) What happens to the ice ?
- (8) What does this experiment show ?

Now rewrite the paragraph in the past tense as if you have done the experiment.

Read these sentences :—

1. (a) Surgeons long ago had to work at great speed to finish their operations.  
(b) Hillary and Tenzing had to use oxygen to get to the top of Everest.  
(c) Messengers long ago had to run from one place to another to give people news.
2. (a) Surgery long ago was difficult because patients had to endure severe pain.  
(b) Travel long ago was difficult because people had to drive along bad roads.  
(c) The production of goods in ancient times was difficult because craftsmen had to work in their own homes.
3. (a) Anaesthetics are generally grouped into two classes, local and general.  
(b) Subjects in schools are generally divided into two classes, Arts and Sciences.  
(c) Tea estates are generally grouped into three classes, hill-country, mid-country and low-country.
4. (a) It was found that ether sometimes caused unpleasant after-effects like vomiting.  
(b) It has been realised that spoilt food sometimes causes illnesses like food poisoning.  
(c) It was believed in ancient times that a comet foretold disasters like the death of a great man.
5. (a) Owing to the work of men such as Sir Humphrey Davy, anaesthetics are now used to kill pain.  
(b) Owing to the work of men such as James Watt, steam is now used to work engines.  
(c) Owing to the work of such scientists as Marie Curie, radium is now used to treat cancer.



Practise making sentences from these tables :—

1	2	3	4	5	6	7
Surgeons	had to work	at great speed	to	finish	their operations	.
Doctors	needed to work	quickly	in order to	complete		
		swiftly				
		rapidly				
		fast				

1.

1	2	3	4	5
He was late	because	he had to	finish his work	
John did not come	as	he wanted to	write some letters	
My father stayed in his office		he wished to	look for an important document	
He could not attend the meeting			wait for a telephone call from London	

2.

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1	2	3	4	5	6
Birds	are	generally	divided into	different groups	
Insects				several classes	
Animals		usually		many categories	
Mammals				various species	

3.

1	2	3	4	5	6	7
It has been found	that	travel	can	result in	advances in science	
It has been realised		international conferences		bring about	friendship among people	
It has been felt		periodic meetings		lead to	the improvement of industry	
		frequent seminars			an exchange of ideas	
		scholarships to foreign countries				

4.

81

1	2	3	4	5	6	7
Owing to	progress in science		space travel	has become	possible	
As a result of	years of study		mechanised farming	is becoming	widely	
Because of	the imagination of men		teaching through machines		known	

5.

## PAIN KILLERS

A little more than a hundred years ago surgeons found it very difficult to perform operations. This was because patients had to endure severe pain during surgery and could not keep still. The pain they felt was so intense that they could not bear it and strong men had to be employed to hold them down. At other times they had to be made drunk so that they would lose consciousness. Very often the patients suffered from shock and so surgeons had to work at great speed to finish their operations. As a result, they could not work very carefully or efficiently. Consequently, surgery was rarely successful and very few operations were performed.

Today, however, surgeons can perform operations without much difficulty, thanks to anaesthetics. Anaesthetics, which can also be described as pain-killers, are gases or other substances which make people insensitive to pain. Nitrous oxide, ether and chloroform are anaesthetics. They are generally grouped into two classes—local anaesthetics and general anaesthetics. Local anaesthetics, like cocaine and novocaine, are so-called because they deaden the nerve endings in a small area of the body. For example, if a tooth has to be pulled out, the area just round the tooth can be anaesthetised and the tooth removed without causing any suffering. But if a pin is stuck into the person anywhere else, he will feel pain. On the other hand, a general anaesthetic like chloroform is so-called because it affects the whole body. It puts the part of the brain that is sensitive to pain out of action, and as a result, no matter where a pin is stuck into the person, he remains unconscious and feels no pain.

How did this progress towards painless surgery come about? As early as 1800, a famous English surgeon, Sir Humphrey Davy, found that inhaling a gas called nitrous oxide resulted in the deadening of pain and he suggested that it might be used during surgical operations. For nearly fifty years little was done with the idea until an American doctor, William Thomas Morton, began to experiment with ether as a pain-killer. His experiments were so successful that on October 16th, 1846 he used ether as an anaesthetic in a major operation at the Massachusetts General Hospital. It was found however that inhaling ether sometimes resulted in unpleasant after-effects like vomiting. To find something better than ether as an anaesthetic, a Scottish surgeon in Edinburgh, James Young Simpson, began to experiment with other substances like chloroform. He found chloroform so effective that he used it in a major operation on November 8th, 1847. Owing to the work of men such as these, anaesthetics are now used in operations as efficient pain-killers.

## GLOSSARY

- |                |   |
|----------------|---|
| an anaesthetic | — something that makes a person unable to feel  |
| to bear        | — to undergo  |
| chloroform (n) | — a colourless liquid which when breathed in makes a person unconscious and unable to feel pain |
| cocaine (n)    | — a substance used by doctors to deaden pain in a small area of the body, a local anaesthetic   |
| to endure      | — to suffer   |

ether (n)	— a substance which when breathed in makes a person unconscious, a general anaesthetic
insensitive	— without feeling
intense	— very great
nitrous oxide (n)	— a gas also called laughing-gas used by dental surgeons to make a person unable to feel pain while having a tooth pulled out
novocaine (n)	— a local anaesthetic
to perform	— to carry out
shock (n)	— a medical term that describes a sudden and violent disturbance that makes a person senseless or takes away his power to move or speak
a surgeon	— a doctor who performs operations
surgery (n)	— the science and practice of treating diseases and injuries by operations

I. A. Say whether these statements are true or false :—

- (1) A little more than a hundred years ago surgeons frequently performed operations.
- (2) Thanks to anaesthetics, people do not feel pain during operations.
- (3) Chloroform is a local anaesthetic.
- (4) Sir Humphrey Davy was a famous English surgeon.
- (5) Inhaling ether never results in vomiting.

B. Answer these questions with 'Yes' or 'No' :—

- (1) Were operations generally successful over a hundred years ago ?
- (2) Are all anaesthetics gases ?
- (3) Did Sir Humphrey Davy believe in the use of anaesthetics during surgical operations ?
- (4) Does a local anaesthetic affect the whole body ?
- (5) Was Morton a Scottish surgeon ?

II. Answer these questions :—

- (a) What means were used long ago to prevent patients moving during surgery ?
- (b) Why did surgeons have to work at great speed to finish their operations ?
- (c) What are anaesthetics ?
- (d) What effect do they have on people ?
- (e) What are the two kinds of anaesthetics ?
- (f) Why are local anaesthetics so-called ?
- (g) Why are general anaesthetics so-called ?
- (h) What substance did Sir Humphrey Davy suggest could be used during surgical operations ?
- (i) What substance did Morton experiment with ?
- (j) What substance did Simpson experiment with ?

III. Look at these two sentences :—

- (i) A little more than a hundred years ago surgeons found it very difficult to perform operations.
  - (ii) This was because patients had to endure severe pain during surgery and could not keep still.
- (i) is a statement of fact and (ii) gives the reason for the fact. The word 'because' is used in front of the reason. We can join these two sentences to form one sentence.

'A little more than a hundred years ago surgeons found it very difficult to perform operations because patients had to endure severe pain during surgery and could not keep still.'

The first part of the sentence gives the statement of fact and the second part introduced by 'because' gives the reason for the fact.

Make sentences from the following table matching a statement of fact from column A with a reason from column B :—

A	B
1. John is washing his car	1. because they have not brought their swim-suits.
2. I cannot lift this box	2. because it is dirty.
3. Soma is drinking some lemonade	3. because it is heavy.
4. Sita is going to the butcher's	4. because I want some vegetables.
5. Sarath is eating a mango	5. because she is thirsty.
6. John is running to his office	6. because they are sleepy.
7. Manel does not want to drink this tea	7. because he is hungry.
8. The children are going to bed	8. because she is not thirsty.
9. I must go to the green-grocer's	9. because she wants to buy some meat.
10. The children are not going for a swim today	10. because he is late.

IV. Look at these sentences :—

- (i) We study English *so that* we may be able to read English books.
- (ii) We study English so that we may be able to add to our knowledge.

The first part of each of these sentences 'We study English' expresses a fact. The second part tells us why we study English. The phrase 'so that' is used in front of the second part of the sentence. Instead of the phrase '*so that*' we can also use the phrase 'in order that'. e.g.—

'We study English *in order that* we may be able to add to our knowledge.

Here are some statements of fact :—

- (1) The astronauts visited the moon
- (2) Children go to school
- (3) Some people act in plays
- (4) People are generally anaesthetized before an operation

Match these statements of fact with two suitable phrases from the list given below to make two sentences in each case, and write down the complete sentences :—

- (1) so that they can earn their living.
- (2) so that they will not feel pain.
- (3) so that they can learn how to read and write.
- (4) so that they could place some instruments there.
- (5) so that they can learn about the world we live in.
- (6) so that they could bring back some rock.
- (7) so that they can enjoy themselves in their spare time.
- (8) so that it will be easier for surgeons to perform the operation.

Write five similar sentences using 'in order that' instead of 'so that'.

V. Pick out the words from the passage which have something to do with sickness and its treatment.

e.g. patient, gas

VI. The words 'surgery' and 'surgical' are closely connected with the word 'surgeon'.

Look up your dictionary and find any words which can be connected with these words either by making them longer or shorter :—

dentist	mechanic	accountant
judge	engineer	specialist

What do these words mean ?

VII. Arrange these sentences in the correct order to form a sensible paragraph :—

- (1) I am happy because I have won a sweep.
- (2) I am singing today because I am happy.
- (3) It is necessary for me to travel in order to collect information about different customs.
- (4) I want to write this book in order that people outside Ceylon can learn more about our country.
- (5) With the prize money I intend buying a car.
- (6) I need this information to write a book on 'Customs in Ceylon'.
- (7) I need a car so that I can travel to different places in Ceylon.

VIII. Arrange these sentences in the correct order so as to form a story :—

- (1) There he found Mr. Silva still waiting for him.
- (2) One day Tikiri, who was very hungry, saw a tree full of mangoes.
- (3) He quickly slid down the tree and ran away but Mr. Silva chased him.
- (4) When he had had his fill he noticed Mr. Silva, the owner of the tree, standing beneath it.
- (5) He jumped into a river to get rid of the ants but to his horror he saw a crocodile in the water and he had to swim back to the bank.
- (6) He jumped over a fence to get away from Mr. Silva but he landed on an ant-hill and ants began to crawl all over him.
- (7) He tried to run away but he found it difficult as his clothes were wet, and he was caught and soundly beaten.
- (8) He climbed the tree to eat them.

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Read these sentences :—

1. (a) From very early times countries have found it necessary to trade with one another.  
 (b) From very early times men have found it necessary to cultivate food.  
 (c) From very early times men have found it necessary to live in groups to protect themselves against their enemies.
2. (a) Not all countries and regions have the same resources.  
 (b) Not all men have the same degree of intelligence.  
 (c) Not all countries have the same climatic conditions.
3. (a) When a country cannot grow a commodity, it has to trade with a country that can.  
 (b) When Sita cannot answer the questions, she has to ask someone who can.  
 (c) When Nihal cannot understand the regulations, he has to talk to someone who can.
4. (a) Ceylon tea has got a special quality of its own.  
 (b) Mocha coffee has got a special flavour of its own.  
 (c) Ceylon tea and Mocha coffee have got a special flavour and quality of their own.
5. (a) Countries are obliged to trade with one another to satisfy their needs for goods.  
 (b) Manel is obliged to stay at home today to look after her mother who is ill.  
 (c) Sarath is obliged to sell his house to pay his debts.

Practise making sentences from these tables .-

1	2	3	4
Stone Age men	found it necessary to	hunt wild animals live in caves	.
Men who lived long ago	had to	wear the skins of animals use bows and arrows live in groups	.

1.

1	2	3	4	5
Not	all countries all regions all areas	have	the same resources the same climatic conditions the same vegetation the same population the same industries	.

2.

1	2	3	4	5	6	7	8
When	Sita	cannot	do something answer questions understand instructions	she has to	ask consult find	someone who can	
	my sister						

3.

1	2	3	4	5
Sarath	has got	a small property	of his own	
My brother	has	a house		
Our gardener		a room		

4.

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1	2	3	4	5
Taxi drivers	are obliged to	obey traffic rules		
Bus drivers	have to	drive slowly		
Lorry drivers	must	park in a special place		
		stop at pedestrian crossings		
		pay heed to traffic lights		

5.

## BUYING AND SELLING

By trade we mean the exchange of goods for money or for other goods, and this exchange can take place within a country and also between different countries. The latter is essential because every country requires a great number of commodities and no country can produce everything it needs. Time is limited, resources are limited and climatic conditions in different parts of the world vary. Therefore from very early times countries have found it necessary to trade with one another. They have been obliged to trade in order to satisfy their needs for goods.

Not all countries and regions have the same resources. One country may be rich in something which another lacks and therefore an exchange of goods between countries is necessary. Some resources can be worked only where they are found. For instance, coal is mined chiefly in the U. S. A., Great Britain, Germany and Russia because it is found in plenty in these places. Most nickel comes from Canada, most gold from South Africa and most silver from Mexico because these countries are rich in these resources. Sometimes a country may need minerals but it may not have them and in that case it is obliged to trade with a country that has.

The climate in different parts of the world varies greatly and one region can grow crops which another cannot. Some crops will grow only under particular climatic conditions or in particular soil. That is why so much of the world's coffee comes from Brazil and why almost the entire world supply of jute comes from the Ganges delta in East Pakistan. Very often a country may require a commodity which it cannot grow and then it has to trade with a country that can.

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Sometimes the people of a region may develop special skills in the production of a commodity and this commodity may in time get a name for its quality. For instance, Ceylon tea and Mocha coffee have got a special flavour and quality of their own and this is partly owing to the places where they are grown and partly owing to the local method of manufacture. If a country wants these products, it will have to trade in order to obtain them from the regions that produce them.

Therefore no country can exist without international trade and countries are obliged to trade with one another to satisfy their needs for goods and to get a wider range of commodities.

#### GLOSSARY

a commodity	—	an article of trade
a delta	—	an area where a river divides into many streams to enter the sea
to exchange	—	to give one thing and receive something else in its place, to give and take
a flavour	—	a taste
international	—	between or among nations
to lack	—	to be without, not to have
to mine	—	to dig in the ground for minerals like coal
to be obliged	—	to be forced or compelled
resources (n)	—	the wealth, supplies of goods and raw materials which a country has

#### I. Complete these sentences by selecting a, b or c :—

- By trade is meant
  - the unloading of goods.
  - the packing of goods.
  - the exchange of goods for money or for other goods.
- Trade takes place
  - only within a country and not between different countries.
  - not only within one country but also between countries.
  - only between different countries and not within a country.
- Climatic conditions in different parts of the world are
  - the same.
  - different.
  - identical.
- When a country cannot produce a commodity that it needs, it has to
  - obtain it from a country that can produce it.
  - grow it in a country that can produce it.
  - sell it to a country that can produce it.
- Countries are obliged to trade with one another because
  - most of them are members of the U. N. O.
  - most of them can produce everything they need.
  - most of them cannot produce everything they need.



II. Answer these questions in sentences :—

- (a) Why have countries always found it necessary to trade with one another ?
- (b) Do all countries and regions have the same resources ?
- (c) Where is coal chiefly mined ?
- (d) What resources are these countries rich in :  
(i) Canada (ii) South Africa (iii) Mexico ?
- (e) What do crops need in order to grow well ?
- (f) What crop is Brazil famous for ?
- (g) Why have Ceylon tea and Mocha coffee got a special quality and flavour of their own ?
- (h) What must a country do, if it needs minerals which it does not have ?

III. Look at this sentence :—

*It is necessary for a country to trade with other countries because it cannot produce everything it needs.*

We can replace the words in italics with an expression containing 'has to' and say :

*A country has to trade with other countries because it cannot produce everything it needs.*

Replace the expressions in italics in these sentences in the same way with expressions containing one of the following :—

has to, have to, had to, will have to, shall have to

- (a) *It is necessary for me to be at my office at nine o' clock everyday.*
- (b) *It will be necessary for Sita to go to Kandy for her interview next week.*
- (c) *It was necessary for the teacher to explain the lesson again as the children had not understood it.*

- (d) *It is necessary for Manel to stay at home today as she is expecting a visitor.*
- (e) *It was necessary for us to cancel our trip to Sri Pada last week because of bad weather.*
- (f) *It will be necessary for John to read widely if he wants to write a book.*
- (g) *It is necessary for Sunil and Sarath to study French as they are working in the French Embassy.*
- (h) *It is necessary for a country to cut down on imports if it wants to save foreign exchange.*
- (i) *It was necessary for the scouts to leave a trail through the forest as there were no footpaths.*
- (j) *It will be necessary for me to go to school on pre-Poya days if I want to produce a play with my class.*

IV. Look at this sentence :—

*It is not necessary for her to come tomorrow as it is a holiday.*

Another way of saying this sentence is :—

*She need not come tomorrow as it is a holiday.*

Rewrite these sentences in the same way using 'need not' and making other necessary changes :—

- (a) *It is not necessary for John to buy a new pen as he can use mine.*
- (b) *It is not necessary for us to take a taxi to the airport as Sarath will drive us in his car.*
- (c) *It is not necessary for the children to hurry as they are not late.*
- (d) *It is not necessary for me to ask him his name as I have met him before.*
- (e) *It is not necessary for Sita to put on her jersey as it is not cold.*

- (f) It is not necessary for you to send him a cable if you have already written him a letter.
- (g) It is not necessary for Manel to see the doctor if she has no fever now.
- (h) It is not necessary for us to buy a road map if we can borrow one.
- (i) It is not necessary for you to have an identity card if you have your passport.
- (j) It is not necessary for Nimal to write the secretary a letter if he has already met him.

V. Match the words in column A with their meanings in column B :—

A	B
1. commodity	1. weather conditions of a place or area
2. region	2. an article of trade
3. coal	3. a hard metal that looks like silver
4. nickel	4. an area
5. jute	5. the wealth of a country
6. resources	6. a strong fibre used for making canvas, rope and coarse fabrics
7. climate	7. a black mineral that burns and gives off heat.

VI. A. Find the word 'international' in the passage. Notice that this word is formed from the noun 'nation' and begins with 'inter'. 'Inter' means between or among.

Form adjectives beginning with 'inter' from these nouns and note their meanings :—

continent, department, government, tribe, race, community

B. These five words also begin with 'inter' but they are different from the words in A :—intervals, interfere, interlude, intermissions, interview. Choose the right words from the above list and fill in the blanks in these sentences :—

- (1) An \_\_\_\_\_ of music was played between the two acts of the play.
- (2) Manel never allows her interest in reading to \_\_\_\_\_ with her duties as housewife.
- (3) Shade-trees were planted along the road at regular \_\_\_\_\_ of ten feet.
- (4) When Sunil applied for a job as a stenographer in a firm, he was asked to come for an \_\_\_\_\_ by the manager.
- (5) Since the film was a long one there were two \_\_\_\_\_ of five minutes each.

VII. Rewrite this passage selecting the correct words from the words given in brackets :—

Ceylon, like other countries, requires a large quantity of paper. <sup>A</sup>To satisfy this need for paper we have been obliged to (imports, import, importing) some of it from other countries. Some of the paper Ceylon (need, needs, needed) is manufactured by the Eastern Paper Mills Corporation at Valaichchenai, twenty miles north of Batticaloa. To enable it to make paper, the corporation has to (obtain, obtaining, obtains) raw material like long-fibred soft wood, bamboo, tropical hard wood and straw. Of these, paddy straw is the easiest (gets, getting, to get). To produce about thirty tons of paper the Corporation has to (uses, use, using) about ninety tons of paddy straw. It is obliged to (buying, buys, buy) this straw from farmers who live in and around

the Eastern Province. These farmers are glad, because they can (to earn, earning, earn) a lot of money by selling their straw to the paper mill. The farmers must (deliver, delivers, to deliver) the straw to the collecting centres in and around Valaichchenai. This straw is converted into fine writing and printing paper.

The corporation must also (buying, buy, buys) many chemicals which are required for the manufacture of paper. It has therefore been obliged to (get, getting, gets) chlorine and caustic soda from the Paranthan Chemicals Corporation.

Before the manufactured paper leaves the mill, the corporation finds it necessary (to test, tests, testing) the paper for its quality. The manufacture of paper has helped Ceylon (saves, to save, saving) a lot of foreign exchange.

**VIII.** Read this paragraph which states what the U. S. astronauts had to do when they returned from their first trip to the moon.

When the astronauts returned from the moon they had to undergo numerous tests before they were allowed to meet their families and friends. They had to be isolated from people and they had to remain in quarantine for about three weeks. After their space-craft landed in the Pacific Ocean, they had to put on plastic garments which covered them completely and prevented any germs from escaping. On the recovery ship they had to live in a specially designed trailer-like van for several days. When the van had been transported to a special building called the Lunar Receiving Laboratory, they had to leave the van and enter this building through a plastic tunnel. They had to be separated from other people and so the metal doors of the building had to be

carefully shut. The astronauts had to remain in this building for about two weeks. In this laboratory there was a glass-walled interview room. When the astronauts wanted to speak to their families, they had to use this room and speak to them through the glass. After they had finished their quarantine period, they were allowed to go out and mix freely with their families and friends.

Sunil wants to be an astronaut and visit the moon. Re-write this paragraph stating what Sunil will have to do when he returns from his trip. Your paragraph will begin like this —

‘When Sunil returns from the moon he will have to undergo numerous tests before he is allowed to meet his family and friends. He will have to. . . . .

Read these sentences :—

1. (a) You may think you know everything about water, but you do not.  
 (b) Some students may think they can learn everything about a subject, but they cannot.  
 (c) You may think that this question is very difficult, but it isn't really.
2. (a) You will discover that water becomes lighter when frozen.  
 (b) The experiment will prove that most liquids become heavier when frozen.  
 (c) You will find that ripe fruit becomes rotten when kept for a long time.
3. (a) You can test a scientific fact by doing an experiment.  
 (b) Students can find the correct spelling by consulting a dictionary.  
 (c) Historians can discover many facts about the past by carrying out excavations.
4. (a) What will happen if you add some soap to the water in the tumbler ?  
 (b) What will happen if you put some soda into the mixture in the bowl ?  
 (c) What will happen if Manel does not return the books to the girl in the library ?
5. (a) You may have seen insects skating about on the surface of a pond.  
 (b) Mrs. Perera may have noticed the letters lying about on my desk.  
 (c) The old watcher may not have noticed the thieves moving about in the garden.

Practise making sentences from these tables :

1	2	3	4	5	6
He My aunt	may think may imagine may believe	we know everything about it the police have found out about the theft they have discovered all the facts Manini has learnt the truth all examinations have been cancelled			but it's not true

1.

1	2	3	4	5	6	7
You will	see discover find learn know believe realize	that water	expands becomes lighter becomes less heavy loses weight increases in volume	when	frozen it freezes it is frozen it becomes ice	

2.

3.

1	2	3	4	5
You can	test it	by doing	a simple experiment	
	prove it			
	decide it	by carrying out	an interesting operation	
	disprove it	by conducting	a detailed survey	
	confirm it		a short series of observations	

4.

1	2	3	4	5
What will	happen	if	you add salt to the water	
	occur			
What is likely to	be the result		you throw sugar into the fire	
			they let the air out of the tyres	
			I put a match to gunpowder	
			she does not water the plants	
				?

5.

1	2	3	4	5
You may have	seen	insects	walking in a line	
	noticed			
	observed			
	watched			
		creatures	moving towards the light	
		flies	carrying food to their young	
		ants	coming out after the rain	
			drying themselves in the sun	
			skating about on the surface of a pond	



## EXPERIMENTING WITH WATER

Water is so familiar to us that we may think we know everything about it. But you will make some interesting discoveries if you do a few simple experiments.

If you fill a pan with pieces of ice, you will notice that as the ice melts, the unmelted pieces remain on the surface of the liquid that is formed. If frozen water were heavier than water in its liquid form, the pieces of ice would sink. On the other hand, if you had used frozen milk instead of ice, the unmelted pieces would not have floated in the liquid milk proving that frozen milk is heavier than liquid milk. If you repeat this experiment with other liquids, you will discover that unlike most other liquids water becomes lighter when frozen.

You can find out other facts about water by doing some more experiments. Do you know that water expands as it becomes ice? Perhaps you do not believe this—but you can test it by doing a simple experiment. Fill a bottle with water and screw the cap on tight. Wrap the bottle in a cloth and place it in the freezing chamber of a refrigerator. If you examine it after a few hours, you will find that the water has changed into ice and that the expanding ice has broken the glass of the bottle.

Have you noticed that there is a skin on the surface of cold water? You may have seen insects skating about on the surface of a pond. But can you believe that a needle will float on water? If you do this experiment, you will find out the truth for yourself. If you place a dry sewing needle on a piece of filter paper and float this carefully on the surface of a tumbler of cold water something interesting will happen. If you do the experiment very carefully, you will see that

the needle floats while the paper sinks. If the needle sank, this would mean you had not been careful and that you had broken the skin. If you had used boiling water instead of cold water, the needle would not have floated. This is because cold water has a skin on its surface while boiling water does not.

What would happen if you added some soap to the cold water in the tumbler? What would happen if you rubbed grease on the needle before floating it? If you want to know the answer, you will have to do the experiments and find out for yourself.

## GLOSSARY

to examine	— to look carefully at
familiar	— well known
filter-paper (n)	— paper through which water can pass
to float	— to stay on top of a liquid
the freezing chamber	— the section in a refrigerator in which ice is formed
grease (n)	— an oily substance
a magnet	— a piece of iron that attracts other pieces of iron
to melt	— to change into liquid by heating
to prove	— to show that something is true
a refrigerator	— something like an ice-box where food can be kept without spoiling for some time
to screw	— to fasten by twisting and tightening
to skate	— to slide or move smoothly as on ice
the surface	— the outside of something, very often the top
a tumbler	— a drinking - glass

I. Complete these sentences choosing a, b or c :—

1. As ice melts, the unmelted pieces
  - (a) sink to the bottom of the pan.
  - (b) rise to the surface of the pan.
  - (c) remain at the bottom of the pan.
  
2. Liquid milk is
  - (a) not as heavy as frozen milk.
  - (b) not as light as frozen milk.
  - (c) the same weight as frozen milk.
  
3. As it freezes the volume of water
  - (a) increases.
  - (b) decreases.
  - (c) remains unchanged.
  
4. There is a skin on the surface of
  - (a) hot water.
  - (b) cold water.
  - (c) soapy water.
  
5. A needle
  - (a) always floats on water.
  - (b) sometimes floats on water.
  - (c) never floats on water.

II. Answer these questions in sentences :—

- (a) What will you gain by doing experiments ?
- (b) What would happen if you did the first experiment using another liquid in place of water ?
- (c) What will happen if you freeze a tightly closed bottle which is full of water ?
- (d) What enables insects to skate on the surface of a pond ?
- (e) What will happen if you put a dry needle on a piece of filter paper and float it on the surface of cold water ?
- (f) What will happen if you put a dry needle on a piece of filter-paper and float it on the surface of boiling water ?
- (g) How could you make a needle spin on water ?
- (h) How will you find out the answers to the questions in the last paragraph ?

III. Look carefully at these pairs of sentences :—

- (i) Perhaps I shall go to the cinema tonight.  
I may go to the cinema tonight.
- (ii) Perhaps the book is in the cupboard.  
The book may be in the cupboard.

Rewrite the following sentences using 'may' :—

- (a) Perhaps we shall go to Kandy next holidays.
- (b) Perhaps Sita is in the library.
- (c) Perhaps Nimal will take his sister to the exhibition.
- (d) Perhaps Manel will answer my letter next week.
- (e) Perhaps the book will be published next year.
- (f) Tissa is late. Perhaps he has missed the train.
- (g) Perhaps you will win a scholarship to England.
- (h) Perhaps we will be able to see the fire-walking ceremony at Kataragama this year.

IV. Complete these sentences using the correct form of the verb in brackets :—

- (a) 1. I shall not go to the exhibition if it (rain).  
2. If I (see) Mr. Perera today, I shall speak to him about the trip.  
3. If Indrani goes to London, she (meet) my sister  
4. They (get) wet if it rains before they go home.
- (b) 1. I can't swim. If I (fall) into a river I would be drowned.  
2. They don't know the facts. If they (do), they would be able to answer the questions.  
3. You should not leave so early. It (be) better if you waited.  
4. It hasn't rained here. If it had, the streets (be) wet.
- (c) 1. The dog would not have bitten you if its owner (tie) it up.  
2. If I (not be) so busy yesterday, I would have gone to the concert.  
3. If you had looked in the cupboard, you (find) the book.  
4. The audience (enjoy) the play more if it had not been so long.

Fill in the blanks in these sentences choosing the right words from this list :—

tumble	gases	expand	experience
experiments	expand	floats	liquids
destroy	sinks	tumbler	soaks
describe	skating	flouts	sketching

- (a) Wood \_\_\_\_\_ on water.  
(b) A stone \_\_\_\_\_ in water.  
(c) Water and milk are \_\_\_\_\_.  
(d) We carry out \_\_\_\_\_ in our school laboratory.  
(e) We can drink out of a \_\_\_\_\_.  
(f) D. D. T. is used to \_\_\_\_\_ mosquitoes.  
(g) Metals like iron \_\_\_\_\_ when heated.  
(h) \_\_\_\_\_ is a winter sport.

VI. Notice the word 'truth' in the passage. It is a noun related to the adjective 'true'. Certain nouns ending in '-th' are related to the following adjectives. What are they ?  
strong, broad, long, wide,  
warm, dead, merry, deep

Fill in the blanks in the following sentences choosing the right words from your list :—

- (a) The \_\_\_\_\_ of the well was fifteen feet.  
(b) The table was very long and wide. Its \_\_\_\_\_ was ten feet and its \_\_\_\_\_ was four feet.  
(c) Karuna was greatly upset by the sudden \_\_\_\_\_ of her friend.  
(d) The river was eighty feet in \_\_\_\_\_.  
(e) The feeble old lady did not have the \_\_\_\_\_ to climb the stairs.  
(f) There was great \_\_\_\_\_ at the wedding when the bride's father was mistaken for the bridegroom.  
(g) The guests were welcomed with great \_\_\_\_\_ by the bride's parents.



