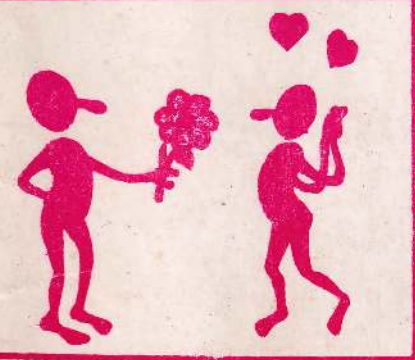


# GENERAL ENGLISH









# GENERAL ENGLISH

Volume 1

For  
G.C.E. Advanced Level Classes  
1999

Compiled  
By

*National Institute of Education (NIE)  
University of Colombo  
University of Kelaniya  
Open University of Sri Lanka*

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## Preface



The **General English** syllabus is designed for G.C.E. Advanced level students who wish to improve their English language skills. The focus of the syllabus and textbook is on English for daily use: that is, to enable you to do day to day tasks in English, such as writing letters, talking on the telephone, facing interviews, and discussing current topics and contemporary issues. The overall objective of the course is to prepare you to function in English in the workplace. In this sense, it is different from the existing English syllabus, which focuses on literature, and is preparation for reading English at the university, as a subject for the degree.

**Volume 1** of the textbook uses an integrated approach, which means that the lessons deal with the skills of listening, speaking, reading and writing. However, some lessons will deal with particular skills more than others; for example, while Lesson 1 emphasizes writing, Lesson 2 focuses on speech and listening activities. Grammar notes, and vocabulary exercises are included to match the activities and tasks of lessons. For example, the lesson on *Office Talk* deals with the syntax or grammar components required for writing Minutes of meetings, so if you need to check certain grammar or vocabulary items when writing Minutes, turn to that lesson.

However, we believe that it would be more useful for you to see **models** of letters, conversations, memos etc. rather than looking at grammar in isolation. Therefore, we have included examples of each of these genres; that is formal letters, informal letters, memos, telephone conversations, Minutes, circulars, loan documents and so on, so that you can see for yourself the models or end products that you would encounter in an office. The models presented in these lessons are authentic, and have not been simplified because we believe that if we had changed the format or the language, it would have defeated the purpose of preparing you to function in English in a professional context. So you can use the models presented in these lessons as examples to follow, in terms of format and language.



But we also know there are students who feel the need for grammar as a separate component. With their needs in mind, we have designed sections called **Grammar Reviews**, which deal with grammar structures, which cause problems to Sri Lankans. The Grammar Reviews provide **guidelines regarding usage**, and can be used for **reference purposes**. They include self-study exercises. There are sample questions included, so that you can prepare for the examination as well.

You will notice that there are two spelling systems used in this book: that is, British spelling and American spelling. This has been consciously done, because both systems of spelling are correct.

This book can also be approached from the point of view of tasks and themes. That is, the book starts with descriptions of people, introductions, job applications, interviews, and leads to the use of English in offices or in a professional context. In order to make the textbook interesting, and to stimulate discussion, we have also included lessons on issues like the *Status of English in Sri Lanka, Food, Entertainment, Media and Advertising*. Depending on your interest, you can turn to the lesson you need, and work on that. However, the lessons are arranged in such a way that they are progressively more complex and more difficult.

Another aspect of this volume is that we have to cater to the needs of the extremely weak students, as well as the intermediate or advanced students. Because we have to cater to a range of proficiency levels, you might consider some of the tasks and exercises too easy or too difficult. Our advice to you is - move on to something which suits your level of proficiency rather than discarding the book, or getting stuck with an activity which won't be useful to you.

This textbook is accompanied by an **audiocassette**. Please make sure you listen to this audiocassette, so that you can check your pronunciation.

This is the first time this book is being used, and it has been written for **you**, so please consider it your responsibility to let us, the authors know whether it is useful or not. We would appreciate feedback from you, through your teachers or directly from you. We have included an Evaluation Form at the end of the book, which you can fill and post to us, so that we can find out from **you**, what you think of the book. Depending on your response, we can change various aspects of the book for the following year, so your contribution is required to enhance the quality of the book. We hope you will enjoy doing the lessons in this book, and that it will improve your English.

*Best of luck with the new General English course!*



# GENERAL ENGLISH



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## LESSON 01

# PEOPLE

### Objectives

1. Write short, grammatically accurate, coherent paragraphs on the theme People.
2. Collect information from different sources in preparation for a biographical sketch.
3. Write short biographical sketches/essays using an appropriate format.

### Describing People



In this lesson you will learn how to describe people - their physical characteristics, habits and qualities as well as their achievements.

#### Descriptions of People involve

- i) description of appearance ie. what they look like
- ii) description of habits ie. what they usually do
- iii) description of qualities ie. what they are like

In describing people, the Present Tense is used a great deal. You should therefore be familiar not only with the Present Simple Tense but also the Present Continuous and the Present Perfect tenses.

It is also useful to build up your knowledge of adjectives.

We shall begin by describing appearance.





When we describe the appearance of a person, we describe details such as

- i) complexion
- ii) height
- iii) build
- iv) features of the body
- v) age
- vi) clothes
- vii) facial expression
- viii) other features



### Activity

Here is a description of a person. Read it and find the answers to the questions that follow.

*My best friend Rajna is fair and tall. She is about 165cm in height. She is very slim, and has nicely shaped hands. She has thick hair which she always wears in one plait. Her eyes are large and very expressive. She is in her mid - twenties. Rajna usually wears western clothes, but for special occasions she wears a saree. Although she has nice features, she rarely smiles.*

- i) What is the word that describes Rajna's **complexion**?
- ii) What are the words (and phrases) that tell us about Rajna's **height**?
- iii) How does the writer describe Rajna's **build**?
- iv) What is the adjective that describes Rajna's **hair**?



## 1. Language Study

### i) Use of verb 'be' and verb 'have'

- A:
- i) Rajna is fair and tall.
  - ii) She is about 165cm in height.
  - iii) She is slim.
  - iv) Her eyes are large.
  - v) She is in her mid - twenties.

- B:
- i) She has nicely shaped hands.
  - ii) She has thick hair.
  - iii) She has nice features.

Note that the structure of the sentences in A is

Subject	Verb	Complement
She	is	fair and tall.
She	is	slim.
Her eyes	are	large.

The sentences in B have the structure.

Subject	Verb	Object
She	has	nicely shaped hands.
She	has	thick hair.
She	has	nice features.

When using the verb 'be' to describe a person you should use the structure SVC. When using the verb 'have' to describe a person, you should use the structure SVO.





## Activity

Write 8 sentences about yourself.

- using the verb 'be' - 4 sentences.
- using the verb 'have' - 4 sentences.

### More about the Verb 'have'

Sentences which describe a person and contain the verb 'have' can be rewritten using the verb 'be'.

eg: *She has thick hair.*

This can be rewritten as

*Her hair is thick.*

*She has nicely shaped hands*

Can be rewritten as

*Her hands are nicely shaped.*

**Note:** This can only be done if the sentence with 'have' contains an adjective which describes a quality.

Here are some words, expressions and structures that can be used for describing people's appearances.

- Hair:** long, medium-length, short; straight, curly, wavy; black, grey, going grey, white, thinning, bald; a beard, a moustache, bushy eyebrows
- Eyes:** black, brown, grey, small, large
- Nose:** long, flat, large, turned-up
- Mouth:** wide, generous, thin lips, full lips
- Chin:** pointed, firm, weak
- Face:** oval, round, long
- Forehead:** high, low
- Ears:** big, small
- Shoulders:** broad, narrow
- Build:** thin, slender, slim, muscular, heavily-built, plump, overweight, fat
- Height:** tall, of medium height, short
- Age:** young, middle-aged, elderly, old
- Expression:** serious, cheerful, worried, friendly
- General appearance:** good-looking, pretty, beautiful, handsome, attractive, plain, well dressed, casually dressed





3. Given below are 8 sentences containing the verb 'have'. Some of the sentences can be rewritten using the verb 'be', some cannot be rewritten.

Underline the sentences that cannot be rewritten. Rewrite the other sentences using the verb 'be'.

1. Harinda has short hair.
2. He has a scar.
3. Reza has small feet.
4. She has curly hair.
5. She has a limp.
6. David has brown eyes.
7. He has an unusual surname.
8. She has pretty white teeth.

### Activity

Using the model given, describe one of your friends.

Write 5 sentences. These sentences should describe

- |      |            |
|------|------------|
| i)   | complexion |
| ii)  | height     |
| iii) | build      |
| iv)  | hair       |
| v)   | age        |





3. Given below are 8 sentences containing the verb 'have'. Some of the sentences can be rewritten using the verb 'be', some cannot be rewritten.

### Activity 3

Here is a notice put out by the police regarding a missing person.

*Sinima Ranjani, a young girl, 20 years of age with short, black hair, has been missing since last afternoon. She is about 5 ft tall and dark in complexion. She was last seen wearing a white blouse, a dark blue skirt and a pair of black sandals.*



Write descriptions of the following missing persons. (You can imagine the details)

A boy of about 18

A man/woman of about 50



# Listening Comprehension

Listen to / Read the following poem by a contemporary British poet and answer the given questions.

## Reported Missing

Can you give me a precise description?  
Said the policeman. Her lips, I told him;  
Were soft. Could you give me, he said, pencil  
Raised, a simile? Soft as an open mouth,  
I said. Were there any noticeable  
Peculiarities? He asked. Her hair hung  
Heavily, I said. Any particular  
Colour? He said. I told him I could recall  
Little but its distinctive scent. What do  
You mean, he asked, by distinctive? It had  
The smell of a woman's hair, I said. Where  
Were you? He asked. Closer than I am to  
Anyone at present, I said; level with  
Her mouth, level with her eyes. Her eyes?  
He said. What about her eyes? There were two,  
I said, both black. It has been established  
He said that eyes cannot, outside common  
Usage, be black; are you implying that  
Violence was used? Only the gentle  
Hammer blow of her kisses, the scent  
Of her breath, the ... Quite, said the policeman,  
Standing, but I regret that we know of  
No one answering to such a description.

Barry Cole

- What is this poem about?
- Pick out the words that describe the appearance of the missing person in the poem.
- What do you think the missing person was like?
- What happens at the end of the poem?
- Someone close to you has gone missing. This can be a brother or sister, closer friend or relative. You have to report his/her absence to the police. The first thing the police-officer asks you for is a physical description. Form pairs, imagine that your partner is the policeman and describe the missing person using the words and phrases you learned in this lesson.



## Supplementary Activity

Write a short description of

**My Favourite TV Star**

**My Favourite Sportsman/Sportswoman**



## Describing Habits

When we describe habits, we describe what people **usually** or **often** do.

### Activity

Here is an example of a description of a person which includes a description of the habits of that person.

*My mother is short and plump. She is middle-aged but her hair is still black. She always wears her hair in a konde. When she is working in the kitchen, she likes to sit on a stool to clean the rice. My mother wears spectacles, but when she sees she has the habit of taking off her spectacles. My mother usually speaks Sinhala but she understands Tamil as well.*





Underline the sentences which describe habits in the passage given above.

Then write out the sentences describing appearance and those describing habits in the relevant columns.

Appearance	Habits
1.	1.
2.	2.
3.	3.
4.	4.

2. Read through the description of Rajna in Activity 1. Is there a sentence that describes any of Rajna's habits? Underline this / these sentence (s).

i) The following words are used to describe habits. Note that these words are **adverbs**.

- |        |         |        |
|--------|---------|--------|
| often  | usually | always |
| rarely | seldom  | never  |

**Activity**

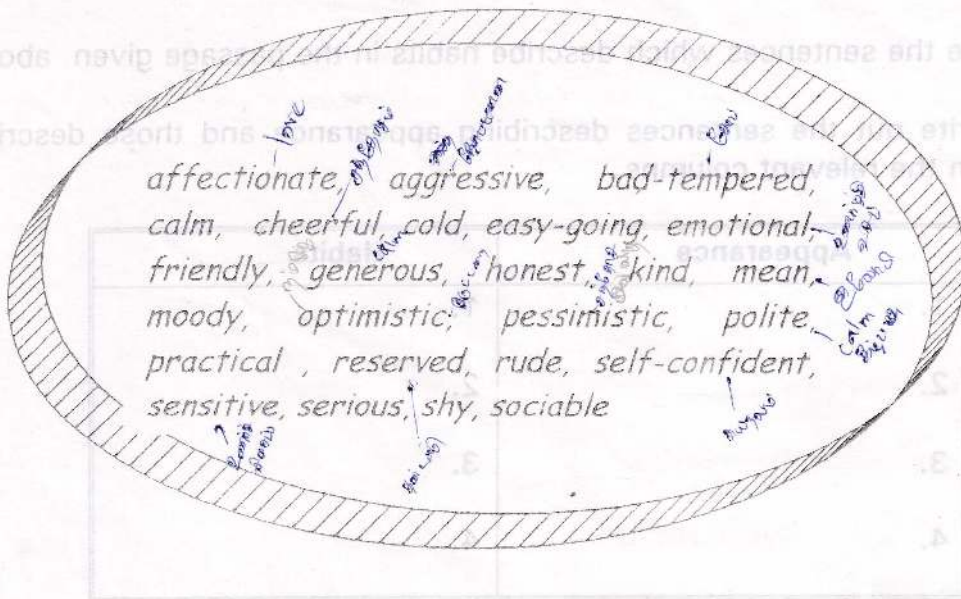
1. Write 5 sentences about yourself, using any 5 of the adverbs given above.

eg. I **always** carry a handbag.  
I **never** eat meat.

2. Using 05 adverbs of your choice write 5 sentences about your friend.



## Describing the Qualities of People



### Activity

When describing people, we can also describe their qualities, ie. what kind of person they are. Here we are describing what can be referred to as 'inner' qualities. Here is an example of such a description.

*The person I will always remember is the Principal of my school. He is not very tall, but he is well - -built. He has grey hair, and always wears spectacles. He wears these spectacles only to read with. When he speaks to us, at assembly, he has the habit of pushing his spectacles to the top of his head*

*He rarely smiles, and always looks stern. However he really is very kind, and always treats the students in a friendly manner. When a student is in trouble, the Principal always tries to help him. All the students and teachers respect our Principal.*



Pick out the relevant words/phrases and sentences and fill in the chart given below.

Appearance	Habits	Qualities

**Activity**

a) Words and Phrases Describing Qualities

The words (and phrases) describing qualities usually describe emotions or feelings. Here are a few examples:

- |       |          |
|-------|----------|
| calm  | excited  |
| happy | unhappy  |
| kind  | unkind   |
| angry | pleasant |
| mean  | generous |





Find words from the above list which match the following descriptions.

- i) Not worried or troubled by problems. *easy*
- ii) Friendly, likeable and easy to get on with.
- iii) Showing pleasure, smiling, content.
- iv) Having no sympathy, harsh. *hard*
- v) Showing readiness to give money or help. *generous*

Try to write descriptions for the remaining words.

**b) Using adjectives with verb 'be' and verb 'look'**

When the verb **be** + **adjective** is used, this indicates the actual qualities of that person.

When the verb **'look'** + **adjective** is used, this indicates that the actual quality/ qualities may be different.

eg: She **is** very friendly. =  
 She makes friends easily. She has a lot of friends.  
 She **looks** friendly. =  
 She has the appearance of making friends easily. (But her real qualities may be different)

**c) Write 5 sentences describing the qualities of one of the members of your family.**

Use the verb **look** + **adjective** in one sentence.

**Activity**

**More about Qualities**

Read the following list of words and complete the sentences given below.

patient, sincere, selfish, insensitive, fair, cruel, unfriendly, devious, conceited, affectionate.

1. The ..... woman did not realise that her words would hurt her friend.

*Handwritten notes and corrections:*  
 - Above the list of words: patient (5), sincere (7), selfish (6), insensitive (4), fair (2), cruel (3), unfriendly (1), devious (8), conceited (9), affectionate (10).  
 - Above sentence 1: "The insensitive woman..."  
 - To the left of sentence 1: "Cruel" and "Devious" with arrows pointing to the blank space.  
 - To the right of sentence 1: "insensitive" with an arrow pointing to the blank space.



2. The teacher was very ..... with the students who could not understand the lesson.
3. His friends never knew what he was upto as he was very .....
4. The employer tried to be ..... in his settlement of the dispute between the two workers.
5. The ..... customer spoke harshly to the salesgirl.
6. The ..... master beat up his workers.
7. The girl could not make friends as she was .....

### Activity



Read through the description given below and fill in the blanks using the appropriate words/phrases from the list given.

- |                |                 |            |
|----------------|-----------------|------------|
| coppery red    | too tight       | well-built |
| shy            | brownish colour | elegant    |
| blue           | popular         |            |
| extremely fine | medium height   |            |

Captain Mac Whirr was the captain of a ship. He was of (1)..... a bit round shouldered and so (2)..... that his clothes always looked (3)..... His eyes were (4) ..... in colour. The hair on his head was white and (5) ..... His beard, however, was (6) ....., and resembled copper wire. Whatever the weather, he wore a brown hat, a suit of a (7)..... and clumsy black boots. Whenever he left his ship to go ashore, he carried an (8)..... umbrella of the best quality. Captain Mac Whirr was a (10) ..... man who would always sit with his eyes cast down. He was..... with his men although he was very stern.



Look up the dictionary and find the meanings of the following words.

elegant .....  
reusable .....

**Activity**

Read the model given and write a short description of a well-known person in your community. (10 sentences)

Remember that you have to include the appearance, habits and qualities of the person.

**Description of Character**

Given below are two descriptions of character. You will notice that in addition to describing appearance, habits and qualities they also mention the attitude of the others towards the character. This gives more depth to the character.



Maggie was brown-skinned and had straight black hair that would not curl. She was tossing her head to keep the dark hair out of her gleaming black eyes, a habit that gave her the air of a small Shetland pony. She had a quick intelligence and loved reading. She often wondered about the meadows and the banks of streams and lived in a dream world of her own. She was a problem to her mother, who wished that Maggie had been fair-skinned, blonde and easy to handle. Maggie was her father's pet. He would always take her part when others criticized her. She was a warm-hearted little girl who depended for her happiness on the love of those whom she loved.



Karlinahami was a short, dark, stumpy woman with large impassive eyes set far apart from one another. She was always busy, sweeping the house and compound, fetching water from the tank, cooking and attending to the children. She was slow and sparing of speech; she very rarely took part in the gossip of the other village women when they met at the tank or outside their huts.

Karlinahami was noted for her story telling. She was never very willing to begin, but often after the evening meal had been eaten, the women and many of the men would gather outside her hut to listen to one of her stories.

Karlinahami brought up Silindu's two children as if they were her own. The children never had fever and even in the days of greatest scarcity Karlinahami had seen that they got food. There was considerable jealousy among the women, and ill-feeling against her when they saw how her foster children were growing up.



### Activity

Write short descriptions of 2 characters from a drama or a stage play of your choice.



## Writing a short biographical sketch

### Activity

Using the guidelines given below write a short biographical sketch of a well-known sportsman/woman of your choice.

- Paragraph 1 - Introduce the person.  
Give reasons why he/she is well known.
- Paragraph 2 - School days.  
Achievements at school level.
- Paragraph 3 - Achievements at International level.  
Present training schedule.  
Plans for future.

### Activity

With the help of your teacher work out a similar set of guidelines and write a short biographical sketch of a **filmstar**, **author** or any other personality.

## Writing a biographical essay

### Activity

A biography usually consists of the important events in a person's life, such as education, achievements and contribution to society.





Read the following short biographical essay on Mother Theresa.



Mother Theresa

Mother Theresa was internationally respected for her work to relieve the sufferings of the poor, the sick and dying. She began her work of helping the desperately poor of India by bringing dying persons from the streets into a home where they could die in peace and dignity. She also established an orphanage. Through her untiring efforts she succeeded in forming a congregation of sisters whose work has now spread to five continents.

Mother Theresa was born in Skipje, Albania on August 27, 1910 and was named Agnes Gonxha Bejaxhini. She left her home at the age of 18 to join the Institute of the Blessed Virgin Mary in Dublin. She entered the order of the Sisters of Our Lady of Loreto when she was 18 years old. She was sent to Calcutta by the Sisters of Loreto and she became a Geography teacher in the order's school in Calcutta. While travelling on a train on September 10, 1946, she heard the cries of some sick and helpless people, which inspired her to help the poor. This experience she described as a "call within a call" to help the desperately poor of India.



In early 1948, the year she became an Indian citizen, she asked permission to leave her convent and sister Agnes became Theresa. She moved into the city's slums and started nursing to help the hundreds of destitutes in Calcutta. She donned a blue-trimmed white saree which became the uniform of her Missionaries of Charity formally founded on October 07, 1950. The Missionaries of Charity now number nearly 3,000 sisters of various nationalities who work on five continents, They are helped by about 400 brothers and thousands of lay volunteers who run 380 hospices, leper colonies and orphanages including 160 in India.

Mother Theresa won many awards for her dedicated work in serving the poorest of the poor. She was awarded the first John XXIII Peace Prize in 1968 by Pope John Paul. She was honoured with the Jawaharlal Nehru Prize for International Understanding in 1972, the Templeton Prize in 1973, the Albert Schweitzer Prize in 1975, the Nobel Peace Prize in 1979 and India's highest civilian decoration a year later.

Mother Theresa died in 1997 at the age of 87. She ended her life in Calcutta, the city that had inspired her as an 18 year old to establish her Missionaries of Charity Order. Although Mother Theresa is no more, the good work she began lives on, as the order's homes which first started in India have spread to 87 countries. "A drop of deliverance in an ocean of suffering" is the single phrase she often used to describe her life's work.

Identify what each paragraph is about.

- eg : Paragraph 1 - Introduction and importance of person.  
Paragraph 2 -  
Paragraph 3 & 4 -  
Paragraph 5 -

and use a similar format in writing your own essays.



### **Activity**

Select two personalities from any two of the categories given below and write a short biographical essay on each person.

You may gather information for your biography from newspaper articles, books, magazines etc.

Personalities related to your school or community.

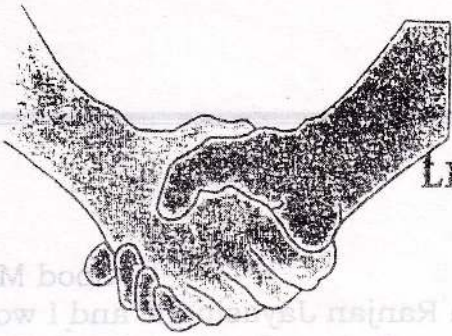
- eg : Founder of your school
- Chief priest of your village
- temple/church/mosque/kovil
- National Heroes
- Sportsmen/Sportswomen
- Scientists
- Writers
- Celebrities eg : Princess Diana











## LESSON 02

# LET'S GET TO KNOW YOU

### Objectives (Speech & Listening)

- # Introduce yourself
- # Introduce others
- # Obtain information from others for diverse purposes
- # Talk about your values, goals and personal beliefs
- # Be familiar with a popular English song
- # Discuss the issues of racism and culture sensitivity

### SELF-INTRODUCTION

### Speech

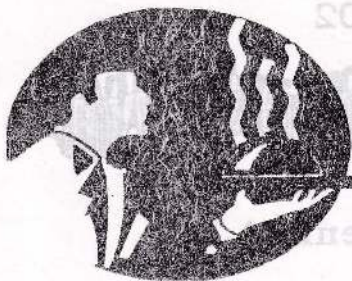


Hi! I'm Madhurika Somasunderam  
My friends call me Madhu.  
I'm a Year 12 student at Good shepherd  
Convent, Kotahena.  
I'll be sitting the A' Level exam. in the year  
2002.  
My subjects are Physics, Chemistry and  
Biology.