**VII. Choose the correct form of the verbs in brackets and complete this paragraph :—**

If you (wanting, will want, want) to purify water, you (will need, need, needing) a cork with a hole in it, a kettle, a rubber tube, a bottle and a saucepan. (Start, Starting, Started) by (stood, stand, standing) the bottle in the saucepan. (Fit, Fitting, Fitted) the cork into the spout of the kettle and (attach, attaching, attached) the tube to the hole in the cork. If you (lead, leading, will lead) the tube to the bottle which (standing, is standing, will stand) in the saucepan, you (is, was, will be) ready to begin your experiment. (Fill, Filled, Filling) the kettle with muddy water and fill the saucepan with cold water. If you (heat, heating, heated) the kettle till the water boils, you (find, finding, will find) that the steam will pass through the rubber tube into the bottle. Here it (is, are, will) condense as it (come, came, comes) into contact with the cold sides of the bottle. The impurities that (is, are, will) in the water will be left behind in the kettle, and the water that (collect, collects, collecting) in the bottle will be pure. If the water in the saucepan (were, are, is) hot, the steam (is not, was not, would not) condense, and the experiment (fail, will fail, would fail).

**VIII. Read the following paragraph and then write one of your own beginning thus :— 'If I had been a merchant in Mohenjo-daro.....'**

Merchants who lived in Mohenjo-daro thousands of years ago traded with Persia, Egypt and Mesopotamia. They exchanged raw materials, luxury articles, toys and fish. Merchants were rich and played an important part in the life of the city. They had shops on both sides of the well-planned streets and lived in large brick houses with bathrooms.

**Read these sentences :—**

1. (a) Raja found life in the university very interesting.  
(b) Nimal found life at home very dull.  
(c) My mother found life in Ratnapura very peaceful.
2. (a) To his surprise, Raja found that no one forced him to attend lectures.  
(b) To his dismay, the shy little boy found that his mother wanted him to recite a poem.  
(c) To her relief, Mrs. Jinadasa found that the doctor advised her not to have the operation.
3. (a) They hoped to take down notes of the lectures they heard.  
(b) My brother hopes to listen to the programmes he missed.  
(c) Scientists hope to publish the results of the experiments they carried out.
4. (a) Gamini learnt how to examine new ideas and to develop an inquiring mind.  
(b) The students found out how to use the laboratory and to carry out experiments.  
(c) The new pupil did not know how to make friends and to get on with his class-mates.
5. (a) They didn't have enough time to join in all the activities they wished to take part in.  
(b) Loku Banda didn't have enough land to plant all the crops he wished to grow.  
(c) I don't have enough money to buy all the books I wish to read.

Practise making sentences from these tables :—

1	2	3	4	5
Raja Mali My father	found	town life life in the university work in the office	very interesting very difficult very satisfying very dull very confusing	

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1	2	3	4	5	6
To his	surprise dismay amazement	Raja found that	no-one everyone only a few people	forced him to attend lectures asked him to give a talk wanted to buy his car attended the concert inquired about the book wanted his help	

1	2	3	4	5	6
They The students The boys The girls	hoped to	take down make	notes	of the lectures they heard of the talks they heard on the books they read from the encyclopaedias they referred to	

1	2	3	4
The students The foreigners The visitors The migrants	knew learnt did not know were taught were shown	how to use the library how to make friends how to live with others where to get their passports where to do their shopping	

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1	2	3	4	5	6	7
They didn't have enough	money time leisure	to	buy all the pictures visit all the places go to all the firms travel to all the countries	they wished to they wanted to they hoped to	see	

## GROWING UP

Raja found life in the university very interesting once he knew how to make the best use of all the facilities provided. He was very fortunate that he was a residential student and he made the fullest use of the four years he spent at the university in Peradeniya. Gamini was less fortunate because he was a non-residential student. He had fewer opportunities and so he could not benefit in the same way.

When Raja entered the campus for the first time he was rather bewildered, and it took him some time to find out where to go for lectures and tutorials and how to use the library. To his surprise, he found that no one forced him to attend lectures or tutorials, and at first, he misused his new-found freedom and preferred to spend a lot of his time enjoying himself with his friends in Kandy. Suddenly he found that he could not cope with the work he had missed, and from then on he became a different person and began to devote himself to his studies.

Many of Raja's friends, including Gamini, made the mistake of thinking that studying for a degree was the sole object of entering a university. They hoped to take down notes of the lectures they heard and reproduce them in their tutorials and examinations. But they soon found how impossible it was to write good tutorial assignments without doing intelligent reference work.

Gamini was a sensitive student and at first he was embarrassed by frank criticisms of his work. But he soon got used to this, and when he learnt how to take criticism in good spirit, he was able to exchange ideas freely with his fellow-students. He learnt how to examine new ideas and to develop an inquiring mind. He

valued this, especially because he was staying in a boarding-house in Kandy and was the only student there, so he missed the advantages of community life in a hall of residence.

Raja made friends with Sivan, Omar and Derek who also lived in Marrs Hall. Sometimes they quarrelled, especially when one of them disturbed the others at their work. But on the whole, they all learnt to get on with each other and with the others in the hall. Raja had to share a room with Sivan and they had their meals in the large dining-hall together with the other students. They learnt to use the common rooms and the library, and took an active part in university life, both in and out of the class-room. However, they found they didn't have enough time to join in all the extra-curricular activities they wished to take part in. So Raja and Derek joined the university Dramatic Society and the Music Society, while Sivan preferred to spend most of his time on the cricket-field and Omar became an active member of the Social Service League.

At first Raja and his friends were afraid of the senior students in their hall as they had heard strange stories of how freshmen were 'ragged' or teased. But they soon discovered that the seniors, who had been freshmen once, only teased them a little and were very helpful and taught them how to keep out of trouble. Later, when Raja became a senior, he, in his turn, helped the freshmen, and this experience helped him to become a responsible citizen.

## GLOSSARY

to be bewildered	— to be confused or puzzled
community life	— living together with a number of people
to cope	— to manage to do something that is difficult
a criticism	— a judgement or opinion about a piece of work often, but not always, pointing out things that are wrong

to devote	— to give up one's time and energy to something
to be embarrassed	— to feel uncomfortable and shy in company
extra-curricular	— outside the normal time-table
to be frank	— to say exactly what one feels, honestly and directly
a freshman	— a university student in his first year
in good spirit	— without getting upset
a League	— an association or a club
to misuse	— to use badly, to use for the wrong purpose
to prefer	— to like one thing better than another
to reproduce	— to produce again or copy
sensitive	— easily hurt or annoyed
sole	— one and only, single
to tease	— to worry by making jokes, to make fun of
a tutorial	— a class taken by a tutor
a tutorial assignment	— a piece of work given to a class by a tutor

**L. Complete these sentences choosing a, b, or c :—**

**1. Raja**

- (a) did not live on the campus,
- (b) lived in Marrs Hall.
- (c) lived in a boarding-house in Kandy.

**2. Gamini**

- (a) lived in Marrs Hall.
- (b) lived in Peradeniya.
- (c) lived in Kandy.

**3. Gamini**

- (a) did not have all the opportunities that Raja had.
- (b) had none of the opportunities that Raja had.
- (c) had the same opportunities that Raja had.

**4. Raja and his friends**

- (a) did not wish to take part in extra-curricular activities.
- (b) did not have time to take part in any extra-curricular activities.
- (c) took part only in certain extra-curricular activities.

**5. The senior students**

- (a) did not tease Raja and his friends.
- (b) helped Raja and his friends.
- (c) took no notice of Raja and his friends.

**II. Answer these questions in sentences :—**

- (a) Why was Raja bewildered at the beginning of his university career ?
- (b) When did Raja change his ways ?
- (c) What is necessary to write good tutorial assignments ?
- (d) Why was Gamini embarrassed at first by criticisms of his work ?
- (e) Where did the students have their meals ?
- (f) What society did Omar join ?

**III. A. Write these sentences using the correct form of the verb in brackets :—**

- (1) It's so sunny today I wish I (have) an umbrella with me.
- (2) My father, who is seventy-five years old, often wishes he (be) younger.

- (3) It is unbearably hot today. I wish it (will) rain.
- (4) Dharma often wished he (be) rich enough to buy a car.
- (5) I wish I (know) where I had left my library book.

B. Look at these sentences :—

I am sorry you cannot come with us.

I wish you could come with us.

Rewrite the following sentences using 'wish' :—

- (1) Miss Piyasena is sorry Tissa is not a bright child.
- (2) I am sorry I don't have enough money to buy the books I need.
- (3) My sister is sorry she has not answered all the questions in the examination.
- (4) Gamini is sorry he hasn't finished his work.
- (5) I am sorry I don't know how to swim.

IV. Look at these sentences :—

He would rather go to Kandy with his friends than attend lectures.

He prefers going to Kandy with his friends to attending lectures.

Rewrite the following sentences in the same way using 'prefer' :—

- (a) I would rather read a book than see a film.
- (b) My mother would rather stay at home than go to the cinema.
- (c) The stingy man would rather wear his torn clothes than buy new ones.
- (d) We would rather eat fruit fresh than cook it.
- (e) Nimal would rather stay in school than work in a factory.

(f) I would rather go to the theatre than listen to plays on the radio.

(g) Gamini would rather lie in bed than go to work.

(h) Dharma would rather live in Colombo than travel to work from Gampaha.

(i) I would rather play cricket than watch a match.

(j) I would rather go by train than fly to Jaffna.

V. Find the word 'misused' in the passage. This word is made up of mis + used and means badly or wrongly used. Add 'mis' in front of the following words and fill in the blanks in the sentences choosing the right words from your list. Remember to use the correct form of the verb.

direct, behave, fire, understand, trust, place, represent, judge, time, lay

- (a) The instructions were so simple and clear that no one could possibly ——— them.
- (b) Students who ——— will be punished by the Principal.
- (c) The tourists were ——— and they lost their way in the crowded city.
- (d) There was confusion at the beginning of the race, because the starter's gun ———.
- (e) I am sorry I ——— Nedra who has, however, proved to be an efficient stenographer.
- (f) My brother had ——— his watch and could not find it this morning.
- (g) My uncle locked up all the valuables in his house because he ——— his servant.

- (h) The facts were \_\_\_\_\_ and we got a false impression of the incident.
- (i) Our office is in confusion because all the files have been \_\_\_\_\_.
- (j) We \_\_\_\_\_ our walk to the station and arrived too late to catch the train.

V. Underline the phrases in Column B that are nearest in meaning to the words in Column A :—

A	B
external	: without change, having to do with the outside, a university student, send someone out
internal	: a university student, bring someone in, a chance or turn, having to do with the inside
export	: a harbour, something that is brought into a country, a kind of liquor, something that is sent out of a country
import	: something that is brought in from a foreign country, a port, someone who is important, something that is sent to another country
exclusive	: expensive, cheap, keeping out all others, bringing everyone in
inclusive	: containing within itself, shutting out everyone, not expensive, very expensive
exterior	: to increase in size, the outside of something very costly, something that is additional
interior	: of poor quality, decorative, attention to work, the inner part of something
exhale	: breathe out, greet someone outside, frozen rain-drops, show off
inhale	: a kind of drink, strong and well, take a breath, greet someone inside

VII. Complete the following sentences selecting the correct expressions from within the brackets to form two paragraphs. The first paragraph will begin 'I wish I were a residential student . . . . .

The second paragraph will begin—'I wish I were a non-residential student. . . . .

I wish I were [a residential / a non-residential] student. If I were

[a non-residential / a residential] student, I would live in

[a hall with my friends / my uncle's house in Kandy]. As things are, I am sorry

I cannot [visit my friends in Kandy / take part in athletics] as often as I wish.

If I [lived / did not live] in a hall on the campus, I would be

able to [use the library / go home to my uncle's] in the evenings. I am

very [fond of music / interested in acting] and I am sorry I cannot

[take part in the inter-hall drama competitions / practise as often as I wish] because

I [do not live / live] in a hall of residence.

VIII. Complete this story by choosing the right words from within the brackets :—

Loku Menike was the envy of her neighbours. They all admired her new gold earrings and wanted to know

[whether / how / where] she had got them from. She told them proudly

[how / whether / who] she had saved her wages over a number of years

and bought the earrings from a jeweller in Colombo.

One day, while returning from market with a bag of rice, Loku Menike stopped under a tree to rest. Suddenly a young man dashed up to her, thrust two large packets into

Loku Menike's bag of rice, and asked her 

whether
why
what

 she

could hide the packets which contained money. When she

asked him 

why
what
who

 he wanted to hide the money, he told her

whether
how
what

 he had stolen it and that he was now running away

from the police. Loku Menike had a kind heart and felt sorry for the young man, who promised to share the money

with her if she helped him. She wondered 

when
how
why

 much

money the bags contained and 

what
who
when

 her share would be.

They began chatting, and the man told Loku Menike

how
why
where

 beautiful her earrings were and asked her

how
whether
what

 they were made of gold. Loku Menike was

delighted at his interest and told him 

whether
how
who

 she had

saved her wages and 

where
what
which

 she had bought the gold earrings.

The young man admired the design and asked her

whether
how
what

 she would be kind enough to let him copy it for

his sister. Loku Menike, who was only too happy to oblige, took off the earrings and handed them to him. He then

asked her 

what
whether
which

 she would give him the earrings in

exchange for the money in her bag. Loku Menike readily agreed, and went home overjoyed at her good fortune.

Imagine her surprise 

what
when
why

 she opened the bags to find

nothing but bundles of paper in them. She ran to her

employer and told her 

who
where
whether

 she had met the man,

how
which
where

 she had trusted him and 

when
what
who

 the incident had

taken place. The police were informed, but the earrings were not found, and Loku Menike is now poorer but wiser.

Read these sentences :—

1. (a) Enriching the land is what is called soil cultivation.  
 (b) Drawing maps and charts is what is called cartography.  
 (c) Planting large numbers of trees is what is called afforestation.
2. (a) Turning the soil over to enable air and water to enter it is useful.  
 (b) Granting loans to enable people to build houses is helpful.  
 (c) Printing books cheaply to enable students to buy them is necessary.
3. (a) Earthworms assist in enriching the soil by taking leaves down into the subsoil.  
 (b) Teachers assist in educating children by organizing trips to places of interest.  
 (c) Students assist in maintaining discipline by observing the rules very strictly.
4. (a) Grazing huge herds of cattle can result in erosion of the soil.  
 (b) Reckless driving in crowded streets can result in accidents.  
 (c) Settling problems by discussion can result in world peace.
5. (a) Bad farming has led to the destruction of the top soil in many parts of the world.  
 (b) Cutting down forests has led to soil erosion in the central hills of Ceylon.  
 (c) Building roads and bridges all over the island has led to many improvements in rural areas.

Practise making sentences from these tables :

1	2	3	4	5
Enriching the land	is what	is called	soil cultivation	
Improving the soil		is termed		
Increasing the depth of the top soil		is known as		
		is referred to as		

1	2	3	4	5	6	7	8
Granting	loans	to enable	people	to set up farms	is	useful	
Giving		to assist		to build houses		necessary	
Offering		to help		to cultivate land		essential	
Paying out				to establish factories		important	
				to set up in business			

1	2	3	4	5	6	7	8	9	10	11
Scientists	assist in	developing	agriculture	by	discovering	new	techniques	of production		
Chemists	aid	improving	industry		finding out	up-to-date	methods			
Specialists	he'p	changing			inventing	modern	processes			
Research workers										



1	2	3	4	5
Varying crops Growing grasses Planting forests Building retaining walls Leaving plant remains in the ground Growing belts of trees	usually	results in brings about leads to	conservation of the soil protection of the top soil retention of water in the soil	

4.

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1	2	3	4	5	6
Building roads and bridges Constructing tanks and canals Opening up factories Clearing the jungle Improving transport	has led to has resulted in	the development the improvement	of	rural areas backward regions remote villages	

5.

## ENRICHING THE EARTH

From very early times, farming has been an important source of man's food supply. Continuous farming however, often results in the soil becoming poorer. Enriching the land or improving the quality and increasing the depth of the top soil is what is called soil cultivation. This can be done by scattering fertilisers and natural manures on the land or by sowing a special crop and later ploughing it back into the field. Ploughing the ground to break it up and turning it over to enable air and water to enter it is also useful. Using a special plough is helpful in loosening the subsoil without bringing it up to the top, and in enabling the farmer to mix humus, that is dead leaves and plants, with the subsoil. Earthworms assist in enriching the soil by taking leaves down into the subsoil and by bringing up worm-casts to the top.

Digging up the land for large-scale cultivation, and grazing huge herds of cattle usually result in erosion of the soil. Constant heavy cropping with wheat in the Great Plain of the U. S. A. once led to this kind of erosion. After the harvesting and ploughing, the soil was left entirely uncovered. This resulted in the wind lifting the top soil off the earth and in turning millions of acres of land into what came to be known as a Dust Bowl. The reclaiming of this land was achieved by planting large areas of forest and by developing a grass cover over the open country.

Grass is very useful for retaining water in the soil. Ploughing the land and growing crops lead to the destruction of the grass cover, while the flooding of the land causes soil erosion. Losing minerals is another result of flooding since the flow of water over slopes which have no soil cover carries away the good top soil. The prevention of this is called soil conservation, and for this, two things

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are necessary, retaining moisture in the soil and protecting the surface. This can be done by leaving humus and plant remains in the ground and by growing grass as a soil cover. Varying the crops, growing crops in strips, creating wind-breaks by growing belts of trees and replacing trees cut down for timber are useful methods of checking erosion. Terracing hillsides and building retaining walls are other means of conserving the soil.

Bad farming has led to the destruction of the soil in many parts of North and South America, Africa and Asia. Unwise farming of the land, the rearing of animals on too large a scale and the cutting down of forests have resulted in the soil losing its cover. Educating crop farmers and cattle farmers in methods of soil cultivation and conservation is therefore very important for the development of agriculture.

#### GLOSSARY

to check	— to stop
to conserve	— to keep from harm, to preserve
constant	— happening all the time, without changing
to create	— to make something new
to crop	— to sow or plant
erosion (n)	— wearing away
a fertiliser	— an artificial manure
humus (n)	— soil made from dead leaves or plants
to rear	— to bring up, to help to grow
to retain	— to continue to hold
to scatter	— to throw here and there
a slope	— a hillside
a strip	— a long narrow piece, a row
subsoil (n)	— the earth that is under the surface
timber (n)	— wood used in building and in carpentry
top soil (n)	— the uppermost layer of the earth
a worm-cast	— a tube-shaped piece of earth pushed up by an earthworm

#### I. Complete these sentences choosing a, b or c :—

- The depth of the top soil can be increased by
  - continuous farming.
  - erosion.
  - soil cultivation.
- Earthworms are
  - a nuisance to farmers.
  - of great help to farmers.
  - a hindrance to agriculture.
- The Great Plain of the U. S. A. was turned into a Dust Bowl because
  - not enough wheat was grown there.
  - the soil was left unprotected after the harvest.
  - the land was not cultivated.
- The Dust Bowl was made cultivable by
  - planting forests.
  - grazing cattle.
  - ploughing the land.
- Farmers must be taught to
  - cut down forests.
  - destroy earthworms.
  - conserve the soil.

- #### II.
- What is meant by soil cultivation ?
  - What is meant by soil conservation ?
  - In what ways can land be enriched ?
  - How does flooding affect the soil ?
  - Mention six ways in which soil can be conserved.

III. Complete these sentences choosing the correct form of the verbs in brackets :—

- (a) My uncle insists on (walk, walking, walked) to his office instead of (to go, going, go) by bus.
- (b) Sita suddenly left the island without (say, says, saying) good-bye to her friends.
- (c) My mother has no intention of (to see, seeing, see) a doctor.
- (d) Chandra has experience in (translated, translating, translate) English books into Sinhala.
- (e) Mr. Perera succeeded in (selling, sold, sell) his old car and now wants (buys, buying, to buy) a better one.
- (f) On (has arrived, arriving, arrive) at Fort Station, Ranjit got off the train and decided (taking, took, to take) a taxi.
- (g) After (drive, driving, drove) around for an hour, they managed (find, finding, to find) the house.
- (h) We can remember facts better by (write, writing, wrote) them down and (refer, to refer, referring) to them regularly.
- (i) Many people are keen (learn, learning, to learn) English.
- (j) People learn a language by (to practise, practise, practising) it whenever possible.

IV. Write out the following sentences using the correct form of the words in brackets :—

- e. g. — My brother likes (read) detective stories.  
My brother likes to read detective stories.

OR

My brother likes reading detective stories.

Remember that in some cases the sentence can be written only in one way.

- (a) My sister doesn't like (read) silly novels.
- (b) I hate (go) to parties or dances.
- (c) It did not stop (rain) till evening.

(d) The old woman could not bear (know) her son was a thief.

(e) My aunt avoids (eat) sweets because she is fat.

(f) My brother enjoys (play) rigger.

(g) The man began (question) the speaker.

(h) Sita went on (ask) her teacher questions.

(i) He did not mind (leave) home to go to the university.

(j) The man denied (know) anything about the robbery.

V. Find the most suitable word to fit these definitions :—

(a) gradual disappearance of the soil : error, erosion, ocean

(b) gathering in grain : grade, granary, harvesting

(c) feed on grass : grace, graze, grade

(d) to prevent or stop : check, cheque, permit

(e) to keep from harm : converse, conserve, harmless

(f) to keep back : remain, regain, retain

(g) side of a hill : hillock, slope, valley

(h) substance found in the ground : mine, mint, mineral

(i) wetness : mixture, moisture, texture.

VI. Find these words in the passage :—

enable

replace

You will notice that 'enable' is made of en+able and 'replace' is made up of re+place. Add 'en' or 're' to these words and fill in the blanks in the following sentences choosing the most suitable words from your list :—

rich, large, print, trust, open, force, construct, call, pay, circle

(a) The Principal has decided to ——— the rules from next term.

- (b) The captain decided to \_\_\_\_\_ the enemy and prevent their escape.
- (c) Farmers use manures to \_\_\_\_\_ the soil.
- (d) The police inspector went to the spot and tried to \_\_\_\_\_ the crime.
- (e) My father who is very old cannot \_\_\_\_\_ the names of people he knew long ago.
- (f) The manager wanted to \_\_\_\_\_ the work to the most responsible officer.
- (g) The publisher will have to \_\_\_\_\_ the books since they are in great demand and they are running short.
- (h) My sister's school will \_\_\_\_\_ on the tenth.
- (i) I will \_\_\_\_\_ the money when I get my salary.
- (j) The children had to \_\_\_\_\_ the small map and hang it on the wall.

VII. Read the passage carefully and answer these questions in sentences to form a paragraph of your own :—

- (a) What can continuous farming of the land lead to ?
- (b) What can be put into the soil to improve it ?
- (c) How can air and water enter the soil ?
- (d) What do farmers need a special plough for ?
- (e) How do earthworms help to enrich the soil ?
- (f) What two things are necessary to conserve the soil ?
- (g) What helps to retain moisture in the soil ?
- (h) What can lead to the soil losing its cover ?
- (i) What must farmers be taught ?

VIII. Choose the right words from within the brackets and complete this paragraph :

My uncle, with whom I lived as a child, enjoyed (to do, doing, did) two things—(play, playing, played) the flute and (smoke, smoking, smoked) his pipe. But my aunt did not like him (practising practise, practised) on his flute and hated (see, seeing, saw) him puffing away at his pipe. She determined to stop him (to do, doing, did) at least one of these two things. One day, after he had finished (to eat, eating, ate) his lunch, my uncle began (look, looking, looked) for his pipe. He found it and began to (fill, filling, filled) it with tobacco. When he had finished (to do, doing, did) this, he settled down comfortably in an easy chair and began (drawing, draw, drawn) at his pipe. To his dismay, he started to (sneeze, sneezing, sneezed) violently and did not stop till he was quite worn out. I could not help (to feel, feeling, to felt) sorry for my uncle, and I suspected my aunt of (have, having, had) put some snuff in his tobacco. For some days afterwards my uncle did not touch his pipe and my aunt was delighted that she had succeeded in (to cure, curing, cured) him. Imagine her feelings a week later, when my uncle took a cigar out of his pocket and began to (light, lighting, lighted) it.

Read these sentences :—

- I would like to say something about the increase in accidents and road deaths in our country.
  - Sita would like to give a lecture about her experiences in England.
  - Kusum's mother would like to tell a story about Andare.
- A reckless driver drives as though he expects everyone else to keep off the roads.
  - She speaks to me as though she expects me to obey her.
  - He talks as though he expects people to believe him.
- A visiting driver is often someone who is not used to driving in a city.
  - A university lecturer is often someone who is not used to teaching little children.
  - A villager is often someone who is not used to seeing much traffic.
- All vehicle owners should be required to display current certificates of roadworthiness.
  - All shopkeepers should be required to display current prices of their goods.
  - All householders should be required to display clear numbers on their houses.
- Motorists should be compelled to get themselves examined by a doctor regularly.
  - John should be persuaded to get his hair cut more frequently.
  - Sunil should be advised to get his tooth pulled out before it gives him further trouble.

Practise making sentences from these tables :—

1	2	3	4	5
I John Mr. Perera	would like to give a lecture on	to say something about to make some comments concerning	space travel life in England the progress of education in our country	
1	2	3	4	
She spoke to me She smiled at me She looked at me She came up to me	as though as if	we were friends she expected me to know her I could give her some information she knew who I was		
1	2	3	4	
Sarath is My brother is We are Those men are	not used to not accustomed to	noise hard work driving in the city being spoken to in that manner		



1	2	3	4
Before you enter another country When you leave a country When you go abroad on a scholarship	you are required to	have a passport produce a health certificate get a visa go through Customs	

4.

1	2	3	4	5	6
You	The Secretary	should must will	get have	these letters these cards these documents these papers these instructions	written typed circulated printed filed signed destroyed

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5.

## THE TOLL OF THE ROAD

Dear Sir,

I would like to say something about the increase in accidents and road deaths in our city. This is a shocking state of affairs, and one that calls for an investigation into the causes of accidents as well as into measures that must be taken for their prevention.

An incident I witnessed recently, where an old man was knocked down at a pedestrian crossing, illustrates the fact that motorists are largely to blame for the high accident rate in our country. These people can generally be classed into three groups—fast drivers, slow drivers and drivers who are not used to city traffic conditions. The fast reckless driver has no consideration at all for other road users and he drives as though he expects everyone else to keep off the roads. He is so thoughtless that he does not even dip the headlights of his vehicle when driving at night. The slow nervous driver too is a danger on the roads. This is because he obstructs the road, and motorists behind him become impatient and try to overtake him even when the roads are busy. We must also beware of the visiting driver who is ignorant of our rules. He is often someone who is not used to driving in a city at all and so he breaks all rules of road safety.

Pedestrians also share the blame for the high rate of accidents. This is because they wander all over the road and do not cross only at pedestrian crossings. They are thus a danger to motorists and to themselves. I would like to add that accidents are also caused by things such as narrow roads, badly lit roads and unprotected level crossings.

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Therefore, as I have pointed out, there are a number of factors that lead to accidents, and, they must all be considered when we take measures to prevent accidents. For this, education is very important. The public, drivers and pedestrians, must be made to realise what their responsibilities are. A programme of education on road safety should be included in the curriculum of every school. The press, radio and cinema should be used more effectively to teach people road manners and road safety measures.

Besides educating the public, it is also necessary to enforce speed limits in certain areas and for certain types of vehicles. All vehicles should be required to display current certificates of roadworthiness, and motorists should be made to pass periodic tests in order to get their driving licences renewed. They should also be compelled to get themselves examined by a doctor regularly to find out if they are still fit to drive.

What is being done now, an annual road-safety demonstration in one of our parks, or a few film-shows or lectures here and there, is not enough to arrest the increase in the toll of lives on our roads. A well organised campaign to prevent accidents is necessary.

Yours faithfully,  
A Citizen.

#### GLOSSARY

to arrest something	— to put a stop to it
to beware of	— to be careful of
a campaign	— a planned course of action for some special purpose
a certificate of roadworthiness	— a form to show that a vehicle is fit for use on the road
consideration	— thought for others

current	— of the present time
curriculum	— everything taught in a school
to enforce	— to make people obey
a factor	— something that acts as a cause
an investigation	— a careful and thorough inquiry
a level crossing	— a place where a road and a railway cross without a bridge
to obstruct	— to block
a pedestrian	— a person who walks
a pedestrian crossing	— a way across a street specially marked and meant for people who walk
periodic	— done again and again at regular intervals
reckless	— careless, not thinking of the results of an action
to renew	— to make new again
the toll of our roads	— deaths and injuries from traffic accidents

#### I. Complete these sentences by selecting a, b or c :—

- The writer recently saw
  - an old man being knocked down at a pedestrian crossing.
  - an old man knocking down someone at a pedestrian crossing.
  - a young man being knocked down at a pedestrian crossing.



2. A reckless driver
  - (a) thinks of what will happen to other road users if he drives fast.
  - (b) does not think of what will happen to other road users or to his vehicle if he drives fast.
  - (c) thinks of what will happen to his vehicle if he drives fast.
3. An ignorant driver
  - (a) knows all the road rules and obeys them.
  - (b) knows all the road rules but disobeys them.
  - (c) does not know the road rules.
4. Pedestrian crossings are specially meant for
  - (a) people who walk.
  - (b) bullock carts.
  - (c) motorists.
5.
  - (a) Only pedestrians
  - (b) Only motorists
  - (c) Both pedestrians and motorists
 should know what their responsibilities are.
6. The speed at which motorists drive
  - (a) should not be limited and they should be allowed to drive as fast as they like.
  - (b) should be limited and they should be forced to drive at this speed.
  - (c) should be limited but they should not be forced to drive at this speed.

II. Answer these questions in complete sentences :—

- (a) What is this letter about ?
- (b) What three types of drivers does the writer speak about ?
- (c) Why does the writer think that a slow nervous driver can be a danger on the roads ?

- (d) Why does the writer also blame pedestrians for the high rate of accidents in our country ?
- (e) What other factors does the writer think can lead to accidents ?
- (f) What does the writer say should be included in the curriculum of every school ?
- (g) What means does the writer suggest could be used more effectively to teach people road manners and road safety measures ?
- (h) What does the writer propose that all vehicles should be made to display ?
- (i) What does the writer say all motorists should be compelled to do ?
- (j) What is being done now to educate people on how to use roads properly ?

III. Look at these sentences :—

- (i) A university lecturer is *used to teaching* adults.
- (ii) Sita *used to live* in Matale when she was a child but now she lives in Colombo.

Notice that in sentence (i) *used to* is followed by the -ing form of the verb and in sentence (ii) by the infinitive form of the verb.

Complete these sentences, choosing the right words from the words given in brackets :—

- (a) Mrs. Silva who is from a village is not used to (see, seeing, sees) much traffic.
- (b) If you intend driving your car in America, you will have to get used to (drive, drives, driving) on the right side of the road.
- (c) About a hundred years ago travel used to (been, be, being) much slower than it is today.
- (d) Sunil used to (play, played, playing) football when he was young, didn't he ?



- (e) Those children do not need any help. They are used to (work, working, works) by themselves.
- (f) When you are in England, you will soon get used to (watching, watch, watches) television programmes.
- (g) Manel used to (teaching, teach, teaches) Geography last year but now she teaches English.
- (h) When I was a child, I used to (goes, going, go) to school by rickshaw.
- (i) Sarath, who has always lived in Colombo, is not used to (draw, drawing, draws) water from a well.
- (j) Before the discovery of fire, people used to (eat, eating, eats) raw food.

IV. Complete these sentences using 'get' and the correct form of the verb given in brackets :—

*Example :—*

My driving-licence needs renewing.

I must ——— (renew)

I must *get it renewed*.

- (a) These knives need sharpening.  
We must ———. (sharpen)
- (b) My house needs painting.  
I must ———. (paint)
- (c) Your hair needs cutting.  
You must ———. (cut)
- (d) His shirt needs washing.  
He must ———. (wash)
- (e) Your shoes need repairing.  
You must ———. (repair)
- (f) My car needs servicing.  
I must ———. (service)

- (g) Their roof needs repairing.  
They must ———. (repair)
- (h) That machine needs oiling.  
You must ———. (oil)
- (i) That rubbish needs burning.  
You must ———. (burn)
- (j) John's suit needs altering.  
He must ———. (alter)

Write these sentences again using 'have' and the correct form of the verb given in brackets.

*Example :—*

My driving-licence needs renewing.

I must get it renewed.

I must *have it renewed*.

V. Fill in the blanks in these pairs of sentences choosing the right word or phrase from within the brackets in each case :—

- (a) When you drive you should not ——— another vehicle unless it is absolutely safe to do so.

The ——— of bus companies by the state has led to many changes in the organisation of transport.

(take-over, overtake)

- (b) When the new manager went to the factory, he was not satisfied with the ——— there and decided to re-organize everything.

A minister is so busy with ——— that he has little time to devote to his family.

(state of affairs, affairs of state)

(c) When you order the food, be careful that you do not order any——as Manel is a vegetarian.

If you want to make a good broth, buy your——from a reliable butcher.

(meat soup, soup meat)

(d) The book Sita is looking for is in the——by the window.

If you want to know the verdict in that particular trial, look up the relevant——in the Law Library.

(case book, book-case)

(e) Prianthi placed an——at the shrine and it gave a soft light.

Kerosene is a popular——used by villagers in Ceylon.

(lamp oil, oil lamp)

VI. Pick out the words and phrases in the passage which have something to do with driving — e.g. pedestrian crossings, driving licences.

VII. Read this paragraph :—

Life long ago *was* quite different from what it is today. Primitive man *lived* in caves. He *hunted* wild animals for food. He *dried* the skins of these animals and *wore* them. He *lit* fires to frighten away the wild animals which sometimes *disturbed* him. He *sent* messages to his friends by means of smoke signals. Sometimes he *waved* a flag or *beat* a drum to convey a message. He *had* very little time for leisure as he had to spend most of his time hunting and fishing.

Rewrite this paragraph with 'used to' and the correct form of the verbs in italics.

Begin your paragraph like this :—

Life long ago used to be quite different from what it is today. Primitive man used to. . . . .

VIII. Read this sentence which is from the passage :

“An incident I witnessed recently, where an old man was knocked down at a pedestrian crossing, illustrates the fact that motorists are largely to blame for the high accident rate in our country.”

Imagine that you saw an old man being knocked down at a pedestrian crossing and answer these questions in complete sentences to form a paragraph.

- (a) Who was knocked down recently ?
- (b) Where was he knocked down ?
- (c) What was the old man doing when he was knocked down ?
- (d) What was the old man wearing ?
- (e) What was he carrying ?
- (f) Who knocked him down ?
- (g) Was the motorist driving very fast ?
- (h) Was anyone able to save the old man ?
- (i) What happened to the old man ?
- (j) What happened to the motorist ?

Read these sentences :—

1. (a) How do we know about people who lived in prehistoric times ?  
 (b) How do we learn about animals which inhabited the earth before men ?  
 (c) How do we find out about creatures which live at the bottom of the sea ?
2. (a) These people who lived a long time before writing was invented, lived in towns and cities as we do.  
 (b) These people, who lived a long time before records were kept, made bowls and pots as we do.  
 (c) These people, who lived a long time before machinery was developed, planted paddy as we do.
3. (a) Archaeologists have sometimes discovered old cities buried beneath modern towns or villages.  
 (b) You may sometimes find fossils hidden in rocks.  
 (c) Archaeologists have found the footprints of a large prehistoric animal very clearly marked in a canyon in Arizona.
4. (a) In Egypt there are stone structures called pyramids.  
 (b) In India there is a queen's tomb called the Taj Mahal.  
 (c) In London there is a famous opera-house called Covent Garden.
5. (a) The Ruwanweli Seya, which was a great dagoba of ancient Anuradhapura, is an example of a building which has been restored.  
 (b) The Great Pyramid, which was built as a tomb, is an example of an engineering feat which still puzzles and astonishes all students.  
 (c) The Kalawewa, which was built by King Dhatusena, is an example of a project which still provides water for irrigation.

Practise making sentences from these tables :—

1.	1	2	3	4	5	6	7	8
	How do we	know find out learn	about	animals creatures birds	which that	lived existed inhabited the earth	long ago in prehistoric times in ancient times before men	?

2.	1	2	3	4	5	6	7
	People	who	lived	a long time ago	used	clay pots bows and arrows wooden vessels stone implements	
	Our ancestors		existed	thousands of years ago	made		

3.	1	2	3	4	5	6
	John	found	some	gems diamonds old coins fragments of pottery	buried in the sand covered with mud hidden in the earth	
	The lady next-door	discovered				
	My archaeologist friend					

1	In some countries
2	there is the commonest crop is people grow
3	a cereal a grain a plant
4	called
5	rice barley wheat oats maize
6	

4.

1	Collecting stamps Reading Gardening Making a scrap-book, Acting in plays
2	
3	which is a
4	means way
5	of
6	spending our leisure amusing ourselves
7	,
8	is
9	an interesting hobby an instructive pastime
10	

5.

## ARCHAEOLOGISTS AND THEIR WORK

How do we know about people who lived in prehistoric times ? These people, who lived a long time before writing was invented, lived in towns and cities as we do. But they have left no written records of their history. One way in which we can find out about how they lived is by 'digging up the past'. This means digging up places where ancient cities have been gradually covered by sand or dust and finding out what the civilizations of these cities were like. People called archaeologists have dug up the past scientifically and given us information about people who lived in prehistoric times. They have sometimes discovered old cities buried beneath modern towns or villages or covered by farmland.

Where do you think an archaeologist will first begin his excavations ? He will naturally look first in countries whose civilization is known to be very old. One of the oldest civilizations unearthed by archaeologists is that of Egypt. In Egypt, there are very ancient stone structures called pyramids. These pyramids, which are one of the engineering wonders of the ancient world, are tombs which the Egyptians built for their kings, queens and important officers of state. These tombs, which have been standing for many centuries, can be seen even today.

What modern methods have archaeologists used to help them in their excavations ? Photographs taken from the air have proved very useful in uncovering a city. These photographs, which reveal the boundaries and the positions of the main streets and buildings of a city, have helped the researchers to see whether the ground in certain areas is slightly raised or not. They have found that if the ground is raised, there may be old walls buried in that area. These photographs have therefore helped them to locate places where they should dig. Digging trial trenches too has helped archaeologists in their excavations. It has enabled them to locate the sites of buildings where they find objects of interest like coins and fragments of pottery in the soil.

Archaeologists have made some very interesting discoveries. They have unearthed one of the oldest cities in the world, dated about 8000 B.C., at Jericho in Palestine. They have found monasteries which were famous in ancient times in Anuradhapura. They have also restored some very ancient buildings they have discovered. The Ruwanweli Seya, which was a great dagoba of ancient Anuradhapura, is an example of a building which has been restored.

### GLOSSARY

an archaeologist	— a person who finds out about the past by making a study of ancient cities, tombs and objects found in the earth
a boundary	— a line that marks a limit
to discover	— to find out something existing but not yet known
to excavate	— to uncover something that is buried by digging
a fragment	— a part remaining from something that has been lost or destroyed
to invent	— to create or design something not existing before
a monastery	— a building in which monks live
prehistoric	— of the time before recorded history
to restore	— to rebuild something so that it is like what it was before
a trench	— a ditch dug in the ground
to unearth	— to dig up and bring to light

I. A. Say whether the following statements are true or false :—

- (1) There are written records about people who lived long before writing was invented.
- (2) Egypt has a very old civilization.
- (3) Archaeologists are not interested in very old cities.
- (4) The pyramids are one of the engineering wonders of the ancient world.
- (5) Jericho is in Egypt.

B. Answer these questions with 'Yes' or 'No' :—

- (1) Did people who lived a long time ago live only in villages ?
- (2) Do archaeologists find photographs taken from the air helpful in their studies ?
- (3) Are the pyramids temples ?
- (4) Are there ruins of a very old city in Palestine ?
- (5) Was Anuradhapura a famous city in ancient times ?

II. Answer these questions in sentences :—

- (a) Why is it difficult to find out about people who lived in prehistoric times ?
- (b) What does 'digging up the past' mean ?
- (c) What special work do archaeologists do ?
- (d) Where have archaeologists sometimes discovered old cities ?
- (e) Where do archaeologists usually begin their excavations ?
- (f) What has helped archaeologists to locate places where they should dig ?
- (g) What interesting objects have archaeologists sometimes found in the soil by digging ?
- (h) Name two cities which archaeologists have unearthed.
- (i) What interesting buildings have archaeologists found in Anuradhapura ?
- (j) Name an ancient building which has been discovered and restored.

III. Look at this sentence :—

These *photographs* show the positions of the main streets and buildings of a city.

We can make this sentence longer by using a form of the verb 'to be' + 'the' + noun + who/which/that, and say :—

*These are the photographs which* show the positions of the main streets and buildings of a city.

Make these sentences longer in the same way :—

- (a) *That aeroplane* has just arrived from Australia.
- (b) *This form* must be filled in.
- (c) *These pictures* were painted yesterday.
- (d) *That suitcase* has just been packed.
- (e) *That typewriter* was mended a few days ago.
- (f) *These letters* have just been typed.
- (g) *That woman* has been to London.
- (h) *Those children* usually sing beautifully.
- (i) *That man* won the Nobel Prize for literature last year.
- (j) *This letter* must be posted immediately.

IV. Look at this sentence :—

I read *that* book yesterday.

We can reframe this sentence by beginning it with 'that' and using a form of the verb 'to be' in this way :—

That is the book I read yesterday.

Rewrite these sentences in the same way by beginning them with the word in italics :—

- (a) I wrote *this* letter yesterday.
- (b) Mr. Perera interviewed *those* teachers two days ago.
- (c) We sat in *those* seats last night.
- (d) My friend painted *these* pictures a few hours ago.
- (e) Sita got *these* stamps from a friend in Africa.
- (f) My sister gave me *this* bracelet as a birthday present.
- (g) Manel bought *that* tape-recorder when she was in London.
- (h) The children collected *those* shells when they went to Hikkaduwa.
- (i) My father bought *that* farm after he won a sweep.
- (j) John wrote *that* play after he returned from London.

V. Fill in the blanks in this paragraph with suitable words from the passage :—

It is difficult to find out about people who lived in \_\_\_\_\_ times as there are no \_\_\_\_\_ records about them. One way in which we can get some information about them is by \_\_\_\_\_ old cities. These old cities have gradually been \_\_\_\_\_ by sand or \_\_\_\_\_ but we can uncover them by \_\_\_\_\_. We can find out where these old cities lie buried with the help of \_\_\_\_\_ taken from the air. If these photographs show that the ground is slightly raised, there may be old walls \_\_\_\_\_ in that place. Sometimes when we dig up a place we may find old \_\_\_\_\_ and pieces of \_\_\_\_\_ in the soil.

VI. Coins and fragments of pottery are useful to an archaeologist in his work.

Make a list of things each of these people would find useful in his work :—

a carpenter	a farmer
a mason	a fisherman
a surveyor	a cook
a tailor	an artist

VII. Match the names of some famous buildings in column A with their descriptions in column B and write down these descriptions. Replace the pronouns with the appropriate names for which they stand. Add a few sentences of your own to these descriptions wherever possible :—

e. g.— The pyramids are stone structures. They are tombs which the ancient Egyptians built for their kings, queens and important officers of state. These tombs have been carefully preserved. The pyramids usually have triangular or square bases and sloping sides meeting at a point.

- | A                            | B  |
|------------------------------|--|
| 1. Temple Trees              | 1. It is a skyscraper which has 102 storeys. It is in New York.  |
| 2. Sigiriya                  | 2. It is a beautiful tomb in India. It was built for a queen. It is made of white marble.  |
| 3. The Taj Mahal             | 3. It is the official residence of the Prime Minister of Ceylon. It is a large house situated in Colombo.                                    |
| 4. The Empire State Building | 4. They are stone structures. They are tombs which the ancient Egyptians built for their kings, queens and important officers of state.      |
| 5. The Pyramids              | 5. It is a rock on which stands the ruins of a palace. The paintings here are some of the earliest specimens of the pictorial art of Ceylon. |

VIII. Rewrite the paragraph that follows filling in the blanks with suitable phrases from this list :—

- (a) who were very powerful
- (b) which were built to divert the water
- (c) which was the first capital of our country
- (d) who built them
- (e) which transformed what had been jungle
- (f) which give us information
- (g) carved on stone, which tell us about life
- (h) which was built about the 3rd century A.D. by King Mahasen
- (i) called the Mahawamsa

In Ceylon there are literary works in Pali and Sanskrit ——— about ancient Sinhalese cities and ———. There are also many inscriptions ——— in these cities. One of the earliest written chronicles, ———, contains a number of historical facts about these cities. One of the earliest of these cities was Anuradhapura, ———. The kings of Anuradhapura ———, got their people to construct a number of buildings and public works. Examples of these public works were huge artificial lakes, storage tanks and canals ——— into rich fertile land. A work to be admired is the artificial lake of Minneriya, ———. This lake can still be seen. It has dams ——— of the stream which fills it.

Read these sentences :—

1. (a) From time immemorial there have been stories of judges who have given unusual verdicts.  
 (b) From the time of the Aryan settlements there have been records of cultivators who have irrigated the Dry Zone of Ceylon.  
 (c) From the time of Fa Hien there have been accounts of travellers who have visited Ceylon.
2. (a) Cases were tried by a judge who heard both sides of a dispute.  
 (b) The course was organized by some teachers who understood the latest techniques.  
 (c) The operation was performed by a surgeon who knew about heart transplant surgery.
3. (a) He gave the accused ten thousand pieces of gold to be held in trust till Krishna came of age.  
 (b) The principal gave the teachers a syllabus to be taught till the end of the year.  
 (c) My aunt gave Mr. Sirisena some money to be invested till she needed it.
4. (a) The doctor who attended my father was present at the time.  
 (b) The cricket team which won the trophy left yesterday.  
 (c) The three friends who went on a trip returned last night.
5. (a) My father instructed the headman to give me as much money as he liked.  
 (b) His father told Revantha to give Hiran as much cake as he wanted.  
 (c) Mr. Perera asked Sunil to give the workmen as much paint as they needed.

Practise making sentences from these tables :—

1	From	time immemorial	there have been	records of	people	who	have devoted themselves to study	8
2		very ancient times		stories of	men and women		have worked for the welfare of humanity	7
3		a long time ago		accounts of	scholars		have advanced our knowledge of the laws of nature	6

1.

1	The course	was organised	by	people	who	understood the latest techniques	6
2	The survey	was planned		teachers		have qualified abroad	5
3	The project	was worked out		lecturers		had studied the subject	4
4	The experiment			educators		thoroughly	3
5				scholars			2

2.



1	2	3	4	5	6	7
Rohan's father	left him some money		held in trust		he came of age	
Sunil's rich uncle	invested money for him in shares	to be	kept for him	till	he got married	
Asoka's grand-father			deposited in a bank		he needed it	
					he entered a university	
					he went abroad	
					he started a business	

3.

1	2	3	4	5
The people		built this house	are very rich	
The men	who	constructed that building	are Manel's friends	
		donated the books	have a big shop in Colombo	
		presented the prizes	won a sweep recently	
		set up this factory	were my neighbours once	

4.

1	2	3	4	5	6
Mr. Piyasena	expected	them		be honest	
Our teacher	wanted	us	to	be obedient	
	advised	his students		be efficient	
				work more carefully	
				be more punctual	
				give more thought to the work	

5.

## AS MUCH AS YOU LIKE

From time immemorial there have been stories of judges who have given unusual verdicts. Perhaps you have heard of the trial in the story of The Chalk Circle and of the wise judgements of King Solomon. In times when prosecutors, defence counsel and juries were unheard of, cases were tried by a judge who heard both sides of a dispute directly from the people involved.

A strange case was once heard in India. A young man called Krishna brought a complaint to Raman, a judge who was famous for his wisdom. Imagine the scene in Raman's Court.

Judge:               What is the charge ?

Clerk of the Court: The charge is breach of trust.

Judge :               Who brings this charge ?

Krishna :             I do, My lord.

Judge :               Who has wronged you ?

Krishna :             My father's friend.

Judge :               What is all this about ?

Krishna :             Just before my father's death, he gave the headman of our village ten thousand pieces of gold to be held in trust for me till I came of age. My father instructed the headman to give me as much as he liked and keep the rest for himself.

Judge :               Was an agreement drawn up between the accused and your father ?

Krishna :             No, Your Honour. My father trusted the headman, who was a close friend of his.

Judge :               Were there any witnesses ?

Krishna :             My aunt and the doctor who attended my father during his last illness were present at the time.

Judge :               Are the witnesses present in court ?

Clerk :               Here is the plaintiff's aunt.

Judge :               How are you related to the plaintiff ?

Aunt :                He is my brother's son, Your Honour.

Judge :               Were you present at the death of your brother ?

Aunt :                Yes, My lord. The doctor and I were both there and my brother begged me to fetch the headman.

Judge :               Why did your brother send for the headman ?

Aunt :                My brother knew the headman very well and wanted him to look after Krishna's inheritance.

Judge :               What did your brother tell the headman ?

Aunt :                He said, "Look after this bag of gold. It contains ten thousand coins. When my son, Krishna, comes of age, give him as much as you like and keep the rest for yourself."

Judge : Where is the second witness ?

Doctor : Here I am, My lord.

Judge : Were you present when this strange agreement was made ?

Doctor : Yes, Your Honour. Every word of this woman's story is true.

Judge : Where is the accused ?

Headman : I am here, My lord.

Judge : Is all this true ?

Headman : Yes, My lord.

Judge : Do you refuse to give the young man his rightful inheritance ?

Headman : No, My lord. I am acting strictly according to my dead friend's wishes. I am giving Krishna as much as I like. He can have one thousand gold coins.

Judge : What about the rest of the money ?

Headman : I shall keep the rest for myself and honour the wishes of my dead friend.

Judge : Do you agree that Krishna's father's words were, "Give him as much as you like" ?

Headman : Yes, My lord.

Judge : And you want to keep nine thousand gold coins for yourself ?

Headman : That's right, Your Honour.

Judge : It is evident that what you like is nine thousand gold coins. So that is the sum you must give Krishna in order to respect the dead man's wishes.

## GLOSSARY

the accused — the person who is charged in a case

breach of trust — breaking of a promise, not keeping one's word

a charge — an accusation or statement of what the accused is said to have done wrong

come of age — become an adult—usually at the age of twenty-one

defence counsel — lawyers who speak for the accused

a dispute — an argument or quarrel

to draw up (an agreement) — to set out the contract or agreement in writing

to hold in trust — to look after something for the benefit of someone else

to honour — to show respect for

inheritance — the wealth you receive from your parents or relatives

involved — concerned or mixed up in

a judgement — a decision

the plaintiff — the person who brings a complaint against another in a court of law

a prosecutor — a lawyer who states the case against the accused

a trial — a case in a law-court

to try a case — to listen to arguments in order to come to a decision

a verdict — a decision about a case

a witness — a person who saw something happen



I. Complete these sentences choosing a, b or c :—

1. The plaintiff in the case was
  - (a) the headman.
  - (b) Krishna.
  - (c) Krishna's aunt.
  
2. The accused in the case was
  - (a) the doctor.
  - (b) the clerk.
  - (c) the headman.
  
3. The witnesses in the case were
  - (a) Krishna and the clerk.
  - (b) the headman and Krishna.
  - (c) Krishna's aunt and the doctor.
  
4. Krishna's father gave the headman ten thousand gold coins
  - (a) to be kept for his son, Krishna.
  - (b) to show how much he liked him.
  - (c) to settle his debts.
  
5. The headman wanted to keep
  - (a) ten thousand gold coins.
  - (b) nine thousand gold coins.
  - (c) one thousand gold coins.

II. Answer these questions in sentences :—

- (a) How were cases tried long ago ?
- (b) What was the headman accused of ?
- (c) Why didn't Krishna's father draw up an agreement with the headman ?
- (d) What reason did the headman give for his action ?
- (e) What was the verdict of the judge ?

III. Look at this sentence :—

"What is the charge ?" asked the judge.

This sentence can be written without using the actual words of the speaker.

The judge asked what the charge was.

Write these two paragraphs without using the actual words of the speakers and making the necessary changes.

- (a) "What is the trouble ?" I asked Priyanthi. "I have a headache and fever," she answered. "You should see a doctor," I advised her. "But it isn't serious. I will be all right in a day or two," said Priyanthi.
  
- (b) "What is a phenomenon ?" Manel wanted to know. "If you go along a road and see a bull in a field, that will not be a phenomenon," Manel's father told her. "What is it then ?" Manel inquired. "If you see a boy climbing up a mango tree, that will not be a phenomenon," went on her father. "What is a phenomenon ?" Manel asked impatiently. "If you see a bird singing on a tree, that will not be a phenomenon," said her father. "Please tell me what a phenomenon is," begged Manel. "If you go along a road and see a bull climbing up a mango tree singing like a bird, that will be a phenomenon," explained her father.

IV. Rewrite the following sentences as in the example, reducing the set of three sentences to two, each of which must contain the words in italics :—

e.g. (a) The ship docked at *Trincomalee*.

(b) It is the biggest harbour in the island.

(c) It is on the North East coast

(i) The ship docked at Trincomalee, the biggest harbour in the island.

(ii) Trincomalee, the biggest harbour in the island, is on the North East coast.

1. (a) I read a book about *Alexander Fleming*.

(b) He was the discoverer of penicillin.

(c) He died in 1955.

2. (a) The king was succeeded by *Dharmapala*.

(b) Dharmapala was his grandson.

(c) He inherited the kingdom of Kotte.

3. (a) I met *Mr. Gunasekera*.

(b) He is our new neighbour.

(c) He invited us to dinner.

4. (a) The film was about *Cleopatra*.

(b) She was Queen of Egypt.

(c) She committed suicide.

5. (a) A book has been written about *Neil Armstrong*.

(b) He was the first man to set foot on the moon.

(c) He created history.

6. (a) The inscriptions were about *Asoka*.

(b) Asoka was the most powerful sovereign of his time.

(c) Asoka sent a Buddhist mission to Ceylon.

V. Fill in the blanks in these sentences choosing the right words from the list :—

accused, counsel, agreement, plaintiff, prosecutor, summoned, witnesses, advised, dispute, instructed, plaint, trusted, guilty, innocent, dismissed, jury

(a) The two ——— could not agree about what they saw on the night of the robbery.

(b) The ——— was a poor man and could not afford to retain a lawyer for his defence.

(c) The ——— in the case accused his neighbour of stealing his cattle.

(d) The ——— between the two women was settled by King Solomon.

(e) The principal ——— a meeting of all the teachers to discuss the exhibition.

(f) The new tenant, Mr. Munasinghe, had to sign an ——— with his landlord before moving into the house.

(g) My uncle ——— his servant and often left the keys of the house in his charge.

(h) The doctor ——— my friend to take regular exercise and well-balanced meals.

VI. Make a list of the words in the passage which have something to do with the law. e.g. judge



- VII. Rewrite this passage giving the actual words of the speakers within inverted commas :—

The judge wanted to know what it was all about and Krishna said that, his father just before he died, had given the headman ten thousand pieces of gold to be held in trust. The judge asked Krishna whether an agreement had been drawn up. Krishna replied that there was no written agreement because his father had trusted the headman. The judge inquired if there were any witnesses and Krishna's aunt said that both the doctor and she had been present at the time. The doctor maintained that Krishna's story was true. The judge then asked the headman whether he refused to honour the dead man's word, and the headman replied that he was quite willing to give Krishna ten thousand gold coins and keep the balance for himself. The judge then decided that since it was evident that what the headman liked was nine thousand gold coins, he must give that sum to Krishna.

- VIII. Read the following and rewrite it as a scene similar to that in the reading passage :—

#### The Story Of The Chalk Circle

Natella, the governor's wife and Grusha, a servant girl, each claimed Michael as her son. The two women were brought before a judge who wanted to know what the case was about. Natella's lawyer said that Grusha had stolen Natella's child and now refused to give him back to his mother. The judge asked Grusha what she had to say, and when Grusha maintained that the child was hers she was asked to prove it. Grusha said that she had brought up the child under difficult conditions. Natella's lawyer said that Grusha had stolen Michael when he had been left behind in the governor's house while the family escaped during the war. Grusha retorted that Natella had been far too busy packing her clothes to think of Michael.

The judge then decided to have a test and called for a piece of chalk. He had a circle drawn on the floor and had the child placed in the middle of the circle. He asked the two women to stand near the circle and take the child by a hand. He then announced that the true mother would be the one who pulled the child towards her. When the judge ordered the women to pull the child out of the circle, Grusha let go and the governor's wife pulled Michael towards her. Natella's lawyer was pleased with this result but the judge wanted a second trial. Once again the judge ordered the women to pull the child, and again Grusha let go. She cried out that, as she had brought up the child, she could not tear him to pieces. The judge was pleased with her and decided that the child belonged to Grusha and not to the governor's wife.

**PART II**

# I

## A SHILLING

Three old men were sitting on the wall of Kilmillick Pier with their backs to the sea and their faces to the village and the sun. A light breeze came from the sea behind them, bringing a sweet, salt smell of seaweed being kissed by the sun. The village in front was very quiet. Not a movement but the lazy blue smoke curling slantwise from the cabin chimneys. It was early afternoon, Sunday, and all the young men and women were in Kilmurragh at a football match. The three old men were telling stories of big fish they had caught in their youth.

Suddenly there was a swish of canvas and a little white yacht swung around the corner of the pier and came alongside. The three old men immediately got to their feet and advanced through the turf dust to the brink of the pier looking down at the yacht. Patsy Conroy, the most active of the old men, seized the mooring rope and made the yacht fast. Then he came back and joined the other two watching the yachtsmen getting ready to go ashore.

'She's a lovely boat', said old Brian Manion, the old fellow with the bandy right leg and the bunion behind his right ear. 'Heh,' he said, scratching the small of his back, 'it must cost a lot of money to keep that boat. Look at those shiny brasses and ye can see a carpet laid on the cabin floor through that hatchway. Oh, boys!'

'I'd like to have her for a week's fishing,' said Mick Feeney, breathing loudly through his long red nose. His big red-rimmed blue eyes seemed to jump in and out. He gripped the top of his stick with his two hands and looked down at the yacht with his short legs wide apart.



Patsy Conroy said nothing. He stood a little apart with his hands stuck in his waist-belt. Although he was seventy-two, he was straight, lithe, and active, but his face was yellow and wrinkled like old parchment and his toothless red gums were bared in an old man's grin. His little eyes beneath his bushy white eyebrows roamed around the yacht cunningly as if they were trying to steal something. He wore a yellow muffler wound round and round his neck up to his chin, in spite of the heat of the day.

'Where is the nearest public-house?' drawled a red-faced man in a white linen shirt and trousers from the yacht deck.

The old men told him, all together.

'Let's go and have a drink, Totty,' said the red-faced man.

'Right-o,' said the other man.

When the red-faced man was climbing the iron ladder onto the pier a shilling fell out of his hip-pocket. It fell noiselessly on a little coil of rope that lay on the deck at the foot of the ladder. The red-faced man did not notice it and he walked up the pier with his friend. The three old men noticed it, but they did not tell the red-faced man. Neither did they tell one another. As soon as the shilling landed on the little coil of rope and lay there glistening, the three of them became so painfully conscious of it that they were bereft of the power of speech or of coherent thought. Each cast a glance at the shilling, a hurried furtive glance, and then each looked elsewhere, just after the manner of a dog that sees a rabbit in a bush and stops dead with one paw raised, seeing the rabbit although his eyes are fixed elsewhere.