Hello!  
My name is Mayumi Kimura and I'm a  
student.  
I'm nineteen years old.  
I have two brothers and one sister.  
I live in a flat in Osaka, Japan.  
I like to learn English because it's an  
international language.





Good Morning!  
 I'm Ranjan Jayasinghe and I work as a chef, at Galadari Hotel, Colombo. I work long and irregular hours, but I have two days of leave per week.

During my leisure, I like to paint- I do fabric painting, and I also love to do a bit of gardening.

I spend a lot of time with my children too.

I'm usually happy to do anything but cook!



Learn the following structures and use them to give information about yourself

Name/ pet name	Residence
My name is _____	I live in _____
I'm _____	I come from _____?
(In informal situations only)	I travel from _____
My friends call me _____	I'm boarded at _____
(Informal)	My home town is _____
My nickname/ pet name is _____	



**School/ work place**

**Family**

I study at \_\_\_\_\_ /  
I work at \_\_\_\_\_

My father is a \_\_\_\_\_ (by  
profession).  
My mother is a \_\_\_\_\_

My school is \_\_\_\_\_ /  
I'm employed at \_\_\_\_\_

I have \_\_\_\_\_ brother(s)  
and \_\_\_\_\_ sister(s)

I'm a Year \_\_\_\_\_ student / I  
work in the department of  
\_\_\_\_\_

I have \_\_\_\_\_ siblings

My subjects are  
\_\_\_\_\_

I'm an only child

**Leisure**

**Ambitions/ Goals**

During my leisure, I like to  
\_\_\_\_\_

My ambition is to  
\_\_\_\_\_

In my spare time, I  
\_\_\_\_\_

I hope one day to  
\_\_\_\_\_

When I'm free, I like to  
\_\_\_\_\_

I'd like to become a  
\_\_\_\_\_

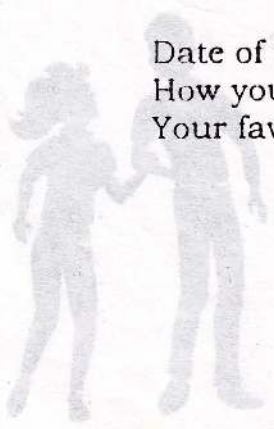
My hobbies are  
\_\_\_\_\_

My goal is \_\_\_\_\_

**ACTIVITIES**

1 Discuss ways of giving the following information:

- Date of birth and place of birth
- How you travel to school
- Your favourite subjects





2. Now introduce yourself to the class using the expressions you just learned.  
Think of alternative ways of expressing similar ideas.

### Another Speech Activity

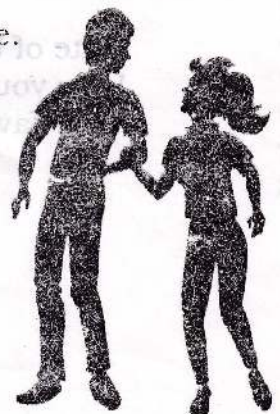
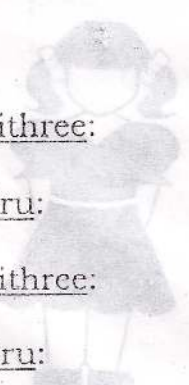
READ the following Dialogue, enact it in class with a partner.

#### OBTAINING INFORMATION

#### DIALOGUE

Two students meet for the first time at a seminar for A/L students in Gampaha

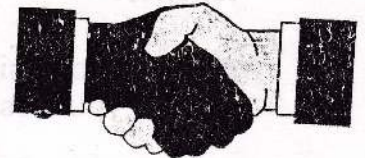
- Maithree: Hi! I don't think we've met. My name is Maithree.
- Thiru: Hello, I'm Thiru. Which school do you represent?
- Maithree: You mean to say you didn't recognize the tie? I'm from Yasodara Maha Vidyalaya, Gampaha.
- Thiru: I'm from De Mazenod College, Kandana. Hey, aren't you the President of the English Literary Union of your school?
- Maithree: Well, I'm the Vice- President. The President couldn't come today- she's down with the 'flu.
- Thiru: Hey, why don't we organize a competition between our two schools?
- Maithree: That's a great idea. What about a debate?
- Thiru: Fine. If you just give me your school address I'll ask our President to write to you formally and we can discuss this further.
- Maithree: Great. I've got to go now Thiru, but let's keep in touch.
- Thiru: Yes. It was nice talking to you , Maithree.
- Maithree: It was very nice to meet you too. Bye!
- Thiru: Bye!





## Speech Activities

- 1 Working in pairs, prepare a similar **dialogue** and enact it in class. Practise asking for specific information and giving appropriate answers. Make sure you answer the question asked, and don't give unnecessary information.
  
- 2 Find someone in your class who
  - (i) plays cricket/ football
  - (ii) can swim well
  - (iii) was born in the month of September
  - (iv) has never visited Kataragama
  - (v) does not want to improve his/ her English
  - (vi) eats neither meat nor fish
  - (vii) knows the meaning of the word "vegetarian"
  - (viii) would like to take to politics in the future
  - (ix) is an only child
  - (x) agrees with you on five important issues
  
- 2 Introduce your neighbor to the others in your classroom. In your introduction, include two items about him/ her no one else is aware of.



## READING COMPREHENSION & INTRODUCTIONS

### INTRODUCING OTHERS

"Today I'd like to introduce one of my favourite composers to the class. I'd like to talk about him because he is not only a composer of popular lyrics, but also a prolific writer, and an ardent advocate of Sri Lankan culture. He is none other than **Father Marcelline Jayakody**.

Father Marcelline Jayakody was born on June 3, 1902 at Dankotuwa, near Negombo. In 1919, Father Jayakody entered St.



Bernard's seminary where he cultivated his growing passion for music. He studied Western classical and church music and played the organ, piano, and violin. Father Jayakody learned Sinhala under Sinhala scholars and wrote hymns in Sinhala. In 1955 he got the opportunity to write lyrics to six tunes for the first full-length Sinhala film, "Rekawa". This eminent composer has about 1000 folk and popular songs, Vesak songs and hymns to his credit.

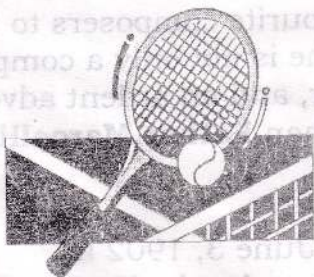
I admire Father Marcelline Jayakody for the courage and dedication with which he made Catholicism accessible to the Sinhala-speaking masses by writing hymns in Sinhala and also for his soulful folk songs which have enriched the field of popular Sinhala music. I respect him also for the manner in which he overcame many personal difficulties - his mother died when he was only sixteen, and as an adolescent, he had his share of financial problems.

After a long and fruitful life dedicated to serving God and His people, Father Marcelline Jayakody passed away recently. We are grateful that such a committed priest and talented musician was born in our midst. Thank you."

---

### Speech Activities

- 1 Discuss the biography of father Marcelline Jayakody with your teacher.
- 2 As a group assignment, prepare a similar biography of a famous person you respect and present it to your class.





## LISTENING COMPREHENSION: Song

### Background Information:

"Sunscreen" is a modern pop song written as an address to a batch of students graduating from college in USA, the same age as you. It contains words of advice to young people facing the challenge of living in the USA today. Though this song has many cultural references which are specific to the US, the sentiments expressed in it are universal in that they are equally applicable to us living in Sri Lanka.

The song starts with a humorous reference to "sunscreen" - lotion used to shield the body from the harmful rays of the sun. The singer says that the only bit of advice he can give which has a scientific base is that sunscreen is good for you. The rest is his personal opinion for which he has no basis of justification.

But that is the interesting part of the song. He gives us words of advice which are relevant to today's life and which you have to think about as you set yourself standards to live by. The ideas expressed in this song are important to us as we try to define our personalities and decide on who we are and what we consider important in our lives.

*Listen to the song, enjoy it, and think about the sentiments expressed in it.*

### SUNSCREEN



Ladies and gentlemen of the Class of 97,  
Wear sunscreen

If I could offer you only one tip for the future, sunscreen would be it.  
The long-term benefits of sunscreen have been proved by scientists,  
whereas the rest of my advice has no basis but my own meandering  
experience.

I will dispense this advice:

- 1 Enjoy the power and beauty of your youth  
Well, never mind, you will not understand the power and beauty of  
your youth till they've faded.
- 2 But, trust me, in twenty years, you'll look back at photos of yourself  
And recall in a way you can't grasp now how much possibility lay  
Before you and how fabulous you really looked.
- 3 You are not as fat as you imagine.



- 4 Don't worry about the future. Or worry, but know that worrying is as effective as trying to solve an algebra equation by chewing bubble gum.
- 5 The real troubles in your life are actually the things that never crossed your worried mind. The kind that blindsides at you at 4pm on some idle Tuesday.
- 6 Do one thing every day that scares you.
- 7 Sing.
- 8 Don't be reckless to other peoples' hearts. Don't put up with people who are reckless with yours.
- 9 Floss.
- 10 Don't waste your time on jealousy. Sometimes you're ahead, sometimes you're behind. The race is long, and in the end, it's only with yourself.
- 11 Remember compliments you receive. Forget the insults. If you succeed in doing this, tell me how.
- 2 Keep your old love letters. Throw away your old bank statements.
- 13 Stretch.
- 14 Don't feel guilty if you don't know what you wanna do with your life. The most interesting people I know didn't know at 22 what they wanted to do with their lives. Some of the most interesting 40 year-olds still don't.
- 15 Take plenty of calcium. Be kind to your knees. You'll miss them when they're gone.
- 16 Maybe you'll marry, maybe you won't.
- 17 Maybe you'll have children, maybe you won't.
- 18 Maybe you'll divorce at 40, maybe you'll dance the funky chicken on your 75th wedding anniversary.
- 19 Whatever you do, don't congratulate yourself too much, or berate



Yourself either. Your choices were half chance. So is everybody else's.

20 Enjoy your body. Use it every way you can. Don't be afraid of it or what other people think of it. It's the greatest instrument you'll ever own.

21 Dance. Even if you have nowhere to do it but in your own living- room..

22 Read the directions even if you don't follow them.

23 Do not read beauty magazines. They will only make you feel ugly.

*Brother and sister, together we'll make it through  
Someday your spirit will take you and guide you there  
I know you've been hurting, but I've been waiting to be there for you  
And I'll be there just helping you out whenever I can.*

24 Get to know your parents. You never know when they'll be gone (for Good.)

25 Be nice to your siblings. They're your best link to your past and the People most likely to stick with you in the future.

26 Understand that friends come and go. But with a precious few, you should hold on.

27 Work hard to bridge the gaps in geography and lifestyle, because the Older you get, the more you need the people you knew when you were Young.

28 Live in New York City once, but leave before it makes you hard.

29 Live in Northern California once, but leave before it makes you soft.

30 Travel.

31 Accept certain inalienable truths: prices will rise, politicians will Philander, you too will get old. And when you do, you'll fantasize that when you were young, prices were reasonable, politicians were noble, and children respected their elders.

32 Respect your elders.

32 Don't expect anyone else to support you. Maybe you'll have a trust Fund, maybe you'll have a wealthy spouse, but you never know when Either one might run out.



33 Don't mess too much with your hair or by the time you're forty, you'll  
Look eighty- five!

34 Be careful whose advice you buy. But be patient with those who  
Supply it. Advice is a form of nostalgia. Dispensing it is a way of  
fishing  
The past from the disposal, wiping it off, painting over the ugly parts,  
And recycling it for more than it's worth.

35 But, trust me on the sunscreen.

*Brother and sister, together we'll make it through  
Someday your spirit will take you and guide you there  
I know you've been hurting, but I've been waiting to be there for  
you  
And I'll be there just helping you out  
Whenever I can  
Everybody sing... oh yeah //  
Feel good  
Won't you feel good*



Note: "Floss" in item # 9 is a thread-like substance used to clean between the teeth. Dentists ask people to floss their teeth. The same principle is seen in the Sri Lankan practice of using the stem of thambili for the same purpose.

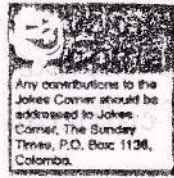
1. What does the phrase "the power and beauty of youth" mean to you (item # 1)?
2. In item # 10 what's the meaning of "futile"?
3. Item 11 - Do you think the singer has succeeded in forgetting the insults received in his life?
4. Item # 14 - has age anything to do with having direction in life?
5. Item # 19 - what's the meaning of "berate"?
6. Item # 27 - why should you always keep in touch with childhood friends?
7. Item # 31 - how true is this of people's attitudes in Sri Lanka?
8. Which piece of advice can you identify with most and why?



## READING COMPREHENSION OF A DIALOGUE:

Read this dialogue and discuss the questions given on the next page.

# My name is Dinesh



## American teacher interviews a new Indian student

Name Please "Your name?"  
"Dinesh"  
"How do you spell it?"  
"D-I-N...."  
"Slow, slow, T?"  
"No, D."  
"Is that T as in Tom, or D as in Dennis?"  
"No, not Dennis, my name is Dinesh."  
"I know that, I am asking you, is that a T as in Tom, or D as in ...as in Detroit?"  
"I don't know who Tom is, and I haven't been to Detroit. I just came to the US from Madras."  
"OK, OK, I know that. Is that T-I- or D-I-?"  
"D. D-I-. D-I-N-E-S-H."  
"Is that your last name or first name?"  
"Uh? Dinesh is my name."  
"OK. What is your Last name?"  
"That is my first and last name. Dinesh."  
"Then, is your name Dinesh Dinesh?"  
"No. My name is Dinesh."  
"But what is your LAST NAME?  
I am ASKING YOU ABOUT YOUR LAST NAME."  
"I told you, Dinesh. I always had the same name, from birth till now.  
DINESH. That's my name."  
"OK, what is your family name?"  
"Family? Family name? My family doesn't have a name."  
"What do the neighbors call you?"  
"Dinesh."  
"Not you. Your whole family. What do they call your family?"  
"Beedida bhat'rr."  
"So, that is your family name. Do you understand?"  
"How do you spell that?"  
"Spell what?"  
"B.D. whatever you said, what your neighbours call your family."  
"Oh, that ... Beedida bhat'rr."  
"What do you need that for? It only means 'the brahmin who makes beedis.'"  
"What are B-Ds?"  
"Not B-D. Beedi, is like a cigarette, you see, they roll the tobacco in a leaf and tie a thread around it. 25 in a kattu."  
"25 in a what?"  
"Kattu, or katta, whatever. Like a bunch, you see. If there is even one less or one more, my father could always tell without counting.  
He then taught me how to do it."  
"I am not worried about your 'cutter' or whatever.  
What-is-your-last-name?"  
"I told you, Dinesh."  
"OK, OK, I don't want to go over this again. What is common to the names of all the members of your family?"  
"They are all in Sanskrit. My first sister is Suneetha, the second sister is Sumathi ..."  
"Not about the language. When you write your name, and your sister writes her name, what do you two have in common?"  
"We have the same handwriting. Even my father can't tell our handwritings apart."  
"Blast it! What is your father's name?"  
"G.K. Nettar."

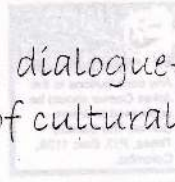
"What does G.K. stand for?"  
"His name, Gopala Krishna."  
"Then what is Nettar?"  
"That is our house name."  
"House name? Aha, does every one at your house have this name?"  
"It is not our name. It is the name of our house. Strictly speaking, it should be Honnadka. But my father was too lazy so father was born in Honnadka, but, see, my grandfather was born in Nettar."  
"What was his name?"  
"I told you, G.K. Nettar."  
"Your grandfather was also called G.K. whatever?"  
"No. That is my father."  
"Then what is your grandfather's name?"  
"Govinda Bhat. See, my relatives still call me Mangalore Govinda.  
Because it is a tradition to name the first son after his grandfather.  
All the brothers of my father have done this. So, we have Honnadka  
Govinda, Jogibettu Govinda, Kanchodu Govinda, and I am Mangalore Govinda."  
"So, then, your name is Mangalore Govinda, not Dinesh."  
"No. My name is Dinesh. Mangalore Govinda is how my relatives call me.  
That is not my Name."  
"What do they call your sister?"  
"Ammanni."  
"What? You said her name is Sooneetha."  
"Yes, that is her name, Suneetha, but we call her Ammanni."  
"Is that her nick-name?"  
"No. she doesn't have a nick name. Only our neighbour's daughter has a nick name. She is called 'soote'. She is very active. That's why."  
"What about your brother?"  
"I have no brothers. But then, you can count all those Govindas as my brothers too. See, they are really kind of my brothers."  
"OK, what are their names?"  
"The oldest one, he is my big brother. He is called GovindaANNA."  
"Govind Anna? Then Anna is his last name."  
"No, ANNA, not anna. ANNA means big brother."  
"What is his NAME?"  
"His name is Govinda Bhat."  
"Then your last name is But."  
"Not but, Bhat, B-H-A-T. But that's not his name, you see."  
"If that's not his name, what is it? Why does he have it in his name?"  
"Bhat simply means he is a brahmin. He might as well write Rao, like his father does, or Sharma, like my father's second brother does."  
"How does he write his name in official papers?"  
"Nettar Govinda Bhat. That's how he writes it."  
"How does his father write it?"  
"Nettar Venkata Subba Rao."  
"Aha, I can see now. Your father is G.K. Nettar, his brother is Nettar something Rao... your last name is then Nettar. Aha, I got it."  
"But Nettar is not the last name. It is the house name."  
"I don't care. Tell me one last time, what is YOUR last name?" "But I told you, my last name is the same as my first name, my only name, Dinesh."  
"Then, I am going to write Nettar here. I don't care if it is your house name, your grandfather's name, your dog's name, whatever. It is your last name. How do you spell it? N-E-..."  
"N-E-T-T-A-R."  
"N-E-T-T-? Is that T as in Tom or D as in Dennis?"  
"My name is Dinesh, not Dennis."  
"AARRGGHHHHH. Do we have to go through this again? Here, write it down."  
"That's it. From now on, you are Dinesh Nettar, Dinesh is your first name, and Nettar is your last name. OK?"



Read this dialogue and discuss the questions given on the next page.

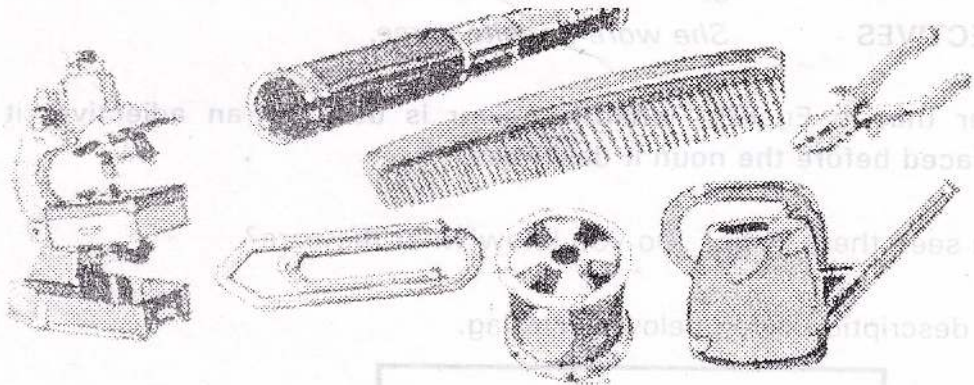
Questions for "My name is Dinesh":

1. Discuss the contents of the dialogue- do you think the American teacher has a sense of cultural awareness?
2. Why is it so difficult for the teacher to understand the problem of names in Asia?
3. Is this dialogue funny? Give examples.
4. Give examples to show how the teacher judges everything from an American point of view.
5. What's the final outcome of the dialogue? How does it end?
6. This dialogue shows the racism of the teacher - can you provide examples of his prejudice/racism?





# DESCRIBING OBJECTS



## Lesson Objectives

1. Describe objects in detail.
2. Write coherent well organized paragraphs on objects.

In lesson 01, we learnt to describe people. In this lesson we will learn to describe objects.

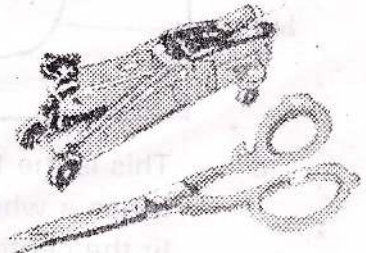
When describing objects too, you will need to give details. You may need to

- i) describe what the object looks like  
ie. describe its appearance
- ii) describe what it is **made of**
- iii) describe what it is **used for**
- iv) describe other details such as cost etc.

## Describing Appearance

When we describe what an object looks like we describe details such as

- i) colour
- ii) dimensions
- iii) size
- iv) shape
- v) weight
- vi) any other features  
eg. What it is made of, cost etc.





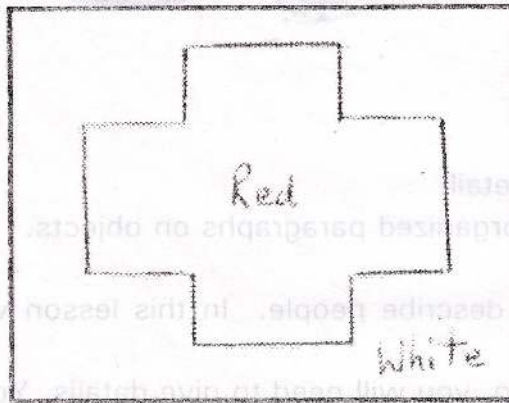
Names of colours can be used as

- a) **NOUNS** - eg: *Red, blue and yellow are called primary colours.*  
or
- b) **ADJECTIVES** - *She wore a white saree.*

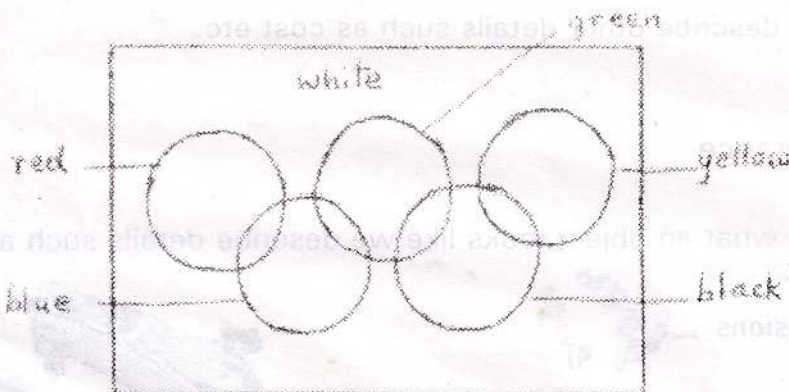
Remember that in English, when a colour is used as an adjective, it is usually placed before the noun it describes.