Each old man knew that the other two had seen the shilling, yet each was silent about it in the hope of keeping the discovery his own secret. Each knew that it was impossible for him to go down the iron ladder to the deck, pick up the shilling, and ascend with it

to the pier without being detected. For there was a man who wore a round white cap doing something in the cabin. Every third moment or so his cap appeared through the hatchway and there was a noise of crockery being washed or something. And the shilling was within two feet of the hatchway. And the old men, except perhaps Patsy Conroy were too old to descend the ladder and ascend again. And anyway each knew that even if there were nobody in the cabin, and even if they could descend the ladder, the others would prevent either one from getting the shilling, since each preferred that no one should have the shilling if he couldn't have it himself. And yet such was the lure of that glistening shilling that the three of them stared with palpitating hearts and feverishly working brains at objects within two feet of the shilling. They stared in a painful silence that was loud with sound as of a violent and quarrelsome conversation. The noise Mick Feeny made breathing through his nose exposed his whole scheme of thought to the other two men just as plainly as if he explained it slowly and in detail. Brian Manion kept fidgeting with his hands, rubbing the palms together, and the other two heard him and cursed his avarice. Patsy Conroy alone made no sound, but his very silence was loud and stinking to the other two men, for it left them in ignorance of what plans were passing through his crafty head.

And the sun shone warmly. And the salt, healthy smell of the sea inspired thirst. And there was excellent cool frothy porter in Kelly's. So much so that no one of the three old men ever thought of the fact that the shilling belonged to somebody else. So much so indeed that each of them felt indignant with the shameless avarice of the other two. There was almost a homicidal tendency in the mind of each against the others. Thus three minutes passed. The two owners of the yacht had passed out of sight. Brian Manion and Mick Feeny were trembling and drivelling slightly at the mouth.



Then Pasty Conroy stooped and picked up a pebble from the pier. He dropped it on to the deck of the yacht. The other two men made a slight movement to intercept the pebble with their sticks, a foolish unconscious movement. Then they started and let their jaws drop. Patsy Conroy was speaking.

'Hey there,' he shouted between his cupped hands.

A pale-faced gloomy man stepped up to the second step of the hatchway.

'What d'ye want?' he said.

'Beg yer pardon, sir,' said Patsy Conroy, 'but would ye hand me up that shilling that just dropped out a' me hand?'

The man nodded, picked up the shilling, muttered 'Catch', and threw the shilling on to the pier. Patsy touched his cap and dived for it. The other two old men were so dumbfounded that they didn't even scramble for it. They watched Patsy spit on it and put it in his pocket. They watched him walk up the pier, sniffing out loud, his long, lean, grey-backed figure with the yellow muffler around his neck, moving as straight and solemn as a policeman.

They looked at each other, their faces contorted with anger. And each, with upraised stick, snarled at the other:

'Why didn't ye stop him, you fool?'

LIAM O'FLAHERTY

GLOSSARY

avarice (n)	— the greed for money or possessions
bereft of the power of speech	— unable to speak
a bunion	— an inflamed swelling like a boil
coherent	— clear
to contort	— to twist
crafty	— cunning
to detect	— to discover wrong doing
to drawl	— to speak in a slow, lazy way
to drivel	— to dribble, to let saliva drip or run in a thin stream from the mouth
dumbfounded	— so amazed that they were unable to speak
to expose	— to make known
feverishly	— in an excited way
to fidget	— to move restlessly
furtive	— secret
to glisten	— to shine brightly
a hatchway	— an opening like a door in a ship's deck
a homicidal tendency	— a willingness to kill some one
lithe	— supple; able to bend easily
lure	— attraction
palpitating	— beating rapidly, trembling
parchment (n)	— a kind of writing-material
a pier	— a landing place for ships or boats
porter (n)	— a dark brown bitter beer
a swish	— a sound of something moving through the air



- I. (a) Why were the three men not at the football match ?  
 (b) What time of day was it ?  
 (c) Was it a warm day ?  
 (d) What direction were the three old men facing when they were sitting on the wall ?  
 (e) (1) Did the man with a bunion behind his ear have a bandy left leg ?  
 (2) Was the man with blue eyes wearing a yellow muffler ?  
 (3) Did the man with white eyebrows have a bunion ?  
 (4) Did the most active of the old men have white teeth ?  
 (f) What were the reactions of the three old men when they saw the shilling fall ?  
 (g) How did the old men know that there was someone in the cabin ?  
 (h) Which of the men were too old to climb up and down the ladder ?  
 (i) Why did Patsy Conroy drop the pebble ?  
 (j) The last sentence of the story is a question. Who asked it ?

II. A. Look at these sentences :—

- (i) The red-faced man *was climbing* the iron ladder.  
 (ii) A shilling *fell out* of his pocket.

There is a sentence in the story which combines these two into one sentence and makes it clear that the action described in (ii) happened during the action described in (i). Find this sentence. Combine the following sentences in a similar way.

- (1) Three old men were sitting on the wall.  
 They saw a yacht.  
 (2) The owner came ashore.  
 The old men were looking at the yacht.  
 (3) The young men and women of Kilmurrage were at a football match.  
 The three old men were telling stories.  
 (4) The man in the cabin was washing dishes.  
 Patsy Conroy dropped a pebble onto the deck.  
 (5) Mick Feeney was breathing noisily through his nose.  
 The other two men realized what he was thinking.

B. Choose the correct form of the verb for each of the following pairs of sentences and join them to form a single sentence using 'when' or 'while.'

*e. g.* I (walk) to the office.

I (meet) a friend.

*When* I was walking to the office, I met a friend.

*While* I was walking to the office, I met a friend.

- (1) John (read) the newspaper. He (fall) asleep.  
 (2) A car (knock) her down. The lady (cross) the street.  
 (3) Banda (climb) Pidurutalagala. He (slip) and (fall).  
 (4) She (cut) her finger. My sister (cut) the bread.  
 (5) The tourists (go) to Kandy. They (see) the cadju girls at Pasyala.

III. When a number of words describe the same noun, they are arranged in a special way.

*e. g.*—We say 'lazy blue smoke.'

Rearrange the words in the following phrases in the correct order.

- (a) men women the all and young
- (b) white little a yacht
- (c) red his nose long
- (d) red-rimmed blue eyes his big
- (e) his red gums toothless
- (f) eyebrows white his bushy
- (g) a linen white shirt
- (h) old men two other the
- (i) furtive hurried a glance
- (j) pale-faced man gloomy a

IV. The word '*crochery*' refers to pots, plates, cups, dishes and other utensils made of china.

What things do the following single words refer to—

- (a) stationery
- (b) groceries
- (c) furniture
- (d) cutlery
- (e) jewellery

V. Read the first two paragraphs again. Then write two paragraphs that describe three little boys sitting on a wall near a railway station.

## PLAYING THE ENGLISH GENTLEMAN

I decided to become polished and make up for my vegetarianism by cultivating other accomplishments which fitted one for polite society. And for this purpose I undertook the all too impossible task of becoming an English gentleman.

The clothes after the Bombay cut that I was wearing were, I thought, unsuitable for English society, and I got new ones at the Army and Navy Stores. I also went in for a chimney-pot hat costing nineteen shillings – an excessive price in those days. Not content with this, I wasted ten pounds on an evening suit made in Bond Street, the centre of fashionable life in London ; and got my good and noble-hearted brother to send me a double watch-chain of gold. It was not correct to wear a ready-made tie and I learnt the art of tying one for myself. While in India, the mirror had been a luxury permitted on the days when the family barber gave me a shave. Here I wasted ten minutes every day before a huge mirror, watching myself arranging my tie and parting my hair in the correct fashion. My hair was by no means soft, and every day it meant a regular struggle with the brush to keep it in position. Each time the hat was put on and off, the hand would automatically move towards the head to adjust the hair, not to mention the other civilized habit of the hand every now and then operating for the same purpose when sitting in polished society.

As if all this were not enough to make me look the thing, I directed my attention to other details that were supposed to go towards the making of an English gentleman. I was told it was necessary for me to take lessons in dancing, French and elocution. French was not only the language of neighbouring France, but it was the lingua franca of the Continent over which I had a desire to travel. I decided to take dancing lessons at a class and paid down £3 as fees for a term. I must have taken about six lessons in three weeks.

But it was beyond me to achieve anything like rhythmic motion. I could not follow the piano and hence found it impossible to keep time. What then was I to do? The recluse in the fable kept a cat to keep off the rats, and then a cow to feed the cat with milk, and a man to keep the cow and so on. My ambitions also grew like the family of the recluse. I thought I should learn to play the violin in order to cultivate an ear for Western music. So I invested £3 in a violin and something more in fees. I sought a third teacher to give me lessons in elocution and paid him a preliminary fee of a guinea. He recommended Bell's Standard Elocutionist as the text-book, which I purchased. And I began with a speech of Pitt's.

But Mr. Bell rang the bell of alarm in my ear and I awoke. I had not to spend a lifetime in England, I said to myself. What then was the use of learning elocution? And how could dancing make a gentleman of me? The violin I could learn even in India. I was a student and ought to go on with my studies. I should qualify myself to join the Inns of Court. If my character made a gentleman of me, so much the better. Otherwise I should forego the ambition.

These and similar thoughts possessed me, and I expressed them in a letter which I addressed to the elocution teacher, requesting him to excuse me from further lessons. I had taken only two or three. I wrote a similar letter to the dancing teacher, and went personally to the violin teacher with a request to dispose of the violin for any price it might fetch. She was rather friendly to me, so I told her how I had discovered that I was pursuing a false idea. She encouraged me in the determination to make a complete change.

This infatuation must have lasted about three months. The punctiliousness in dress persisted for years. But henceforward I became a student.

M. K. GANDHI

*From : An Autobiography*

## GLOSSARY

an accomplishment	—	a skill
automatically	—	without conscious effort
cut (n)	—	a style of tailoring
to dispose of	—	to get rid of ; to sell
elocution (u)	—	the art of speaking well—especially in public
to forego	—	to do without or to give up
a guinea	—	twenty one shillings
an infatuation	—	a foolish attachment
to invest	—	to buy something considered useful
lingua franca (n)	—	the language in general use in several places that also have languages of their own
to operate	—	to work
to persist	—	to continue
punctiliousness (n)	—	attention to details
to purchase	—	to buy
a recluse	—	a hermit—a person who lives alone

- I. (a) What was wrong with the clothes Gandhi had brought from India?
- (b) From where did Gandhi buy new clothes?
- (c) How much did his evening suit cost him?
- (d) What did Gandhi's brother send him?
- (e) Why did Gandhi want to learn French?
- (f) Why were the dancing lessons a failure?
- (g) How did Gandhi try to cultivate an ear for Western Music?
- (h) What lessons did Gandhi give up?
- (i) Who encouraged Gandhi to make a complete change?
- (j) How did Gandhi dispose of his violin?

II. Answer each of these questions in a paragraph :—

- (a) What did Gandhi want to do in England ?  
 (b) Why did he change his mind ?

III. Look at this sentence :—

I got my brother to send me a watch-chain of gold.

Using this as a model complete the following sentences :—

- (a) Neela got her sister to bring.....  
 (b) He got his uncle to buy.....  
 (c) We got the artist to paint.....  
 (d) They got Mr. Silva to teach.....  
 (e) I got her to show.....

IV. A. Words that end in 'ism' usually describe beliefs or doctrines. There is an example in the passage. Find it and then list ten other words ending in 'ism' and look them up in a dictionary.

B. This passage is from Gandhi's Autobiography, that is, the story of his life that he wrote himself. Find another word in the passage beginning with 'auto' and list ten others beginning in the same way. What do they mean ? Although your words are all about different things they all have something in common. What is it ?

V. A. Imagine that you are taking a course of lessons and want to give up. Write a letter to your teacher stating your reasons.

B. Imagine that you are the recluse in the fable and write your story on the following lines :—

arrived in the forest.....  
 simple life.....  
 hut.....rats.....no sleep.....  
 .....cat.....no food.....  
 cow.....servant..... wife.....  
 .....children.....left the forest.....

## UNPLEASANT REACTIONS

EACH year, about midsummer, millions of persons—children and adults alike—begin to show various significant symptoms. They sneeze ; their eyes itch and become watery ; sometimes even breathing is difficult. They feel perfectly wretched for a month or two ; then the symptoms abate. These persons are suffering from attacks of hay fever—a prime example of what medical men would call an allergy.

There are literally hundreds of possible causes of allergy, and the reaction may express itself in the human body in many different ways. One person breaks out in hives when he eats strawberries ; another starts to sneeze in the presence of dogs or cats ; a third reacts to ordinary house dust. Some people have asthmatic attacks when faced by an emotional crisis. Certain allergies are quite strange. For example, a bank teller had to change his job when it was discovered that he was allergic to money.

The symptoms of allergy may first appear at any time from infancy to old age ; they occur most often, however, before the age of twenty.

Inhalant materials are the major cause of allergic attacks. The most common of all are the pollen of plants such as grass and trees. These pollens are generally the cause of seasonal hay fever. They may also mark the onset of severe year-round symptoms. Usually the allergic person will be sensitive to only one type of pollen, but sometimes one type of seasonal allergy will lead to another. The most serious aspect of hay fever, as of frequently recurring colds, is that it will frequently lead to asthma if allowed to go untreated for any length of time. Asthma is a severe chronic condition, marked by difficulty in breathing ; it can be crippling and is sometimes fatal.

Ordinary house dust, is another important offender. The hair and dander of many animals are allergenic materials ; so are feathers, moulds, insect sprays and vegetable fibres. Strong odours and fumes may bring about a severe attack of allergy in an allergic individual.

Food is a common source of allergic attacks. Reactions usually occur in children after eating or drinking the allergenic food and in adults after inhaling it as dust or fumes. However, there have also been instances of food allergy due to contact alone. Eggs, milk, nuts, wheat, fish, meats, chocolate and many other standard foods are liable to produce an allergic reaction.

The best known cause of allergic reactions through direct contact is poison ivy, which will affect the skin of most persons violently even if they merely brush against the plant. But there are many other materials whose touch produces just as violent a reaction in sensitive individuals. Among these are other plants, cosmetics, hair dyes, clothing, plastics, rubber, leather, metals, woods, chemicals, paints, and varnishes and jewellery.

Drugs and medicinal products can cause severe allergic reactions either by injection or swallowing or through mere contact. A large number of persons treated with the antibiotic penicillin have developed an allergic sensitivity to it. This is also true of other antibiotics. Insect stings and bites, particularly those of the yellow jacket and other wasps, bees and even the common mosquito, have been known to cause violent allergic reactions ; so have the stings of scorpions.

Among the factors that sometimes result in allergic reactions are acute infection, extreme changes in temperature, excessive activity and emotional stress. The exact role of emotions in allergy still remains uncertain. A few investigators believe that it is very often a direct cause of allergy ; many others hold that it often complicates the allergic reaction but rarely causes it.

HOWARD G. RAPAPORT

From : The Book of Popular Science, Vol. 4

## GLOSSARY

to abate	— to become less
acute	— sharp—coming quickly to a crisis or turning point
chronic	— describes an illness which is continual or lasting for a long time
cosmetics (n)	— preparations which make the skin or hair more beautiful
dander (n)	— dandruff or dead skin among the hair
hives (n)	— a skin disease with red patches and itching
an odour	— a smell
prime	— obvious and outstanding
significant	— having a special meaning
a symptom	— a sign of illness
a teller	— a person who receives and pays out money in a bank

- I. (a) At what time of year do people usually suffer from hay fever ?
- (b) What usually causes seasonal hay fever ?
- (c) What other illness can hay fever lead to ?
- (d) How do drugs cause allergic reactions ?
- (e) What insects have been known to cause allergic reactions ?
- (f) What allergenic materials cause irritation of the skin ?
- (g) Make a list of the inhalant materials that can cause allergic attacks.

II. Look at this sentence carefully :—

Many standard foods are *liable to produce* an allergic reaction.

Now make five similar sentences matching the words given in the two columns.

A

1. pollen
2. heavy rain
3. reckless driving
4. unsettled international conflicts
5. malnutrition and insanitary living conditions

B

1. street accidents
2. seasonal hay fever
3. disease and a high death rate
4. floods
5. war living conditions

III. A. Notice the way in which 'allergy', 'allergic' and 'allergenic' have been used in the passage.

Fill in the blanks in these sentences using one of the following :—

allergy, allergic, allergenic

- (1) Pollen produces an \_\_\_\_\_ reaction in some people.
- (2) Hay fever is an \_\_\_\_\_ which can lead to asthma.
- (3) The bank teller was \_\_\_\_\_ to money.
- (4) Pollen is an \_\_\_\_\_ substance.

B. The word 'inhalant' is formed from the verb 'inhale'.

The following verbs make adjectives in a similar way, sometimes using -ent. Find the correct forms and use them in the blanks in the following sentences :—  
differ, please, resist, repent, repel, recur, decay, triumph, buoy, prevail

- (1) Dishes made of Pyrex are \_\_\_\_\_ to heat and can be used for baking.
- (2) The victorious armies made a \_\_\_\_\_ entry into the city.

(3) Medusa's face was so \_\_\_\_\_ that anyone who looked at her was turned to stone.

(4) They spent a \_\_\_\_\_ evening at the theatre.

(5) A cork floats in water because it is \_\_\_\_\_.

(6) Though Darvan and Pratah were identical twins they were \_\_\_\_\_ in many ways.

(7) The \_\_\_\_\_ thief confessed his crime.

(8) A system of compulsory labour was \_\_\_\_\_ in feudal Ceylon.

(9) There are certain \_\_\_\_\_ bills like those for electricity and gas, that have to be paid every month.

(10) A great period of art is often followed by a \_\_\_\_\_ period of feeble imitation.

IV. Fill in the blanks in the following sentences choosing the correct words from this list :—

acute, antibiotic, symptom, hives, treated, mould, chronic, teller, odour, reactions

- (a) The boy who had an attack of \_\_\_\_\_ had bright red patches on his skin.
- (b) He handed in the money to the \_\_\_\_\_ at the counter of the bank.
- (c) Penicillin is an \_\_\_\_\_ which is obtained from a \_\_\_\_\_.
- (d) Sneezing in the mornings can be a \_\_\_\_\_ of hay fever.
- (e) The \_\_\_\_\_ of petrol produces nausea in some people.
- (f) Although he was \_\_\_\_\_ for several years he could not get rid of his \_\_\_\_\_ cough.
- (g) One morning, my father had an \_\_\_\_\_ attack of rheumatism and could not leave his bed.
- (h) Certain drugs produce unfavourable \_\_\_\_\_ in sensitive people.



V. A. Read the following paragraph carefully :—

Ranjith who is allergic to cats and roses, was sitting in a friend's garden after lunch when a cat jumped on his lap. He started sneezing violently and his eyes itched and became watery. It was a very sharp but short attack and after half an hour he recovered and was breathing normally again, and was able to go back to work. He usually takes pills but had not taken any for some time because he had not had an attack for several months. He is quite used to these attacks. When he called on his doctor he was given an injection.

Imagine you were Ranjith and answer these questions in sentences to form a paragraph.

- (1) When did the attack start ?
- (2) Were you at home ?
- (3) How long does an attack usually last ?
- (4) How long did it last this time ?
- (5) Were you expecting the attack ?
- (6) What are you allergic to ?
- (7) What brought on the attack this time ?
- (8) What were the symptoms ? Were your eyes affected ? Did you sneeze ? Did you have difficulty in breathing ?
- (9) Did you have to go to bed ?
- (10) Were you able to attend to your daily work ?
- (11) Were you frightened ?
- (12) Did you see your doctor ?
- (13) Were you given any drugs in the form of pills ?
- (14) Were you given any injections ?

B. Describe any painful experience you have had yourself.

## BALLAD

Oh come, my joy, my soldier boy,  
With your golden buttons, your scarlet coat,  
Oh let me play with your twinkling sword  
And sail away in your wonderful boat !

The soldier came and took the boy.  
Together they marched the dusty roads.  
Instead of war, they sang at Fairs,  
And mended old chairs with river reeds.

The boy put on a little black patch  
And learned to sing on a tearful note ;  
The soldier sold his twinkling sword  
To buy a crutch and a jet-black flute.

And when the summer sun rode high  
They laughed the length of the shining day ;  
But when the robin stood in the hedge  
The little lad's courage drained away.

Oh soldier, my soldier, take me home  
To the nut-brown cottage under the hill.  
My mother is waiting, I'm certain sure ;  
She's far too old to draw at the well !

As snowflakes fell the boy spoke so,  
For twenty years, ah twenty years ;  
But a look in the soldier's eyes said no,  
And the roads of England were wet with tears.

One morning, waking on the moors,  
The lad laughed loud at the corpse by his side.  
He buried the soldier under a stone,  
But kept the flute to soothe his pride.

The days dragged on and he came to a town,  
Where he got a red jacket for chopping wood ;  
And meeting a madman by the way,  
He bartered the flute for a twinkling sword.

And so he walked the width of the land  
With a warlike air and a jaunty word,  
Looking out for a likely lad,  
With the head of a fool and the heart of a bard.

HENRY TREECE.

1. Two of the verses are spoken by one of the two characters in the poem. Which verses are they and who speaks them ?
2. Why does the boy want to go with the man ?  
Where does he think they will go ?
3. Where did they go and what did they do ?
4. Why did the boy put on a little black patch ?
5. Why did the soldier buy a crutch ?
6. When did the boy begin to be afraid ?
7. Why did the boy want to go home ?
8. Why didn't the boy go home ?
9. What did the boy do when the soldier died ?
10. What does the boy become by the end of the poem ?

## WHAT IS MONEY?

IN the earliest stages of Man as a commercial animal, his trading consisted entirely of barter. The hunter exchanged his hides and pelts and meat for the corn and straw of the tiller of the soil. And both, in a slightly later stage, traded their products for the wares of the village craftsman. Now barter as a method of trade has several grave defects. One of these is the difficulty of settling on terms. The relative values of two or three of the more important articles of trade may be well known. It may for example be a convention of long standing that ten bushels of corn exchange for one cow. But how are the values of less actively traded commodities to be established ? How many bushels of corn should exchange for one tiger-skin ? And how many bananas for a goat ? ..... These are the commercial problems of private barter, and they are obviously not easy to solve. The first function of money is to help with the solution of these problems. Suppose that everything is valued in terms of one commodity. Let us suppose that this one commodity is the goat (as it is to-day among some East African tribes). Everything is valued in terms of the goat, and the terms of exchange between any pair of commodities can thus be easily established. A hunting-knife is worth ten goats, fifty bananas are worth one goat, five bushels of corn are worth two goats, a wife, if she is young and comely, is worth six goats—and so on for every commodity. To us this invention seems very simple. It is merely the application to the sphere of value of the same idea that has produced the foot or the metre to measure length, the pound or gram to measure weight, the degree to measure



temperature, and so forth. But at the time it was doubtless radical—the invention, perhaps, of some lazy genius who found himself oppressed by the task of calculating how many bushels of corn should exchange for one tiger-skin, if three bushels of corn were equal to five bananas, twenty bananas to one goat and twenty goats to one tiger-skin.

This is the first of the three primary functions of money. It serves as a unit of account. It acts as a yardstick, or standard measure, of value to which all other things can be compared. The community is on the goat-standard. Money has arrived.

There is still the difficulty of bringing the two parties together. John may have corn and want ox-hides. But Henry who has ox-hides may not want corn, and William who wants corn may not have any ox-hides. In a simple community where commodities are few, these difficulties can be overcome. But with every new development of commerce, with every fresh division of labour, with every extension of the list of commodities in trade, barter becomes more and more difficult. This difficulty also is solved by money. The unit of account becomes also a medium of exchange. Corn is no longer *exchanged* for ox-hides; corn is *sold* for goats, and goats are given in payment for ox-hides. Anything can be exchanged for goats, and goats can be exchanged for anything. In every transaction, money now not only fixes the terms, but mediates in the exchange. What was formerly a single exchange of corn for hides becomes a double exchange of corn for goats and goats for hides. The seller of corn need no longer seek out the seller of hides. They do their business through an intermediary. Money has become the first broker.

These two functions of money, its function as a unit of account and its function as a medium of exchange, are the two fundamental essentials. But there is a third whose importance is hardly less.

In a barter economy the rich man is he who has a large store of things he wants. He must have fields to grow corn, forests in which to hunt game, animals to bear burdens and supply milk, servants to till the fields, hunt the game and care for the animals, barns to keep stores against a poor year. But with the coming of money the acquisition—or at least the safekeeping—of wealth becomes a simple matter. For if goats are money, they will buy corn and game and domestic animals, they will hire servants and purchase other people's stores in time of famine. The rich man needs to do no more than keep his wealth in the form of goats. Money will serve as a store of value—and this is its third function.

Any substance or commodity that is to serve as money must perform these three functions. Together they constitute the invention of money. All later developments of money are merely refinements upon the primitive essentials. Money is one of the most fundamental of all Man's inventions. Every branch of knowledge has its fundamental discovery. In mechanics it is the wheel, in science fire, in politics the vote. Similarly, in economics, in the whole commercial side of Man's social existence, money is the essential invention on which all the rest is based.

GEOFFREY CROWTHER

*from: An Outline of Money.*

## GLOSSARY

an acquisition	—	something that is gained or obtained
barter (n)	—	the exchange of goods for other goods
a broker	—	a person who buys and sells for others
comely	—	pleasant to look at
to constitute	—	to make up
a convention	—	a habitual practice or custom



to establish	—	to set up on a firm basis
a function	—	a special activity or use
fundamental	—	serving as a starting point
a genius	—	a person of very great creative talent
an intermediary	—	something which acts as a link
mechanics (n)	—	the science of machinery
to mediate	—	to act as a link
pelt (n)	—	the furry skin of an animal
radical	—	affecting everything
a refinement	—	an improvement
a solution	—	an answer
a transaction	—	a piece of business

- i. (a) How did early man trade ?
- (b) What defects does barter have as a method of trade ?
- (c) How can these defects be overcome ?
- (d) What serves as a standard of value among some African tribes ?
- (e) What does the writer call the first function of money ?
- (f) What type of society would barter work easily in ?
- (g) What does the writer call the second function of money ?
- (h) Why is money called a 'broker' ?
- (i) What does the writer call the third function of money ?
- (j) What was the fundamental discovery in the field of mechanics ?

## II. Look at this sentence :—

How many bananas *for* a goat ?

The word '*for*' which is in italics is a preposition.

Fill in the blanks with appropriate prepositions :—

- (a) Trading consisted \_\_\_\_\_ barter.
- (b) Asoka exchanged his pen \_\_\_\_\_ a box \_\_\_\_\_ instruments.
- (c) The villagers traded their grain \_\_\_\_\_ cloth.
- (d) One \_\_\_\_\_ its defects is the difficulty \_\_\_\_\_ settling \_\_\_\_\_ terms.
- (e) Money has helped \_\_\_\_\_ the solution \_\_\_\_\_ the problem.
- (f) Everything is valued \_\_\_\_\_ terms \_\_\_\_\_ one commodity.
- (g) It is the application \_\_\_\_\_ the same idea.
- (h) The primitive community was \_\_\_\_\_ the goat standard.
- (i) The seller \_\_\_\_\_ corn need not seek out the seller \_\_\_\_\_ hides.
- (j) Barter becomes more difficult \_\_\_\_\_ every new development.
- (k) This difficulty is solved \_\_\_\_\_ money.
- (l) \_\_\_\_\_ every transaction, money mediates \_\_\_\_\_ the exchange.
- (m) They do their business \_\_\_\_\_ a broker.
- (n) \_\_\_\_\_ the coming \_\_\_\_\_ money the acquisition \_\_\_\_\_ wealth becomes easy.
- (o) Later economic developments were based \_\_\_\_\_ the invention \_\_\_\_\_ money.



III. Look at these two sentences :—

He wants to grow corn.

He must have fields.

We can join these into one sentence.

He must have fields to grow corn.

OR

He must have fields in order to grow corn.

Fill in the blanks and combine the following pairs of sentences in a similar way :—

(a) He wants to ——— corn. He must have barns.

(b) He wants to ——— game. He must have weapons.

(c) He wants to ——— his fields. He must employ workers.

(d) He wants to ——— for his animals. He must employ servants.

(e) He wants to get ———. He must keep cows.

(f) She wants to get ———. She must keep hens.

(g) They want to ——— a house. They must have land.

(h) I want to ——— a car. I must have a lot of money.

(i) She wants to ——— a letter. She must have some stationery.

(j) We want to look up the ——— of words. We must have a dictionary.

(k) He wants to cut down that ———. He must have an axe.

(l) She wants to cut some ———. She must have a pair of scissors.

IV. Read the passage carefully and find words which are connected with :—

(a) measurement—e.g.—bushel

(b) trade—e.g.—barter

(c) people engaged in different types of work—e.g.—tiller

V. Write a paragraph on each of the following :—

(a) The difficulties involved in barter.

(b) The advantages of using money.

*Leonard Woolf was the Assistant Government Agent in the Hambantota District from 1908 to 1911. The following passage is from his autobiography*

### HAMBANTOTA

The District of Hambantota which was now committed to my charge lay in the extreme south of Ceylon. Bounded on the south by the sea it was about 100 miles in length ; its breadth was never more than 30 and in places was only about 10 miles. Except in the north-west it was entirely flat ; it lay in the dry zone, the low country. It had three divisions : Magampattu in the east, East Giruwa Pattu in the centre, and West Giruwa Pattu in the west. Magampattu was almost entirely covered with jungle. It contained the small town of Hambantota, but otherwise only small scattered and usually poverty-stricken villages. Twenty miles east of Hambantota was Tissamaharama with a major irrigation work and a resident Irrigation Engineer. Here was a great stretch of paddy fields irrigated from the tank and a considerable population of cultivators. Besides producing rice at Tissa, Magampattu also produced salt. All along the coast east-wards from Hambantota were great lagoons or lewayas. In the dry season between the south-west and north-east monsoons the salt water in these lewayas evaporates and 'natural' salt forms, sometimes over acres of the mud and sand. Salt in my day was a government monopoly, and it was my duty to arrange for the collecting, transport, storing, and selling of the salt—a large-scale complicated industry. Magampattu was also famous for its game and wild animals. In the extreme east



there was a Government Game Sanctuary of about 130 square miles in which no shooting was allowed ; I had a Game Sanctuary Ranger and some Watchers to look after it.

West of Magampattu, separated by a fair-sized river, the Walawe Ganga, lies East Giruwa Pattu and then West Giruwa Pattu. Here the scenery changes completely. The jungle disappears ; there is more water, more rain-fall ; it is quite populous with prosperous villages, with rice and dry grain and coconuts. In the north-west corner, where the foothills of the mountains begin, the country is as lovely as anything in the Kandy district. Yet it was Magampattu and the eastern part of the district which really won my heart and which I still see when I hear the word Hambantota : the sea perpetually thundering on the long shore, the enormous empty lagoons, behind the lagoons the enormous stretch of jungle, and behind the jungle far away in the north the long purple line of the great mountains.

One's memory in connection with places is curiously erratic. There are two things about my house in Hambantota which I remember vividly. If you walked towards the sea across the compound, you came out upon a hillock of fine white sand, which was the tip of the promontory. To the right was an absolutely straight stretch of about two miles of the sea shore, dazzling white sand. All the year round day and night, if you looked down that long two-mile line of sea and sand, you would see, unless it was very rough, continually at regular intervals a wave, not very high but unbroken two miles long, lift itself up very slowly, wearily, poise itself for a moment in sudden complete silence, and then fall with a great thud upon the sand. That moment of complete silence followed by the great thud, the thunder of the wave upon the shore, became part of the rhythm of my life. It was the last thing I heard as I fell asleep at night, the first thing I heard when I woke in the morning—the moment of silence, the heavy thud ; the moment of silence, the heavy thud — the rhythm of the sea, the rhythm of Hambantota.

The second memory is of sight, not sound. In the early morning when I was having my early tea upon the verandah, regularly every day at exactly the same hour a long line of about 30 or 40 flamingos flew over the sea along the two-mile stretch of coast from west to east. When they came to the headland upon which the Residency stood, they made a right-angle turn to the left and flew inland immediately over my house to the great lagoon which lay to the north of the town. It was a lovely sight and every morning I used to go out into the compound and watch the marvellous manoeuvre. The birds flew in perfect formation single file, and as they flew along over the sea the line was gleaming black and white. Then as each bird in turn wheeled to the left high up in the air above the house, it suddenly changed in the bright sunshine from black and white to a brilliant flash of pink.

LEONARD WOOLF

*from* : Autobiography II : Growing

#### GLOSSARY

bounded	— to be the boundary of ; set limits to
complicated	— not simple ; made up of different activities
erratic	— irregular
fair-sized	— quite big
game (n)	— animals that are sometimes hunted
a headland	— a high point of land standing out from the coast-line
large-scale	— extensive
a manoeuvre	— an orderly movement (usually used of troops)
perpetually	— going on without stopping
to poise	— to balance
populous	— having a large population
poverty-stricken	— poor
Residency	— the place where the local government agent lives
a resident	— a person who lives in a place as contrasted with a visitor
a stretch	— an area
a thud	— a dull sound as of a blow on something soft



- I. (a) Where is the District of Hambantota ?
- (b) What were the divisions of the District of Hambantota ?
- (c) What was the name of the major irrigation work in Hambantota ?
- (d) What were the duties of the writer with regard to salt ?
- (e) What happens in the lagoons in the dry season ?
- (f) Name some of the things Magampattu was famous for.
- (g) Which part of the district did the writer like best ?
- (h) What crops are mentioned in this passage ?
- (i) What does the writer mean when he speaks of the rhythm of Hambantota ?
- (j) What are the two things about his house in Hambantota which the writer remembers very clearly ?

II. Look at the following sentence :—

Besides *producing* rice at Tissa, Magampattu also *produced* salt. (produce)

Notice that the words in italics are both formed from the verb 'produce' which is in brackets at the end of the sentence.

In the same way fill in the blanks in these sentences with the correct forms of the verb given in brackets at the end of each sentence :—

- (a) Besides \_\_\_\_\_ the art of printing, the Chinese also \_\_\_\_\_ gunpowder. (invent)
- (b) Besides \_\_\_\_\_ the Nobel Prize for Physics, Madame Curie also \_\_\_\_\_ the Nobel Prize for Chemistry. (win)
- (c) Besides \_\_\_\_\_ plays, Shakespeare also \_\_\_\_\_ sonnets. (write)
- (d) Besides \_\_\_\_\_ gods, primitive man also \_\_\_\_\_ his dead ancestors. (worship)
- (e) Besides \_\_\_\_\_ tricks on his family, Andare also \_\_\_\_\_ tricks on the king. (play)
- (f) Besides \_\_\_\_\_ a luxurious ocean liner, the 'Titanic' \_\_\_\_\_ also the largest ocean liner of that time. (be)
- (g) Besides \_\_\_\_\_ the skins of animals, the Veddas also \_\_\_\_\_ leaves. (wear).

- (h) Besides \_\_\_\_\_ the first electric lamp, Thomas Edison also \_\_\_\_\_ the phonograph. (make)
- (i) Besides \_\_\_\_\_ a gold medal from the Royal Navy, Jenner also \_\_\_\_\_ a gold ring from the Empress of Russia. (receive)
- (j) Besides \_\_\_\_\_ a painter, Leonardo da Vinci \_\_\_\_\_ also a scientist. (be)

III. Match each word given in Column A with a phrase from Column B :—

A	B
1. hillock	1. situated in the interior of a country, far from the sea or border.
2. memory	2. an area where by law it is forbidden to kill animals.
3. sanctuary	3. a small hill.
4. monopoly	4. the power of keeping facts in the conscious mind and of being able to call them back at will.
5. flamingo	5. a forest guard — one who sees that the forest laws are observed.
6. iniaud	6. the regular recurrence or succession of events.
7. rhythm	7. the time between two events.
8. interval	8. the sole control of something.
9. compound	9. a large, pale-pink long-legged, long necked wading bird with red wing feathers.
10. Ranger	10. an enclosed area with buildings.

IV. List the words from the passage which have to do with size.

V. Read the passage from 'There are two things about my house in Hambantota which I remember vividly . . .' to the end. Then write a similar passage about a place which you remember vividly.



## A LIVING WEATHER-GLASS

There is some truth in the country saying that you can tell, by looking at the colour of frogs, what kind of weather to expect for the next few hours. Frogs change their colour to a remarkable extent, partly according to the appearance of their surroundings, and partly according to the temperature and dryness or humidity of the air.

If we are used to the appearance of frogs we can make a fair guess, by looking at one, as to the kind of place and conditions it has just come from. Here is a case in point. Two naturalists met by chance in a country lane. One found the other looking at something he held in his hands, and was asked, 'Where do you think I found this frog a moment ago?' The frog was very dark all over, brown-black with an olive tinge. 'You must have found it in some cold damp place, on dark stones or earth,' was the reply. 'Yes. I went to look at that old well built into the thickness of the wall, and the frog was in a niche amongst the cold dark stones.'

The frog was put on the ground. It hopped a short distance and half buried itself in a tussock of long grass. The day was sunny and warm. The friends kept still and glanced at the frog from time to time as they chatted, leaning on a gate. Soon its body was an olive green on which dark stripes and flecks formed a broken pattern. Some of the dark stripes continued from the body straight down across the folded hind limbs, obscuring the junction between limb and body. A dark band along each side of the head diverted attention from the bright and prominent eyes. Still the frog

remained motionless, steadily becoming more difficult to distinguish from the grass. A quarter of an hour had gone by. 'Give it another fifteen minutes and it will be safe.' And so it was. The frog was now the green of the grass tussock, and its dark lines and flecks looked like the shadow patches amongst the grass.

Frogs and toads are creatures that wander considerable distances and over backgrounds as diverse as grassy meadow, dark soft trampled bare by cattle around a pond, grey stones, or the russet carpet of a woodland. With such natural settings they quickly become harmonised in tone and colour. Toads may take up residence in a garden for several years. A lady who had a scenic garden with rockeries, and a stream running through, thought she had three toads in the garden, a speckled brown toad living in a niche among the rockery stones, a mottled green toad living among the rhododendrons, and an olive-black toad on the mud by the stream. Only as these toads became friendly towards her and she found they all had a certain mannerism in common, did she begin to suspect that they were one and the same toad, as proved to be the case.

Even if a frog or toad lives for a whole season in, for example, the same meadow, it needs to adjust its colour continually. It must harmonise with the silver-grey of the grass at dawn, with its green colour and varying lights and shadows during the daytime, for it is in danger from enemies every hour of the day. This harmony with the appearance of the environment is effected through the eyes. Temperature and moisture conditions, are, however, registered by the skin; they also result in changes of colour.

Dry weather tends to make frogs paler in colour, and wet weather deepens their tone. As damp earth is darker than dry earth and grey skies and moist air intensify the colours of vegetation, so in the case of a frog amongst grass and mud around a pond, eyes and skin-sense both tend to make the animal dark. During a dry period the same locality would take on a lighter tone, and so would the frog.



Warm temperatures tend to make a frog pale, and cold temperatures the reverse. A frog is at its darkest on a dark-coloured background in cold, damp conditions, as amongst the cold dark stones by the well. It is at its palest in warm dry conditions on a light-coloured background, for example, amongst young meadow grass on a warm bright day.

It is evident that the frog's skin colour at any given time is a mirror of its environment, the colour of the earth it rests on and the plants that surround it, the condition of the air, dry or moist, warm or cold, that surrounds its body, the quality and intensity of the light that enters its eyes and illuminates its skin. The creature is in complete harmony with nature.

E. M. STEPHENSON and CHARLES STEWART  
from : Animal Camouflage

#### GLOSSARY

to adjust	— to make changes to fit in with something else
to distinguish	— to recognize the difference
diverse	— of different kinds
to divert	— to distract
environment (n)	— surroundings
to harmonise	— to blend with ; to be in agreement with
humidity	— dampness of the air
to illuminate	— to light up
to intensify	— to make it stronger
intensity (n)	— strength
a mannerism	— a peculiarity of behaviour, especially one that is habitual
mottled	— marked with spots of different colours

a naturalist	— a person who makes a special study of animals or plants
a niche	— a hollow place in a wall
obscuring	— hiding
prominent	— standing out
remarkable	— out of the ordinary
the reverse	— the opposite
a rockery	— a garden with rocks and stones and plants growing among them
russet	— reddish brown in colour
speckled	— spotted
a tinge	— a slight colouring
a tussock	— a clump or hillock of growing grass

- I. (a) Why is the frog called 'a living weather-glass' ?
- (b) Where did the naturalist find the frog that he showed to his friend ?
- (c) How did his friend know where it had been ?
- (d) What did the frog make itself look like when he put it down ?
- (e) How many toads had the lady seen in her garden ?
- (f) Why is it necessary for a frog or toad to adjust its colour continually ?
- (g) When is a frog in danger ?
- (h) What happens to a frog in cold damp conditions ?
- (i) What happens to a frog in warm dry conditions ?
- (j) Name three factors that affect a frog's skin colour.

- II. Pick out the expressions of time in the passage.  
e.g.—a moment ago ; for the next few hours.

Then fill in the blanks in these sentences with suitable expressions of time from the passage :—

- (a) John has lived in Africa ———.  
He went there in 1950.
- (b) If you are at the top of Adam's Peak ———  
you can see the sunrise.
- (c) Soma started sweeping the house an hour ago. When I  
left she was ——— sweeping.
- (d) Bats usually sleep ——— and do not sleep at night.
- (e) I hope to finish this work ———. It will probably  
only take five minutes.

- III. Look at these sentences :—

I went to Kandy yesterday. I went by express bus.

If I wanted to go to Kandy, I would go by express bus.

Read these paragraphs and rewrite them so that the first sentence in paragraph (a) begins :—

If Mrs. Silva wanted to make a cake, she ———.

The first sentence in paragraph (b) begins :—

If Banda wanted to wash his shirt, he ———.

- (a) Mrs. Silva made a cake yesterday. She bought some eggs flour, sugar and butter. She put the sugar and the butter into a bowl and mixed them together. She broke the eggs and added them one by one to the mixture in the bowl. She sieved the flour and mixed it with the sugar, butter and eggs. She greased a pan and put the mixture into it. Then she baked it in a moderate oven.
- (b) Banda washed his shirt yesterday. He filled a basin with hot water. He put some soap flakes into the water. He soaked his shirt for a few minutes in the soapy water. Then he rinsed it and put it out to dry.

- IV. A. List the words in the passage which have to do with colour.  
e.g.—silver-grey, olive-green.

- B. List the words in the passage which have to do with weather conditions.

e.g.—humidity, warm

- C. 'Naturalist' is the name given to a person who makes a special study of animals or plants.

Match correctly the names given in column A with the definitions in Column B :—

A	B
1. philatelist —	1. a person who makes a special study of the mind and its processes
2. mineralogist —	2. a person who makes a special study of ancient things, especially remains of prehistoric times like tombs and buried cities
3. meteorologist —	3. a person who makes a special study of coins
4. anthropologist —	4. a person who makes a special study of the weather
5. geologist —	5. a person who makes a special study of postage stamps
6. physicist —	6. a person who makes a special study of substances got from the earth by mining
7. psychologist —	7. a person who makes a special study of the earth's history as shown by its crust and its rocks

8. numismatist — 8. a person who makes a special study of matter and energy
9. archaeologist — 9. a person who makes a special study of the production and distribution of goods
10. economist — 10. a person who makes a study of the beginnings, developments, customs and beliefs of mankind

V. Read the section which tells you about two naturalists meeting and answer these questions in a paragraph.

- (a) Where did the two naturalists meet ?
- (b) What was one of them looking at ?
- (c) Where had he found the frog ?
- (d) What colour was the frog ?
- (e) Where did he put the frog ?
- (f) What did the frog do ?
- (g) What kind of a day was it ?
- (h) What did the two naturalists do ?
- (i) What changes did they notice in the frog's colour ?
- (j) What did they notice about the frog at the end of half an hour ?

## ELECTRICITY WITHOUT WIRES

For a long time, the only known way of controlling the movements of electrons and making them do work was to keep them in wires. When they escape they usually do so all together and very suddenly, in the form of an electric spark. But some interesting experiments made towards the end of the last century showed how to get the electrons to leave their wires or conductors in an orderly manner, and make them behave usefully when they are entirely on their own. The study of ways of doing this is what is known as 'electronics'.

One way of setting electrons free from a wire is as follows. The two wires from a strong battery or generator are sealed into a glass tube, one at each end. Then the air is pumped out of the tube, and the electrons stream across from the negative wire (the 'cathode') to the positive wire (the 'anode'). The negative wire is where the electrons arrive from the source of power, which thus gives the cathode a charge of negative electricity. The generator also drains away electrons from the positive wire, giving the anode a positive charge. Now, positive and negative charges attract one another with a force that depends largely on how far apart they are. If they are fairly near, a force of 200 or 300 volts will cause the electrons to leave the cathode and shoot down the tube to the anode in the form of a 'cathode-ray'. They do not make a spark, but travel in a steady stream like bullets from a machine-gun.

The cathode-ray is the most important device in electronics, for such a lot of things can be done with it. One of the first things to be noticed is that when the electrons strike the anode, the anode

itself gives out rays of quite a different kind. At first these rays were a mystery and so they were called 'X-rays', but it is now known that X-rays are similar to light rays, except that they have a much shorter wave-length and are therefore invisible.

They are able to pass through many solid substances that are opaque to ordinary light, such as cardboard, wood and animal flesh. They pass less easily through bone, and so can be used to photograph the bones inside a living body. They are nearly always used after an accident to see if anybody's bones are broken, and if a baby has swallowed a penny, X-rays will show the doctors exactly where it is so that they can get it out again. X-rays are also used to see through the paint of a picture, to find out if it has been painted on top of another one, or to examine bales of goods at the customs sheds to see if they contain smuggled articles like watches. In engineering X-rays are used to examine such things as castings for flaws.

To produce strong X-rays a high voltage is required and the tube has to be made a very good vacuum. If we neglect to do this and leave a trace of air behind, the electrons in the cathode-rays collide with the molecules of air and the whole tube glows with a soft, cold light. It is not very bright, but brighter lights and lights of different colours can be produced if we use traces of gases other than air. The gas, neon, for example, gives a soft, rosy glow, argon a cold blue light, helium yellow, carbon dioxide white. This is how the 'neon' signs over the shops and cinemas work.

The stream of electrons that forms a cathode-ray can be put to lots of other uses. In the electron microscope it is used instead of light rays for magnifying very minute objects like molecules. Light-waves cannot be used for looking at things smaller themselves, and the most powerful ordinary microscope will not magnify more than a few thousand times. But electrons are a thousand times

smaller than light-waves and so can be made to magnify things a million times. They can even show the arrangement of the atoms in some kinds of molecule.

In recent times a way has been discovered of using materials like silicon and germanium to do some of the jobs for which cathode-rays are normally used. These substances are called 'semi-conductors', which means that while electrons cannot flow through them easily, as they do through metals, they can get through with difficulty and are easily stopped.

Devices called 'transistors' can be made from them that will pass electrons more easily in one direction than another, and so they have the same effect as valves. Their advantage is that they will work on less than a millionth of the power required for a valve, and can be made very much smaller because they do not require a vacuum tube and all the other fittings.

*from* : ENCYCLOPAEDIA OF MODERN KNOWLEDGE

### GLOSSARY

to attract	— to pull something towards itself
a bale	— a large bundle ready for transport
a device	— something used or invented for a special purpose
an electron	— a part of an atom
invisible	— cannot be seen
a machine-gun	— a gun that fires continuously
normally	— usually
opaque	— cannot be seen through
to smuggle	— to move something secretly and illegally between countries
a spark	— a flash of light
a stream	— a flow
a trace	— a very small amount
a volt	— a unit of electrical force.

- I. (a) What happens when electrons escape from an electric wire ?
- (b) How were electrons controlled before the end of the 19th century ?
- (c) Give an example of a conductor of electricity.
- (d) How can electrons be released from wires in an orderly manner ?
- (e) What does a generator do ?
- (f) How does the anode get a positive charge of electricity ?
- (g) What is the difference between X-rays and light rays ?
- (h) How are 'neon' lights produced ?
- (i) Name two semi-conductors of electrons.
- (j) What are the advantages of using 'transistors' ?

II. Look at this sentence carefully :—

The cathode ray is the most important device in electronics, *for* such a lot of things can be done with it.

Here we find that the two halves of the sentence have been joined together by the word 'for'. They are: —

- (i) The cathode ray is the most important device in electronics.
- (ii) Such a lot of things can be done with the cathode ray.
- (i) is a statement of fact. (ii) is the reason for the statement (i).
- (i) and (ii) can be joined together by using 'because' in front of the reason instead of 'for'.

Join the following pairs of sentences together using 'because'.

- (a) The rays given out by the anode were called X-rays.  
At first these rays were a mystery.
- (b) X-rays are invisible.  
They have a very short wave length.
- (c) X-rays can be used to photograph the bones inside a living body.  
They do not pass easily through bone.
- (d) The glass tube used to produce X-rays must be made a very good vacuum.  
Strong X-rays require a high voltage.
- (e) The cathode ray is used in the electron microscope.  
Electrons in the cathode ray can be made to magnify things a million times.
- (f) Silicon and germanium are called semi-conductors.  
Electrons can get through these materials with difficulty and are easily stopped.

III. Look at the verbs in these two sentences :—

- (i) The two wires *are sealed* into a glass tube.
- (ii) The air *is pumped* out.
- This form is called the Passive.

Write out the following paragraph using the verbs in brackets in the Passive form :—

Iron ore, coke, limestone and air (use) in making iron and steel. The iron (heat) in a furnace. First the ore (tip) into the furnace. This (follow) by coke and limestone. The fuel (provide) by the coke. The iron (release) in the process of heating and a scum or 'slag' floats on top of the molten iron. As air (blow) into the bottom of the furnace intensive heat and great volumes of gas (generate) by the burning coke. The molten metal descends as the gas rises up and (take) away through an opening at the top. The iron and slag (draw) off at intervals and new materials (feed) through the top.

IV. Match the words in Column A with their definitions in column B :—

A	B
1. generator	1. a vacuum tube used in a radio to control the direction of the flow of electrons
2. cathode	2. a substance which carries or conveys heat or an electric current
3. valve	3. a space with no substance or gas in it
4. anode	4. the study of the behaviour and control of electrons
5. X-rays	5. a device which produces electricity
6. vacuum	6. the negative pole of electric current
7. molecule	7. the positive pole of electric current
8. electron microscope	8. the smallest part into which a substance can be divided without changing its chemical nature
9. electronics	9. an instrument which can magnify very small objects a million times
10. conductor	10. invisible rays which can pass through many solid substances

V. Write a paragraph on each of the following :—

(a) The general uses of electricity.

(b) The special characteristics and uses of X-rays.

### RECEIVING A CHIMPANZEE

I got a rude shock when Chumley moved in.

He arrived in the back of a small van, seated sedately in a huge crate. When the doors of his crate were opened Chumley stepped out with all the ease and self-confidence of a film star.

He stood on the ground and surveyed his surroundings with a shrewd glance, and then he turned to me and held out one of his soft, pink-palmed hands to be shaken, with exactly that bored expression that one sees on the faces of professional hand-shakers. Round his neck was a thick chain, and its length drooped over the tailboard of the lorry and disappeared into the depths of his crate. Chumley wore the chain with the superb air of a Lord Mayor ; after shaking my hand so professionally, he turned and proceeded to pull the chain, which measured some fifteen feet, out of his crate. He gathered it up carefully into loops, hung it over one hand and proceeded to walk into the hut as if he owned it. I almost felt I ought to apologize for the mess on the table when he walked in.

He seated himself in a chair, dropped his chain on the floor, and then looked hopefully at me. It was quite obvious that he expected some sort of refreshment after his tiring journey. I roared out to the kitchen for them to make a cup of tea, for I had been warned that Chumley had a great liking for the cup that cheers. Leaving him sitting in the chair and surveying our humble abode with ill-concealed disgust, I went out to his crate, and in it I found a tin plate and a battered tin mug of colossal proportions. When I returned to the hut bearing these Chumley brightened considerably, and even went so far as to praise me for my intelligence.

“Ooooooo, umph !” he said, and then crossed his legs and continued his inspection of the hut. I sat down opposite him and produced a packet of cigarettes. As I was selecting one a long black arm was stretched across the table, and Chumley grunted in delight. Wondering what he would do I handed him a cigarette, and to my astonishment he put it carefully in the corner of his mouth. I lit my smoke and handed Chumley the matches thinking that this would fool him. He opened the box, took out a match, struck it, lit his cigarette, threw the matches down on the table, crossed his legs again and lay back in his chair inhaling thankfully, and blowing clouds of smoke out of his nose. Obviously he had vices in his make-up of which I had been kept in ignorance.

Just at that moment Pious entered bearing the tray of tea : the effect on him when he saw me sitting at the table with the chimp, smoking and apparently exchanging gossip, was considerable.

As I poured tea and milk into Chumley’s mug, and added three tablespoons of sugar, he watched me with a glittering eye. I handed him the mug and he took it carefully in both hands. There was a moment’s confusion when he tried to rid himself of the cigarette, which he found he could not hold as well as the mug ; he solved the problem by placing the cigarette on the table. Then he tested the tea carefully with one lip stuck out, to see if it was too hot. As it was, he sat there and blew on it until it was the right temperature, and then he drank it down. When he had finished the liquid there still remained the residue of syrupy sugar at the bottom, and as Chumley’s motto was obviously waste not want not, he balanced the mug on his nose and kept it there until the last of the sugar had trickled down into his mouth. Then he held it out for a refill.

GERALD DURRELL

*from* : The Overloaded Ark

## GLOSSARY

an abode	— a house — a place to live in
apparently	— seeming, looking as if
to cheer	— to make people happy, ‘the cup that cheers’ is a common phrase for tea
a chimpanzee	— a tail-less monkey
colossal	— huge, very large
considerable	— great
a crate	— a large framework of wooden boards used for transporting goods or animals
to grunt	— to make a low rough sound
proportions	— size
the residue	— what is left over
sedately	— calmly
to survey	— to take a general view
syrupy	— thick and sweet
a vice	— a bad habit

- I. (a) Who was Chumley ?
- (b) What did Chumley travel in ?
- (c) What was surprising in Chumley’s behaviour ?
- (d) Why did Chumley look hopefully at the writer ?
- (e) What refreshment did Chumley have ?
- (f) What vice did Chumley have ?
- (g) Why was Pious surprised ?
- (h) How did Chumley like his tea ?
- (i) Why did Chumley put his cigarette on the table ?
- (j) Why did Chumley balance the mug on his nose ?



II. Look at this sentence :—

I *had been warned* that Chumley had a great liking for the cup that cheers.

Notice the form of the verb which is in italics. Rewrite the sentence substituting the following verbs for *warn*.

tell, inform, instruct, advise, remind

III. Look in the passage and make a list of adjectives and adverbs which describe Chumley's appearance, behaviour and his reaction to his new surroundings.

IV. A. There is a word beginning with 'self' in the passage. Find it and make a list of other words beginning in the same way. What do they mean ?

B. Find this word in the passage—'*ill-concealed*'. What does it mean ? Make a list of other words beginning with '*ill*', and find out what they mean.

V. A. Look at this sentence carefully :—

He *opened* the box, *took* out a match, *struck* it, *lit* his cigarette, *threw* the matches down on the table, *crossed* his legs again and *lay* back in his chair.

The verbs in this long sentence tell us of a number of actions that follow each other in a chain.

Notice that all the actions are done by the same person.

Write sentences describing the actions somebody did when he—

- (1) made a cup of tea
- (2) caught a train
- (3) flew a kite
- (4) cleaned his teeth
- (5) went for a swim

B. Imagine you were Pious and answer the following question in a paragraph :—

- (1) Why did you go into the living room ?
- (2) What were you carrying ?
- (3) Was the room empty ?
- (4) Where was Mr. Durrell ?
- (5) What was he doing ?
- (6) Was he alone ?
- (7) Who was with him ?
- (8) Where was the chimp ?
- (9) What was the chimp doing ?
- (10) Were you surprised ?
- (11) What did you do ?
- (12) Who began to make the tea ?
- (13) What did Mr. Durrell pour into Chumley's mug ?
- (14) How much sugar did he add ?
- (15) Who was watching Mr. Durrell all the time ?
- (16) When the tea was made what did Mr. Durrell do ?
- (17) How did Chumley take the mug ?
- (18) Why was Chumley confused ?
- (19) What did he do with the cigarette ?
- (20) Why did he blow on the tea ?
- (21) When Chumley had finished drinking the tea what did he find at the bottom of the mug ?
- (22) What did he do to get at the sugar ?
- (23) What did he do when he had finished the syrupy sugar ?



## THEN AND NOW

Many hundreds of years ago, when life was much simpler than it is today, a man and his family would provide for themselves almost everything which they needed for living. They would eat the food which they had grown or hunted themselves ; they would live in a hut built by themselves, use water from a well which they had dug, and wear clothes made from cloth which they had spun and woven. Their needs were very simple, and they did without an enormous number of things which we consider necessities. And each person did a great number of different kinds of jobs. As civilized community life developed, work gradually became more specialized. One man who was good at hunting would exchange some of his game for cloth made by a man who specialized in spinning and weaving. So there gradually grew up specialized trades. The use of 'money' as a medium of exchange made the exchange between trades much easier.

But even a hundred or less years ago there was still much less specialization in work than there is today. One furniture-maker would make the whole of a table—indeed, perhaps, all the furniture needed to furnish a house, and he worked in a simple workshop, probably entirely with hand tools. The furniture he made was often very good and very beautiful, but it would take him a long time to make it. The output of one man was, by modern standards, small, and the cost of the furniture relatively high. Only the fairly wealthy could afford a great deal. Most modern furniture is made in factories with the aid of machinery. So nowadays a man seeking

work in a furniture factory will, perhaps, spend his days minding one machine which carries out one process only in the making of table legs. A great number of men will be taking part in the various processes which go to making the table, and by this division of labour a great many tables will be made in a comparatively short time. A good workman however, should understand all the processes which go to make the table, even though he himself actually only does one of them. In the making of more complicated things, such as motor-cars or elaborate pieces of electrical machinery, even this is not possible. It is very likely even that all the processes do not go on in the same factory.

In modern life, therefore, everyone depends on everyone else's work, as well as on his own. The danger of this is that each person easily gets to think that his own particular contribution is of no importance, and that it cannot matter very much whether he does his particular job well or badly. In the days when one, or even two or three persons, carried through the whole of a piece of work—say, making a wagon—it was easy to tell who was responsible if the wagon was badly made, or who should get the credit if it was well and quickly made. But when one individual's sole contribution to the making of an engine is tightening one bolt as the piece passes by him on a conveyor, it is not easy for him to feel a sense of responsibility for the success of the engine as a whole.

Many employers are trying to devise ways of making people who find themselves doing dull and monotonous work feel a right sense of importance and responsibility. For, in fact, each workman is really quite as important to engines as a whole as he ever was, even though he hasn't contributed more than a very small part to any one engine. Engines cannot be made without his contribution, and if he does his part badly, the engine industry will suffer, even if only a very little. If a lot of workmen follow his example and do badly, then the loss to the industry, being multiplied many times, will be obvious.

Sir Henry Royce, a widely experienced manufacturer said, 'Whatever is rightly done, however humble, is noble'; and that is the foundation on which the sound economy of a prosperous and happy country should be built.