Have you seen these flags? Do you know what they are?

Read the description given below each flag.



- A - This is the flag of the Red Cross Organisation.  
It has a white background.  
In the centre is a red cross.

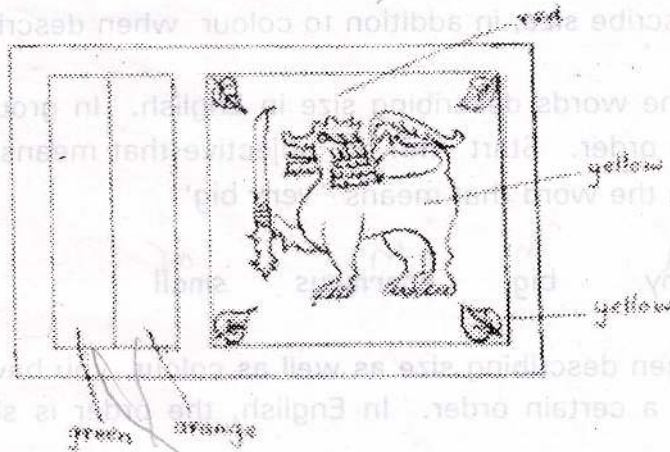


- B - This is the flag of the Olympic games.  
It has a white background.  
In the centre there are five circles which are entwined.  
These circles are red, blue, green, black and yellow in colour.



**Activity**

Describe the national flag of Sri Lanka by filling in the blanks in the paragraph given below.



Study the flag in detail before you write your description.

This ..... is ..... the national flag ..... of ..... Sri Lanka. It has a ..... red ..... background. There are two stripes on the left hand side. The first one is ..... green ..... in colour. The second stripe is ..... orange ..... There is a ..... yellow ..... lion on the right hand side. In each corner there are four ..... leaves ..... symbols.

Our national flag represents the country. The ..... yellow ..... lion stands for the Sinhalese. The colour ..... green ..... is used for the Muslims and ..... orange ..... for the Tamils. The ..... leaves ..... symbols in the four corners represent the four noble truths of Buddhism.

**Activity**

Describe your school flag or any other flag that you know well.

Write about 6 sentences.



Notice the **order of details** in the descriptions given above. First the background is described, and then the other details are described. Use this order in your description.

## Describing Size and Colour

We often describe **size**, in addition to colour when describing objects.

Here are some words describing size in English. In groups of 4, put the words in order. Start with the adjective that means 'very small' and end with the word that means 'very big'.

large      tiny      big      enormous      small

Note that when describing **size as well as colour**, you have to use the adjectives in a certain order. In English, the order is shown in this example.

I have a small black handbag.

Which **adjective** comes first?

Colour :      YES/NO      Size :      YES/NO

Remember this order when you describe objects.

Look at this grid.

File	Small	Blue
Pen	Big	Black
Purse	Large	Brown



Complete the following sentences by choosing any 3 words, one from each column.

### Activity

Put the words in the correct order.

- 1) I have a .....
- 2) You have a .....

Now find out whether anyone else in the class has the same sentences.

### Activity

You have been selected to write a short article on the 'Vegetables of Sri Lanka'. Choose any 5 Sri Lankan vegetables and write a short passage.

- 1) Describe size and colour
- 2) Do not write more than 8 sentences in all

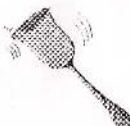
### Describing What Objects are made of

Objects are made of different materials.

### Activity

1. Here are a few words describing materials. Write the names of objects made of the following materials.

- plastic -
- rubber -
- clay -
- Iron -
- glass -
- aluminum -
- cloth -
- cardboard -





## Inserting Adjectives

In English you may use a number of adjectives to describe an object. Insert the other adjectives after the adjective of size.

eg : a *small, rectangular* room. [size, shape]  
a *long, plastic* tube [ size, material]



Remember that colour is always placed after size.

eg. a long, white, plastic tube (size, colour, material)

### Activity

Write a short description of any one of the following. Read the model description on 'Vases' and then write your own descriptions.

#### Vases

There are many different kinds of vases. There are glass, clay, plastic, porcelain and wooden vases. I have a tall glass vase on my table. It is a crystal glass vase. It stands on a circular base. I put fresh flowers into it everyday.

Write at least 05 sentences describing each of the following. You should use as many adjectives as you can think of. You can describe sizes, shapes, colours etc. Start your description with the words 'There are many different.....'

- 1) Vesak lanterns
- 2) Kites
- 3) School Bags





## Describing the Uses of Objects

Look at the chart given below

Study it carefully

Object	Class	Composition (What it is made of)	Use
1. axe	tool	metal and wood	for cutting trees
2. saw	tool	metal and wood	for cutting wood
3. hammer	tool	metal and wood	for hitting in nails
4. thermometer	instrument	glass	for measuring temperature
5. compass	instrument	glass and metal	for finding directions
6. pulley	instrument	metal	for lifting weights



Study this sentence.

eg: *An axe is a tool made of metal and wood. It is used for cutting trees.*

### Activity

Now make 5 sentences of your own using the example given above as a model.

Use the information given in the chart.

### Activity

Write sentences of your own about any 3 of the following objects:

- a) pen                      b) knife                      c) needle  
d) ruler                      e) key

homework \*



## Lost and Found

It is useful to know how to write short descriptions of objects - for notices, advertisements etc. Study the examples given below, and learn how to write short descriptions.

- A) Manel lost her umbrella in the school playground. She wrote a notice and put it up near the canteen.  
Here's what she wrote:

<b>LOST</b>	
Lost on the	29th of August, a lady's collapsible umbrella.
Colour	light blue with small white flowers.
Other details	Has a red plastic handle.
If found, please hand over to the canteen Manager.	

- B) The Canteen Manager found a lady's purse near the tap. He wrote this message and put it up.

### FOUND

On 12th September, a lady's purse

Colour : Dark brown

Other details: Leather with a zip and a small brass lock.

2 initials 'N.W' in right hand corner.

Owner please contact canteen Manager.



## Activity

Now write out suitable messages for the following using (A) and (B) above as models.

- i) You found a ladies'/men's wristwatch on the 15th of September in the library.

Write a notice describing the watch. - Tell the owner where she could collect her watch.

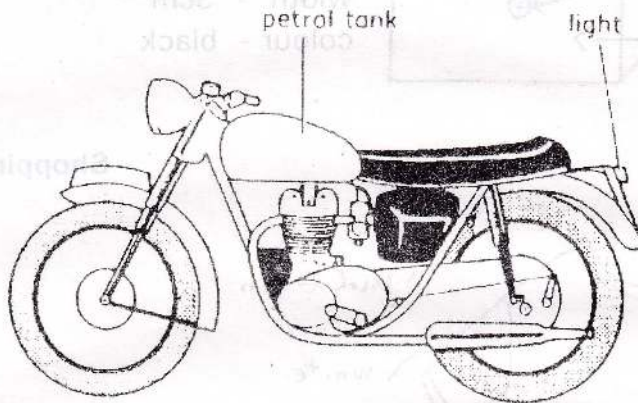
- ii) You have lost your pencil case. Write a notice describing your pencil case.

Give size, colour, and other details.

Also state where the pencil case should be handed over so you could collect it.

- iii) You took a friend to the hospital on your motorbike/bicycle. You spent about an hour inside the hospital. When you came out, your bike was missing.

Write a description to be given to the Police.



## Describing Details in Order

You have now learnt to describe objects in terms of size, colour, materials etc. You have also learnt that when using adjectives to describe objects, you have to use a certain order. In addition, you must remember that **all details should be described in a logical order.**



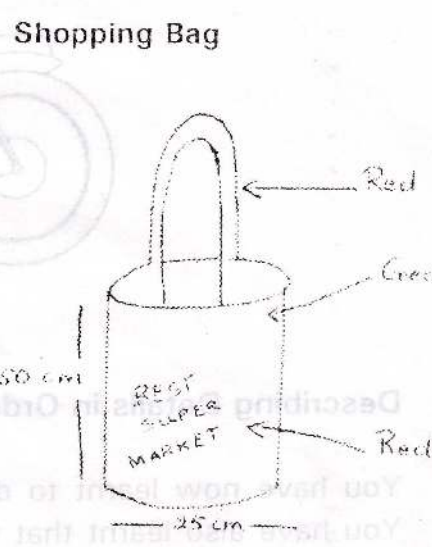
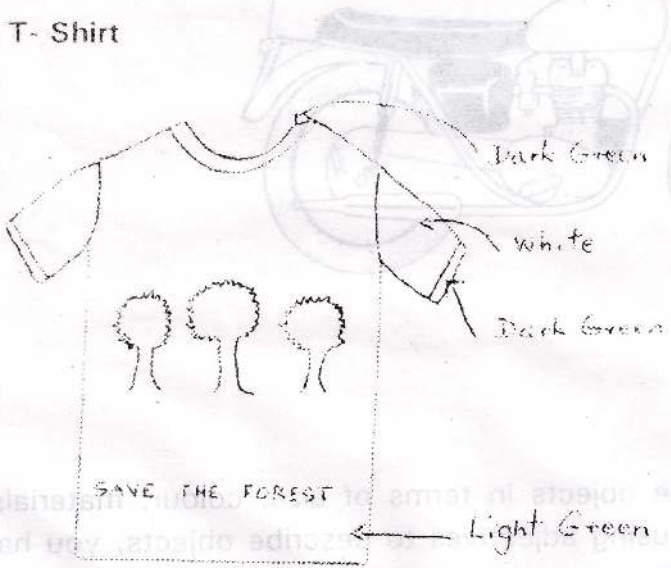
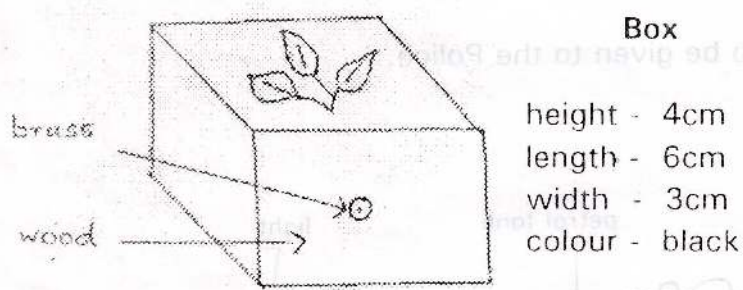
Now write out suitable messages for the following using (A) and (B) above as models.

In English, the order of details are usually described in the following ways -

- i) top -----> bottom
- ii) left -----> right
- iii) outside -----> inside
- iv) larger detail(s) -----> smaller detail(s)

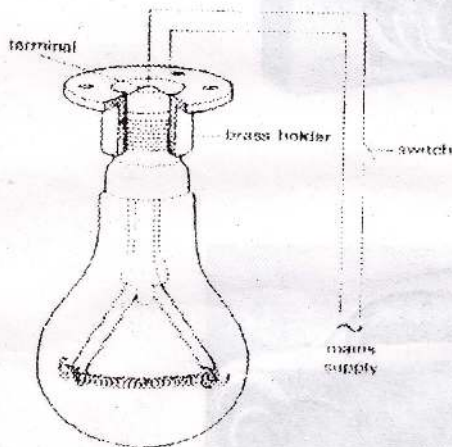
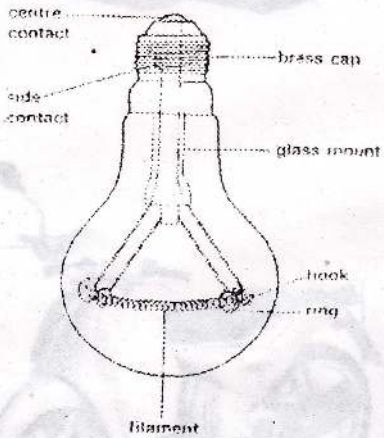
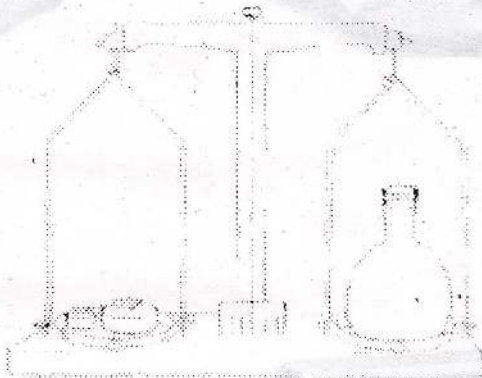
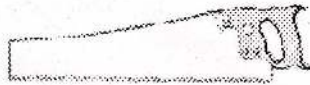
**Activity**

- a) Given below are pictures of some objects. Write descriptions of any 2 of these objects.
  - i) Try to describe the details in order.
  - ii) Remember to use adjectives in the correct order.



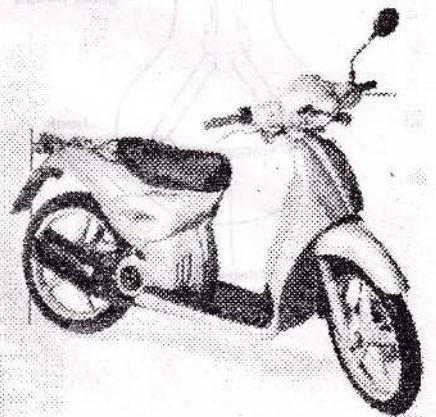
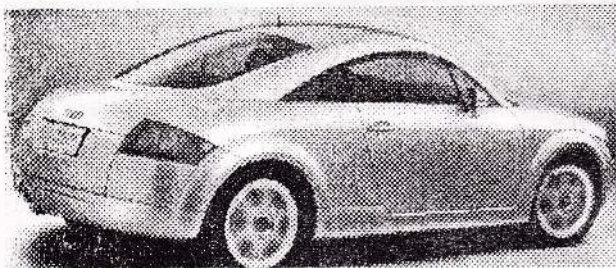
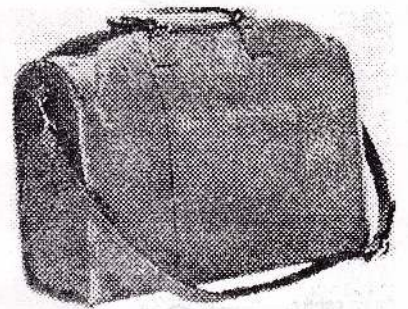
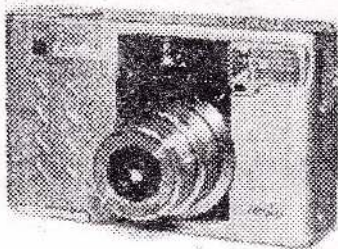
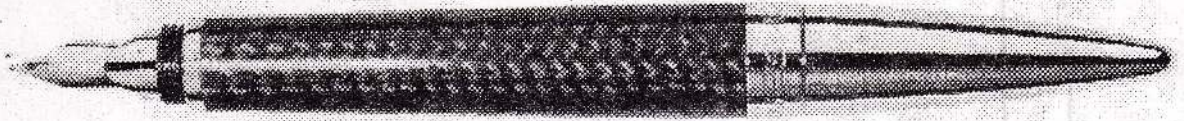


b) Given below are pictures of some objects in the Science Laboratory. Write descriptions of any 2 of these objects.





c) Given below are pictures of some items that have been advertised in the newspapers. Write descriptions of any 2 of these items.





## Language Study

When we describe something we often compare it with something else. We can compare people, objects, events, places etc. It is therefore useful to know how to make comparisons.

### Using Adjectives for comparison

A common way of comparing people, objects etc. in English is to **use the appropriate form of the adjective**.

The 3 forms used are

- |                  |                       |                         |
|------------------|-----------------------|-------------------------|
| (i) adjective    | (ii) comparative form | (iii) superlative form  |
| eg. <i>Small</i> | eg. <i>smaller</i>    | eg. <i>the smallest</i> |

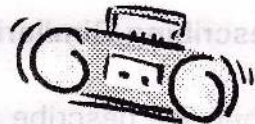
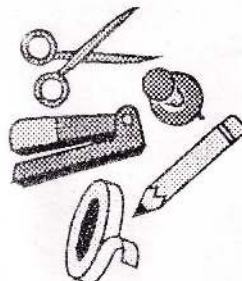
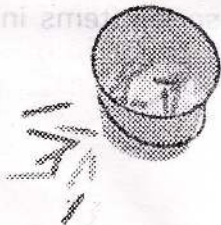
These forms ie. *er* and *est* are used with short adjectives.

With **long adjectives**, you should remember to use

*More* + *long adjective* (comparative form)

*most* + *long adjective* (superlative form)

eg. *Beautiful; more beautiful; most beautiful*





## Exercise

Now study these tables and complete the sentences given below each table.

a)	Mountain	Height
	Pidurutalagala	2524 meters
	Sri Pada	2237 meters
	Namunukula	2035 meters

These are three **high** mountains in Sri Lanka. Sri Pada is ~~the highest~~ <sup>the tallest</sup> than *Namunukula*. *Pidurutalagala* is the ~~the highest~~ <sup>the tallest</sup> mountain.

b)	River	Length
	Mahaweli	334 km
	Kelani	144 km
	Walawe	137 km

These are ~~the longest~~ <sup>the longest</sup> rivers in Sri Lanka. The Kelani is ~~the longest~~ <sup>the longest</sup> than the Walawe. The Mahaweli is the ~~the longest~~ <sup>the longest</sup> river.

c)	City	Population
	Colombo	616000
	Kandy	104000
	Galle	32000

There are 3 ~~the most~~ <sup>the most</sup> populated cities in Sri Lanka. ~~The Kandy~~ <sup>The Kandy</sup> is ~~the most~~ <sup>more</sup> populated than *Galle*. ~~The Colombo~~ <sup>The Colombo</sup> is ~~the most~~ <sup>the most</sup> populated in S/L.

## Describing Similarities and Differences

When we describe objects we can also describe items in terms of their similarities and differences.



Given below is a table giving details about different models of T.V. Read the questions and answers that follow.

Model	Price	Screen Size	Weight	Country of Manufacture
A	Rs. 12,000/-	14 in.	24 kg.	South Korea
B	Rs. 16,000/-	14 in.	24 kg.	Hong Kong
C	Rs. 22,000/-	20 in.	30 kg.	Hong Kong
D	Rs. 40,000/-	26 in.	30 kg.	Japan
E	Rs. 42,000/-	26 in.	32 kg.	West Germany

### Similarities

1) How is Model A similar to Model B?

Model A is similar to Model B in weight.

Model A is the same weight as Model B. Model A is as heavy as Model B.

### Differences

i) How is Model A different from Model B?

Country of Manufacture	Model A	is different from Model B in price.
Hong Kong	Model A	is cheaper than Model B.
ii) How does Model A differ from Model B?	Model A	differs from Model B in price.

The Price of Model A differs from the price of Model B.

iii) A costs Rs. 12,000/- but whereas B costs Rs. 16,000/- while

### More about Similarities

Did you notice that there is a similarity between Model B and Model C?

- Both B and C are made in Hong Kong.
- Like B, C is made in Hong Kong.



Complete the following sentences using **both** or **like**.

- i) ~~both~~ <sup>and</sup> D, E..... have a 26 inch screen size.  
 ii) ~~like~~ <sup>C, D</sup>..... is 30 kg. in weight.  
 iii) ~~like both~~ <sup>A, B</sup>..... has a 14 inch screen size.

### Comparing and Contrasting More than 2 Things

- i) When comparing and contrasting more than 2 things, remember that you can use **but**, **whereas** etc.

eg: Both A and B are 24 kg. in weight but D is 30 kg.  
 A and B weigh the same **whereas** E is heavier.

Comparatives and superlatives can also be used as follows.

B is **more expensive** than A but E is the **most expensive** model.

When comparing A, D and E, E is the **heaviest** of the three.

E is the **most expensive** of all the models.

E is the **most expensive** model.

### Activity (Pair Work)

Fill in the blanks in the following paragraph comparing objects A and B. Use the words given below the paragraph to fill in the blanks.

Object	Model	Price	Screen Size	Weight	Country of Manufacture
A. Television	Sony	Rs.22,000/-	20 in.	30 Kg	Hong Kong
B. Television	Toshiba	Rs.22,000/-	20 in.	30 Kg	Hong Kong

The two models of ~~television~~ <sup>sets</sup> in the table given above have many ~~similarity~~..... Both A and B are models of ~~20 in~~ <sup>20 in</sup>..... T.V. sets. ~~like~~..... the Sony, the Toshiba is also made in ~~Hong Kong~~..... The Sony is 30 kg in ~~weight~~..... and similarly the Toshiba also ~~weighs~~..... 30 kg. They ~~Rs. cost~~..... Rs. 22,000/- each.

weighs <sup>are</sup>  
 television **sets**  
 20 inch  
 weight

cost  
 similarities  
 Hong Kong  
 like



### Activity

Write a short paragraph comparing objects A and B.

Object	Model	Size	Colour	Cost	Country of Manufacture
A. Refrigerator	National	8 Cubic Feet	White	Rs.25,000/-	Japan
B. Refrigerator	Singer	8 Cubic Feet	Green	Rs.25,000/-	Japan

### Supplementary Activities

Imagine that you are a tourist guide. Go through the Illustrated Guide pages on the next page and do the following.

a) Prepare a price list of handicrafts for easy reference. Use page 1 of the Illustrated Guide.

- 1) Lacquered handled coconut shell spoons .....
- 2) Unpolished Wood-handled coconut shell spoons .....
- 3) Plain reed purses .....
- 4) Coin purses with fancy designs .....
- 5) Plastic bangles .....
- 6) Shell & bead necklaces .....

b) Help a tourist select some souvenirs to fit the specification given below. Use page 2 of the Illustrated Guide.

1) He needs 3 handicraft items made out of Brass. What would you suggest?

- a) ..... b) .....  
c) .....

2) He is interested in items made out of clay. What would you suggest ?

3) He is looking for a cheap brass lamp. What would you suggest ?

4) He wants an inexpensive (for less than Rs. 50/-) ornament for his writing desk at home. What would you suggest ?

5) He wants to buy a wedding present for a friend. What would you suggest?

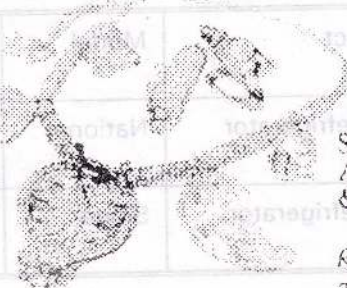
6) His daughter wears only modern jewellery. Would you suggest any jewellery from the Illustrated Guide? Given reasons for your answer.



Write a short paragraph comparing objects A and B.

**ELEPHANTS**

Elephants, the patterned family come in packs, fashioned after the elephants in procession at the Kandy Perahera. Bright and stylized from Rs 35.00 a set of four



**SILVER AMULETS & NECKLACE**

Reproduction antique silver necklaces and

amulets made from local Kandyan silver ( tarnishes very easily Necklaces from Rs 75.00 and amulets from Rs 30.00

Go through the illustrated Guide pages on the next page and do the following.