W. HANSEN  
from : Citizen of Today

### GLOSSARY

a bolt	— a piece of metal used for holding things together
a contribution	— something that is given
to devise	— to think out
elaborate	— complicated ; made up of many parts
the foundation	— the basis
necessities (n)	— things that are needed
process	— several activities that follow after each other when something is being made

- I. (a) As society became more complex how did work change ?  
 (b) How was furniture made about a hundred years ago and how is it made today ?  
 (c) What is meant by 'the division of labour' ?  
 (d) Why is there a danger today that people will think their own particular jobs are of no importance ?  
 (e) Why was it once easy to tell who was responsible for any bad work ?  
 (f) Why is it difficult to tell who is responsible for any bad work done today ?  
 (g) How are employers trying to improve the work done in their factories ?  
 (h) What is the name Royce often associated with ?  
 (i) When did Sir Henry Royce consider a piece of work to be noble ?  
 (j) In what ways was life more simple a hundred years ago ?

II. Look at these sentences :—

- (1) They would eat the food *which they had grown or hunted themselves*.  
 (2) Many employers are trying to devise ways of making people *who find themselves doing dull and monotonous work* feel a right sense of importance and responsibility.

In each sentence the words in italics give extra information about a noun. This group of words is linked to the noun by 'which' or 'who'.

Find at least six similar sentences in the passage.

Combine each of the following pairs of sentences using 'who' or 'which'.

e.g.—The English teacher has left the school. She taught us last term.

The English teacher who taught us last term has left the school.

- (a) My friend gave an interesting talk on co-operative societies. She is an economist.  
 (b) The sun is millions of miles away from the earth. It gives us heat and light.  
 (c) The thief was arrested by the police. He stole the money from the bank.  
 (d) These photographs will show you what my family looks like now. They were taken recently.  
 (e) That girl is an actress. She is wearing a blue saree.  
 (f) This pen is a very good one. It was given to me by my father.

(g) The new tractors have arrived.  
They are for the Gal-Oya project.

(h) The film was very good.  
We saw it last night.

(i) The brush-seller is here again.  
He came three times last week.

(j) The old tree was blown down in the storm.  
It is blocking the road.

III. Look at this sentence :—

He went away *but* he did not say 'Goodbye'.

Another way of saying this sentence would be :—

He went away *without* saying 'Goodbye'.

Change these sentences in the same way using 'without'.

(a) He came to meet me but he did not make an appointment.

(b) She left the class but she did not get the teacher's permission.

(c) He built his house but he did not consult an architect.

(d) She made a cake but she did not use eggs.

(e) He bought a ticket for the film but he did not stand in a queue.

IV. A. Words beginning with 'mono' usually have something to do with 'one'. There is one in the passage. Find it and list nine other words beginning with 'mono'.

B. Words which end in 'ous' are usually adjectives. There are several in the passage. Find them and make a list of ten words ending in 'ous'.

C. List all the words in the passage that are used to describe various kinds of work, for example :—

hunt, make furniture, job

V. Write an essay on 'How people lived long ago' under the following headings :—

(a) their living conditions

(b) their food

(c) their clothing

(d) their work

## MENDING WALL

Something there is that doesn't love a wall,  
 That sends the frozen-ground-swell under it,  
 And spills the upper boulders in the sun ;  
 And makes gaps even two can pass abreast.  
 The work of hunters is another thing :  
 I have come after them and made repair  
 Where they have left not one stone on a stone,  
 But they would have the rabbit out of hiding,  
 To please the yelping dogs. The gaps I mean,  
 No one has seen them made or heard them made,  
 But at spring mending-time we find them there.  
 I let my neighbour know beyond the hill ;  
 And on a day we meet to walk the line  
 And set the wall between us once again.  
 We keep the wall between us as we go.  
 To each the boulders that have fallen to each.  
 And some are loaves and some so nearly balls  
 We have to use a spell to make them balance :  
 "Stay where you are until our backs are turned !" <sup>1</sup>  
 We wear our fingers rough with handling them.  
 Oh, just another kind of outdoor game,  
 One on a side. It comes to little more :  
 There where it is we do not need the wall :  
 He is all pine and I am apple orchard.  
 My apple trees will never get across  
 And eat the cones under his pines, I tell him.

He only says, "Good fences make good neighbours."  
 Spring is the mischief in me, and I wonder  
 If I could put a notion in his head :  
 'Why do they make good neighbours ? Isn't it  
 Where there are cows ? But here there are no cows.  
 Before I built a wall I'd ask to know  
 What I was walling in or walling out,  
 And to whom I was like to give offence.  
 Something there is that doesn't love a wall,  
 That wants it down.' I could say 'Elves' to him,  
 But it's not elves exactly, and I'd rather  
 He said it for himself. I see him there  
 Bringing a stone grasped firmly by the top  
 In each hand, like an old-stone savage armed.  
 He moves in darkness as it seems to me,  
 Not of woods only and the shade of trees.  
 He will not go behind his father's saying,  
 And he likes having thought of it so well  
 He says again, "Good fences make good neighbours."

ROBERT FROST

- (1) Why does the wall need mending ?
- (2) Who mends it ?
- (3) How is it mended ?
- (4) Why is it mended ?
- (5) What are the differences between the two farms ?
- (6) Are there any differences between the two farmers ?
- (7) Does the speaker believe only in natural forces ?
- (8) Do you think the two men are good neighbours ?
- (9) Which of the two farmers seems to you more admirable ?
- (10) Do you think this poem is only about two men mending a wall,  
 or has it a wider application ?

## THE MYSTERY OF THE GILT DRAGON

The mystery of the *Gilt Dragon* is one of Australia's strangest tragedies of the sea. Attached to the large fleet of ships owned and operated by the famous old Dutch East India Company, she was one of their finest vessels.

For several years the *Gilt Dragon* sailed between Holland and Java. It was on the 4th of October 1655, that she set out from Holland on what was destined to be her last voyage. On this occasion the stately ship was carrying an unusually rich cargo, including 80,000 golden guilders and a great quantity of silver ingots. There were nearly two hundred people aboard, comprising passengers and crew, and the vessel was under the command of Captain Albertz, one of the company's most popular skippers.

After calling at the Cape of Good Hope she passed a sister ship, also bound for Batavia. That was the last ever seen of the *Gilt Dragon* and, as the months passed without any further news of her, she was given up for lost. It was thought that she must have foundered during a storm.

It was not until the 7th of June 1656, that the truth about the ship was learned in a dramatic fashion. Early that morning a long-boat containing seven men, almost dead, crept into Batavia Harbour. It was some time before the starving men were able to speak. Then they revealed the startling news that they were from the *Gilt Dragon*, which had been lost for nearly a year.

The men said that their vessel had been caught in a bad storm one night and, after being driven many miles off her course, had been wrecked on the shores of the Great South Land—as Australia was then known. One hundred and eighteen people had been drowned and the others managed to reach the land. The following morning ten of the men volunteered to try to reach Batavia in the long-boat and bring help for the castaways.

Three of the men died on the perilous journey. The survivors brought a note from their captain giving the exact position where they had landed. It was twenty-five miles south of what is now called Green Head, on the coast of Western Australia. The report also mentioned that every bit of the great treasure had been successfully brought ashore before the vessel broke up and sank.

Immediately several ships were sent to rescue the castaways and collect the treasure, but although they sailed to the spot no trace of either was found, nor even part of the wreck. Since then a number of well-equipped land parties have searched practically the entire coastline of Western Australia, but have discovered nothing.

However, there was a strange sequel not so long ago. A few years back a sensational discovery was made on a lonely part of the coast of Western Australia near where the *Gilt Dragon* was wrecked. A boy came across a small cove, the mouth of which was partly blocked by huge boulders; inside the cave was a crumbling skeleton, centuries old, alongside of which were several ancient gold and silver coins. The skeleton was that of a white man, and all the coins were Spanish and Dutch, bearing dates between 1618 and 1648. But there was no trace of any treasure.

Here is another angle on the mystery. In 1875 two men named Burt and Ogbourne, members of a Royal Naval expedition which was engaged on a geographical survey of the coast of Western Australia, when working in from the coast about twelve miles north of where the *Gilt Dragon* was wrecked, took a short cut

through dense bush to return to their ship. They came across a peculiar ring of stones, about six feet in diameter, each of the stones being of a size that a man might carry with both hands. As stones are very scarce in the district it seems that they must have been carried into the bush from the coast.

The men, who then knew nothing about the *Gilt Dragon* or its missing treasure, took little notice of the circle of stones, except to remark on the curiosity of seeing such a thing in the dense bush.

It was not until about forty years later that one of them—Burt—happened to read about the ill-fated ship in an old Dutch book. He recalled the circle of stones and at once set out to find the spot again. But he failed to locate it.

Since then another man, a Mr. Stokes, a grazier, has stated that he saw the ring of stones when searching for lost sheep, but had made no examination of them. In spite of several searches the mysterious circle of stones has not been found again.

This is not altogether surprising, since it is no easy matter to find a six-foot ring in a vast track of uninhabited bush country, more particularly when it is borne in mind that it was first seen in 1875, and that it is not only possible but probable that, in the intervening years, the stones have been buried beneath sand blown in from the coast during cyclonic gales.

At any rate it is considered that beneath the stones the treasure, or the clue to it, is buried. Some day, perhaps, the strange circle will be rediscovered, and then the mystery of the castaways and the treasure from the *Gilt Dragon* will be solved.

BILL BEATTY

from : A Treasury of Australian Folk Tales and Traditions

- a castaway — a shipwrecked person  
 a cove — a small bay  
 crew (n) — all the men working on a ship  
 dramatic — exciting  
 to founder — (of a ship) to sink  
 a guilder — a gold coin used in the Netherlands in the seventeenth century  
 an ingot — a lump of metal usually shaped like a brick  
 a mystery — something of which an important part is unknown  
 a tragedy — a sad event  
 sensational — exciting  
 a sequel — that which follows or arises out of an earlier happening  
 a survivor — a person who has remained alive after a tragic event like a shipwreck  
 to volunteer — to offer to do something, especially something unpleasant or dangerous

- I (a) What was the '*Gilt Dragon*'? Who owned her?  
 (b) When was her last voyage?  
 (c) What was she carrying?  
 (d) Who was her commander?  
 (e) Where did she come from? Where was she going?  
 (f) When there was no news about the '*Gilt Dragon*,' what did people think had happened to her?  
 (g) When and how did the truth about the ship become known?  
 (h) Where did the survivors land?  
 (i) What was the name of Australia in those days?  
 (j) What did the little boy find in the cave?



II. Look at this sentence :—

*It was thought that* she must have foundered during a storm.

Notice that the phrase in italics begins with “It”, has a Passive verb and ends with “that”.

Fill in the blanks in the following paragraph with similar phrases using the correct form of the verb given in brackets.

A letter was the only clue to the mystery. The envelope which contained the letter was found but not the letter itself. There were a number of theories about the missing letter. ——— (believe) the writer might have destroyed it. ——— (suggest) he might have hidden it somewhere in the house. ——— (say) he might have buried it in the garden. ——— (think) his friend might have stolen it. ——— (report) he might have written the address on the envelope but not written the letter itself. This last theory was very popular until the letter was found finally under the table-cloth in the front room of the writer’s house.

III. Fill in the blanks in these sentences with suitable words from the following list :—

mystery	ill-equipped	perilous
boulders	test	coasts
well-equipped	secret	skippers
survey	calamitous	centuries
cargo	expected	startling
burden	decades	reefs
pebbles		generals

- (a) The ship was carrying a rich ——— of gold and silver.
- (b) A number of people made an effort to find out what had happened to the treasure from the ‘Gilt Dragon’ but it remained a ———.
- (c) Thor Heyerdhal made a ——— journey across the Pacific on a raft called the ‘Kon-Tiki.’
- (d) We will be able to do that experiment in the laboratory because it is ———.
- (e) He made a detailed ——— of the village before he drew a map of it.
- (f) Coconut trees grow along the ——— of Ceylon.
- (g) The British ruled Ceylon for about one and a half ———.
- (h) Captain Albertz was one of the most popular ——— of the Dutch East India Company.
- (i) The mouth of the cave which the boy discovered was blocked by huge ———.
- (j) The little girl brought home the ——— news that she had seen a leopard in the street.

IV. Read the paragraph which tells you about a boy discovering a cave on the coast of Western Australia. Then imagine that you are the boy who discovered the cave and answer the following questions in a paragraph.

- (a) Where did you find the cove ?
- (b) What blocked the mouth of the cove ?
- (c) What did you see inside the cave ?
- (d) How old was the skeleton ?
- (e) What did you see near the skeleton ?
- (f) What did you notice about the skeleton ?
- (g) What did you notice about the coins ?
- (h) What dates did the coins bear ?
- (i) Did you find any treasure ?

- V. Read the paragraph which tells you what Burt and Ogbourne found. Then imagine that you are Burt and answer the following questions in a paragraph.

- (a) What expedition were you a member of ?
- (b) What was the purpose of this expedition ?
- (c) When did you make this expedition ?
- (d) Where were you working one day ?
- (e) How did you return to your ship ?
- (f) What did you see ?
- (g) What was the diameter of the ring of stones ?
- (h) How large were the stones ?
- (i) Were there many stones in that district ?
- (j) How do you think the stones came to be there

## CONTROLLING WATER

Hundreds of millions of acres throughout the world need some form of artificial watering. As a rule, if a region receives less than ten inches of rain a year, it will not produce crops of any kind without irrigation. Where there is between ten and twenty inches per year, some plants can be grown without irrigation, but the yield is generally low and uncertain. To get a dependable harvest the farmer in these areas must supplement rainfall with some artificial watering method or other.

In the case of certain crops such as rice, a great quantity of water is needed. The land must be flooded to a depth of several inches during most of the growing season. For such crops, artificial watering is often required.

The first civilizations developed in regions where the people could grow a dependable food supply with the aid of irrigation. In these areas—the Nile River valley, Mesopotamia and certain parts of Persia, India and China—great rivers annually flooded the lands through which they flowed. These inundations provided a natural system of irrigation which early farmers partially controlled. Through irrigation, a greater amount of food could be produced by fewer men's efforts.

Ancient Egypt was a pioneer in the artificial watering of the land. Her paintings and sculpture show that by 3000 B.C. the Egyptians were engaged in large scale, highly skilled irrigation work. The nearly rainless country is cleft by the Nile River. In ancient times, the desert came down close to the marshes that edged the river.



The people filled the marshes and built mud walls to keep out flood water. Then they dug canals that cut across miles of land to lead the river's waters to the fields. When flood waters were dangerously high, they were diverted and stored, thus accomplishing both irrigation and flood control.

Mesopotamia, the country between the Tigris and Euphrates Rivers, is almost rainless, like the Nile country. Yet this area, too, was famous in ancient times for its rich crops and advanced civilization. The Sumerians, early inhabitants in that region, built embankments to control the flood waters of the Euphrates. They drained the marshes bordering it and dug irrigation canals and ditches.

The Sumerians were conquered by the Babylonians, who further developed the irrigation system. Since the Euphrates did not flow uniformly, the early Babylonian engineers built dams to store flood waters in reservoirs, thus obtaining a dependable water supply. This was accomplished by 3500 B.C. These huge reservoirs covered 650 square miles and were 25 feet deep when full. They had the disadvantage of retaining all the silt contained in the water stored in them. As a result, they eventually became filled up. This problem was not solved until comparatively modern times.

Other ancient lands applied irrigation methods. The Chinese, whose civilization goes back several thousand years before the birth of Christ, constructed extensive works to provide artificial watering. Ancient stone causeways used for this purpose in the region of the Hwang Ho River still exist. The vast and heavily populated lands of India, dependent on a very fickle rainfall, early developed irrigation method to serve agriculture. Wells, reservoirs and canals were in use before 300 B.C. The Romans also were skilled in applying irrigation methods.

Prehistoric cliff dwellers in Mexico and the south western United States built check dams to provide water for their fields and ensure good crops. These early planters developed a higher civilization than did the hunting Indians. Remains of the Inca civilization in the high mountains of Peru show terraced fields, some with more than fifty "steps" climbing the mountain-sides. Stone causeways several miles long wind among the terraces and show that irrigation was highly developed.

ELIZABETH RUBIN

from : The Book of Popular Science Vol. 8

#### GLOSSARY

to accomplish	—	to complete successfully
a causeway	—	an embankment which can also serve as a roadway over water
cleft	—	divided
to divert	—	to turn in another direction
to drain	—	to lead off water
an embankment	—	a wall of earth or stone to hold back water
eventually	—	in the end
fickle	—	changing and uncertain
inundation	—	flooding
a pioneer	—	the first to do something
silt (n)	—	mud or sand carried by a river
to supplement	—	to add to

- I. (a) What special crop needs a great deal of water ?  
How is the water used in this case ?
- (b) How do we know that irrigation was practised in ancient Egypt ?
- (c) How were floods controlled in Egypt ?
- (d) What rivers watered Mesopotamia ?  
Who were the early inhabitants of this country and how did they control the flood waters of the Euphrates ?
- (e) Where did the Babylonians establish their civilization ?
- (f) How did the Babylonians store water ?  
What weakness did this method have ?
- (g) What evidence is there of ancient Chinese irrigation works ?
- (h) What remains of the Incas' irrigation system ?

II. Look at this sentence :—

They dug canals that cut across miles of land to lead the water to the fields.

This long sentence is made up of three smaller sentences.

- (i) The canals cut across miles of land.  
(ii) They dug them.  
(iii) They did this to lead the water to the fields.

Join each of the following groups of sentences to form longer sentences on the pattern of the above example :—

- (a) (i) The great river ran across the country.  
(ii) The Egyptians diverted it.  
(iii) They did this to control floods.
- (b) (i) The marshes bordered the Euphrates.  
(ii) The Sumerians drained them.  
(iii) They did this to use the land for agriculture.

- (c) (i) The reservoirs covered six hundred and fifty square miles.  
(ii) The Babylonians built them.  
(iii) They did this to get a regular supply of water.
- (d) (i) The stone causeways still exist near the Hwang Ho river.  
(ii) The Chinese constructed them.  
(iii) They did this to provide artificial watering.
- (e) (i) Stone causeways wound among the mountains for several miles.  
(ii) The Incas built them.  
(iii) They did this to provide water for their terraced fields.

III. Look at the way in which these words are formed :—

disprove	unpleasant
disobey	uncommon

The addition of 'un' or 'dis' in front of certain words gives the words their negative meaning. There are two examples in the passage. Find them.

What are the negatives of the following :—

comfortable,	agree,	faithful,	real,
regard,	grateful,	credit,	loyal,
similar,	conscious,	order,	comfort.

## A CITY ON THE GANGES

Except for the Marabar Caves—and they are twenty miles off—the city of Chandrapore presents nothing extraordinary. Edged rather than washed by the river Ganges, it trails for a couple of miles along the bank, scarcely distinguishable from the rubbish it deposits so freely. There are no bathing-steps on the river front, as the Ganges happens not to be holy here ; indeed there is no river front, and bazaars shut out the wide and shifting panorama of the stream. The streets are mean, the temples ineffective, and though a few fine houses exist they are hidden away in gardens or down alleys whose filth deters all but the invited guest. Chandrapore was never large or beautiful, but two hundred years ago it lay on the road between Upper India, then imperial, and the sea, and the fine houses date from that period. The zest for decoration stopped in the eighteenth century, nor was it ever democratic. There is no painting and scarcely any carving in the bazaars. The very wood seems made of mud, the inhabitants of mud moving. So abased, so monotonous is everything that meets the eye, that when the Ganges comes down it might be expected to wash the excrescence back into the soil. Houses do fall, people are drowned and left rotting, but the general outline of the town persists, swelling here, shrinking there, like some low but indestructible form of life.

Inland, the prospect alters. There is an oval Maidan, and a long sallow hospital. Houses belonging to Eurasians stand on the high ground by the railway station. Beyond the railway—which runs parallel to the river—the land sinks, then rises again rather steeply. On the second rise is laid out the little civil station, and

## IV. Notice the expression 'watering method' and 'growing season'.

The word 'watering' describes the noun 'method' and 'growing' describes the noun 'season'.

Find another expression in the passage in which a word ending in 'ing' describes a noun.

Form words ending in 'ing' from each of the verbs in list A and pair them with the nouns in list B:—

(A) walk, bathe, fish, shop, wait, write, debate, close, work, run

(B) time, room, stick, day, cap, shoes, list, desk, rod, prize

## V. Is irrigation important in our country ?

Find out something about an ancient irrigation scheme and a modern project and write a brief account of them.

viewed hence Chandrapore appears to be a totally different place. It is a city of gardens. It is no city, but a forest sparsely scattered with huts. It is a tropical pleasance washed by a noble river. The toddy palms and neem trees and mangoes and peepul that were hidden behind the bazaars now become visible and in their turn hide the bazaars. They rise from the gardens where ancient tanks nourish them, they burst out of stifling purlieus and unconsidered temples. Seeking light and air, and endowed with more strength than man or his works, they soar above the lower deposit to greet one another with branches and beckoning leaves, and to build a city for the birds. Especially after the rains do they screen what passes below, but at all times, even when scorched or leafless, they glorify the city to the English people who inhabit the rise, so that newcomers cannot believe it to be as meagre as it is described, and have to be driven down to acquire disillusionment. As for the civil station itself, it provokes no emotion. It charms not, neither does it repel. It is sensibly planned, with a red-brick club on its brow, and farther back a grocer's and a cemetery, and the bungalows are disposed along roads that intersect at right angles. It has nothing hideous in it, and only the view is beautiful ; it shares nothing with the city except the overarching sky.

The sky too has its changes, but they are less marked than those of the vegetation and the river. Clouds map it up at times, but it is normally a dome of blending tints, and the main tint blue. By day the blue will pale down into white where it touches the white of the land, after sunset it has a new circumference—orange, melting upwards into tenderest purple. But the core of blue persists, and so it is by night. Then the stars hang like lamps from the immense vault. The distance between the vault and them is as nothing to the distance behind them, and that farther distance, though beyond colour, last freed itself from blue.

The sky settles everything—not only climates and seasons but when the earth shall be beautiful. By herself she can do little—only feeble outbursts of flowers. But when the sky chooses, glory can rain into the Chandrapore bazaars or a benediction pass from horizon to horizon. The sky can do this because it is so strong and so enormous. Strength comes from the sun, infused in it daily, size from the prostrate earth. No mountains infringe on the curve. League after league the earth lies flat, heaves a little, is flat again. Only in the south, where a group of fists and fingers are thrust up through the soil, is the endless expanse interrupted. These fists and fingers are the Marabar Hills, containing the extraordinary caves.

E. M. FORSTER

*from : A Passage to India*

#### GLOSSARY

abased	— kept down and made miserable
a bazaar	— a shopping area
blending tints	— varieties of colour passing by degrees into each other
to dispose	— to put in special places
an excrescence	— an unnatural outgrowth
to heave	— to rise like a wave
to infringe	— to break in upon
to infuse	— to put a quality into something
to interrupt	— to break the continuity of
to intersect	— to cut or cross each other
meagre	— poor

a panorama	— a wide view
to persist	— to continue to exist
a pleasance	— a garden
prostrate	— submissive or exhausted ; lying stretched out
to provoke	— to arouse
purlieus	— outlying parts ; dirty streets
to repel	to cause a feeling of dislike
scarcely distinguishable from	— almost the same as
scorched	— dried and withered by heat
sparsely	— thinly scattered
a vault	— an arched roof (here it means the sky)
zest	— great interest or enthusiasm

I. In each group of three sentences given below select the one which is correct according to the first paragraph of the passage.

- (a) The only extraordinary thing in Chandrapore is the Marabar Caves.

(b) The Marabar Caves are not extraordinary.

(c) The city of Chandrapore presents nothing extraordinary.
- (a) The city is washed by the river.

(b) The city is edged rather than washed by the River Ganges.

(c) The city is not on the River Ganges.
- There are no bathing steps on the river front because

(a) the Ganges is a holy river.

(b) the Ganges is not a holy river.

(c) this part of the Ganges is not holy and in fact there is no river front.

- (a) There were fine houses in Chandrapore but they no longer exist.

(b) There are a few fine houses in Chandrapore built about 200 years ago.

(c) There are no fine houses in Chandrapore but only gardens and alleys.
- (a) Chandrapore was once a large town but it was never beautiful.

(b) Chandrapore was never a large town but it was once beautiful.

(c) Chandrapore was never a large town nor was it ever beautiful.
- (a) There is no painting and hardly any carving in the bazaars.

(b) There is scarcely any painting and no carving in the bazaars.

(c) There is no painting and a lot of carving in the bazaars.

II. Now answer the following questions :—

- Mention the buildings that are found away from the river.
- Why does the writer say that the little civil station is a totally different place from the main town of Chandrapore?
- Name some of the trees found in the civil station.
- How does the sky affect Chandrapore ?
- Where are the Marabar Caves ?

III. Look at these two sentences :—

*There is no sugar in this tea.*

*There isn't any sugar in this tea.*

The phrases in italics can be interchanged.

In the following passage, fill in the blanks with the appropriate form of one of these phrases :—

Mr. Silva's wife is an excellent cook. One day she prepared a special meal for her husband. Mr. Silva however was in a bad mood and found fault with everything he tasted. "There ——— prawns in the rice, and there ——— pepper in the curry," he said pushing the dishes away. Then he tasted the soup. "There ——— salt in the soup," he grumbled. He looked at the salad. "How can I eat that salad ?" he shouted, "there ——— tomatoes in it." His wife looked at him patiently. "Have some bread and butter then," she said. Mr. Silva looked at the table and called out angrily, "How can I ? There ——— butter in the dish and there ——— fresh bread." His wife was a very patient woman. "Have some pudding and a cup of coffee, dear," she said. Mr. Silva took a spoonful of pudding and a sip of coffee. "There ——— raisins in the pudding and there ——— sugar in the coffee. A man cannot enjoy a decent meal in his own house," he muttered, storming out of the room.

IV. 'Glorify' is a verb formed from the noun 'glory'.

Look up your dictionary and write down verbs ending in 'ify' formed from the following nouns :—

terror	horror	solid
person	note	mystery
code	identity	sign
class		

V. Read the opening paragraph of the extract again and write a paragraph on a town or village which you know.

## MATERIALS MADE BY MAN

Until quite recently everything used by man was either natural or made from natural materials. Articles were made of plain wood, metal or stone, or else treated natural materials like leather, bricks and pottery. Very small objects were sometimes carved in substances like ivory, bone and horn. Nowadays, chemists have produced such a variety of new substances that the manufacturer often orders his material to suit his designs.

The new man-made materials come under the heading of "plastics," for, though they can be cut and carved like wood and metal, most of them pass through a stage in which they are soft and can be moulded to any desired shape. Some plastics can be softened by heat and moulded over and over again (like sealing-wax), and these are called "thermoplastics." Others can only be heated once, when they set permanently hard (like china), and these are called "thermo-setting plastics."

The chemist who invents these new substances seeks above all to make them strong, and this means that their molecules (the tiny particles of which they are made) must be very tightly linked together. This result is achieved by using long-shaped molecules which can get entangled with one another, and many of these are found in natural substances. For example, the long molecules of cellulose, the substance of wood and cotton fibres, have proved a very useful starting-point in building up a whole group of plastics.

Rayon is an artificial fibre that can be spun and woven like silk. It is made by preparing the cellulose in a liquid form and then squirting it through a very fine hole into a hardening bath. It comes out in a thin stream which at once hardens into a thread.



Another substance to provide long, tough molecules is casein, a substance found in milk, but the casein molecules are usually allowed to tangle themselves up into a dense solid mass. They do this when they are heated under pressure, the first result being a soft, plastic material which can be moulded and hardened into any shape. Casein is widely used for making small articles like buttons and drawer knobs.

Plastics, like the cellulose and casein, were made from naturally long molecules, but chemists have now discovered ways of making their own long molecules by joining short ones together end to end. This is done in the preparation of nylon. The basic materials of which are coal, air and water—or coal and ammonia. Though artificial, nylon molecules turn out to be like those of natural silk, but of better quality. Nylon is nearly twice as strong and much less affected by water than natural silk, which is why it is used for such things as parachutes.

Molecules which will join together end to end need not be made to form long chains. They can form squares or networks just as easily, and in some plastics they are so firmly linked in this way that a lump of the substance is as strong as a single, gigantic molecule. One of the first plastics to be made with this property was bakelite.

When the pattern of the molecules is an absolutely regular network the plastic may turn out to be transparent and used to replace glass. Celluloid is like this, and other examples are Perspex and Diakon, both of which can be used for lenses in spectacles and optical instruments. Though they are more easily scratched than glass, they are unbreakable. Another transparent plastic, Butacite, is used as the middle layer in the "safety-glass" used for motor-car windscreens.

Many plastics are marketed in the form of sheets, rods and tubes, and objects may be machined or stamped out of these just as they can be out of metal. Hollow objects like babies' rattles and dolls are made by putting two sheets of plastic into a mould and blowing steam in between them. The heat of the steam softens the plastic while the pressure blows it out to take the form of the mould. The two parts of the mould are then squeezed together under extra pressure so as to cut off the surplus plastic and seal the edges of the object together.

One special group of plastics consists of the various substitutes for rubber. Rubber itself has never been made artificially and there is no such thing as "synthetic rubber," but many new materials have been invented which can be used instead of natural rubber. None of them is quite as good in all respects; most of them are better than rubber in some ways but inferior to it in others.

The well-known plastics vulcanite and ebonite are made directly from natural rubber by hardening it with sulphur. This treatment, known as "vulcanizing," was discovered as long ago as 1842 by an Englishman named Hancock, and independently by the American Goodyear.