Prepare a price list of handicrafts for easy reference. Use page 1 of the illustrated Guide.



Brass oil lamp found at a local market up country for Rs 35.00

Bird on a chain lamp, also in brass, more expensive. from Rs 100.00 - Rs 3000.00 depending on size.



**PLASTIC BANGLES AND SHELL BEADS**

Sold at most major tourist sites. Bargain for best price. Plastic bangles from Rs 2.00 Shell and bead necklaces from Rs 2.00 - Rs 35.00





## BRASS & SILVER

Tea spoons for a very special gift. Sterling silver or plated. Some with semi-precious stones inset in handles. Plated spoons from Rs 20.00. Sterling silver from Rs 70.00 - Rs 325.00. Equally attractive are the brass spoons, from Rs 20.00 each.



### THAACHIYA

Thaachiya - A cooking pot (miniature) from Rs 50.00 up depending on size. In beaten Brass.



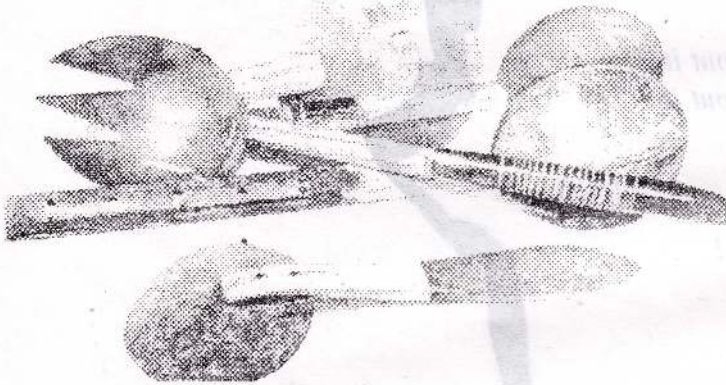
### MINIATURE COOKING POTS

Chilly miniature clay cooking pots, with or without lids available at most market stalls. From Rs 10.00 a set of four.



### COCONUT SHELL SPOONS

Available in two varieties. Brightly lacquered handles with coconut shell bowls (make sure they are firmly fixed.) in an assortment of sizes, including attractive sets for salads. From Rs 5.00 - Rs 50.00. The other type with unpolished wood handles that slot into the bowl - less elegant, but stronger - from Rs 1.00.



### ENVELOPE OPENERS

Made of wood and lacquered over in brilliant colours. Very cheap, and obtainable from most souvenir shops. Other varieties include Brass and Tortoise shell.



### COIN PURSES

Attractive and durable - in colourful woven reed.

Plain purses from Rs 2.00 - Rs 12.00 and fancy designs from Rs 20.00. Also in the same reed are table mats - in colour or natural, and hangers for coconut shell spoons.





Read the following poem and answer the questions given below.

### It's Got to be Somewhere

Where is it ? Where is it ?  
Where is it ? Where is it ?  
I can't find it !  
She can't find it !  
It's got to be here, it's got to be here !  
It has to be here ! It must be here !  
It's gone ! It's gone !  
It's gone ! It's gone !  
Take it easy ! Take it easy !  
It has to be here  
It must be here.  
It can't be lost  
It can't be lost.  
It's got to be here  
It's got to be here  
Try to remember  
Try to remember  
I can't remember  
Think back !  
I can't think.  
Think back !  
I can't think.  
Where did you put it ?  
Where did you put it ?  
I can't remember  
I can't remember  
Oh, here it is, here it is !  
Thank heavens !  
I found it  
She found it.  
Here it is ! Here it is !  
Whew !

From Jazz Chants  
By C. Graham

1. What do you think the word 'it' refers to ?
2. Pick out the words/phrases which show that 'it' is missing.
3. According to the poem what will help 'them' to find 'it' ?
4. Does the poem say that they found 'it'. Which lines indicate this ?



## LESSON 04

# DESCRIBING PLACES

## DESCRIBING PLACES

### Objectives

- Write a simple factual description about a building or place.
- Describe features such as location, historical facts, architectural and geographical details, facilities available etc.
- Use linguistic expressions of place, location, position.
- Write structured paragraphs - Present the information (general facts and specific features) in an organised manner.



### Writing Descriptions of Places

In this lesson you will learn how to describe places, especially places in Sri Lanka. When describing a place, there are facts that you should mention. However you should remember that these details depend on your *purpose* in writing the description. Given below is a list of features that can be used when describing a place.



- i) *What kind of place it is*  
ie. is the place a room? a house? a building? a city? a village? etc.
- ii) *Location*  
ie. where it is situated.  
eg :the distance from another place or other geographical details.
- iii) *Physical details*  
size, climate, physical nature - eg. is it beautiful? cold? windy? etc.
- iv) *Other interesting details*  
ie. if there is anything special about the place. eg : it is a sacred area of historical importance etc.

Here is a model description of a Place. Read the description carefully.

*My school is in the Moneragala district. It is situated on the main road. It is a small school. My school has only 15 classrooms. There is also a playing field in my school. There are many large trees in the garden.*

*My school is in a very convenient location. A number of buses stop near the school. So it is easy for me to travel to school.*

### Exercise

- i) What kind of place does this passage describe ?
- ii) Where is it situated (location) ?
- iii) Write 2 physical details about the place.
- iv) Does the passage mention any other special details ? If so, what are they?



Activity

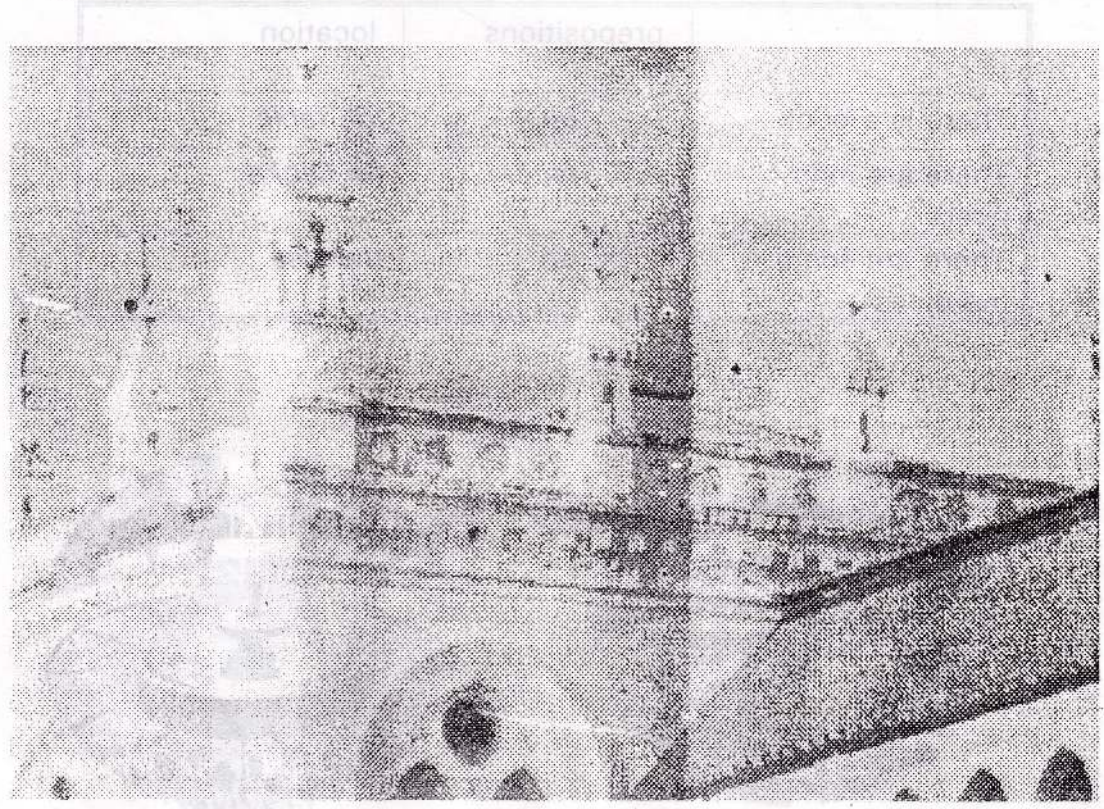
Language Study

Given below is a description of a place. Read through the passage and fill in the blanks using the appropriate word/words.

The old Town Hall is situated in the public heart of Colombo in Pettah.

It is one of the most fascinating old public buildings in Colombo. It is only 2 storeys tall. The tall, wooden entrance door of the building is topped with a fan light of lattice work. The ceilings are made of boards of mahogany. There are chandeliers in the rooms and corridors of the entire building. This building served as the centre of municipality's government for 65 years. Later, it became a Museum and a Cultural Art and Trade Centre.

- Rooms
- public buildings
- building
- wooden
- ceilings
- heart of Colombo
- Museum





In the description of the school given above, you may have noticed the use of the structures 'There is ....' and 'There are ....'.

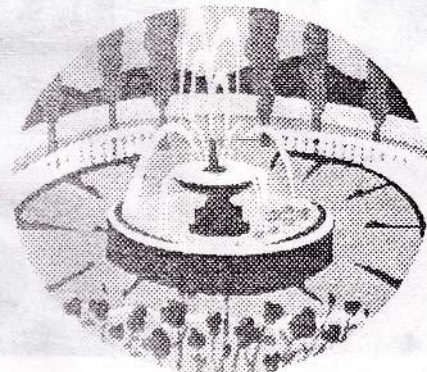
- eg : a) There is a play-ground in my school.  
 b) There are many large trees in the school garden.

These structures often occur in descriptions of location, i.e. to indicate where something is located.

Note that in the two sentences (a) and (b) above, 'There is ....'/'There are .....' are followed by a preposition (in) and a location (school), (the school garden)

1. When using 'There is ..../There are' you must remember to complete the sentence with a locative phrase (i.e. a preposition and a location). Look at the following examples.

	prepositions	location
There is a book	<i>on</i>	<i>the table</i>
There are many rivers	<i>in</i>	<i>Sri Lanka</i>
There are some mangoes	<i>on</i>	<i>the tree</i>





2. You should also remember that 'there is ...' is used with the indefinite article *a/an* + *noun*.

eg : There is *a book* on the table.

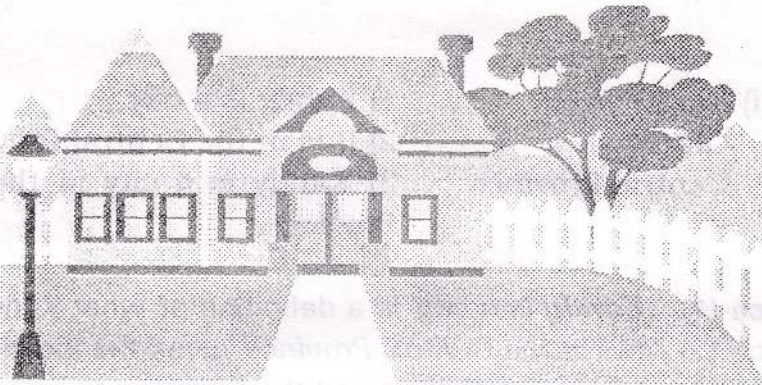
### Exercise

In the following sentences underline :

- a) article and noun phrases
- b) the locative phrases

- 1) There is a blackboard in my class room.
- 2) There is a well at the bottom of the garden.
- 3) There are many students in the class room.
- 4) There is a car in the garage.
- 5) There are many students in the class room.

### Activity



Using the passage given above as a guide, write a short description of your school. You should write at least 8 sentences.

Your description should state

- a) the location of the school
- b) at least 2 physical details about the school
- c) at least one special detail about the school



## More about describing Places - Describing Places in Sri Lanka

In the section above, we dealt with describing buildings. In this section we shall deal with describing places in Sri Lanka.

As noted above when describing places, you should begin by stating what kind of place it is, and then give details such as location, physical details etc. Here is an exercise to help you define places in Sri Lanka.

### Activity

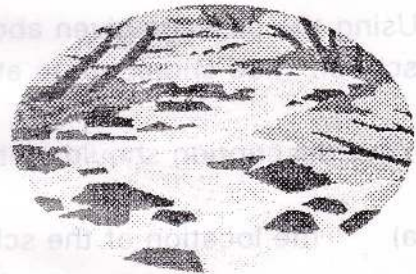
The words on the left give you details about well-known places in Sri Lanka. Use these words to write three sentences about each place. Add suitable prepositions where necessary.

Follow the example given.

- |                  |  |
|------------------|--|
| i) Kandy         | 1) Kandy is a city                         |
| City             | 2) It is in the Central Province           |
| Central Province | 3) Kandy is a city in the Central Province |

Sentence (1) '*Kandy is a city*' is a definition of what Kandy is.  
Sentence (2) '*It is in the Central Province*' gives the location.  
Sentence (3) gives the definition and the location.

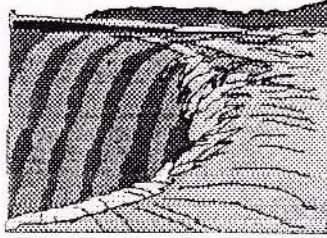
- ii) Kelani Ganga  
river  
Colombo
- iii) Elephant Pass  
causeway  
Jaffna peninsula





- iv) Bandarawela  
Hill station  
Uva province

- v) Castlereigh  
Dam  
Maskeliya



### Activity

Think of five Places in your village/town/district. Write their names one under the other. Then write three sentences about each, as in the previous activity .

### Activity (Group work)

Form groups and write definitions of your own and a statement giving the location of the following places :

1. Adam's Peak
2. Diyaluma
3. Ruvanweliseya
4. Horton Plains





## Language Study

Linking Ideas - The use of the relative pronoun **Which** to join sentences describing places.



Look at this example.

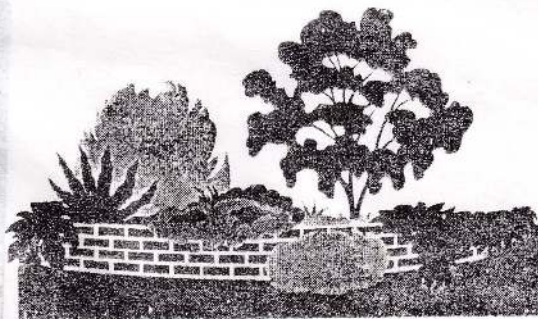
- a) Jaffna is a city.
- b) Jaffna is in the North of Sri Lanka.

Sentences (a) and (b) can be linked by **which**.  
ie. Jaffna is a city, which is in the north of Sri Lanka.

Exercise  
Think of five places in your village/town/district. Write their names one under the other. Then write three sentences about each of the previous activity.

Link the following set of sentences using **which**.

- 1. a) The Dalada Maligawa is a temple.  
b) The Dalada Maligawa is in Kandy.
- 2. a) The Kalu Ganga is a river.  
b) The Kalu Ganga flows near the city of Kalutara.
- 3. a) The Senanayake Samudra is a tank.  
b) The Senanayake Samudra is in Inginiyagala.





Note:

When using **which** to join sentences, note that you can use it to give importance to one of the details.

i) If you wish to give importance to the definition, use **which** in the section of the sentence containing the definition.

eg : The Dalada Maligawa, **which is a temple**, is in Kandy.

ii) If you wish to give importance to the location use **which** in the section describing the location.

eg : The Dalada Maligawa is a temple, **which is in Kandy**.

Exercise

Write a sentence about each of the following. Your sentences should

- i) contain the pronoun **which**
- ii) include the words given in brackets.
- iii) emphasise the word given in capitals.

- 1) Sri Lanka (**ISLAND**, India Ocean)
- 2) Colombo (city, **WESTERN PROVINCE**)
- 3) Sigiriya (**ANCIENT ROCK FORTRESS**, Dambulla)
- 4) Badulla (**LARGE TOWN**, Uva Province)
- 5) Devinuwara (ancient shrine, **SOUTHERN COAST**)



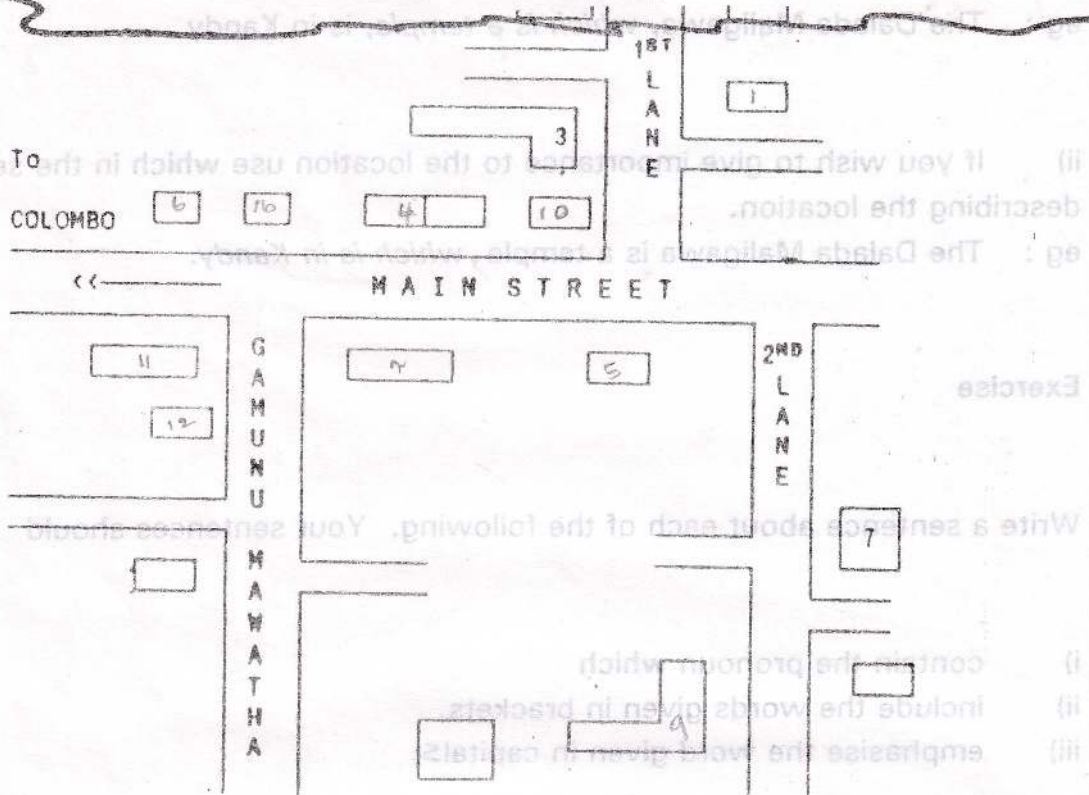
## Describing your city, town or village

Note:

In the sections above, we described places in simple terms.

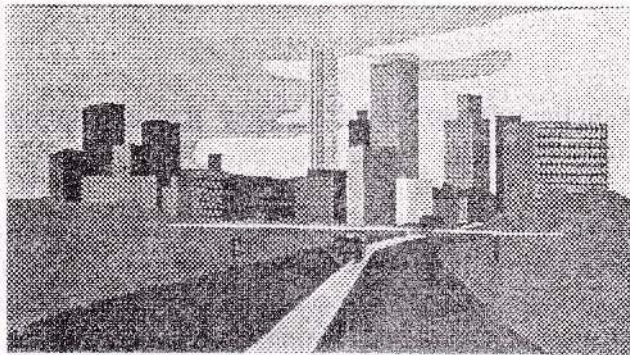
In this section, we'll describe a place in greater detail. We'll focus on how to describe a town or a village.

Study the map given below. The numbers are missing. Read the exercise on the next page, and put the numbers where you think they should be.



1. Bakery	10 Supermarket
2. Post Office	11. Playground
3. Hospital	12. Temple
4. People's Bank	13. Kovil
5. Urban Council	14. Mosque
6. Restaurant	15. Church
7. Rest House	16. Textile Shop
8. Maha Vidyalaya	17. Hardware Shop
9. Bus Stand	18. Petrol Station

Write a description of the town by filling in the blanks.



- 1) The hospital is ..... <sup>in</sup> ..... <sup>the</sup> ..... 1st Lane.
- 2) The Post Office is ..... <sup>front of</sup> ..... <sup>behind</sup> ..... Main Street.
- 3) The People's Bank is ..... the textile shop.
- 4) The textile shop is ..... <sup>between</sup> ..... the People's Bank and the
- 5) restaurant.
- 6) The supermarket is ..... <sup>near</sup> ..... the People's Bank
- 7) ..... <sup>urban council</sup> ..... <sup>in</sup> ..... Main Street.
- 6) The Urban Council is ..... <sup>front of</sup> ..... the bus stand.
- 7) The temple is ..... <sup>front of</sup> ..... the playground.
- 8) The bakery and ..... <sup>hospital</sup> ..... are ..... <sup>in</sup> ..... <sup>the</sup> ..... 1st Lane ..... the mosque.
- 9) The kovil is ..... the Maha Vidyalaya.
- 10) The restaurant is ..... the ..... and the textile shop.



Scan the following passage and find answers to the questions given below.

## HANWELLA

*location*  
Hanwella is a village on the route to the hill country. It is situated by the Kelani Ganga about 45 kilometers from Colombo.

*highly important*  
It was once a Portuguese fortress. After the Portuguese came to Sri Lanka in the early years of the 15<sup>th</sup> century Hanwella became an important place. It was on the route of armies both local and foreign. Camps were set up there in times of war between the Sinhala kings and Portuguese, Dutch and British armies. Remains of the fortress exist to this day in the grounds of Hanwella Rest House, built in British times.

*economy*  
Modern Hanwella is no sleepy little hamlet. The majority of its inhabitants are farmers. Paddy, vegetables and fruits are widely and extensively grown.

*special features*  
A few miles from the main town is a Roman Catholic Convent. The nuns there have learnt the specialized art of nurturing silk worms and weaving the most beautiful and softest natural silks, in Sri Lanka.

At Hanwella, those travelling on to the High Level road or branching off from the Low Level road from Colombo, get their first glimpse of Sri Pada.

1. Where is Hanwella situated?
2. When did Hanwella become important?
3. When were the camps built in Hanwella?
4. What is the major source of income of the people of Hanwella?
5. What skills do the Roman Catholic nuns have?
6. Pick out the sentence which tells you that Hanwella today is a busy place.
7. What can people travelling from Colombo to Hanwella see on the way?



## Writing Descriptions of Places

A model description of Puttalam is given below. Read the description carefully and answer the questions given below.

### Model Description

#### PUTTALAM

Puttalam is an important town on the North Western Coast of Sri Lanka. It is about 135 kilometres from Colombo. It can be reached by train and bus. The North Western coastal railway which is called the Puttalam Line terminates here.

Puttalam which belongs to the Low-country dry zone has a warm, dry climate. The rainfall is seasonal and is between 25-50 inches. On an average the area has over 80 days of drought.

The livelihood of the people in the area is conditioned by the climate and soil. Paddy is cultivated during the wet season while dry grains such as kurakkan are grown during the dry months. Cotton also grows well in this climate. Coconuts thrive in this sandy coastal area. Cement and salt are two of the major industries in the region. This area supplies a large portion of the country's requirement of salt. Being a coastal town, fishing too is a major occupation.

Puttalam was an important sea-port in the time of the ancient kings. Merchants from the Arabian countries came here in search of arecanuts and cinnamon. In the 18th century, during the Dutch occupation of the coastal regions, the Kandyan kings were unable to continue their trade as the Dutch closed this port from time to time.

Puttalam being on the west coast of Sri Lanka was under foreign rule for nearly three centuries. The Christian religion, Christian churches, the Dutch canal and fortress are remnants of this period which can be seen even today.

1. Each paragraph in the text carries a main idea. These ideas are jumbled below. Put them in the correct order.



A model description of Puttalam is given below. Read the description

- a) Puttalam as a port
- b) Colonial influence
- c) Access and location
- d) Economy
- e) Climate



**Activity**

In the text below the paragraphs are jumbled.

- a) Put them in the correct order and rewrite the passage.
- b) Write the main idea discussed in each paragraph.
- c) The following words occur in the text. Look them up in the dictionary and write the most suitable meaning.

- 1) endemic .....
- 2) considerable .....
- 3) treasure .....



*sinharaja*

The Sinharaja Forest contains many rivers and streams. It also contains a large number of plants used for ayurvedic medicine. The forest is also the home of many rare birds, animals and insects found nowhere else in the world. In addition 60% of the trees found in the Sinharaja are *endemic* to Sri Lanka.

*collected*

The forest is legally protected and no one can cut down the trees or destroy the forest in any way. It is truly a national treasure.

*sinharaja*

The Sinharaja forest is the only rain forest of any considerable size left in Sri Lanka. It is about 9000 hectares in extent. This forest is situated in the south Western section of the island.

The local name of the Sinharaja forest is Sinharaja Adaviya which means the forest of the lion king. The forest is said to have belonged to the ancient kings of Sri Lanka.





# Reading

## I will Take You There

I lie awake at night and I go sailing,  
When the worry of the day won't let me be.  
I dream of a place where the sky is crystal blue,  
And the sand reaches miles into the sea.  
From my head down to my toes the sun it warms me,  
And the pine spreads a sweetness in the air.  
Should I sleep in the shade with a cool lemonade,  
Or go running through the waves without a care?

*I go sailing, yes I'm sailing; from the four walls of my  
room on a rainy afternoon.  
I go sailing, yes I'm sailing; if you dream awhile then  
I will take you there*

I lie awake at night and I go flying,  
When the worry of the day won't let me be.  
I dream of a place where the earth is small and round,  
And the stars reach as far as you can see.  
I can float above the world and it's so peaceful.  
I'm a long long way from home and I don't care.  
A million miles away from the heat of the day.  
A million miles but I can take you there.

*I go sailing, yes I'm sailing; from the four walls of my  
room on a rainy afternoon.  
I go sailing, yes I'm sailing; if you dream awhile then  
I will take you there*

Steve Hall

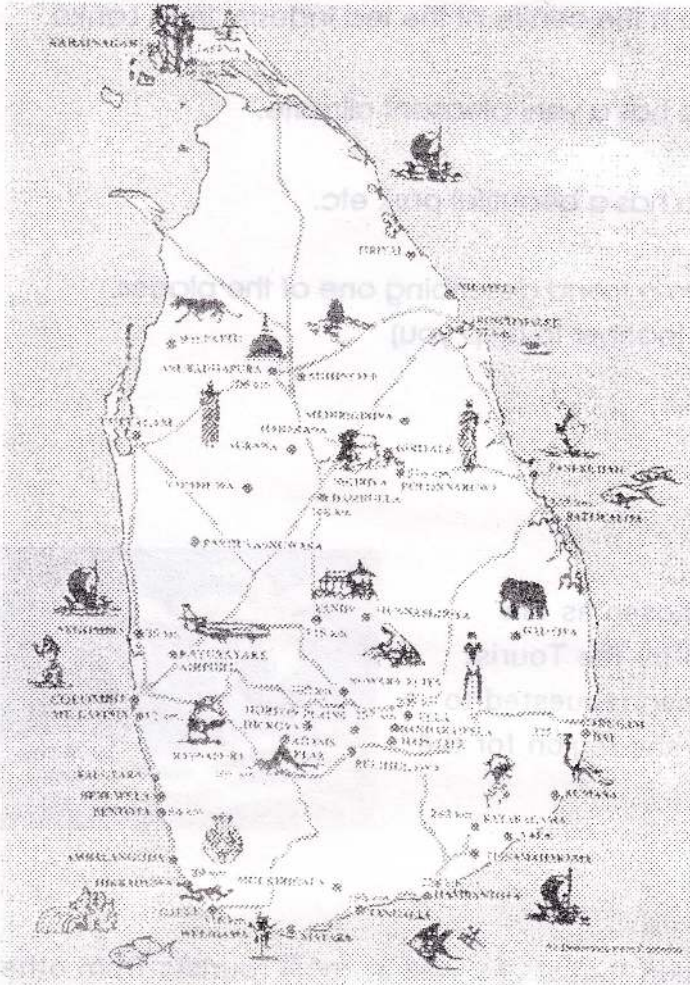
1. Where do you think the poet is at this moment?
2. Pick out the words and phrases in the poem that refer to places.
3. What kind of a place is described in stanza 1?
4. What kind of a place is described in stanza 2?
5. Draw a picture of one of the places described in the poem.
6. Describe to the class a place where you would like to be at this moment.



## Activity

### Worth a visit (Group Work)

This map gives you an illustrated guide to places of interest in Sri Lanka.



1. Form groups of five
2. Choose five different places on the map that you would like to visit.
3. Choose one each from the North, South, East, West and Centre.
4. Write 3 sentences about each place. You should have a total of fifteen sentences.
5. Read out your description to the class.  
In some cases, the distance from Colombo is also marked,  
eg : Kandy - 116 kilometres from Colombo  
Trincomalee - 257 kilometres from Colombo etc.



a) In your description, give the distance from towns other than Colombo.

eg : Dambulla is 32 kilometres away from Colombo.

{This can be worked out from the figures given}

b) Write at least one sentence about why the place is worth a visit.

eg : Nuwara Eliya is the centre of the tea industry in Sri Lanka.

Or

Nuwara Eliya has a very pleasant climate.

Or

Nuwara Eliya has a beautiful park etc.

2) Then write a letter to a friend describing one of the places.  
(You may ask your teacher to help you)

### Activity

Your region has been chosen as an International Tourist Site by the Tourist Board. Your class has been requested to write the information on the region for the brochure.



You have to attract foreign tourists as well as local tourists from other parts of the island.

- 1) With the help of your teacher, identify places of historical, cultural or religious interest in your region. Find at least five such places.
- 2) Form groups of five. Each group should choose one place to write about.
- 3) Discuss all the details about the place your group has to write about.
- 4) Now write the description. Try to make it as interesting as possible. Look at the model passage on Puttalam for ideas. Write the description as neatly as possible.

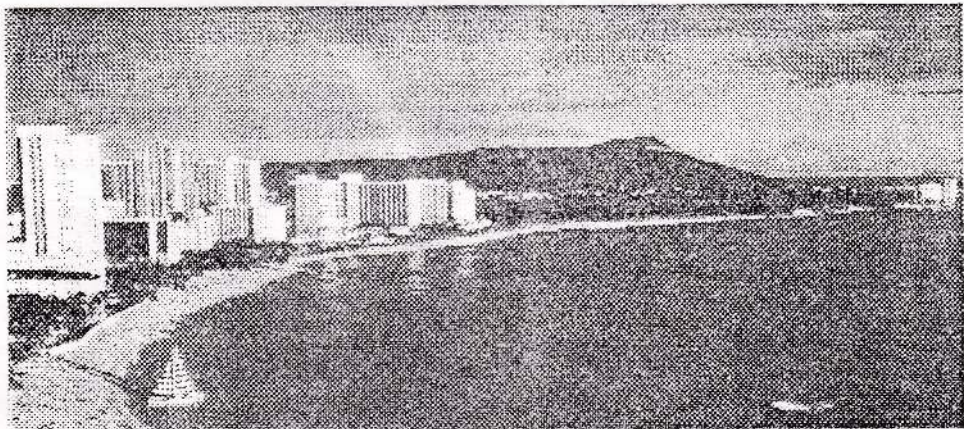


- 5) Find pictures/take photographs of the place if you can.
- 6) Once all the groups have finished writing, read out the description to the other groups.
- 7) Collect all the passages and write them out as one essay on your region. Insert the pictures you found.  
Give this essay a title.

Here are some suggestions to follow when writing your description.

- 1) Organise Your Description  
In paragraph 1 describe the present. Use present tense form of the verbs.  
In paragraph 2 describe the past. Use past tense forms of the verbs.
- 2) Include the following information.
  - a) Name of Place : If the English name differs from the Sinhala or Tamil name, then give this information.
  - b) Appearance : What it looks like.
  - c) Significance : Why the place was important in the past. Why it is important in the present. Who built it etc.
  - d) Special features : Economy
- 3) If you do not know much about the place, ask other people, read a guide book or ask your teacher to help you.

Do this for homework and bring this information to class and discuss it with your group.









## LESSON 05

# Modern Messages



## Modern Messages

### Objectives

1. Conduct a conversation on the telephone in English
2. Use the interrogative form and contractions in telephone conversations
3. Write telegrams
4. Use the clipped language of telegrams
5. Discuss a poem called *Telephone conversation* by Soyinka

### TELEPHONE CONVERSATIONS

Even in a developing country like Sri Lanka, the telephone is no longer a luxury. It is now a necessity of modern life. If you are interested in getting a job in the government or private sector, you must know how to use the telephone, take and give messages in a polite manner and become familiar with telephone etiquette.

- I. Read the following dialogue, then read it aloud with someone in the class.

Sampath: Hello, is this 695301?

Receptionist: What? I'm sorry I can't hear you.

Sampath: Is this 695301?

Receptionist: Yes. This is the University Grants Commission.  
Whom do you want to speak to?

Sampath: I want to speak to someone regarding admissions.

Receptionist: Okay. Hold the line please.

Sampath: Thank you.

Receptionist: You're welcome.

In the above conversation, the speakers don't know each other, therefore, certain expressions of polite conversation are included. Please note how the conversation starts and how it ends.

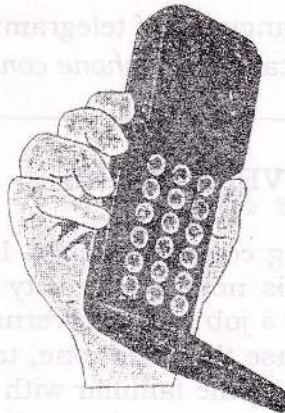
**Normal markers or expressions of politeness are the following:**

Hello

✚ I'm sorry I can't hear you OR I beg your pardon

Speak louder please.

There's something wrong with the line, can you say it again?



Whom do you want to speak to?

✚ She's busy right now, can you call later?

He's busy right now, whom shall I say is calling?

✚ Is there any message?

Where are you calling from?

What's the problem you wish to discuss?

She's at a meeting, I don't know when it will be over.

✚ He's not in today. Can I take a message?

✚ Hold the line please. OR Be on line.



I'll check to see if she can take your call.  
Thanks for calling, I'll give the message.





II. Now look at the following situations and select one of the expressions given above and fill in the box:

A. You can't hear the other person

I'm

B. The Manager is busy

C. You need to take a message

D. Your colleague is absent today.

E. You're going to call your colleague to the phone.

III. Now listen to the next dialogue, which is a continuation of the first, and enact it in class.

Sampath: ...Hello, is this the Admissions Branch?

Mr. Pivatissa: Yes, how can I help you?

Sampath: I'm a student from Gampaha. I need to get some information.

Mr. Pivatissa: Yes, about what?

Sampath: I want to know when we'll be told if we've been selected to the University.



Mr. Piyatissa: I see. Actually, the person who's handling that is not in today. He's on leave. Can you call again?

Sampath: I'm sorry, I got through today with the greatest difficulty. Can you please ask him to call me, I'll give my number.

Mr. Piyatissa: Okay. But if he doesn't contact you within the next two days, you'd better call again. What's your name and contact number?

Sampath: I'm Sampath Liyanage and my phone number is 033-22407.

Mr. Piyatissa: Okay, Sampath: I'm sorry I couldn't help you.

Sampath: That's okay. Thank you.

Mr. Piyatissa: You're welcome. Goodbye!

**When you compare this second dialogue with the first, you will realise this deals with more information. Compare this dialogue with the first and see if you can note the differences.**

\*\*\*\*\*  
**New markers or expressions of politeness used in this dialogue and alternatives are given below:**

- Yes, how can I help you? OR Yes, what's the problem?
- I need to get some information. OR Can you help me please?
- What exactly do you want to know?
- Can you call again?
- I'm sorry I got through today with the greatest difficulty.
- I'm sorry it's very difficult to get this number, it's always busy.
- Can you please ask him to call me?
- You'd better call again. OR You should call again in case he doesn't.
- I'm sorry I couldn't help you.
- I'm sorry I don't have that information.
- I'm sorry the lists are not ready yet.
- That's okay. Thank you.
- You're welcome.
- Goodbye! OR Bye! OR Cherrio!



[In Sri Lanka, only "Cherrio" was used until recently, but now in the 1990's you can use any of these three forms of farewell]

## Grammar for Telephone Conversations

### i. Question formation or Interrogative Form

e.g. What?

Yes, about what? (shortened form of: What's it about?)

What's the problem you wish to discuss?

What's your name and contact number?

How can I help you?

Whom do you want to speak to?

Whom shall I say is calling?

Where are you calling from?

Can you say it again?

Can you call again?

Can you call later?

Can I take a message?

Can you please ask him to call me?

Is this 695301?

Is this the Admissions Branch?

Is there any message?



There are 03 types of the interrogative form shown above:

- The use of question words such as 'what?' 'how?'
- Question forms beginning with "Can...?"
- Question forms beginning with "Is...?"

### GRAMMAR EXERCISE

Form questions from the following information.

e.g. i. You want to speak to the Manager.

Question: Is the Manager there? OR <sup>could</sup> Can I speak to the Manager?

ii. You want to leave a message.

Question: Can you please give her/him a message?

(a). You want 08-24579. *Is this 08-24579.*

Question:

(b). You need directions to get to the office. *How can I come to*

Question:

*the office.*

(c). You want to know who is speaking.

Question:

*May I know who is*

*75 speaking there please.*



May I know his <sup>used</sup> position or <sup>official</sup> cap?

(d). You want to know the officer's designation.

Question:

(e). You want Kamala to call you back.

Question:

please call me again.

(f). You want to know if you are talking to the Director.

Question:

Is it the director's <sup>speaking</sup> then?

(g). You want to know if you have got the People's Bank.

Question:

Is it <sup>please?</sup>

(h). You want to know if you can give a message.

Question:

could I give to message <sup>please?</sup>

(i). You want to help the person who has called.

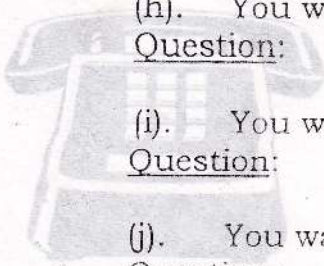
Question:

Can I help you?

(j). You want to know where the person is calling from.

Question:

where are you calling from <sup>please?</sup>



**ii. Use of contractions or shortened forms**

The use of contractions or shortened forms is a sign of fluency in modern English usage. It is no longer considered wrong or a form of slang to use contractions in speech and in writing. It is **only in very formal** documents such as certificates that contractions are not used. Given below are some contractions used in this lesson so far, along with the original form. See if you can complete the list, focussing on the contractions.

I'm sorry I can't hear you.	I am sorry, I cannot hear you.
You're welcome.	You are welcome.
She's busy right now.	She is busy right now.
	He is busy right now.
What's the problem you wish...?	
	She is at a meeting...
I don't know when it will be over.	I do not know when...
	He is not in today.
I'll check to see if she	I shall/will check...
	I shall give the message.
can't	You cannot hear the other person.



you're	You are going to call your colleague
I'm	I am a student from Gampaha.
we'll	I want to know when we will be told
we've	If we have been selected to...
The person who's handling that	The person who is handling that
	He is on leave.
	I am sorry.
	I shall/will give my number.
	If he does not contact you...
You'd better call again.	You had better call again.
what's	What is your name?
	I am sorry I could not help you.
That's okay.	That is okay.

### iii. Ending sentences with Prepositions

According to archaic (old fashioned) rules of English grammar, it was considered wrong to end a sentence with Prepositions. However, English has changed within the last one hundred years, and one of the rules which is no longer observed is the rule that it is wrong to end a sentence with a Preposition. Therefore, the following are correct:

- ✓ I don't know whom to turn to.
- ✓ It's a job I've applied for.
- ✓ It's a phone call I'm waiting for.

### IV. Write your own dialogue

Imagine that you have to call someone regarding a job you have applied for. Imagine that all your friends have been called for interviews, but you haven't received a letter about the interview. **Write out the dialogue and enact it.** (Remember to use contractions and the interrogative form.)

V. Modern Message Systems

Look at the following vocabulary items and find out what they mean or what functions they perform:

Computer literacy	
Call charges	Telephone rates
E-mail	Electronic mail
Snail mail	A joking reference to ordinary mail
Air mail	
Sea mail	
Fax machine	
Phone booth	
Cell phone	
Land phone	

WRITING TELEGRAMS

Telegrams are sent when a message is urgent. When sending a telegram we have to pay by the word. Therefore the more words we use, the higher the cost. So the message in a telegram should be **short** and **clear**.

If we wanted to send the following message in a telegram,

*(I will be unable to report to work on Tuesday as my father is not well.)*

We would say

FATHER UNWELL. UNABLE REPORT  
WORK TUESDAY.



To be short and clear we need to be able to leave things out without affecting the meaning of the message. So we must find out what words we can leave out without making the message difficult to understand. Use the following key and do the next Activity:

**Noun:** names of people, places, things, abstract qualities such as mother, brother, manager, home, Matara, work, bus, sympathies etc.

**Pronoun:** I, my, you, your, he, she, their, we, our, this, that, these etc.

**Verb:** words which denote action such as do, act, give, ask, tell etc.

**Auxiliary Verb:** will, shall, have, has, is, are

**Prepositions:** to, on, in, at, with, by etc.

### Activity A

Identify the words that have been **included** in the above telegram message.

Nouns : *unable*

Verbs : *work*

Identify the parts of speech of words that have **not** been included in the following message.

..... : to, on

..... : I, my

..... will be

When writing telegrams in English you can often (but **not always**) leave out the following parts of speech.

a / the / some / any - **the** postman brought **a** parcel.  
(determiners)

is / have / will / has - Janaka **is** here. / Janaki **has been** ill.  
(auxiliary verbs)

I / he / she - **I** arrived yesterday.  
(pronouns)

my / his / our - Bring **your** lunch with you.  
(possessive pronouns)

in / on / at

(prepositions)

-Janaki is **at** home./The letter came **on** Monday

### Grammar Exercise

Identify the determiners, pronouns, prepositions, auxiliary verbs, nouns, verbs, adjectives and adverbs in the following sentences. Use the table given below.

1. He is the tallest boy in the class.
2. I went to the market to buy some pineapples and a comb of plantains.
3. Sri Lanka exports tea to the Gulf States, the United Kingdom and to Egypt.
4. I am leaving home now, I will be back on Monday.

Determiners	the, the, some, and, now, bo
Pronouns	he, I, he, I, oh
Prepositions	in, to, of
Auxiliary verbs	is, am, will
Nouns	class, boy, market, pineapples, comb, plantain
Verbs	went, but, export, back
Adjectives	tallest
Adverbs	-

#### Activity B

Make the sentences below as short as possible *without losing the meaning*.

e.g. : I will bring the tickets in the evening.

Will bring tickets evening.

1. Samantha is unable to come on Saturday.

Samantha unable come

2. The key is at home on the table by the window.

Key at home on table, by window.

3. Amal is not going to university because he wants to sit the A'Levels again.



do not come

4. We cannot come for the examinations. Please give us another date.

Telegrams can be sent to give instructions, make requests, respond to requests, to make plans and to give good/bad news, as in the following:

1. **Instruction**

MEET ME AT STATION, 10 A.M. FRIDAY

2. **Request**

UNABLE ATTEND MEETING. PLEASE EXCUSE.

3. **Response to requests**

MONEY SENT. WEDNESDAY

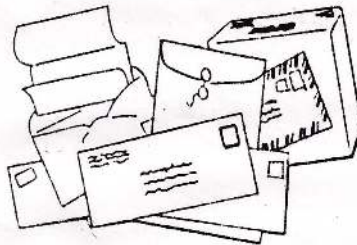
4. **Plans/Arrangements**

UNABLE COME TUESDAY. WILL ARRIVE WEDNESDAY WITH ABDUL.

5. **Good News**

CHAMPA HAD BABY GIRL, MONDAY.

blessed with.



6.

**Bad News**

JOHN KILLED LAST NIGHT - ACCIDENT. COME IMMEDIATELY.

**Activity C**

Rewrite the following messages as for a telegram.

"I am unable to come for your grandfather's funeral which is next Monday. I have to go for an interview. Please accept my condolences."

"We are having a party to celebrate the 50th anniversary of our company in two weeks. We would like you to come for the party"

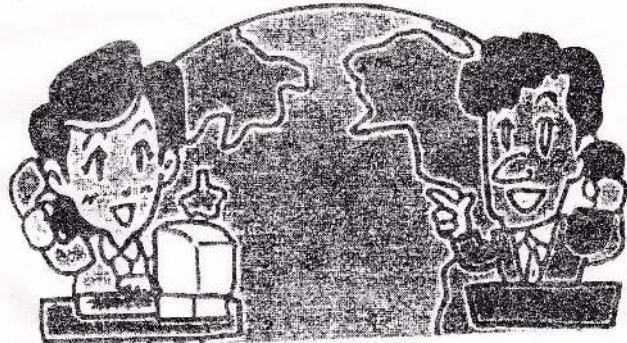
"They are starting the English classes on the 21st of this month. Classes are usually conducted on Sundays in the morning."

"My sister Chamila is not well. So she will not be able to come to work. Could you please inform the Principal."

"Please send my driving - licence which I left at home through Sarath as soon as possible."

"Thank you very much for the parcel. It arrived today."

Don't forget to use Block Capitals, the name and address of receiver and the name of the sender.



**READING COMPREHENSION**

Read the following poem and answer the questions given below.