*from* : Encyclopaedia of Modern Knowledge

#### GLOSSARY

a design	— a plan
hollow	— with an empty space inside
a molecule	— the smallest unit into which a substance can be divided without a change in its chemical nature
a mould	— a hollow container used to give shape to something

to mould	— to give shape or form to something
a network	— a system of lines that cross each other like a net
a parachute	— equipment shaped like an umbrella that is used for jumping safely from aircraft
a particle	— a very small bit
plastic	— easily shaped or moulded, now used to refer to substances that can be easily shaped or moulded
pressure (n)	— force
a property	— a special quality that belongs to something
to tangle	— to become disordered
transparent	— allowing light to pass through so that objects or their outlines behind can be seen
to treat	— to put a substance through a process
treated material	— material that has been put through a process
a variety	— a number of different things

- I. (a) Why are the new man-made materials called plastics ?  
 (b) What is the difference between thermo-plastics and thermo-setting plastics ?  
 (c) How is rayon made ?  
 (d) Name some natural substances of which the molecules are long.  
 (e) What are the basic materials used in the preparation of nylon ?  
 (f) Why is nylon used for parachutes instead of natural silk ?  
 (g) What plastics can be used to replace glass ?  
 (h) Name two plastics made from natural rubber.

II. Look at this sentence :—

'Casein is widely used for making small articles like buttons and drawer-knobs.'

Construct sentences on the same pattern using the words given for each sentence.

e.g.— Coal and ammonia ——— prepare materials ———  
 nylon ——— nylex.

Coal and ammonia are used for preparing materials like nylon and nylex.

- (a) Nylon ——— produce things ——— parachutes ——— shirts.  
 (b) Butacite ——— make transparent articles ——— windowpanes ——— windscreens.  
 (c) Perspex and Diakon ——— make instruments ——— telescopes ——— microscopes.  
 (d) Sheets of plastic ——— manufacture hollow objects ——— babies' rattles ——— dolls.  
 (e) Brass ——— make household articles ——— trays ——— pots.  
 (f) Milk ——— make products ——— cheese ——— butter.  
 (g) Natural rubber and sulphur ———, ——— make well-known plastics ——— vulcanite ——— ebonite.  
 (h) Wool ——— make cloth ——— flannel ——— tweed.  
 (i) Timber ——— construct sailing vessels ——— yachts ——— barges.  
 (j) Copra ——— manufacture things ——— cooking oil ——— margarine.

## THE PALACE ON A ROCK

III. There are words in the passage which tell us what certain things are made of, for example, wood and metal. List such words.

IV. 'Artificial' is *opposite* in meaning to the word 'natural'. Look for these two words in the passage. Then find words in the passage opposite in meaning to the following :—

large	huge	worse
old	softening	liquid
hardened	thick	fragile
cooled	apart	superior
weak	long	opaque

V. Read the paragraph which tells you how hollow objects like babies' rattles and dolls are made and answer these questions in a paragraph :—

- (a) How many sheets of plastic are needed for each object ?
- (b) What are they put into ?
- (c) What is blown in between them ?
- (d) What does the heat of the steam do ?
- (e) What does the pressure do ?
- (f) What form does the plastic take ?
- (g) What is then done to the two parts of the mould ?
- (h) What happens to the surplus plastic ?
- (i) What happens to the edges of the object ?
- (j) Name some hollow objects which can be made in this manner.

Kassapa's name will always be associated with Sigiri, where on the top of an unscalable rock, he built a palace and laid out gardens covering the whole of the summit of about three acres. He terraced the hill-sides making use of the boulders at the foot of the rock for various ornamental features. He laid out a garden at the foot of the rock on its western side and enclosed the grounds on both sides of the rock with high ramparts and deep moats. In making an enclosed pathway hugging the over-hanging face of the rock to arrive at the summit, Kassapa's engineers exhibited boldness in planning and ingenuity in execution.

A flight of steps leading up the hill-side traverses a gallery and another flight of steps leads to a plateau where there is an immense masonry figure of the forepart of a lion built against the perpendicular face of the rock. This flight of steps went through the gaping mouth of the lion and passing through its body, emerged on its back on the sloping face of the rock on its upper reaches.

The wall at the edge of the gallery is still preserved to a considerable length ; the lime plaster with which it was coated had been given such a polish that even today, after a millenium and a half, it shines like glass and one sees one's reflection through it. This gallery wall has thus been appropriately called the Mirror Wall.

The whole of the western face of the rock above the gallery and below a dripline cut some 60 ft. below the top of the rock, was given a coating of lime plaster ; and on it were painted figures of divine damsels either singly or in pairs, represented as rising from clouds.

At present, there are only twenty-two of these figures to be seen in a pocket in the rock, protected from the sun and rain, but the verses scribbled on the gallery wall by visitors in the eighth and ninth centuries, describe five hundred gold-coloured ones represented in these paintings, besides the lily-coloured ones.

The palace on the summit of the rock, the gallery and the ornamental features on the hill-side, were of no use for purposes of defence, and it was not to protect himself from enemies, as some modern writers aver, that Kassapa built this unique residence and took up his abode there. As the Chronicle categorically states, Sigiri was built as a replica of Alakamanda paradise on the top of Mount Kailasa ; and Kassapa resided there as the embodiment of Kuvera on earth. An inscription refers to Kassapa by an old Sinhalese epithet which means the Lord of Alaka.

The paintings at Sigiri are the earliest surviving specimens of the pictorial art of Ceylon that can be definitely dated. The extant figures were not meant to be seen at close range. They represent a mature and sophisticated court art which had generations of experience behind it, as is evidenced by the expressive lines in the drawings of the figures of the damsels, particularly the delicate rendering of the hands, the modelling of the limbs by making use of light and shade, and the virtuosity exhibited in the representation of the drapery and ornaments with exquisite details.

Kassapa I, after a reign of eighteen years, committed suicide on the battle field when he lost the day fighting against his brother Moggallana, the rightful heir, who had returned from exile.

SENERAT PARANAVITANA

from : Sinhalaayo

## GLOSSARY

to aver	— to say that something is definitely true
a damsel	— a young woman
drapery (n)	— loosely hanging clothing
a dripline	— a line cut in a rock to drain off water
embodiment(n)	— something which has been given physical existence
execution	— carrying out a piece of work
exquisite	— delicately beautiful
extant	— still in existence
a gallery	— a corridor that is open on one side
ingenuity (n)	— skill in inventing or creating something
an inscription	— words cut on a stone
masonry	— made of stone or brick
mature	— well developed
a millenium	— a period of a thousand years
paradise	— a place of perfect happiness
perpendicular	— standing up straight
a plateau	— flat land on top of a mountain
a rampart	— a bank of earth or a wall built to defend a fortress
sophisticated	— not simple
the summit	— the highest point or top
surviving	— existing after other things have changed
to traverse	— to go across something
unique	— unlike any other
unscalable	— cannot be climbed
virtuosity	— great skill in performing an art

- I. (a) What did Kassapa build on the top of Sigiri ?  
 (b) What use was made of boulders ?  
 (c) What special features of Sigiri showed the boldness and skill of Kassapa's engineers ?  
 (d) Why were ramparts and moats made ?  
 (e) Why is the gallery wall called the 'Mirror Wall' ?  
 (f) How do we know that long ago there were hundreds of figures painted on the rock ?  
 (g) What does the Chronicle say about Sigiri ?  
 (h) What do some modern writers say about Sigiri ?  
 (i) What special features in the paintings show that they represent a mature court art ?  
 (j) How long did Kassapa rule at Sigiri ?

II. Fill in the blanks with suitable prepositions :—

- (a) There was a footpath leading \_\_\_\_\_ the top \_\_\_\_\_ the hill.  
 (b) The path went \_\_\_\_\_ the forest and came out \_\_\_\_\_ the hillside.  
 (c) They made use \_\_\_\_\_ iron to make tools.  
 (d) Great skill was shown \_\_\_\_\_ the drawing of the figures.  
 (e) The paintings were protected \_\_\_\_\_ the sun and the rain \_\_\_\_\_ the overhanging rock.  
 (f) There was a palace and a pool \_\_\_\_\_ the summit of Sigiri.  
 (g) The engineers of ancient Ceylon showed great skill \_\_\_\_\_ the building of reservoirs.  
 (h) The garden was enclosed \_\_\_\_\_ a barbed-wire fence.  
 (i) There are very few specimens \_\_\_\_\_ early Sinhalese painting.  
 (j) \_\_\_\_\_ his speech, the Principal referred \_\_\_\_\_ the examination results of his school.

III. Match each word in list A with a suitable word or phrase from list B :—

A	B
1. unscalable	1. walls protecting a city or fort
2. plateau	2. a young woman
3. ingenuity	3. without equal
4. traverse	4. flat land high above sea level
5. ramparts	5. cannot be climbed
6. millenium	6. skill, cleverness, originality
7. appropriately	7. drawing or painting
8. damsel	8. a thousand years
9. unique	9. go across
10. pictorial art	10. suitably
11. surviving	11. great skill in the performance of an art
12. replica	12. delicate, perfect, very beautiful
13. aver	13. continuing to exist
14. virtuosity	14. an exact copy
15. exquisite	15. say that something is true

IV. Fill in the blanks with words from this list :—

immense, reign, portrait, moats, exiled, chronicle, reflection, legend, inscription, rein, chronology, epithet, invisible, epitaph, mats, exported

- (a) Ancient castles and forts were usually surrounded by \_\_\_\_\_.  
 (b) Buddhism was established in Ceylon in the \_\_\_\_\_ of King Devanampiya Tissa.  
 (c) An \_\_\_\_\_ is often a very useful piece of evidence for a historian.  
 (d) He looked into a convex mirror and saw a distorted \_\_\_\_\_ of himself.

- (e) Several large statues have been carved out of an \_\_\_\_\_ rock at Buduruvegala.
- (f) The last Sinhalese king was \_\_\_\_\_ from Ceylon in 1815.
- (g) The Emperor Asoka was known by the \_\_\_\_\_ Devanampiya which means 'Beloved of the gods'.
- (h) Our best known \_\_\_\_\_, the Mahavamsa, was written in the 6th century.
- V. A. Make a list of the special features of Sigiri.
- B. Imagine what the palace and gardens at Sigiri looked like when King Kassapa lived there, and write a description of them.

## LITTLE FISH

Every Saturday morning, Osborn, the schoolmaster, and Eric, his only son, walked down into the town to buy fish for mid-day dinner. The Osborns had eaten fish, some sort of fish, for this same meal on this same day for fifteen years. Osborn himself knew the calorie values of cod and plaice as he knew the multiplication tables, and he believed in the value of fish almost as much as he believed in the value of himself. He was a small, perky, jumpy man, dressed in black coat and black bowler hat and white hard collar : a magpie with pince-nez. The boy too wore glasses. They were over-large for him, the lenses thick and gold-rimmed ; so that his eyes had a round shiny look of magnified vacancy and fear.

'Hands out of pockets. Hands out. Ha-nds ou-t !'

As they walked along Osborn snapped out abrupt commands, as though he were addressing an invisible class. He used a kind of verbal whip on the boy. Years of habit made him chip off the ends of his sentences, snap, clip, his lips like scissors : 'Where you're going, where you're going ! Before you leap. Many more times have I to say it, many more times ? Hands out, hands out.' The boy was silent, his terror of his father expressed in speechlessness. Each time he was commanded he took his hands out of his pockets, but somehow they crept back again, like fish sliding back into water. They were thin white frozen hands. He could not feel the ends of his fingers for the frost. The wind came in gusts of ice along the street, cutting and whipping up harsh storms of frozen dust from the skin of black ice on the pavements.



'Cross ! Take care. Be safe than sorry.'

They crossed the street. The wind cut them cross-ways and the boy thrust his hands into his pockets and held himself rigid against the force of it and then remembered and took his hands out of his pockets in fear. He was carrying a yellow straw fish-basket ; the wind flapped it harshly against his bare pink legs. And his father walked fast, with nipping jaunty steps, a little pompous, and the boy was always trotting behind, the bag flapping.

And finally at the fishmonger's he hung behind even further, standing on the threshold of the shop while his father went in. The open-fronted shop was an ice-house, the white fish cut out of gleaming snow. And his hands crept back into his pockets while his father catechised and snapped in the shop.

'Well, what have you got, what've you got ? Anything any good ? Eh ?'

'Nice hake, sir.'

'Hake. Hake ? What are the sprats ? How much ?'

Sprats were cheap and Osborn spoke as though he were saying :  
'Well, the square root of forty-nine, how much, what is it, how much ? Quickly, quickly. Can't wait all day !'

And as the fishmonger weighed the sprats Osborn watched him, critically, with professional superciliousness, as though he were doing an arithmetical exercise. He stood ready to pounce on the slightest mistake. The fishmonger weighed and wrapped the little fish in silence, subdued, his expression frozen up.

'Boy ! Eric ! Quickly, quickly. Quick-ly !'

The boy came forward with the bag, trying to open it as he came, blundering, his fingers frozen.

'Blunderbuss !'

Osborn seized the bag, snapped it sharply open like his own lips, and the fishmonger dumped in the little silvery fish. The boy stood with the bag at his side, meekly, his thick glasses reflecting the white shop and the frozen fish so that his eyes looked sightless. Then Osborn paid the bill and the boy followed him out of the shop into the street.

'Not cold ?'

'A bit.'

'No business. Move. Circulation. Keep up with me.'

The boy, not speaking, tried to keep up with his father, but immediately his father seemed to walk faster, purposely. And as the boy hurried the fish bumped against his legs, bump, bump, like a lump of ice.

And suddenly his teeth chattered, involuntarily, against his will. He could not help it. And his father heard it. It seemed to startle him out of himself for a moment, into an accidental moment of humanity.

'Better get something to drink.'

Osborn stopped, looking up and down the street.

'Cross.'

They crossed, Osborn in front, the boy trotting.

And in a moment they were in the restaurant. The boy liked it. It was warm and steamy, there was a smell of tea. He sat with his elbows on the table, rubbing his hands.

'Elbows !'

The waitress arrived ; and Osborn regarded her as the boy had seen him regard the infants' mistresses, as though she were a snail or something to be trodden on.

'Cocoa ! For two. And hurry.'

And for a while after the waitress had gone and they sat waiting for her to return the boy kept his hands in his lap and rubbed them softly and furtively together. Then he became conscious of a steam condensing on his glasses, and he took them off and began to polish them slowly with his handkerchief. His eyes were very weak and the glasses had made sore lines of red on his cheeks and the bridge of his nose.

He was still cleaning his glasses, holding them up to the light, squinting, when the waitress arrived with the cocoa. She set down the cups and Osborn watched her in silence until she went away.

Then all of a sudden he called her back. 'Miss !' She came, the full length of the restaurant.

'What's this, what's this ?' The girl stood still, flushing. 'Well, what is it ? I'm asking you.'

'It's some cocoa hasn't melted, sir.'

'Take it back.'

'It'll be all right, sir. It'll melt all right. It'll———'

'Take it back ! Change it !'

Osborn's voice was raised in command, as though he had momentarily forgotten himself and thought the restaurant were the classroom. He half-rose from his seat and shouted. The whole restaurant listened and watched in surprise, the waitress alone

moving as she walked away with the spilling cocoa. And the boy, suspended too in the act of cleaning his glasses, sat in a state of meek embarrassment. He was embarrassed for his father, and yet afraid, and he could hardly look at him. Osborn sat blinking through his pince-nez in anger, as though he owned the restaurant. Then the boy dropped his handkerchief under the table ; and, stooping to pick it up, he could smell the sprats in the straw bag. In the warm restaurant the smell was faintly unpleasant. Then when he had picked up his handkerchief he put on his glasses again, blinking constantly. Osborn was trembling with impatience and outrage. His face was set in harsh domination. And the boy more than ever was afraid to speak or move. For five years he had seen his father behaving like that, glaring, snapping, terrifying everyone in spasms of half theatrical anger of which he never questioned the justice, of which no one in fact ever questioned the justice. His father was always right. No one had ever dared to say his father was not right. He himself said so, and what his father said was axiom and proof in one.

And then as they sat there, and before the waitress had returned, the boy saw a change come over the face of his father. The anger in his face began to evaporate. It was gradually replaced by restlessness. He kept blinking across the restaurant through his pince-nez with little furtive glances of apprehension.

'Eric. Hold yourself up. Straight. And look straight across the restaurant. Do you see the man in the big grey overcoat ? The big man in the corner ?'

'Yes.'

'That's Mr. Wyndham. Chairman of the country education committee. Don't stare.'

The boy looked down at the table.

'He's a big man in the educational world. Sit up. Round shouldered. Round shouldered. He may come over and speak. It's very probable he may come over.'

The waitress brought back the cocoa. But Osborn scarcely noticed her and he began to stir the cocoa mechanically, not looking at it. He was looking instead across the restaurant, on the chance of catching the eye of the man in the big overcoat. The chairman of education was drinking tea and reading the morning paper, engrossed. The little schoolmaster watched all his movements. What was he in town for? What was in the wind? Little fears kept crossing his mind and in turn expressed themselves in his face. Ah! But what if he should come over? That would be a great honour. A great moment. Every time the big man turned over his newspaper Osborn coughed or spoke more loudly to his son. But the big man never noticed. And Osborn would go on staring and stirring his cocoa and wondering. What if he should recognize him? What if he should notice, condescend to come over?

And the boy, silently drinking his cocoa and watching his father through his polished glasses, could not help seeing the change in his father. The anger had vanished completely from his face, together with all the old domineering, perky, pompous air. His father seemed to have gone like a piece of cold toast, soft and flabby. His face was filled with an increasing and almost pathetic desire to be noticed, to attract the attention of the big man in the corner.

But time passed, and nothing happened. And gradually the boy and his father emptied their cups and it was time to go.

'Now then, cap straight. And ho'd yourself up. And be ready to raise your cap when we go out. Bound to notice us. Be ready to raise your cap.'

Osborn paid the waitress and the boy stood ready with the fish-bag.

'Hold the bag unobtrusively. Put it in your left hand. Left, left! And be ready to raise your cap with your right.'

Together they began to walk through the restaurant towards the door, Osborn sharply watching the big man in the corner, the boy trotting behind, and watching too. As they reached the door the big man suddenly turned over his newspaper with a great rustling, and in a moment Osborn raised his bowler hat and the boy snatched off his cap.

Unnoticed by the big man, they passed out in obsequious silence. Outside the wind whipped up little ice storms. And suddenly in a spasm of anger and disappointment Osborn began to walk very fast down the street, bobbing and jerking like a marionette, snapping at intervals for the boy to keep up with him as though he were a little dog in disgrace.

And the boy trotted along in habitual fear and obedience. His glasses were quite clear now. And every now and then he would look up at his father and blink rather sharply, in wonder, as though through the new clarity of the glasses he could see something about his father he had never seen before.

H. E. BATES

#### GLOSSARY

- abrupt — sudden, short and sharp  
apprehension (n) — fear  
an axiom — a statement which is accepted without proof  
a blunderbuss — an old-fashioned gun. Mr. Osborn uses it because it contains the word 'blunder' which means 'to be clumsy'

a bowler hat — a hard, round, black hat  
 a calorie — a unit of energy supplied by food  
 to catechize — to ask a lot of questions  
 circulation (n) — the movement of the blood  
 to condense — to change from a gas into a liquid  
 disgrace (n) — shame  
 to domineer — to rule or control unfairly  
 to dump — to put down carelessly or let fall  
 flabby — not firm  
 humanity (n) — kindness  
 a marionette — a doll or puppet moved on strings  
 meekly — timidly and patiently  
 nipping — hurrying  
 obsequious — very eager to serve or obey  
 outrage (n) — sense of being wronged or insulted  
 pathetic — sad or pitiful  
 perky — lively  
 pince-nez (n) — glasses which clip on the nose  
 to pounce — to make a sudden attack  
 purposely — wilfully or intentionally  
 rigid — stiff and unbending  
 a spasm — a sudden outburst  
 to squint — to look with half-shut eyes  
 to subdue — to bring under control  
 superciliousness — a feeling of superiority or haughtiness  
 theatrical — artificial or pretended  
 unobtrusively — without being noticed  
 vacancy — blankness or emptiness

I. A. In each of these groups of sentences choose the one that is true :—

1. (a) Mr. Osborn and his son walked into town at mid-day.  
 (b) The Osborn family ate fish every day.  
 (c) The Osborns ate fish every Saturday.
2. (a) Mr. Osborn wore a black coat, a black bowler hat and a white soft collar.  
 (b) Mr. Osborn wore a black coat, a black bowler hat and a white hard collar.  
 (c) Mr. Osborn wore a white coat, a black bowler hat and a white hard collar.
3. (a) Eric was silent because he was frightened of his father.  
 (b) Eric was silent because he was dumb.  
 (c) Eric was silent because his father had told him not to speak.
4. (a) Mr. Osborn bought sprats because Eric liked them.  
 (b) Mr. Osborn bought sprats because they were cheap.  
 (c) Mr. Osborn bought sprats because there was nothing else in the shop.
5. (a) Eric was embarrassed because his father shouted at the waitress.  
 (b) Eric was embarrassed because he dropped his handkerchief.  
 (c) Eric was embarrassed because the sprats had an unpleasant smell.
6. (a) A change came over Mr. Osborn's face because he felt ill.  
 (b) A change came over Mr. Osborn's face because Mr. Wyndham saw him.  
 (c) A change came over Mr. Osborn's face because he saw Mr. Wyndham.

- B. (a) Where did Mr. Osborn and his son go every Saturday morning ?
- (b) Why did Eric keep his hands in his pockets ?
- (c) Why does the writer describe Mr. Osborn as 'a magpie' ?
- (d) What was the boy carrying ?
- (e) What did Mr. Osborn buy in the fish shop ?
- (f) Why did Mr. Osborn decide to go to the restaurant ?  
What did they order there ?
- (g) Why did Mr. Osborn call the waitress back ?
- (h) Who was 'the big man' ?
- (i) Why was Mr. Osborn disappointed and angry when he came out of the restaurant ?
- (j) Why do you think the story is called 'Little Fish' ?

II. Look at the verbs in these sentences :—

- (1) After the waitress *had gone*, the boy kept his hands in his lap and rubbed them softly together.
- (2) When he *had picked* up his handkerchief he put on his glasses again.

When there are two happenings in the past we indicate the earlier event by using the verb in the form given in the examples.

Write out these sentences using the verbs in brackets in this form :—

- (a) When he (pay) the bill, they left the shop.
- (b) Mr. Osborn waited till the waitress (walk) away and then called her back.
- (c) His father's face changed because he (see) Mr. Wyndham across the room.

- (d) When they (finish) their cocoa they got up to go.
- (e) You (go) by the time I got to your house.
- (f) I sat up reading a book I (borrow) from the library.
- (g) They went back to the place where they (leave) the car.
- (h) He noticed that a tree (fall) across the road.
- (i) I could not recall her name but I knew I (see) her before.
- (j) The letter could not be found because someone (throw) it away.

III. Look at this sentence :—

Osborn snapped out abrupt commands as though he were addressing an invisible class.

This means that Osborn was not addressing a class but spoke as if he were.

Make sentences from the following table :—

He	felt looked spoke behaved	as though as if	he were	sure not here at home about to faint addressing a crowd talking to someone else
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Complete the following sentences :—

- (a) He walked as though he were——.
- (b) She screamed as if she had——.
- (c) They laughed as if they were——.
- (d) You shouted as if you were——.
- (e) He ran as though he were——.

IV. Fill in the blanks choosing the right words from the following list :—

fishmonger,    obscurely,    pathetic,    condescend,  
embarrassed,    actors,    counter,    unobtrusively  
descend,    humanity,    embraced,    verbal,  
marionettes,    versatile,    threshold,    human,  
engrossed,    enrolled,    pitiless,    butcher

- (a) The little boy was \_\_\_\_\_ when his father shouted at the waitress in the restaurant.
- (b) Eric stood on the \_\_\_\_\_ of the shop and waited for his father.
- (c) Clipping off the ends of sentences was a \_\_\_\_\_ peculiarity Mr. Osborn had acquired over the years.
- (d) Mr. Wyndham was so \_\_\_\_\_ in his newspaper that he did not notice the schoolmaster.
- (e) Mr. Osborn hoped that the chairman of the County Education Committee would \_\_\_\_\_ to come over and speak to him.
- (f) In a gesture of \_\_\_\_\_ he took the shivering child into a cafe and gave him something to drink.
- (g) They bought sprats from the \_\_\_\_\_.
- (h) Eric looked a \_\_\_\_\_ figure as he trotted after his father in the biting cold and tried to keep his hands out of his pockets.
- (i) The play was performed by \_\_\_\_\_ which were moved by means of strings.
- (j) They left \_\_\_\_\_ by a side door so that they would not disturb the speaker.

V. A. Imagine you were Eric and answer the following questions in sentences to form a paragraph :—

- (1) Where did you go every Saturday morning ?
- (2) What sort of a day was it on this occasion ?
- (3) What were you carrying ?
- (4) Who went into the fishmonger's ?
- (5) Where did you stand ?
- (6) Why didn't you go in ?
- (7) What did your father want to buy ?
- (8) Who weighed and wrapped the fish ?
- (9) Why did your father watch the fishmonger ?
- (10) Why did your father call you in ?
- (11) Who opened the bag ?
- (12) Who put the fish into the bag ?
- (13) Who paid the bill ?

B. Imagine you were the waitress and describe what happened when Mr. Osborn came into the restaurant.



## THE SEA MOVES AROUND US

This planet is mostly sea, and there is nothing really to prevent it being all sea. A little natural levelling of land would do it. Even as it is, only 29 percent of our globe is land.

The sea swells around us and there are no restrictions or real barriers to it. It knows nothing of the isolation of islands and continents, and its inhabitants have a freedom of movement equalled only by the birds in the world of air above. Indeed, both birds and fishes often make journeys of incredible distances. The sea, in spite of its frequent fury on the surface, is a region of complete calm. Under the first few feet perpetual stillness and quietness reign. We on land, in a way, live also in a sea comparable with the ocean. It is a sea of air deeper than any waters and we, too, like the bottom fishes, are subjected to great pressure. There is this difference, however, between the sea of air and that of water. We, though we live at the very bottom of our sea, are frequently subjected to the discomfort and danger of moving currents of the medium in which we live. At any moment a hurricane may burst upon us. This does not happen in the sea of water — a bottom current there, moving, say, at 90 miles an hour would indeed cause chaos. The discomforts of rain, snow, sleet, hail, are also unknown to the sea dwellers ; they have their vital element always around them and do not need to be uncomfortably squirted and sprayed with it.

In saying that the ocean underneath the surface is always quiet we do not mean that there is no movement of the water. Owing to the fact that cold water is heavier than warm water and salt

water is heavier than less salty water (and to winds and the rotation of the earth), there is nearly always movement in the sea. Cold water from the poles creeps along the ocean bottom towards the equator, moving perhaps at a speed of a mile a day ; other currents flow here and there, all caused by earth rotation, temperature or salt content, apart perhaps from the slight influence of the tides. In fact, the sea at any depth is restless, but this restlessness is not felt by the inhabitants any more than we on land feel the upward current of warmed air on an utterly still summer day. The swiftest currents in the sea are the surface currents, particularly the Gulf Stream as it hurtles on its amazingly long journey attaining at times a speed of four miles per hour and more.

Very important to life in the sea are the tides—the strange phenomena that twice daily, or in some parts once daily, send the ocean swirling against the base of rocks, only to retreat in a few hours leaving a bare expanse of sand. This pleases holiday-makers and adds to the infinite variety of the sea, yet until towards the end of the seventeenth century no one had the faintest idea what caused this so familiar and inevitable rhythm, though, as usual, many explanations, including the breathing of sea monsters, were given. It was Newton who attributed the phenomenon to gravity, and now any seaside holiday-maker will tell us that the tides are caused by the pull of the moon. Some will tell us that the neap tides—the tides that only come up about half-way—occur when the moon is in its first or third quarter, and that the spring tides—that come the full distance and sometimes, when assisted by the wind, cause havoc on land—occur when the moon is new or full. This is because both sun and moon pull at the earth. The pull of the moon, the moon being much closer, is naturally greater than that of the sun. When the moon is new or full it is more or less in a straight line with the sun on one side of the earth and the two pull together and we get spring tides. When the moon is in its first or third quarter the sun exercises an opposing pull, and we get neap tides.

This very simple explanation, like most simple explanations, is correct so far as it goes, but does not explain everything. Why do tides vary so much in time and speed and volume? Why in some parts of the world are there two tides a day, in others only one, and in others hardly any at all? In Tahiti the tide never rises more than a foot, in other places it rises forty feet. The reason is that the bed of the ocean is like the surface of dry land and possesses its own underwater mountains, valleys, and plains. The mountains and valleys set up their own swirls and circular currents which may oppose the advance of the tide or, if in conjunction, increase it. Only if the bottom of the sea were universally flat, would we get tides that regulated themselves on a fixed pattern.

Nevertheless, man has managed to tabulate the times of the tides for almost every part of the world far in advance.

JOHN CROMPTON

*from* : The Living Sea

### GLOSSARY

chaos (n)	—	confusion
hail (n)	—	frozen raindrops which fall from the sky
havoc (n)	—	destruction
a hurricane	—	a violent wind-storm
to hurtle	—	to rush
in conjunction	—	acting together
incredible	—	unbelievable
infinite	—	endless
sleet (n)	—	snow or hail mixed with rain
to squirt	—	to force out in a thin stream or jet
to swirl	—	to move in circles
a vital element	—	something that is necessary to life
so far as it goes	—	up to a point

- I. (a) What percent of the globe is sea ?
- (b) What are the currents of the medium in which we live ?
- (c) What discomforts do they cause ?
- (d) What causes ocean currents ?
- (e) What currents are the most rapid ?
- (f) How often do tides occur ?
- (g) How do tides help holiday makers ?
- (h) What causes tides ?
- (i) Who discovered this ?
- (j) What is the difference between spring tides and neap tides ?
- (k) In what ways do tides vary ?
- (l) What similarity is there between the surface of dry land and the bed of the ocean ?

II. Look at this sentence carefully :—

Man has *managed to tabulate* the times of the tides.

This means :—

Man has succeeded in tabulating the times of the tides.

OR

Man has been able to tabulate the times of the tides.