## Telephone Conversation

By Wole Soyinka

The price seemed reasonable, location  
Indifferent. The landlady swore she lived  
Off premises. Nothing remained  
But self-confession. "Madam", I warned,  
"I hate a wasted journey - I am African." 5  
Silence. Silenced transmission of  
Pressurized good-breeding. Voice, when it came,  
Lipstick coated, long gold-rolled  
Cigarette-holder pipped. Caught I was, foully.  
"HOW DARK?"...I had not misheard... "ARE YOU LIGHT 10  
OR VERY DARK?" Button B. Button A. Stench  
Of rancid breath of public hide-and-speak.  
Red booth. Red pillar-box. Red double-tiered  
Omnibus squelching tar. It was real! Shamed  
By ill-mannered silence, surrender 15  
Pushed dumbfoundment to beg simplification.  
Considerate she was, varying the emphasis -  
"ARE YOU DARK? OR VERY LIGHT?" Revelation came.  
"You mean - like plain or milk chocolate?"  
Her accent was clinical, crushing in its light 20  
Impersonality. Rapidly, wave-length adjusted,  
I chose. "West African sepia" - and as afterthought,  
"Down in my passport." Silence for spectroscopic  
Flight of fancy, till truthfulness changed her accent  
Hard on the mouthpiece. "WHAT'S THAT?" conceding 25  
"DON'T KNOW WHAT THAT IS." "Like Brunette."  
"THAT'S DARK, ISN'T IT?" "Not altogether.  
Facially, I am Brunette, but Madam, you should see  
The rest of me. Palm of my hand, soles of my feet  
Are a peroxide blonde. Friction, caused - 30  
Foolishly Madam - by sitting down, has turned  
My bottom raven black - One moment Madam! - sensing  
Her receiver rearing on the thunderclap  
About my ears - "Madam," I pleaded, "wouldn't you rather  
See for yourself?" 35

### Questions:

- i. Who are the two people involved in this telephone conversation?
- ii. What was the "self-confession"?

- iii. Why was there silence when the caller said, "I am African"?
- iv. Why did the woman ask "HOW DARK"? & Why was the caller shocked?
- v. The terms "brunette", "peroxide blonde", "raven black" are used to describe the hair [colour of hair] of white women – Why does the caller use these terms to describe himself?
- vi. In lines 34 – 35 what does the caller refer to when he says "Madam, wouldn't you rather see for yourself?"
- vii. From the information given in this telephone conversation, where do you think it took place? How do you know?
- viii. What are the examples of sarcasm in this poem?
- ix. Describe the character of the woman in the poem. Do you like her? Why?
- x. Describe the character of the caller. Do you like him? Why?

### *Discussion Questions*

1. Do we Sri Lankans practise this kind of colour bar?
2. Can we rent rooms in houses belonging to people of different ethnic groups?
3. Do we care if people are DARK, VERY DARK, FAIR OR VERY FAIR?
4. Are we like the landlady in some ways?
5. How can we improve ourselves and discard our prejudices?

### **LISTENING COMPREHENSION**

Listen to a modern song on modern messages and enjoy it.



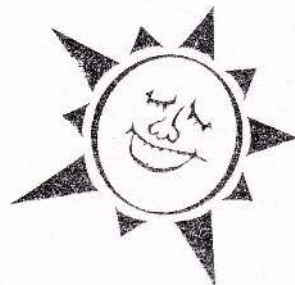
POSTCARDS FROM L.A. by JOSHUA KADISON

I'm the piano player down at Eddie's bar  
And Rachel, she's the waitress who wants to be a star  
She swears she's gonna make it, make it big someday  
And she'll send me picture postcards from L.A

When it's time for closing  
I play while Rachel cleans  
She listens to my music  
And I listen to her dreams  
She swears she's gonna make it  
She's going all the way  
And I say send me picture post cards from L.A

Chorus:

Send me postcards from L.A.  
Signed with love forever more  
Picture post cards from L.A  
to hang on my refrigerator door  
Rachel, if you find me one  
I'd love a picture of the California sun



Rachel shares my pillow  
She always asks me things  
Like do I really think she's pretty  
Do I like the way she sings  
I don't know how to answer  
So I always smile and say  
I say, send me picture post cards from L.A

Repeat chorus

Sometimes Rachel stands up in the middle of the bar  
And does a scene from the late show  
We all clap our hands as she puts her apron on  
She says next week I'm gonna go  
She'll even buy a ticket and pack her things to leave  
Though we all know the story  
We pretend that we believe  
But something always comes up  
Something always makes her stay  
And still no picture post cards from L.A

Repeat chorus

I'm the piano player down at Eddie's Bar  
And Rachel she's the waitress who wants to be a star





# PERSONAL NOTES PERSONAL NOTES

## LESSON 06 PERSONAL NOTES

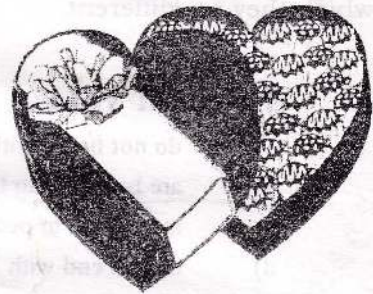
### Objectives of Lesson



object - பொருள்  
நோக்கம், செயல்  
பொருள்

objective - தி  
aim

- i) Identify situations in which personal notes may be written.
- ii) Write personal notes using the correct format.
- iii) Write a variety of personal notes using the correct expressions, grammar and syntax.
- iv) Vocabulary of modern communication
- v) Read and discuss a passage on e-mail
- vi) Listen to a popular song on a love letter by e-mail
- vii) Enact a dialogue on posting a job application



### Personal Notes

Often in our daily life we need to write short notes to people. We may wish to **request** something from someone, **thank** a friend, **apologise**, **make excuses** etc.

உதவியைக் கேடுதல்      வாழ்த்துதல்

## Requests

### Activity 1

Look at this note written by Sam to his room-mate Nishantha.

Nishantha

Please don't lock the door. I will be late. I am going to watch a video at Piyal's. Will be back at n.

- 1) What is the MAIN POINT of this note?

*He will be late*

- 2) In which sentence is the main point?

Personal notes are different from letters. Now let's consider the ways in

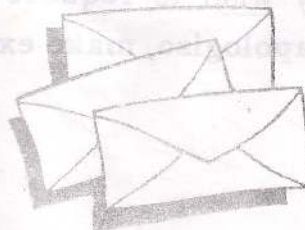


which they are different.

### Personal Notes

- a) do not begin with 'Dear .....
- b) are brief and to the point
- c) are written to people we know very well
- d) do not end with 'Yours sincerely/faithfully'

### Grammar for Personal Notes:





1. The **contracted forms** or contractions [discussed in Telephone Conversations] are used in Personal Notes. E.g.  
Don't wait for me.

2. Reminders of contracted forms are given below:  
I'm , isn't, won't, aren't, we're, he's, she's, can't

3. The **Apostrophe** is used in these contracted forms, to represent the missing letters.

4. The following are often confused. Study them carefully and learn to use them correctly. Note the spelling:

<b>It's</b>	It is
<b>Its</b>	belonging to it

The confusion here is that "It's" has an apostrophe, but it doesn't mean ownership or possession. The apostrophe represents the missing letter.

The possessive form "its" DOES NOT have an apostrophe.

5. Other contractions which cause problems are:

<b>Who's</b>	who is
<b>Whose</b>	belonging to whom

<b>There</b>	in that place
<b>They're</b>	they are
<b>Their</b>	belonging to them

<b>You're</b>	you are
<b>Your</b>	belonging to you

<b>There's</b>	there is
<b>Theirs</b>	belonging to them

The examples given here show a grammar rule:

The possessive form of the pronouns don't have an apostrophe as in its, theirs, whose, ours.

### GRAMMAR EXERCISE

Select the correct form and fill in the blanks.

e.g. \_\_\_\_\_ raining so hard, I can't see. (Its, It's)

**It's** raining so hard, I can't see.

1. It's a lovely day for a walk, but I'm too tired. (Its, It's)
2. That cupboard has been placed all wrong, its shadow is falling on the desk. (its, it's)
3. I told him that \_\_\_\_\_ too late to send the application now. (its, it's)
4. It's a difficult decision for a student to make, but which career to pursue, is a major issue. (Its, It's)
5. Who's the new President of the Board? (Who's, Whose)
6. Who's responsible to inform the Principal? (Who's, Whose)
7. I don't know Whose books these are, and I don't care. (who's, whose)
8. The books on Engineering are over there, in that section. (there, they're, their)
9. \_\_\_\_\_ responsible for the defeat, but the Chairperson has resigned. (There, They're, Their)
10. We're sick of \_\_\_\_\_ irresponsible behaviour, but the media are backing them. (there, they're, their)



11. The shirts you've been looking for are there, in the corner, but They're very expensive: of course their brand names or labels are the most fashionable. (there, they're, their)

12. The Spice Girls represent 'Girl Power' in the 1990's but most people say their music is not that great, they're just the current fad.

(there, they're, their)

13. Most people think film stars lead glamorous lives, but actually their lives may be as boring as ours. (there, they're, their)

14. The Principal said, "you're the Prefect, and your duties include checking the equipment." (you're, your)

15. You parents have given you the best they could, it's left to you to make the most of your life. (you're, your)

16. There's an intercity bus at 4.30, but I don't think I can catch it. (There's, Theirs)

17. This house is ours, not theirs. (there's, theirs)

18. "There's a tavern in the town," is the opening line of an old fashioned drinking song. (There's, Theirs)

19. "Theirs not to reason why, theirs but to do and die," are famous lines from Tennyson's poem, *The Charge of the Light Brigade*. There's no reason why you shouldn't read it. (There's, Theirs)

20. "There's room in my heart for you," sang the famous pop star. (There's, Theirs)

## Activities on Writing Personal Notes

Using the model given in this lesson (note from Sam to Nishantha) write brief personal notes for the following situations. Select any names you like.

1. You are unable to attend school today as you are suffering from a severe headache. Write a note to a classmate asking him/her to explain your absence to the class teacher.
2. Sita's aunt, Nirupama, is going shopping. Sita wants some red thread and six white buttons as she is sewing a blouse. Sita tells Nirupama she will pay her later. (Sita is sending this note through her brother.)

### Personal Notes Conveying Information

With the help of students write a personal note for the situation given below.

Yesterday on your way home you met the teacher who was your class teacher last year. She invited you and a classmate of yours to visit her during the New Year. Convey this information to your friend.

1. When you have written the note underline the verbs in it.
2. Which of the following verbs have you used ?  
met, is going, was, invites, invited



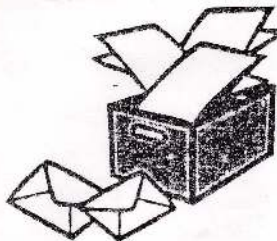
## Activity

*You are on your way to the library. A friend asks you to convey a message to a school-mate who has gone there. But when you get there he has already left. Convey this information to your friend.*

Read the situation given above and then fill in the blanks in the following personal note with suitable words.

Indika,  
Sorry, I \_\_\_\_\_ convey your \_\_\_\_\_ to Nihal. He \_\_\_\_\_ already left when I \_\_\_\_\_ to the \_\_\_\_\_.  
Ramya

1. Your friend Arumugam who is an athlete is absent from school today. You want to inform him that the games master wants all athletes to be present for practices from tomorrow.  
*217 5879 00000000*
2. Ismail wants to tell his brother Kamil that he had gone to the Mosque. After that he is going back to the office.
3. Your friend lost her bag. You have just found it. Write a note to your friend explaining this and where it was found.



## Notes of Thanks and Apology

Note A is a note of thanks and B is a note of apology.

A

Nirupama,

Thanks for getting the thread and buttons. I'll pay you later.

Sita

B

Wimal,

I'm sorry but I can't come for the match. Have to go to Kandy urgently.

Sarath

### Phrases used for thanking

Thank you/Thank you very much/Thanks a lot.

I must thank you.

I'm grateful/I'm extremely grateful.

I appreciate it very much.

### Phrases used for apologising

I'm sorry/I'm very sorry/Sorry that.....

I apologise/I must apologise.





## Activity

Read carefully through the following and decide whether a note of thanks or a note of apology has to be written. Then write out the notes.

1. Manel has borrowed thirty rupees from Sriyani and has forgotten to return it. She wants Sriyani to excuse her. She also wants to tell Sriyani she will return it on Friday.
2. A friend of yours who has sat for the A/L's has sent you a set of notes and past question papers that are very useful to you.
3. You and a group of friends have planned to visit an old teacher. But you are unable to join them as you have to accompany your sister to the dentist. Inform one of your friends.
4. Lalith was waiting for you at home. You took the wrong bus and the conductor did not stop at the bus halt near Lalith's house. You had to get off at the junction. When you got to Lalith's house, he had gone. Explain why you were late.
5. Raneer had to go for a wedding but did not have any suitable jewellery. Shivanthi lent her a gold chain and two pairs of bangles. Raneer wants to write a suitable note when she returns the jewellery.



## READING

The passage given below is a change from **Personal Notes** that we have been discussing so far. However, it deals with **Personal Notes** in office environments in the 1990's.

Read the following passage and answer the questions given below.

Electronic mail, called **e-mail** was started in the late 1960's by the armed forces of the United States of America. The army or military officers were looking for a way that communications could be carried out in the event of a **large-scale nuclear war**. They needed a system that would be very **decentralised**, reliable, and fast in case central institutions were destroyed. They came up with e-mail.

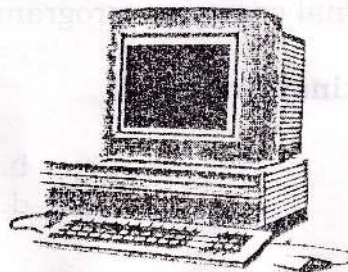
In the early 1970's, e-mail was limited to the United States military, defense contractors and universities doing defense research. By the 1970's it had begun to spread more broadly within university communities. By the 1980's, **academics in a number of university disciplines** were using e-mail for **professional collaboration**. The early 1990's saw an explosion of the use of e-mail and other computer **networking** tools for a wide range of professional, academic, and personal purposes. Whereas a few thousand people were using e-mail in 1980, it is estimated that today, in 1999, more than 25 million people throughout the world use it.

E-mail is a way of sending a message from one computer to one or more computers around the world. First, you write down the e-mail address of the person you're sending the message to. Then you compose the message, either by writing it directly in a special e-mail **software program** or by writing it



first in a word-processing program, then transferring it into the e-mail software. You push a button to issue a simple command to send the message. The computer system you're connected to will break the message up into tiny pieces and send them electronically to the **destination**, usually over common telephone lines. The pieces might travel through different routes to various computers on the way. Then, usually within two to three minutes, the pieces will all arrive at their destination, where the receiving computer will re-assemble them into a message that can be read. The person receiving the message can then **log into** his or her computer account at a convenient time and read the mail.

Today, in Sri Lanka, many professionals, especially those in urban areas, use e-mail. It's very useful and cheaper than making telephone calls. While overseas telephone calls are very expensive, e-mail messages can be sent to the same people at a fraction of the cost. Of course, both parties **must have access** to computers and telephones. The main problem with e-mail is that it's so dependent on telephone lines and electricity, that in developing countries like ours, it's not totally **reliable** because you never know when the telephones will be out of order, or when there'll be a power cut. But as far as **personal messages** are concerned, e-mail is quicker and cheaper than other methods such as the telephone or 'snail mail'.



## Vocabulary Exercise

According to the passage, what do the following words mean? Select your answer and underline it.

i. **E-mail** means

- a. Electricity mail
- b. Entertainment mail
- c. Early mail
- d. Electronic mail

ii. **large-scale nuclear war** means

- a. Widespread nuclear war
- b. Huge bombs
- c. World war
- d. Large-scale weapons

iii. **decentralised** means

- a. In the centre
- b. Not centrally controlled
- c. On the outskirts
- d. Everywhere

iv. **academics** means

- a. Teachers doing research
- b. Subjects in the University
- c. Discipline in the University
- d. Army officials

v. **professional collaboration** means

- a. Job satisfaction
- b. Working together
- c. Professional qualifications
- d. Job description

vi. **networking** means

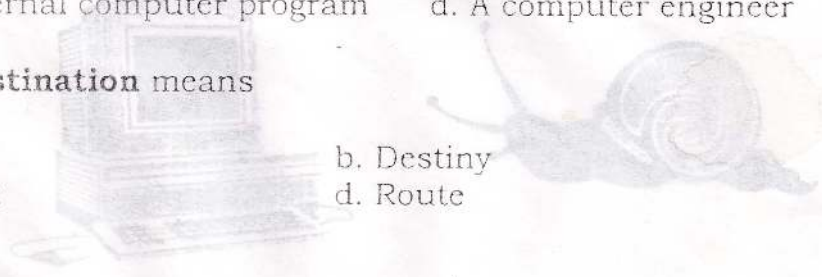
- a. Exchanging information
- b. Working with nets
- c. Working quietly
- d. Working quickly

vii. **software program** means

- a. A complicated program
- b. A computer
- c. An internal computer program
- d. A computer engineer

viii. **destination** means

- a. Goal
- b. Destiny
- c. Airport
- d. Route





ix. **log into** means

- a. Reserving
- b. Opening
- c. Leaving
- d. Carrying

x. **must have access** means

- a. Must be able to use
- b. Must know
- c. Must buy
- d. Must carry

xi. **reliable** means

- a. Can buy
- b. Can lie
- c. Can depend on
- d. Can relate to

xii. **'snail mail'** means

- a. Ordinary mail
- b. Sea mail
- c. Telegrams
- d. Telephones

## READING COMPREHENSION

*The following questions are based on the passage that you used for the Vocabulary Exercise. Now use that passage to answer the questions given below; see if you've understood the meaning of it.*

**Select the correct answer and underline it.**

(i). **The main topic of this passage is**

- a. why e-mail is popular
- b. e-mail in USA
- c. e-mail in Sri Lanka
- d. how e-mail evolved

(ii) **E-mail was started in the 1960's by**

- a. the government of USA
- b. the universities of USA
- c. the armed forces of USA
- d. the academics of USA

(iii) "... a number of university disciplines" means

- a. many subjects
- b. many rules
- c. many universities
- d. many academics

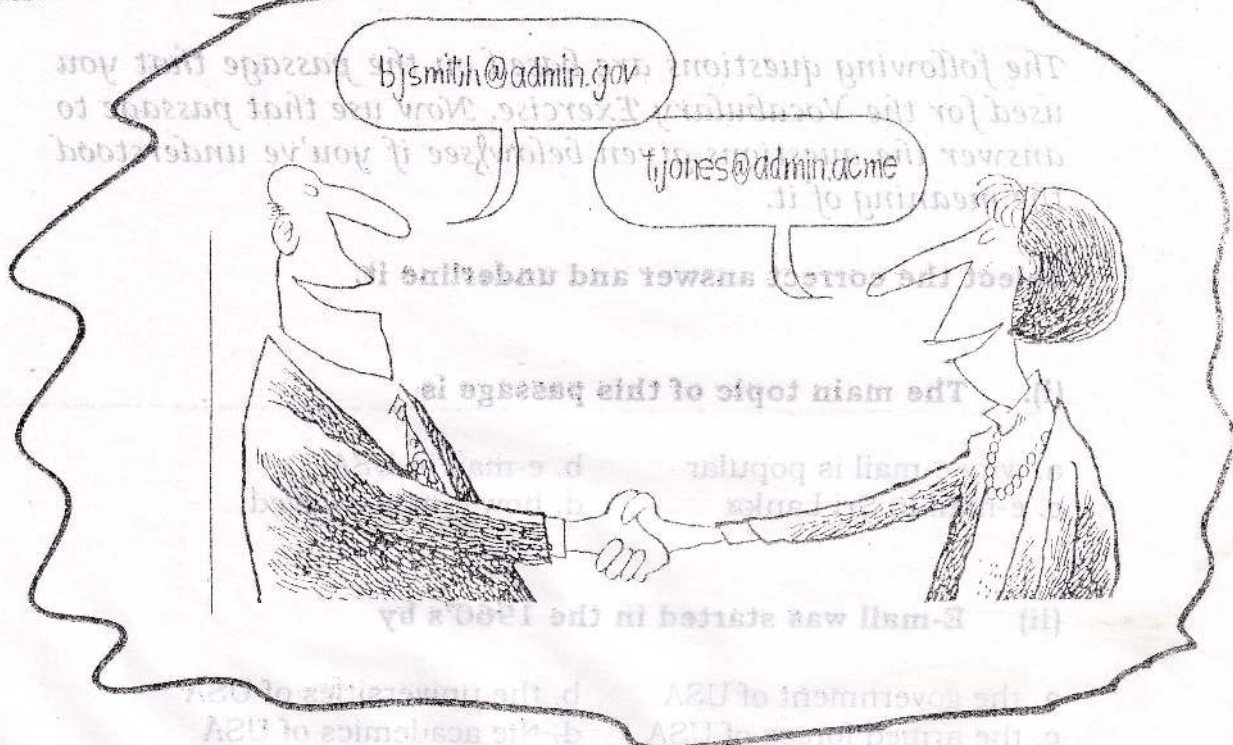
(iv) In the 1990's what happened to e-mail?

- a. Everything fell apart
- b. Millions were using it.
- c. Many computers exploded.
- d. A few thousands were using it.

(v). How long does it take for an e-mail message to be received?

- a. Two to three days
- b. A convenient time
- c. Two to three seconds
- d. Two to three minutes.

Look at these people introducing themselves according to their e-mail addresses

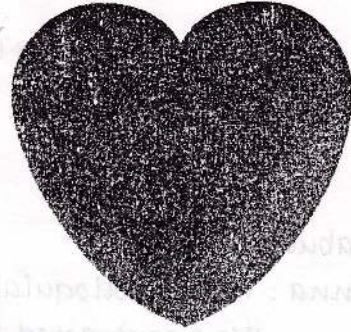




## LISTENING COMPREHENSION

Listen to this song entitled *E-mail my Heart* and enjoy it!

### E-mail my Heart



Forever...

It's been hours, seems like days.

Since you went away...

And all I do is check the screen to see if you're okay

You don't answer when I phone

Guess you wanna be left alone

So I'm sending you my heart, my soul

And this is what I'll say...

#### CHORUS

I'm sorry, I'm so sorry...

Can't you give me one more chance to make it all up to you?

E-mail my heart and say our love will never die...

I know, I know you're out there...

And I know that you still care.

I know you still care...

E-mail me back and our love will stay alive forever

And in my heart...

I can see you in my mind,  
Come along the line  
And opening this letter that I sent a hundred times,  
Here's a picture of us two, I look so good on you...  
Can't you please forgive me for the hurt I put you through

CHORUS TWICE

Vocabulary Note:

Wanna : This is colloquial American English for "want to"  
It's a contracted form used in speech.

### SPEECH ACTIVITY

Listen to the following Dialogue and enact it.

"Think what we would have missed if we had never heard the Beatles, or seen Margot Fonteyn dance; never have watched television, used a mobile phone or surfed the Net—or, to be honest, listened to other people talking about surfing the Net."  
Queen Elizabeth II, on the joys of modernity





# Speech

Rajiva: How are you?

Sunil: I'm fine. Where are you off to?

Rajiva: I'm going to the post-office.

Sunil: For what? To send a telegram?

Rajiva: No, that's old fashioned. I'm sending a fax.

Sunil: Really? To whom?

Rajiva: That's personal. It's like a letter.

Sunil: How can that be? Anyone can read a fax!

Rajiva: Not if it's marked Personal or Confidential.

Sunil: That's what you think - you know Sri Lanka- everyone in the office will read your fax and laugh.

Rajiva: They won't laugh - it's a job application.

Sunil: You know how to write one?

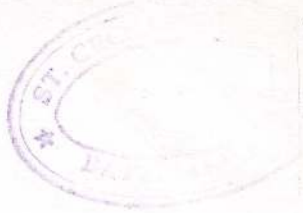
Rajiva: I looked it up in a book and got it right.

Sunil: Well, best of luck with your fax! I've got to go.

*Now turn to the lesson on Job Applications and see how Rajiva wrote his job application, which he faxed from the post office.*







# GRAMMAR REVIEW I

# GRAMMAR REVIEW I

## GENERAL COMMENTS

**Grammar Review I** has been included to help you sort out some of the questions and doubts you might have about Grammar. Many students feel that they can't speak English without studying Grammar. This is a myth. Most fluent speakers of English don't know aspects of English grammar; they haven't studied the rules, and would be surprised to know the grammar terms we have used in this book.

Our advice to you is - DON'T WORRY about grammar, DON'T BE FRIGHTENED to use English. Use every opportunity you have to read, speak, and write in English - that's the best way to improve your English. Listen to the radio, read English newspapers and magazines, watch English films and programs on television, and before you know it, most grammatical structures will be familiar to you. We're recommending this to you, because you'll find it interesting, and you'll be learning English through current topics reflecting current usage of English.

However, we understand that some of you would still appreciate some discussion of grammar, in addition to the aspects already dealt with in the lessons. Therefore, we have decided to focus on grammar issues, which usually cause problems to Sri Lankan learners of English. The Table given below is an outline of topics we'll be discussing in this volume.

Grammar Review I	Grammar Review II	Grammar Review III
Pronunciation		Prepositions
Articles	Singular-Plural	Phrasal Verbs
Pronouns	Subject-Verb Agreement	Verb Tenses
Question formation	Comparisons	Sample Test



## PRONUNCIATION

Pronunciation is part of grammar. It deals with the sound system of the language. In Sri Lanka, pronunciation is an important component of English. This is because we now use Sri Lankan English, which is different from any variety of British English. We have our own system of pronunciation, according to which fluency in English is judged. According to this system, speakers of Standard Sri Lankan English lay down the rules, and if you don't follow those rules, you won't get jobs, which require fluency in English.

There are basically three sets of sounds, which cause problems for Sri Lankan learners of English. The problem lies in confusing these sounds or in overusing them.

/p/ as in people	/f/ as in fresh
/s/ as in sauce	/sh/ as in shy
/o/ as in phone	/aw/ as in call

The other problem is in inserting the vowel /i/ before words beginning with /sk/, /sp/, and /st/ as in 'school', 'speak', and 'start'.

The following exercises in **Grammar Review I**, will help you overcome this problem of pronunciation. Listen to the audiotape if you have doubts about the sounds.

One other issue you must keep in mind is another myth concerning English. Some people who still believe that we should speak a variety of British English will highlight the following characteristics of Standard Sri Lankan English, and try to correct you:

We don't use the diphthong /ou/ and say /gou/ for 'go'

We don't use the diphthong /ei/ and say /tudei/ for 'today'

We don't bite our lower lip for /v/ and we don't round our lips fully for /w/

We use one sound for both /v/ and /w/

We don't aspirate /p,t,k/ when they occur at the beginning of a word

These are characteristics of our English, and you shouldn't waste your time trying to change them. These are accepted differences between British



consonants

English and Standard Sri Lankan English. Therefore focus on the sounds that cause problems, and forget these.

**PRONUNCIATION EXERCISES**

I. Look at the following pairs and pronounce them correctly. For /p/ you bite your lips and release them. For /f/ you take your lower lip to your upper teeth and then allow space for the air to go through.

/p/	/f/
Plug	
Airport	
	Philosophy
Pleasure	Freshers
Powers	Flowers
Please	Fleece
Punk	Funk
Passion	Fashion
Playboy	
Packs	Fax
Program	

The following words require extra practice. Please say them out loud and write which sounds you're using - whether it's /p/ or /f/ or both.

e.g.

- 1. Flowers
- 2. Airport
- 3. Program
- 4. Plug
- 5. Freshers
- 6. Paddyfield

7. Perfume

8. Photo

The correct pronunciation is:

1. /f/

2. /p/

3. /p/

4. /p/

5. /f/

6. /p/, /f/

7. /p/, /f/

8. /f/

**Please practise these words until you get them right.**

II. Now look at this next set of words and pronounce them correctly. For /s/ your tongue is just behind the front teeth, for /sh/ the centre of your tongue makes room for the air to escape; the sound you make to ask people to be quiet: "Sh..." Some words beginning with 'c' are also pronounced with /s/.

/s/	/sh/
sign	shine
cell	shell
See through	
cellular	
sigh	shy
seat	sheet
circular	
	push
	shove
singular	
same	shame

III. Following are pairs of words, which might sound the same to you; but they're different. In the first column, use the vowel /o/ found in Tamil and Sinhala. For the second column use the vowel /aw/, for which you must open your mouth more than for /o/. Say them out loud:

/o/	/aw/
Bowl	Ball
Hole	Hall
Coal	Call
Phone	Fawn (deer)



Old	
Cold	
Sold	
Toll [fee]	Tall
Go home	
Airport	
Mope	mop
	shop
	socks
soap	
Fold	

Now look at the following sounds, say them out loud and write whether you're using /o/ or /aw/ in the box provided.

1. Leather **ball**       2. Town **hall**

3. **Hold on**

4. **Phone call**

5. **Bowl the ball**

6. **Get lost**

7. **Photocopier**

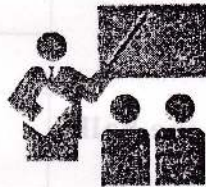
ANSWERS:  
 1. aw      2. aw      3. O, aw      4. O, aw      5. O, aw  
 6. aw      7. O, O, aw

IV. Look at the following list, and make sure you don't add the vowel /i/ before the /s/ sound.

School, start, started, student, style, stylish, standard, sky, station, scanner, spin, smile, speak, spoken

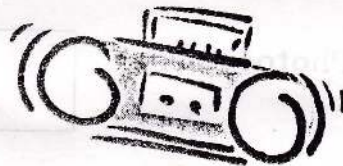
V. Read the following very carefully, and say them aloud to check if you've got the pronunciation right.

- Philosophy isn't a subject at the O'level.
- Perfume is expensive.
- Try the computer program.
- That plug isn't working.
- The school flag is in the hall.
- We have no option but to study.
- Her cell phone was stolen.
- The paddyfield is full of water.
- The Freshers are expected soon, but the seniors said they won't be ragged.
- I've never been to the airport.
- We've never been abroad.
- Hold on please, he's busy.
- Call over, any time between four and five.



### PRONUNCIATION PRACTICE

If you have the audiotape, first listen and then read this



passage aloud. If you don't have the audiotape ask your teacher to read it out to you. When you feel comfortable, read the passage along with the tape, or with your teacher.



### A Hoax

The boss got a message from the Fort Railway station that there was a bomb in a shop near the petrol shed.

The boss didn't tell anyone, she simply shut the door and made a phone call. She tried to phone the police for confirmation, but nobody picked up the phone. She started to shiver, but thought of another plan. She switched on her fax machine, and started to send a fax. At the same time, her cell phone rang. She sprang from her chair to pick it up but it fell on the floor, near the plug. Before she could pick it up, she heard a news flash on the radio.

The announcer said there was a false alarm in the Fort about a bomb scare. The Bomb Disposal Squad had rushed to the scene, but found nothing. The police suspected the shop owner of spreading the rumour, because he wanted to make trouble for the manager, who had just started work. The shop owner thought this man didn't show him any respect, and didn't even smile with him, let alone speak to him.

## ARTICLES (a, an, the)

The definite article, **THE** causes many problems for Sri Lankan learners of English.

E.g. I have climbed the Pidurutalagala. (incorrect) ✗

✓ I have climbed Pidurutalagala. (correct)

**The following guidelines will help you to figure out when to use THE and when not to.**

- ✓ 1. THE is used when the object or group of objects is unique or considered to be unique:  
e.g. *the earth, the sea, the stars*
- ✓ 2. THE is used before a noun which has become definite as a result of being mentioned a second time:  
e.g. *His bike struck a tree; you can still see the mark on the tree.*
- ✓ 3. THE is used before a noun made definite by the addition of a phrase or a clause:  
e.g. *the girl in black, the man in the checked sarong*
- ✓ 4. THE is used before a noun which by reason of locality can represent only one particular thing:  
e.g. *He's in the harbour.*  
*The newspaper is torn.*
- ✓ 5. THE is used before superlatives and first, second etc. used as adjectives or pronouns  
e.g. *the first day of school, the only way*
- ✓ 6. THE + singular noun can represent a class of animals or things:  
e.g. *The cobra is sacred to Sri Lankans.*  
The exception to this is "man" as in *Man is too dependent on the machine.*
- ✓ 7. THE + adjective represents a class of persons:  
e.g. *The elderly are no longer taken care of by the young.*
- ✓ 8. THE is used before certain proper names of seas, rivers, groups of islands, chains of mountains, plural names of countries, deserts, regions.



e.g. *the Knuckles*  
*the Mahaweli*  
*the Netherlands*

*the Indian Ocean*  
*the United Arab Emirates*  
*the Suez Canal*

✓ 9. THE is used before names consisting of noun + OF + noun:

e.g. *the Republic of Sri Lanka, the Bay of Bengal, the Gulf of Mexico, the United States of America, the Cape of Good Hope*

✓ 10. THE is used before names consisting of adjective + noun (provided the adjective is not east, west, north, south etc.)

e.g. *the Arabian Gulf, the Palk Straits*

✓ 11. THE is used before the adjectives east, west etc. + noun in certain names:

e.g. *the West Indies, the South Pole, the West Bank*

BUT it's normally omitted as in

*South Africa, South Yemen, North Korea*

✓ 12. THE is used before east, west etc. when they are nouns:  
e.g. *the Middle East, the Far East*

✓ 13. THE is used before other proper names consisting of adjective + noun or noun + OF + noun  
e.g. *the Art Gallery, the Lionel Wendt, the tower of Babel*

✓ 14. THE is used before names of choirs, orchestras, pop groups, bands, newspapers:

e.g. *the symphony orchestra, the Spice Girls, the Backstreet Boys, the Beatles, the Gypsies, the Sunday Times, the Ravaya*

✓ 15. THE is used rarely with names of people, and usually refer to the family in a plural sense.

e.g. *the Fernandos, the Pereras, the Cadars, the Sathasivams*

✓ 16. THE is used before titles, when referring to a particular person.

e.g. *the Minister, the Prime Minister, the President*



*When not to use THE*

THE is **NOT** used with the following:

1. Before names or places except as shown above, or before names of people
2. Before abstract nouns except when they are used in a particular sense as in "The death of..."
3. Before names of meals, unless it's special:  
e.g. *Sri Lankans have breakfast early in the morning.*  
*The wedding breakfast was a grand affair.*
4. Before names of games: *We play cricket.*
5. Before parts of the body and articles of clothing, as these normally use possessive adjectives:  
*Raise your right hand, take off your shoes*
6. Don't use THE before *home, work, office* when they're used alone.  
e.g. *He's at home, They're at work, She's not at office*

### GRAMMAR EXERCISE

Read the following and decide whether you should fill the blanks with THE or not. Don't look at the answers while doing it.

Last year we decided to go on a pilgrimage. ~~The~~ (1) spot we selected was \_\_\_\_\_ (2) Adam's Peak. We went by bus to \_\_\_\_\_ (3) Ratnapura and then went by foot. ~~The~~ (4) Adam's Peak is ~~the~~ (5) most sacred mountain in \_\_\_\_\_ (6) Sri Lanka.

When we got there, it was quite chilly, but there were many pilgrims. Most of ~~The~~ (7) pilgrims belonged to ~~the~~ (8) old and feeble category, but they were being helped by ~~the~~ (9) young. While climbing, ~~the~~ (10) pilgrims stopped several times at wayside kades. ~~The~~ (11) kades had tea and drinks for sale, but at ~~the~~ (12) exorbitant prices.

**Answers:**



- |        |        |        |         |         |        |
|--------|--------|--------|---------|---------|--------|
| 1. Yes | 2. No  | 3. No  | 4. No   | 5. Yes  | 6. No  |
| 7. Yes | 8. Yes | 9. Yes | 10. Yes | 11. Yes | 12. No |

## PRONOUNS

In addition to the problems regarding pronouns discussed in Lesson 06, another difficulty for Sri Lankans is the mixing up of the gender of pronouns.

### Guidelines for Usage

Remember to use only female pronouns to describe females and male pronouns for males. E.g. *My mother is a farmer. She works in the field as well as at home.* (NOT He)

A common tendency is to mix up *his* and *her*. *His husband* and *her wife* are WRONG [and physically impossible].

**Remember:** Don't use apostrophes with personal pronouns to indicate possession: *its, theirs, ours, yours, hers* etc.

## GRAMMAR EXERCISE

In this exercise, several aspects of pronouns are tested: gender, number, possession etc. **Select the correct pronoun and fill in the blanks.**

Our neighbour's wife's name is Gowri. She's a devoted wife. She goes to work and keeps a nice house. \_\_\_\_\_ (His, Her) husband is supportive of \_\_\_\_\_ (his, her), and isn't always finding fault with \_\_\_\_\_ (him, her). She's a doctor and he's a teacher. Both of \_\_\_\_\_ (they, them) are happy with \_\_\_\_\_ (they're, their) lot in life. \_\_\_\_\_ (It's, Its) a pleasure to visit \_\_\_\_\_ (they're, their) house because \_\_\_\_\_ (it's, its) so beautifully arranged, although both husband and wife go to work. Gowri's husband is a modern man, who buys groceries and cooks on a daily basis. He's not ashamed to do these things, although \_\_\_\_\_ (his, her) parents were shocked when \_\_\_\_\_

(they, them) heard that \_\_\_\_\_ (they're, their) son was so domesticated. \_\_\_\_\_ (They, They're) were shocked at first because they themselves used to consider \_\_\_\_\_ (they're, their) son a selfish, spoilt brat. Now \_\_\_\_\_ (they're, their) very proud of \_\_\_\_\_ (they're, their) son and daughter-in-law. Their son says of \_\_\_\_\_ (his, her) wife, "She changed my life for my own good." Only his friends are unhappy because they're still backward and grumble about doing any work at home.

### QUESTION FORMATION

For us, Sri Lankans, there are three main problems regarding question formation in English:

- ❖ Placing the question word last as in Sinhala/Tamil  
e.g. You're staying where?
- ❖ Not changing the word order after using the question word  
e.g. Why he's not coming?
- ❖ Not changing the verb form to suit the question form  
e.g. Which school you went?

In formal written English all three variations given above would be considered wrong. The first example of placing the question word at the end is accepted in colloquial usage, but not in formal contexts. Examples two and three given above, **would not be accepted** in formal or informal situations.

### GUIDELINES FOR USAGE

The question form or the interrogative form is very useful in English. Therefore, it's worth your while to get it right.

- i. Place the question word [how, who, why, where, when, which, how many, how much] at the beginning of the structure.  
e.g. *Where are you staying? Who's there? Where's the money?*



- ii. Right after the question word place the verb or auxiliary verb or complement. In the case of "How many" you must use a noun.

c.g. *Why isn't he coming?*  
*Where are the lunch packets?*  
*Who cheated at the exam?*  
*How old is your boy friend?*  
*How many packets were there?*

- iii. In question formation, the word order is different from sentences, as shown in (ii). Additionally, to denote tense, auxiliary verbs are added.

c.g. *Which school did you go to?*  
*Which school do you go to?*  
*Where do you live?*

The following are not acceptable and should be avoided:

How you do it? Why he's not coming? Where he's going?

### GRAMMAR EXERCISE

Form questions for the following situations. The first word is given as a cue to start you off.

1. *You want to know if his younger brother is married!*

Is

2. *You want to know where the bathroom is*

Where

3. *You want to know where the Principal's office is*

Where

4. You want to know how much the pair of shoes costs

How much

5. You need to get to the Speaker's office in parliament

How

6. You want to know the Chief Guest's name

What <sup>is</sup> name of

7. You want to know how often your mother should take the medicine

How often <sup>does she</sup>

8. You want to know who directed The Titanic

Who <sup>was the director</sup>

9. You want to know when the exam will be held

When

10. You want to know the name of the company

What



## LESSON 07

### JOB APPLICATIONS & INTERVIEWS

# JOB APPLICATIONS & INTERVIEWS

#### Objectives of Lesson

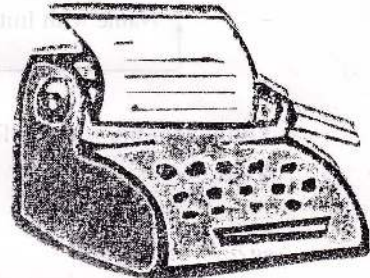
1. Become familiar with the features included in a job application.
2. Fill in a job application form.
3. Write a curriculum vitae/bio data
4. Prepare for a job interview
5. Learn the politeness markers for a job interview
6. Simulate an interview
7. Focus on the vocabulary & format of interviews



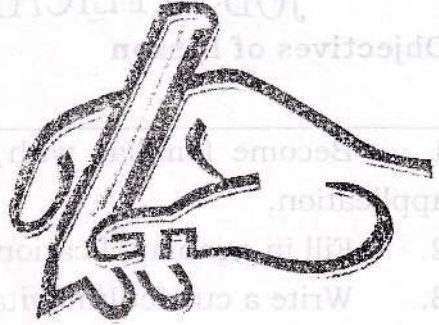
#### Filling in a Job Application Form

When you apply for a job, you will have to

- ✓ write a **letter of application**
- ✓ fill in an **application form** or
- ✓ write a **curriculum vitae**  
(also known as **resume** or **bio data**)



- ❖ In this lesson we'll first discuss how to fill an application form.
- ❖ Before filling in a job application form it is necessary to know what information and particulars the application requires. To do this you must understand the application form well.
- ❖ So first let us look at some of the particulars found in an application form.



1. Post you're applying for

eg : Book-Keeper : Grade V

2.

Name in Full

Your first name, middle name and surname.

Also your ge name if you have one.

eg :

Patabendi Arachchige Nimalaratne Deshapriya

Bandara.

Padma Kumari Ekanayake



Name with Initials

Your surname with the first letters of your other names in front.

eg :

P.A.N.D. Bandara

P.K. Ekanayake

3.

Postal Address

the address at which you want to receive letters.

4.

Date of Birth

the date, month and year you were born.

eg : 15.09.82



Civil Status.

8. Whether you are married or single

Citizenship

9. Whether you're a citizen of Sri Lanka

This requires one of three answers.

- (a) Yes, by descent. *- 1970/01/01*
- (b) Yes, by registration. *- 1970/01/01*  
(ref. no. and date of registration certificate.)
- (c) No.

[By descent - by ancestry: through ancestors who were citizens of Sri Lanka.]

Educational Qualifications

7. Educational qualifications  
(indicate the qualifications relevant to the post only.)  
Mention the qualifications connected to the post.

Languages

3. Fluency in Languages: ability to use a language well.

Extra-Curricular Activities

9. Things you do and things you are interested in outside your work/education.

Referees	Civil Status
----------	--------------

10. Persons from whom the institution can find out about you.

Name and designation (post) of referee

--

Testimonials
--------------

11. Character certificates/recommendations.

Assumption of duties
----------------------

12. Day on which you can start work.

Educational Qualifications
----------------------------





Read through this application form and fill it in carefully with your own information.

1.	Post		
2.	Name :		
(a)	in full : Dr./Mr./Mrs./Miss./Rev.		
(b)	with initials :		
3.	Address :		
(a)	Postal Address :		
(b)	Permanent Address (if different from above)		
4.	Age :		
5.	Date of Birth :		
6.	Civil Status :		
7.	Whether Citizen of Sri Lanka :		
	(State whether by descent or by registration) If by registration, give reference number and date of certificate of citizenship.		
8.	Record of Education :		
	Name of Schools, Colleges and Institutions	Period of Education	Certificate Obtained
9.	Educational Qualifications :		
	(indicate the qualifications relevant to the post only)		
10.	Any other academic distinctions, scholarships, medals, prizes etc.		
	(indicate the institution from which such awards have been obtained).		
12.	Proficiency in Language :		
	Highest Examination Passed		
a.	Sinhala		
b.	Tamil		
c.	English		
d.	Other Languages		

13. Extra Curricular Activities :

Posts held in School

Certificates

Games

14. Any further relevant particulars :

(not included above)

15. Referees :

Names of two Persons (with addresses to whom reference can be made.)

Name

1. ....

.....

.....

2. ....

.....

.....

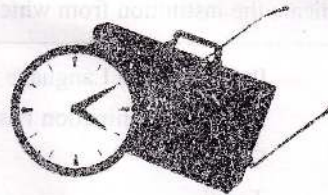
16. Name and designation of persons from whom testimonials have been obtained.

1. ....

2. ....

3. ....

17. If selected, please indicate the date on which you can assume duties :





Now we will look at how a CV (Curriculum Vitae) is written. The CV is also called a Bio Data. Read the Curriculum Vitae of Samantha Perera given below. Check which of the items you find in the application form are included in it.

Curriculum - Vitae of G.S. Perera

- |    |                            |   |   |
|----|----------------------------|---|---|
| 1. | Name in Full               | : | Gamage Samantha Perera                                    |
| 2. | Sex                        | : | Male  |
| 3. | Address                    | : | 13, Negombo Road, Ja-Ela.                                 |
| 4. | Date of Birth              | : | 05.01.1979  |
| 5. | Age                        | : | 20 years  |
| 6. | Schools Attended           | : | Ragama Maha Vidyalaya<br>D.S. Senanayake College, Colombo |
| 7. | Educational Qualifications | : | Passed G.C.E. Ordinary Level<br>(Sinhala Medium) 1997     |

<u>Subject</u>	<u>Grade</u>
English	D
Sinhala	D
Religion	D
Mathematics	D
Science	D
Social Science	C
Aesthetic Studies	C
Commerce	C

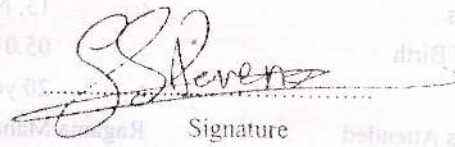
8. Extra – Curricular Activities : Posts held in school
- ◆ President of the Junior English Literary Association.
  - ◆ Junior Prefect.
  - ◆ Member of Cadet Corps.
  - ◆ Junior Treasurer of Social Services Club.

- Certificates
- District Oratorical Contest (Sinhala) - Third Place

- Games & Athletics
- Member of Junior Rugger Team

- Under 16 champion in 400 metres
2. Names of non-related referees :
- Principal,  
D.S. Senanayake College,  
Colombo.

Dr. S. Amarasekara,  
Lecturer in Social Sciences,  
University of Colombo,  
Colombo 3.

  
Signature

### Writing a Curriculum Vitae

You may have noticed that the Curriculum Vitae has almost the same information that is given in an application form. However the format is different. Check the differences with your class teacher.

**Now write your own Curriculum Vitae, using the format given above.**

It is important that you learn how to fill in a job application form as well as write a Curriculum Vitae, since these will be used by the institution to decide whether to call you for an interview or not.