Write out the following sentences replacing the words in italics with a phrase including 'managed to'.

- (a) The boy ran and *succeeded in catching* the bus.
- (b) Although the bus was crowded she *was able to get* a seat.
- (c) The convict *succeeded in escaping* from prison.
- (d) Although he missed a lot of lessons he worked hard and *succeeded in passing* the examination.
- (e) She *was able to keep awake* by drinking coffee.
- (f) After a long search I *succeeded in finding* the book I wanted.
- (g) Although it was growing dark we *succeeded in finding* our way out of the jungle.
- (h) They *were able to get* two tickets at the last moment.
- (i) After many explanations she *succeeded in understanding* the problem.

## MAN VERSUS MOSQUITOES

- III. A. Find the word 'phenomenon' and its plural in the passage. Notice that the plural ends in 'a'. Certain words have unusual plural forms. Some of these plurals end in 'a', 'i' or 'ae'. Look the following words up and find their plurals.

critterion, medium, ovum, datum, fungus, radius, bacillus, formula, alga, larva, amoeba.

- B. 'Inhabit' usually means 'to live in a place'. What do these words mean :—

inhabited, inhabitant, habitat, habitable, habitation, uninhabited

What do they have in common ?

- IV. Fill in each blank with one of these words :—

gravity, equator, retreats, perpetual, myth, pole, oceans, breeze, occasional, havoc, monster, hurricane, universally, continents, occur, order, advances, seriousness, occasionally

- (a) When the tide ——— it leaves a bare expanse of sand.  
 (b) Perseus slew a ——— known as Medusa.  
 (c) Newton discovered the law of ———.  
 (d) Spring tides ——— when the moon is new or full.  
 (e) Einstein's theory of relativity is ——— accepted.  
 (f) The ——— is an imaginary line round the middle of the earth.  
 (g) Asia is the largest of the seven —  
 (h) The ——— swept over the land leaving chaos in its wake.  
 (i) There is ——— movement on the surface of the ocean.  
 (j) Spring tides in combination with strong winds often cause ——— on land.

- V. Explain briefly how tides are caused and why they vary in different parts of the world.

Towards the end of the nineteenth century scientists began to study the two destructive diseases, malaria and yellow fever. A French scientist, Alphonse Laveran, in 1880, was the first to show that malaria was caused by a small organism, but nothing was known about how it got into the body. Some years later an Englishman, Dr. Patrick Manson, suggested that perhaps mosquitoes carried these malaria organisms. After much experimental work, Ronald Ross, another Englishman, in 1897, proved that certain kinds of mosquitoes (*Anopheles*) were responsible for carrying the malaria organism. The discovery was made independently at the same time by an Italian doctor, Battista Grassi.

How does a person get malaria ? Mosquitoes feed by sucking blood. Very likely an *Anopheles* mosquito has been sucking the blood of a person suffering from malaria. This blood will contain the organisms causing malaria. The mosquito will now have in it malaria organisms, and these develop and pass in large numbers to the salivary glands of the mosquito. Now perhaps the mosquito flies on to a healthy person and begins to feed on his blood. First the mosquito pierces through the skin with its mouth-parts. It now sends out saliva from its salivary glands into the tiny wound to prevent the blood from clotting, and begins to suck up the blood.

But the mosquito's saliva has now got in it the organisms that cause malaria and in this way the mosquito passes on the disease from one victim to another. The organisms make their way into the red blood cells and there increase in large numbers. Every

three or four days these burst out of the red blood cells into the blood stream and invade and destroy more red blood cells. At the same time poisons from the organisms pass into the blood stream, causing a rise in temperature. Thus a victim of malaria suffers from an extremely weakening fever which occurs every three or four days.

Yellow fever, which occurs mostly in tropical and sub-tropical lands, was found to be spread in a similar way by another type of mosquito. A very daring and heroic group of Americans proved this. A small group of men led by Dr. Walter Reed volunteered to live in two wooden huts built in a swampy district which was infested with yellow fever. Each of the two huts was screened so that no mosquitoes could enter, and great precautions were taken to see that none of the men were bitten or had been bitten by mosquitoes.

One of the huts was badly ventilated and made hot inside. For twenty nights a number of men lived in the hut wearing the pyjamas and using the bedding of men who had died of yellow fever. Everything was intentionally done to infect them with yellow fever, but they did not contract it.

In the second hut the conditions were perfect ; the hut cool and well ventilated and the men who lived in it were given clean sterilised clothing and bedding. They, too, remained quite healthy. Then the second hut was divided in two. Part was screened off so that no mosquitoes could get in ; the other part was left unscreened and mosquitoes that had bitten yellow fever victims were introduced into it. The men in the first part stayed healthy, those in the second went down with yellow fever. Finally some of the men from the first hut came to live in the second hut ; they were also bitten by the mosquitoes and caught yellow fever. Thus it was proved

that yellow fever was carried by mosquitoes. As a result of the experiment some of the gallant volunteers died, but their sacrifice led to the saving of millions of lives.

Before the discovery that mosquitoes carry the malaria and yellow fever organisms, nothing could be done to prevent people catching these diseases. Now it was possible to take steps to control and destroy mosquitoes. Suitable screens and netting in rooms and sleeping quarters prevent mosquitoes getting to a person. Chemicals known as repellents can be applied to the skin and clothing to keep mosquitoes away.

F. TYRER

*from* : Biology in the Service of Man Book 4

#### GLOSSARY

to clot	—	to form into half-solid lumps
gallant	—	brave and courageous in helping others
a gland	—	an organ in the body which gives out a liquid substance
to infect	—	to give disease
infested	—	where there is a great amount of something bad
intentionally	—	on purpose
an organism	—	a living thing
precautions (n)	—	care taken beforehand
saliva (n)	—	liquid found in the mouth
to screen	—	to protect with a covered frame that lets air in and keeps insects out
to sterilize	—	to make completely free from germs

- I. (a) Name two diseases that are caused by mosquitoes.  
 (b) Who discovered that malaria was carried by the Anopheles mosquito ?  
 (c) Who proved that yellow fever was spread by mosquitoes ?  
 (d) In what part of the mosquito do malaria organisms exist ?  
 (e) How does a healthy person get malaria ?  
 (f) In what part of the human body do malaria organisms live and multiply ?  
 (g) Why does a malaria patient suffer from fever every three or four days ?  
 (h) Where did Dr. Walter Reed carry out his experiment ?  
 (i) Why didn't the men in the first hut get yellow fever ?  
 (j) How do we stop mosquitoes biting people ?

II. Look at the verbs in these sentences :—

- (1) Everything *was done* to infect them with yellow fever.

Great precautions *were taken* to see that none of the men *were bitten* by mosquitoes.

The second hut *was divided* into two.

Each of the verbs in italics is made up of two words.

Notice that the first word in each case is a form of the verb 'to be'.

These verbs are all passives.

Give the appropriate forms of the verbs in brackets in the following sentences :—

- (a) Thousands of people (kill) in the last world war.  
 (b) A part of the road (cut) off during the floods last month.  
 (c) The patient (take) to the hospital yesterday.  
 (d) Dr. Walter Reed (assist) by a number of volunteers.

- (e) The men in the second hut (not infect) with yellow fever.  
 (f) Paddy (grow) on a large scale in ancient Ceylon.  
 (g) Latin (speak) in many European countries long ago.  
 (h) Our house (build) forty years ago.  
 (i) The telescope (invent) by Galileo.  
 (j) The pandals (decorate) with lights during Wesak.

III. Find words in the passage for the following phrases :—

a living creature ; liquid present in the mouth ; without help from others ; an organ in the body which makes or gives out a liquid substance ; a person who is not compelled but offers his services ; supplied with fresh air ; made free from germs ; give up one's life in order to be of benefit to others ; a person suffering from something ; a preparation that keeps mosquitoes away.

IV. Adjectives can be formed in different ways. Look at these examples :—

nation	—	national
wealth	—	wealthy

There are four adjectives in the passage formed with '-al' and '-y'. Find them. Now make adjectives with the following words :—

accident, critic, fault, origin, steam, constitution, wealth, intention, soap, luck, sensation, leather

V. Answer these questions in a paragraph :—

- (a) What part of the island do you live in ?  
 (b) Are there mosquitoes in your town or village ?  
 (c) Is there any special reason for this ?  
 (d) Is there malaria in your district ?

- (e) Is there filaria in your district ?  
 (f) Where do mosquitoes breed ?  
 (g) What do you do to prevent mosquitoes breeding ?  
 (h) Are there mosquitoes around your house ?  
 (i) Do you have empty tins or coconut shells in your garden ?  
 (j) Does water collect in them ?  
 (k) Do you spray insecticides regularly ?  
 (l) Are you troubled by mosquitoes at night ?  
 (m) Do you use mosquito nets ?  
 (n) Do you burn mosquito coils at night ?  
 (o) What else can be done to keep off mosquitoes ?

## O WHAT IS THAT SOUND

- O what is that sound which so thrills the ear  
 Down in the valley drumming, drumming ?  
 Only the scarlet soldiers, dear,  
 The soldiers coming.
- O what is that light I see flashing so clear  
 Over the distance brightly, brightly ?  
 Only the sun on their weapons, dear,  
 As they step lightly.
- O what are they doing with all that gear,  
 What are they doing this morning, this morning ?  
 Only their usual manoeuvres, dear,  
 Or perhaps a warning.
- O why have they left the road down there,  
 Why are they suddenly wheeling, wheeling ?  
 Perhaps a change in their orders, dear,  
 Why are you kneeling ?
- O haven't they stopped for the doctor's care,  
 Haven't they reined their horses, their horses ?  
 Why, they are none of them wounded, dear,  
 None of these forces.
- O is it the parson they want, with white hair,  
 Is it the parson, is it, is it ?  
 No, they are passing his gateway, dear,  
 Without a visit.



## BURIED CIVILIZATIONS

O it must be the farmer who lives so near.  
It must be the farmer so cunning, so cunning ?

They have passed the farmyard already, dear,  
And now they are running.

O where are you going ? Stay with me here !  
Were the vows you swore deceiving, deceiving ?

No, I promised to love you, dear,  
But I must be leaving.

O it's broken the lock and splintered the door,  
O it's the gate where they're turning, turning ;  
Their boots are heavy on the floor  
And their eyes are burning.

W. H. AUDEN

The Indus Valley civilization, of which impressive remains have been discovered at Mohenjo-daro in Sind and at Harappa in the Western Punjab, is the earliest picture that we have of India's past.

Mohenjo-daro and Harappa are far apart. It was sheer chance that led to the discovery of these ruins in these two places. There can be little doubt that there lie many such buried cities and other remains of the handiwork of ancient man in between these two areas ; that, in fact, this civilization was widespread over large parts of India, certainly of North India.

Sir John Marshall tells us, "One thing that stands out clear and unmistakable both at Mohenjo-daro and Harappa is that the civilization hitherto revealed at these two places is not an incipient civilization, but one already age-old and stereotyped on Indian soil, with many millenniums of human endeavour behind it. Thus India must henceforth be recognized, along with Persia, Mesopotamia, and Egypt, as one of the most important areas where the civilizing processes were initiated and developed."

These people of the Indus Valley had many contacts with the Sumerian civilization of that period, and there is even some evidence of an Indian colony, probably of merchants, at Akkad. "Manufactures from the Indus cities reached even the markets on the Tigris and Euphrates. Conversely, a few Sumerian devices in art, Mesopotamia toilet sets, and a cylinder seal were copied on the Indus. Trade was not confined to raw materials and luxury

1. In all the verses except the last one there are two speakers. How do we know this ?
2. How do the people in the poem know there are soldiers coming ?
3. How do they know the soldiers are armed ?
4. What are the possible explanations for the presence of the soldiers ?
5. How are the soldiers travelling ?
6. What houses do the soldiers pass ?
7. Are both the speakers present when the soldiers arrive ?
8. What do the soldiers do when they arrive ?
9. What sort of people do you think the two speakers in the poem are ?
10. What do you imagine happened before and after the incident in the poem ?

articles ; fish, regularly imported from the Arabian Sea coasts, augmented the food supplies of Mohenjo-daro." – (quoted from What Happened in History by Gordon Childe.)

Cotton was used for textiles even at that remote period in India. Marshall compares and contrasts the Indus Valley civilization with those of contemporary Egypt and Mesopotamia : "Thus, to mention only a few salient points, the use of cotton for textiles was exclusively restricted at this period to India and was not extended to the western world until 2,000 or 3,000 years later. Again, there is nothing that we know of in prehistoric Egypt or Mesopotamia or anywhere else in western Asia to compare with the well-built baths and commodious houses of the citizens of Mohenjo-daro. In these countries much money and thought were lavished on the building of magnificent temples for the gods and on the palaces and tombs of kings, but the rest of the people seemingly had to content themselves with insignificant dwellings of mud. In the Indus Valley the picture is reversed and the finest structures are those erected for the convenience of the citizens." These public and private baths, as well as the excellent drainage system we find at Mohenjo-daro, are the first of their kind yet discovered anywhere. There are also two-storied, private houses, made of baked bricks, with bathrooms and a porter's lodge, as well as tenements.

We find this Indus Valley civilization connected and trading with its sister civilizations of Persia, Mesopotamia, and Egypt, and superior to them in some ways. It was an urban civilization where the merchant class was wealthy and evidently played an important role. The streets, lined with stalls and what were probably small shops, give the impression of an Indian bazaar of to-day. Professor Childe says : "It would seem to follow that the craftsmen of the Indus cities were, to a large extent, producing 'for the market'. What, if any, form of currency and standard of value had been

accepted by society to facilitate the exchange of commodities is, however, uncertain. Magazines attached to many spacious and commodious private houses mark their owners as merchants. Their number and size indicate a strong and prosperous merchant community." Childe adds that "well-planned streets and a magnificent system of drains, regularly cleared out, reflect the vigilance of some regular municipal government. Its authority was strong enough to secure the observance of town-planning by-laws and the maintenance of approved lines for streets and lanes over several reconstructions rendered necessary by floods."

JAWAHARLAL NEHRU

*from* : The Discovery of India

#### GLOSSARY

to augment	—	to increase
commodious	—	having a lot of space
conversely	—	on the other hand, used when something is added from an opposite point of view
a cylinder seal	—	a roller-shaped object used in stamping documents
exclusively	—	solely—found nowhere else
to facilitate	—	to make something easy
incipient	—	just beginning
to initiate	—	to begin or introduce
to lavish	—	to spend freely
magazine	—	a place where goods are stored
remote	—	far off
salient	—	prominent or noticeable
stereotyped	—	one of a number of similar things
a structure	—	a building
a tenement	—	a large house for the use of many families
a toilet set	—	a set of articles used in the process of dressing. e.g. combs and mirrors
vigilance (n)	—	watchfulness

I. A. Read the passage very carefully and complete the following sentences choosing a, b or c :—

1. Mohenjo-daro and Harappa are

- (a) close together.
- (b) not far apart.
- (c) a great distance away from each other.

2. The ruins at Mohenjo-daro were discovered

- (a) accidentally
- (b) as the result of a determined search.
- (c) because historians knew of these ruins.

3. The civilization revealed at Mohenjo-daro and Harappa

- (a) was discovered ages ago.
- (b) existed for a very short time.
- (c) was a very ancient one.

4. Civilizing processes were begun

- (a) in Persia, Mesopotamia, Egypt and not in India.
- (b) in Persia, Mesopotamia, Egypt and India.
- (c) in India and not in Persia, Mesopotamia or Egypt.

5. The people of the Indus Valley

- (a) traded in many articles including fish.
- (b) did not trade.
- (c) did not eat fish.

6. The use of cotton for textiles was

- (a) at first restricted to the western world.
- (b) extended to the western world in 2000 B.C..
- (c) restricted to India for some time.

7. In the Indus Valley the finest structures were

- (a) the dwellings of citizens.
- (b) the palaces and tombs of kings.
- (c) magnificent temples for the gods.

8. (a) There was a fine system of drainage

- (b) There were no public or private baths
- (c) There were only tenements  
in Mohenjo-daro.

9. Merchants in the Indus Valley

- (a) lived in small private houses.
- (b) had store-houses attached to their houses.
- (c) read magazines.

10. (a) Money was not used

- (b) We do not know whether money was used
- (c) Money was used  
to facilitate the exchange of commodities in the Indus cities.

B. (1) What are the names of the two cities of the Indus Valley civilization that have been discovered so far ?

(2) What contacts did the people of the Indus Valley have with Sumeria ?

(3) What special features distinguished the Indus Valley civilization from other ancient civilizations ?

(4) What evidence is there to show that the civilization of the Indus Valley was an urban one ?

(5) How do we know that there was a regular municipal government in the Indus Valley ?

II. Look at this sentence :—

The writer *compares* and *contrasts* the Indus Valley civilization with those of contemporary Egypt and Mesopotamia.

We compare the things that are similar and we contrast the things that are different.

Match columns A and B and make sensible sentences :—

**A**

**B**

- |   |  |
|---|--|
| 1. Ceylon and Australia can be compared       | 1. because they are both capital cities.                       |
| 2. Ceylon and Australia can be contrasted     | 2. because they are both grown in Ceylon.                      |
| 3. Colombo and London can be compared         | 3. because they are both mammals.                              |
| 4. Colombo and London can be contrasted       | 4. because one is a continent and the other is not.            |
| 5. Tea and rubber can be compared             | 5. because one is on the sea and the other is not.             |
| 6. Tea and rubber can be contrasted           | 6. because they are both islands.                              |
| 7. An ape and a whale can be compared         | 7. because they are both mountains.                            |
| 8. An ape and a whale can be contrasted       | 8. because one grows on the plains and the other in the hills. |
| 9. Everest and Sri Pada can be compared       | 9. because one is covered with snow and the other is not.      |
| 10. Everest and Sri Pada can be contrasted    | 10. because one lives in the sea and the other does not.       |
| 11. Diamonds and coal can be compared         | 11. because one is found in Australia and the other is not.    |
| 12. Fa-Hien and Marco Polo can be compared    | 12. because they are both made of carbon.                      |
| 13. The emu and the ostrich can be contrasted | 13. because one is a natural harbour and the other is not.     |
| 14. Trincomalee and Colombo can be contrasted | 14. because they were both travellers.                         |

Now make five sentences containing the phrase 'can be compared with' and five sentences containing the phrase 'can be contrasted with'.

e.g.— A mouse can be compared with an elephant because they are both mammals.

A mouse can be contrasted with an elephant because one is very small and the other is very large.

III. Look for a word in the passage which means about the same as each of the following :—

not unique, until now, in an early stage, effort, from now on, begun, increased, existing at the same time, standing out, having little importance, spent freely, market place or shopping centre, make easy or convenient, store-houses, splendid.

IV. 'Prehistoric' means 'in the time before recorded history.' Look these words up :—

precaution, precursor, preconceive, predetermine, predecessor, premature, prepay, prerequisite, presuppose, pre-war

What do they have in common ?

V. Find out all you can about any ancient city in the world and write a brief report on its noteworthy features.

## A PARTY ON THE ICE

"Now", said Wardle, after a substantial lunch had been done ample justice to, "what say you to an hour on the ice ? We shall have plenty of time."

"Capital !" said Mr. Benjamin Allen.

"Prime !" ejaculated Mr. Bob Sawyer.

"You skate, of course, Winkle ?" said Wardle.

"Ye-yes, oh yes," replied Mr. Winkle. "I-I-am *rather* out of practice."

"Oh, do skate, Mr. Winkle," said Arabella. "I like to see it so much."

"Oh, it is *so* graceful," said another young lady.

A third young lady said it was elegant, and a fourth expressed her opinion that it was "swan-like."

"I should be very happy, I'm sure," said Mr. Winkle, reddening ; "but I have no skates."

This objection was at once overruled. Trundle had a couple of pair, and the fat boy announced that there were half a dozen more downstairs ; whereat Mr. Winkle expressed exquisite delight, and looked exquisitely uncomfortable.

Old Wardle led the way to a pretty large sheet of ice ; and the fat boy and Mr. Weller having shovelled and swept away the snow which had fallen on it during the night, Mr. Bob Sawyer adjusted

his skates with a dexterity which to Mr. Winkle was perfectly marvellous, and described circles with his left leg, and cut figures of eight, and inscribed upon the ice, without once stopping for breath, a great many other pleasant and astonishing devices, to the excessive satisfaction of Mr. Pickwick, Mr. Tupman, and the ladies ; which reached a pitch of positive enthusiasm when old Wardle and Benjamin Allen, assisted by the aforesaid Bob Sawyer, performed some mystic evolutions which they called a reel.

All this time Mr. Winkle, with his face and hands blue with the cold, had been forcing a gimlet into the soles of his feet, and putting his skates on with the points behind, and getting the straps into a very complicated and entangled state, with the assistance of Mr. Snodgrass. At length, however, with the assistance of Mr. Weller, the unfortunate skates were firmly screwed and buckled on, and Mr. Winkle was raised to his feet.

"Now, then, sir," said Sam, in an encouraging tone ; "off with you, and show'em how to do it."

"Stop, Sam, stop !" said Mr. Winkle, trembling violently, and clutching hold of Sam's arms with the grasp of a drowning man. "How slippery it is, Sam !"

"Not an uncommon thing upon ice, sir," replied Mr. Weller. "Hold up, sir !"

This last observation of Mr. Weller's bore reference to a demonstration Mr. Winkle made, at the instant, of a frantic desire to throw his feet in the air and dash the back of his head on the ice.

"These — these — are very awkward skates ; ain't they, Sam ?" inquired Mr. Winkle, staggering.

"I'm afeerd there's a orkard gen'l'm'n in'em, sir," replied Sam.

"Now, Winkle," cried Mr. Pickwick, quite unconscious that there was anything the matter. "Come ; the ladies are all anxiety."

"Yes, yes," replied Mr. Winkle, with a ghastly smile ; "I'm coming."

"Just a-goin' to begin," said Sam, endeavouring to disengage himself. "Now, sir, start off !"

"Stop an instant, Sam," gasped Mr. Winkle, clinging most affectionately to Mr. Weller. "I find I've got a couple of coats at home that I don't want, Sam. You may have them, Sam."

"Thank'ee, sir," replied Mr. Weller.

"Never mind touching your hat, Sam," said Mr. Winkle, hastily ; "you needn't take your hand away to do that. I meant to have given you five shillings this morning for a Christmas-box, Sam. I'll give it you this afternoon, Sam."

"You're very good, sir," replied Mr. Weller.

"Just hold me at first, Sam ; will you ?" said Mr. Winkle. "There—that's right. I shall soon get in the way of it, Sam. Not too fast, Sam ; not too fast."

Mr. Winkle, stooping forward with his body half doubled up, was being assisted over the ice by Mr. Weller, in a very singular and unswanlike manner, when Mr. Pickwick most innocently shouted from the opposite bank,—

"Sam !"

"Sir ?" said Mr. Weller.

"Here. I want you."

"Let go, sir," said Sam. "Don't you hear the governor a-calling ? Let go, sir."

With a violent effort, Mr. Weller disengaged himself and in so doing administered a considerable impetus to the unhappy Mr. Winkle. With an accuracy which no degree of dexterity or practice could have ensured, that unfortunate gentleman bore swiftly down into the centre of the reel, at the very moment when Mr. Bob Sawyer was performing a flourish of unparalleled beauty. Mr. Winkle struck wildly against him, and with a loud crash they both fell heavily down. Mr. Pickwick ran to the spot. Bob Sawyer had risen to his feet, but Mr. Winkle was far too wise to do anything of the kind in skates. He was seated on the ice, making spasmodic efforts to smile ; but anguish was depicted on every lineament of his countenance.

"Are you hurt ?" inquired Mr. Benjamin Allen, with great anxiety.

"Not much," said Mr. Winkle, rubbing his back very hard.

"I wish you'd let me bleed you," said Mr. Benjamin, with great eagerness.

"No, thank you," replied Mr. Winkle, hurriedly.

"I really think you had better," said Allen.

"Thank you," replied Mr. Winkle, "I'd rather not."

"What do *you* think, Mr. Pickwick ?" inquired Bob Sawyer.

Mr. Pickwick was excited and indignant. He beckoned to Mr. Weller and said, in a stern voice, "Take his skates off."

"No ; but really I had scarcely begun," remonstrated Mr. Winkle.

"Take his skates off," repeated Mr. Pickwick, firmly.

The command was not to be resisted. Mr. Winkle allowed Sam to obey it in silence.

"Lift him up," said Mr. Pickwick. Sam assisted him to rise.



Mr. Pickwick retired a few paces apart from the bystanders, and beckoning his friend to approach, fixed a searching look upon him, and uttered, in a low but distinct and emphatic tone, these remarkable words,—

“You’re a humbug, sir.”

“A what ?” said Mr. Winkle, starting.

“A humbug, sir. I will speak plainer, if you wish it. An impostor, sir.”

With these words Mr. Pickwick turned slowly on his heel, and rejoined his friends.

CHARLES DICKENS

*from : Pickwick Papers*

#### GLOSSARY

to adjust	— to arrange by moving a little
aforesaid	— mentioned previously
anguish (n)	— severe suffering
awkward	— clumsy
bore reference to	— was about
capital	— excellent
to c'ing	— to hold on tight
to describe circles	— to make circular movements
a device	— a figure
to disengage	— to make loose from, to free
done ample justice to	— had been enjoyed
doubled up	— bent over
to ensure	— to make sure of getting
entangled	— knotted
an evolution	— a movement

to express	— to clearly state
exquisite delight	— extreme pleasure
exquisitely uncomfortable—	extremely unhappy and embarrassed
a flourish	— a difficult and complicated movement
a gimlet	— a tool for making a small hole in wood
a humbug	— a dishonest person
an impetus	— a push
to inscribe	— to cut, to mark
just a goin' to begin	— just about to begin
lineament	— a distinctive feature of someone's face
mystic	— extraordinary
objection	— something given as a reason against
orkard gen'l'm'n	— awkward gentleman
to overrule	— to decide against
prime	— first-rate
a reel	— a dance
to screw	— to tighten
to shovel	— to clear away with a spade-like tool
skates (n)	— a pair of sharp-edged steel blades to be fastened to boots for moving smoothly over ice
spasmodic	— repeated at irregular intervals
substantial	— large or big
a swan	— a large, graceful, long-necked water-bird—'swan-like' means gracefully
Thank'ee	— thank you
to be unparalleled	— having no equal ; matchless
whereat	— when that happened



- I. (a) After lunch, what did Wardle suggest the gentlemen should do ?
- (b) What were the four young ladies' opinions about skating ?
- (c) Quote two instances from the passage to show that Mr. Winkle knew very little about skating.
- (d) Who helped Mr. Winkle to put his skates on correctly ?
- (e) Give two instances from the passage to prove that Mr. Bob Sawyer was very good at skating.
- (f) Why do you think Mr. Winkle offered Sam a couple of coats and five shillings ?
- (g) What preparations did the fat boy and Mr. Weller make before the skating began ?
- (h) Did Sam feel sorry for Mr. Winkle ? How do you know ?
- (i) What do you think was Mr. Benjamin Allen's profession ?
- (j) Why did Mr. Pickwick call Mr. Winkle a humbug ?

II. A. Notice that this passage opens with a conversation. Pick out eight examples of actual words used by the speakers and two examples where what they said has been reported without using the speakers' actual words.

B. Rewrite the following passage giving the actual words of the speakers. Remember the actual words of the speakers should be in inverted commas. "....."

While preparations were being made for a substantial meal of rice and curry, Mr. Fernando suggested that they should spend an hour in the water as it looked very inviting. Mr. Silva thought it was a fine idea, and Mr. Piyadasa agreed that it was. Mr. Fernando asked Mr. Perera whether he could dive, and Mr. Perera hastily replied that he could. One of the ladies, Miss Herat, said that she was sure Mr. Perera could dive gracefully. Mr. Perera said that he would be very happy to oblige but unfortunately there was no diving-board.

This objection was at once overruled. Mr. Fernando had a plank which could serve as a diving-board and while Mr. Perera looked very uncomfortable, Mr. Piyadasa and he proceeded to set up the board.

C. List the words in the passage 'A party on the ice' which mean that someone said something e.g. replied.

- III. (1) Mr. Winkle struck *wildly* against him, and with a loud noise both fell *heavily* down.
- (2) 'Never mind touching your hat, Sam' said Mr. Winkle *hastily*.
- wildly, heavily and hastily are adverbs.

Form adverbs ending in '-ly' from these words :—

- |              |                  |
|--------------|------------------|
| (a) awkward  | (h) affectionate |
| (b) perfect  | (i) distinct     |
| (c) firm     | (j) indignant    |
| (d) slow     | (k) remarkable   |
| (e) scarce   | (l) agreeable    |
| (f) graceful | (m) unsteady     |
| (g) elegant  | (n) frantic      |

(o) emphatic

IV. Find words from the passage which have a similar meaning to the following :—

- |               |             |
|---------------|-------------|
| (a) wonderful | (f) unlucky |
| (b) helped    | (g) pale    |
| (c) said      | (h) fondly  |
| (d) face      | (i) skill   |
| (e) difficult | (j) opposed |

V. Relate what happened on the ice, as Mr. Winkle might have told the story. The first paragraph has been written out. Continue using the phrases given.

After lunch, Mr. Wardle suggested that we should skate for an hour or two. The others agreed that it was an excellent idea. Mr. Wardle then asked me whether I could skate and I replied that I could but that I was rather out of practice. Also that I did not have a pair of skates. (I did not want the ladies to know that I could not skate). Trundle, however, brought me a pair of skates and old Wardle led the way to a pretty large sheet of ice.

Mr. Bob Sawyer\_\_\_\_\_

Old Wardle, Benjamin\_\_\_\_\_

It was my turn. I put on my skates,\_\_\_\_\_

At first Mr. Weller helped me\_\_\_\_\_

Suddenly Mr. Pickwick shouted to Mr. Weller\_\_\_\_\_

Mr. Bob Sawyer and I both fell heavily down\_\_\_\_\_

Mr. Pickwick called me a humbug.