### JOB INTERVIEWS (focus on speech)

The job interview is the next step in the application process. If the organisation thinks you have the potential to work successfully with them, they'll ask you to be present at an interview.



## A few tips to remember before you go for the interview:

- ❖ Make sure you're neatly dressed and your hair is combed. Most interview panels judge candidates on their physical appearance, so don't create a wrong impression, you'll regret it later.
- ❖ Take the originals of your certificates and one set of copies, in case you're asked to provide copies.
- ❖ Take a copy of the job advertisement, especially if you've been applying for many jobs, so that you remember which organisation you've applied to.
- ❖ Read up about the organisation or find out information about it from people who work in similar organisations.
- ❖ Be punctual, even if you're sure you'll have to wait – it's the privilege of the interview panel to keep you waiting, not the other way round!
- ❖ Be polite and speak clearly. Don't be afraid to ask for information if you can't understand what someone says.
- ❖ Some language markers of politeness are listed below:

### Greeting:

Good morning/Good afternoon/Good evening

### Introducing:

I'm Prashanthi Gamage, I've applied for the post of Trainee  
Excuse me, I'm Prashanthi Gamage, not Monica Perera  
I'm the applicant from St. Peter's Negombo

### Apologizing:

I'm sorry, I can't remember the name of my Social Studies teacher  
I planned to make a copy, but I'm sorry I didn't have time

I'm sorry I'm late, the bus broke down

I'm sorry I don't have an opinion on that topic

I really know very little about Sales, but I'm willing to learn

I beg your pardon / I'm sorry I didn't hear you

I'm sorry I didn't catch what he/she said

### Asking for information:

Can I ask you a question, please?

Do you mind explaining that again?

Excuse me, but what do you mean by...?

### Thanking:

Thank you / Thank you very much

I appreciate it very much

Response to Thank you = You're welcome.

### Leaving:

It was a pleasure to meet you

## Speech Activity

Now read the following dialogue and answer the questions given below.  
After you have understood it, enact it in class.

Mr. Fernando: Ah, Good morning, I'm sorry we're running a little late. Sit down.

Prasanna: Good morning, thank you.

Mr. Fernando: Well, how are you today?

Prasanna: I'm fine, thank you Sir.

Mr. Fernando: That's good. Now tell me, you're Felix Samarasinghe right?

Prasanna: No Sir, I think you've got it wrong. I'm Prasanna Setunge.





- Mr. Fernando: I'm sorry, I got it wrong. Let's see, Prasanna Setunge – okay, here's your application. Now tell us, where did you study?
- Prasanna: At Rahula College, Matara.
- Mr. Fernando: Right, and what were your Advanced Level results?
- Prasanna: I'm awaiting results. My subjects were Commerce subjects.
- Mr. Fernando: I see. You've applied for a post in the Marketing section. Why are you interested in this job?
- Prasanna: Actually Sir, **I'm interested in Marketing** because I want **work experience** before I go to University.
- Mr. Fernando: That's interesting. What are you going to study at the University?
- Prasanna: Commerce and Management.
- Mr. Fernando: That's very good. But **if we offer you a job**, for how long will you be with us?
- Prasanna: For quite a long time, I haven't got my results yet.
- Mr. Fernando: That's true. <sup>He</sup> By the time the results are processed and the selection is made, you might be a middle-aged man!
- Prasanna: I hope not Sir!
- Mr. Fernando: Well Prasanna, we're glad you came for this interview. As you can see, **we've got loads of applicants**, but **we'll keep you informed**.
- Prasanna: If you don't mind my asking, how soon will you let us know?
- Mr. Fernando: Within the next three weeks. Don't worry, as soon as we know, we'll let you know.
- Prasanna: Thank you. It was a pleasure to meet you.
- Mr. Fernando: You're welcome. Goodbye!

## Comprehension Questions

- I. What's the post Prasanna has applied for?
- II. What's the name of the interviewer?
- III. How does Prasanna address him?
- IV. Why is Prasanna interested in this job?
- V. What's the joke in this dialogue?
- VI. Is Prasanna successful in getting the job?
- VII. What are the expressions of politeness used by Prasanna?

### *Vocabulary*

*Explain the following expressions as used in the interview:*

I'm sorry we're running a little late	
I think you've got it wrong	
I'm interested in Marketing	
work experience	
if we offer you a job	
we've got loads of applicants	
we'll keep you informed	



## More Speech Activities

Now listen to the next dialogue and enact it.

Mr. Rajapakse: Ah, Good morning. Sit down.

Christo: Thank you.

Mr. Rajapakse: You're welcome. Now, what's your name?

Christo: I'm Christo Perera. I've applied for the post of sales executive.

Mr. Rajapakse: Yes, yes I know. I have your application here. Now, tell me, why are you interested in this job?

Christo: Well Sir, I'm interested in sales, so I thought I'll apply.

Mr. Rajapakse: I see, so what kind of experience do you have?

Christo: I used to work for Gestetner, in the Sales Department.

Mr. Rajapakse: And what were you marketing?

Christo: Photocopiers and scanners.

Mr. Rajapakse: So what made you leave Gestetner, if you don't mind my asking?

Christo: Actually, I was planning on going abroad, but it didn't work out.

Mr. Rajapakse: Why what happened?

Christo: **The deal fell through and the recruiting agency folded up.**

Mr. Rajapakse: Well, that's a shame. Now, tell me what are your qualifications?

Christo: I've passed the G.C.E. Advanced level in Commerce.

Mr. Rajapakse: What about English? Are you good in your English?

Christo: I got a Credit in English at the O' level.

Mr. Rajapakse: That's good. Let me see your certificates.

Christo: Here they are Sir.

Mr. Rajapakse: Hm... Now, tell me, what do you know about our Company?

Christo: I know that you sell computers, typewriters and photocopiers.

Mr. Rajapakse: Do you know anyone working here?

Christo: Not really Sir.

Mr. Rajapakse: Okay, you have to sit an English Test and a General Knowledge Test before we consider recruiting you. Do you have any questions?

Christo: Not right now, Sir. I would be happy to work here.

Mr. Rajapakse: Fine, that's the correct attitude. Now, I'll ask my Assistant to give you the Tests. Thank you for coming for this interview.

Christo: You're welcome Sir. It was a pleasure to meet you.

**Comprehension Questions:**

- a. What kind of interview is this? What's the objective of the interview?
- b. Do you think the applicant spoke appropriately? Give examples of his politeness.
- c. Why is the applicant interested in this job?
- d. Why did he leave his previous place of employment?



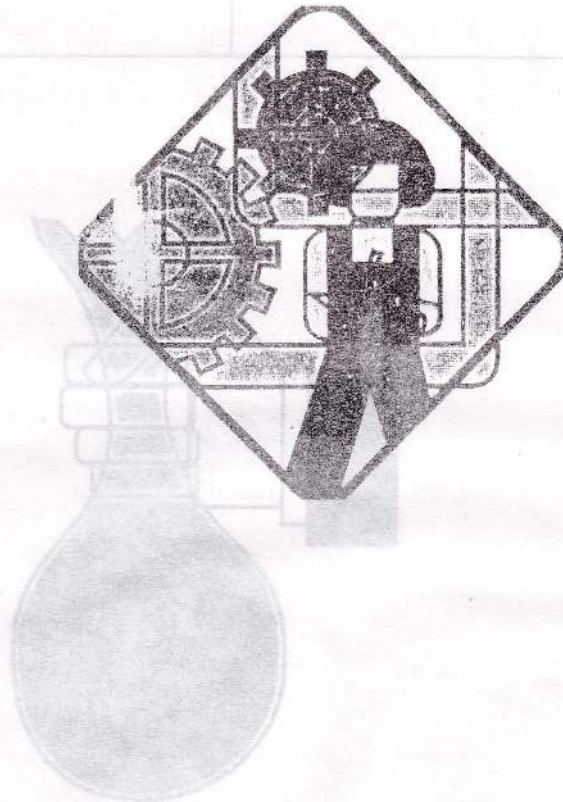
e. What's the meaning of "The deal fell through and the recruiting agency folded up"?

f. What are the applicant's qualifications for this job?

g. What are the questions you would ask if you were in Christo's place?

### ACTIVITY

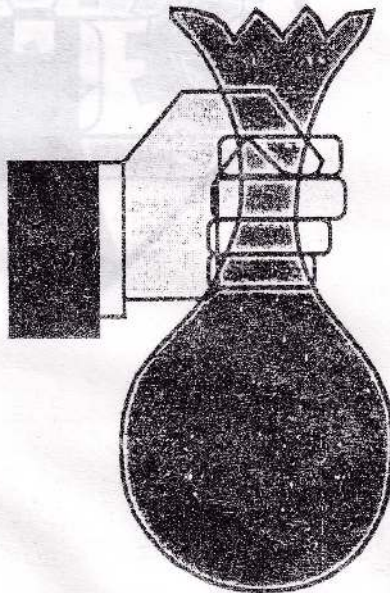
Now it's your turn to write a Dialogue - Get together with someone else in your class and imagine you're the applicant and the other person is the interviewer and enact the dialogue, then reverse roles. Make sure it's a job you're interested in, so that it's a meaningful exercise.



# FUN ACTIVITY

Look at the following list of jobs and describe each one:

Job	Description
An Accountant	
An Auditor	
A Banker	
A Lawyer	
A Psychologist	
A Consultant	
A School Teacher	
A Diplomat	





Now look at the list given below and see if they match.

Job	Description
An Accountant	Is someone who knows the cost of everything and the value of nothing.
An Auditor	Is someone who arrives after the battle and knifes all the wounded.
A Banker	Is a fellow who lends you his umbrella when the sun is shining and wants it back the minute it begins to rain. (Mark Twain)
A Lawyer	Is a person who writes a 10,000 word document and calls it a "brief". (Kafka)
A Psychologist	Is a man who watches <b>everyone else</b> when a beautiful woman enters a room.
A Consultant	Is someone who takes the watch off your wrist and tells you the time.
A School Teacher	Is a disillusioned woman who used to think she liked children
A Diplomat	Is someone who can tell you to go to hell in such a way that you'll look forward to the trip!



**GRAMMAR & VOCABULARY**

Read the following extract from a letter and answer the grammar & vocabulary exercises given below.

I've applied for a job at the Rich Bank, but it seems they're only taking people who're fluent in English. Of course, I told them, I'm really very fluent, but from the way they looked at me, I knew they didn't believe me.

I think I'm going too fast for you. What actually happened was this- I sent an application, without any thought about the qualifications as such. I just wanted to work in a bank, because everybody says it's great to get loans and so on.

Anyway, although I sent the application, I had no hope of being called for an interview. Can you believe it - they actually sent me a letter asking me to come for an interview!

I showed it to my parents - my mother was very proud, but my father laughed and said they must've called every applicant to the interview, without sorting out the applications.

I was not going to listen to him - I had already pictured myself as an executive,



drinking coffee in an air-conditioned room, behind a huge desk.

Maybe I should've listened to him. The interview was a disaster. To begin with, I didn't have the right clothes- I was so desperate, I thought I'll wear my school uniform, because that seemed the only proper thing I had.

Luckily my friend Kamalini, who lives next door said I could borrow any of her clothes. I asked for a white blouse because I had read in a magazine that white and gray are the colours people associate with banks. She was surprised and said, "Why white? It's the colour of mourning". I said, "No, it's the colour of banking," and she just shrugged her shoulders. Should've asked her for another colour- the entire interview panel was dressed in bright colours- and I went in white!

To come back to the interview, they asked me about my school etc. which was fine - I answered all the questions. Then they asked me why I wanted to work in a bank, I was stuck - I didn't want to tell them about the money and the loans. While I was wondering what to say, a horrible man on the panel asked me what my English qualifications were- I said, "O'level" and he said that didn't mean a

thing. Then, a worse thing happened- they said I had to come for the English Test this weekend- that's tomorrow- I don't know what to do. I hope they don't give any grammar questions, I'll fail as soon as I see it, and faint into the bargain.

See you soon, wish me luck,  
The Would be Banker.

### **Grammar Exercise:**

1. Find all the contractions given in the letter and write what they mean.

e.g. I've applied for a job at the Rich Bank  
I have applied...

### **Vocabulary Exercise:**

Give the meaning of the following expressions:

1. they're only taking people who...
2. without any thought about the qualifications as such...
3. I had already pictured myself as an executive...
4. The interview was a disaster
5. She shrugged her shoulders
6. He said that didn't mean a thing...



## Vocabulary

### Last Activity

Look at the following advertisement, what does "once in a blue moon" mean?

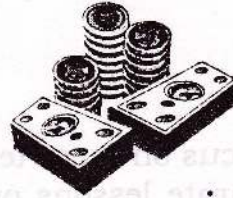
**"I would speak to my girlfriend in Australia once in a blue moon. Now we talk so often - it's like a honeymoon: no blues! Our love has grown in leaps and bounds."**





# LESSON 08

## OFFICE TALK



### Objectives

1. Recognize the different types of texts used in offices [written and spoken texts]
2. Read and extract the main idea from a text (skim)
3. Identify office vocabulary and jargon
4. Learn to conduct meetings
5. Write Minutes of meetings

The different types of texts used in offices are given below. Find out what the objective of each text is.

Text	Objective/Purpose
Memorandum, Memoranda (Memo, Memos)	
Notes	
Notices	
Advertisements	
Letters	
Circulars	
Loan Documents	

Reports	
Agenda of Meetings	የጉባዔ ጥያቄ
Minutes of Meetings	የጉባዔ ሰነድ

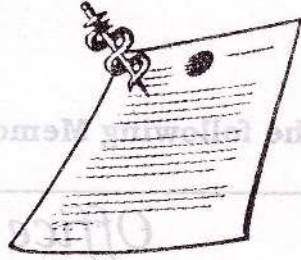
Now we'll focus on these texts and check what format should be used. There will be separate lessons on **Advertisements**, **Letters** and **Reports**, which require detailed knowledge. Here we'll focus on the basic format for each text.



	Text
	Memorandum Memoranda
	(Memo, Memos)
	Notes
	Notices
	Advertisements
	Letters
	Circulars
	Loan Documents



## TEXTS USED IN OFFICES



### I. Memos

**Memorandum** is a Latin word to refer to a short note. The plural form is **Memoranda**. Today, these words are hardly used; **Memo** and **Memos** have taken their place.

**Memos are used for internal office correspondence. That is, a note from one person or office to another within the same firm or organization is called a Memo.**

A note of something to be remembered is also called a Memo.  
e.g. I made a memo to buy more tea for the office.

Some shops dealing with office stationery sell Memo Pads.



I.I. Read the following Memo and answer the questions given below.

*Office & Company Ltd.*

550, Vauxhall Street, Colombo 10

MEMORANDUM

To: All Members of the Sports Club of *Office & Company Ltd.*  
From: Honorary Secretary  
Date: Mon. 07 June, 1999  
Subject: Annual Picnic

1. The Annual Picnic will be held on **Sunday, 04 July** as decided by the Executive Committee of the Sports Club of Office & Co. Ltd.
2. You are kindly requested to give the names of participants to any member of the Executive Committee by **Wed. 30 June, 1999**. No exceptions will be made if you cannot meet this deadline.
3. The venue as selected by you at the last meeting is Bentota Beach Hotel.
4. The time of departure will be 9.00 a.m. The bus will leave the office premises at 9.00 a.m. sharp. Latecomers will have to use their own transport.
5. The rates are Rs. 400/= per head, with half rates for children under 12.
6. A variety of activities has been planned, as on previous occasions, and the organisers look forward to your active participation.
7. Any queries will be answered on 678910, during office hours.

*We hope you'll enjoy the Annual Picnic!*



## Questions:

1. Who is sending this to whom?

2. What's the meaning of 'Honorary'?

*distinguished*

3. What's the meaning of a 'deadline'?

*last date*

4. What's the meaning of 'venue'?

*the place*

5. How much do children under 12 have to pay?

6. What's the purpose of this Memo?

7. How is the date written in this Memo?



## Activity

Write a **Memo** to members of an organisation you belong to, regarding arrangements for the Annual Sports Meet. Use the same format as above.

## II. Notes

The format for Notes written in offices is the same as the format for Personal Notes, discussed in the lesson titled **PERSONAL NOTES**.

Refer to that lesson and write Notes for the following:

i. You're taking leave tomorrow, and cannot attend a meeting at 10.00 a.m.

ii. You took a phone message from your Director's brother, asking her to call him back immediately.

iii. You're going to miss your colleague's farewell party because you're taking your father to see the doctor.

### III. Notices

Notices are different from Memos and Notes, because they are usually put up on Notice Boards or passed around for everyone in the office to read. They are not personal or confidential or addressed to a select few.

Notices are written to announce an event or give information, which will benefit everyone working in the organization.

Notices are not limited to offices; schools, tutorials and other institutions too, use Notices to make announcements and give information.

## Office & Company Ltd.

550, Vauxhall Street, Colombo 10

### NOTICE

All employees of *Office & Company Ltd.* are entitled to follow **English classes**, which will be conducted on

**Tuesdays and Thursdays from 4.00 to 5.30 p.m.**

The management of Office & Company Ltd. will pay the fees for the course.

The duration of the English course is from

Tue. 03 August to Th. 21 October, 1999.

The classes will be conducted in the Boardroom of our office, and will be **limited to 25 participants.**

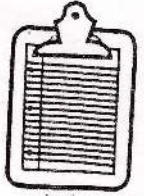
If you're interested, please give your name to the Secretary to the Manager, Human Resources Division by 12.00 noon, Fri. 23 July, 1999.

.....*P. Muttiah*.....  
Manager, Human Resources



## QUESTION:

What are the differences in format between Memos and Notices?



## Activity

Follow the format of the Notice given above, and write **Notices** for the following:

- ❖ Your school is organising a Shramadana to re-arrange the school library on the next public holiday and you want volunteers to give their names
- ❖ Next Friday is a special school holiday because it's Founder's Day
- ❖ The date of the Annual General Meeting of the Sports Club

## IV. Advertisements

In most offices, advertisements need to be read and answered, unless you are working in the Advertising Section of an office, in which case you will have to design the advertisements yourself.

Most often, you'll be asked to look for an advertisement for a product and provide the information to the officer in charge of purchasing for the organisation.

IV.I. Look at the following advertisement and answer the questions given below.

### MOTOR CYCLES FOR SALE

Following Company used  
Motor Cycles for Sale

Number	Model
132-3201	Mate V 50
132-3199	Mate V 80
137-0128	Mate V 80
117-3612	Honda C 70

*For Highest offer for the Full Lot-  
Contact during office Hours.(9am.-5pm.)*

**RUNETHO (PVT) LTD.**  
No: 51, Piyadasa Sirisena Mawatha,  
Colombo 10, Sri Lanka.  
Tel: 698297, Fax: 694128

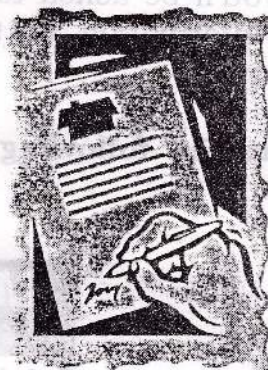
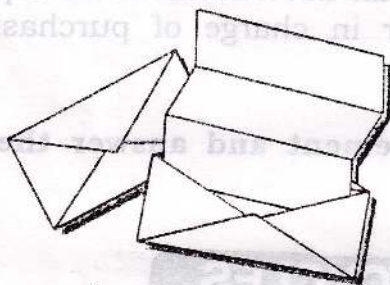


### Questions:

- i. What's the advertisement for?
- ii. How do you know that the products are well maintained?
- iii. Can they be bought individually? How do you know?
- iv. At what time can you contact them?

### Creative Activity

*Imagine that you have designed greeting cards, invitations, Thank you notes etc. for sale. Write an advertisement to appear in the newspapers, promoting your products.*



## V. Letters

Letters are one of the most important texts used in offices. In this case, you must learn to read, write and understand letters since they come in different forms and shapes and serve different purposes.

Look at this list of different kinds of letters and mark them as formal or informal.



off; personal

Type of Letter	Formal or Informal
Love letters	F
Job Applications	IN
Responding to Advertisements	IN
School Applications	IN
Letter of Acceptance of Job	IN
Letter to your cousin	F
Application for Leave	IN

There's no correct answer as such, because some people might write very formal and boring Love letters, but we would say that other than Love Letters and Letter to your cousin, all the others would require formal letters.

Following is a sample of a **formal letter**. Keep in mind that even in the case of formal letter writing, styles keep changing, expressions keep changing, so some terms may be considered old fashioned or some may be new. However, the sample given here is accepted as correct usage today.

In terms of layout or format, some letters start paragraphs on the left without indenting (i.e. leaving space at the beginning) and write the address and date also on the left. The signature is also on the left in such letters. Some use the layout given below, which is a mixture of formats. Select what you like best.



Formal or Informal	Type of Letter
<b>Office &amp; Company Ltd.</b>	
550, Vauxhall Street, Colombo 10	
	Tue. 08 June, 1999.
Mr. Shantha Nikapotha, 15, King's Street, Matale.	
<b><u>Post of Trainee Sales Executive</u></b>	
Dear Sir,	
<p>Thank you for responding to our advertisement for the post of Trainee Sales Executive.</p> <p>There were many applicants to this post, but we are very happy to inform you that your name has been shortlisted and we would appreciate it if you could be present for an interview at our office on the following date:</p> <p style="text-align: center;"><i>Thursday, 17 June, 1999 at 2.45 p.m. in the Boardroom</i></p> <p>Thank you for your interest in our company. We're looking forward to meeting you at the interview.</p> <p>With best wishes,</p> <p style="text-align: right;">Yours faithfully, <i>P. Muttia</i> Manager, Human Resources</p>	

**Questions:**

- A. What's the objective of the letter?
- B. Why is the post underlined and written in bold type?

*reply*

*applied this post*



C. Where and at what time is the interview?

### Activity

Imagine that you are Shantha Nikapotha, and you received this letter, but you can't go for the interview that day because it is the same day as the 03 months almsgiving for your father. **Write a formal letter** apologizing and asking for another date.

## VI. Circulars

In Sri Lanka, both the government and private sector depend on **Circulars** to send out information. A **Circular** is a printed notice, given or sent to a large number of people to read.

Most often, information regarding regulations or changes to rules are notified through **Circulars**. E.g. When policy changes are made in the University structure, this information is sent by the University Grants Commission to the various universities, in the form of a **Circular**.

The problem with **Circulars** is that they usually refer to previous Circulars or to a written document such as a constitution, which the reader is supposed to refer to. The result is that the **Circular** cannot be read in isolation, it must be read in the context of the organisation which sends it.

Another characteristic of **Circulars** is that copies are sent to many people who are expected to circulate it.

**Look at the example of a government Circular on the next page, and answer the questions given below.**





Vice-Chancellors of Universities,  
Rectors of Campuses,  
Directors of Institutes

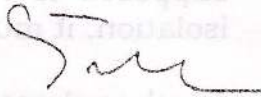
**RATES OF PAYMENT FOR CONDUCTING EXAMINATIONS FOR  
RECRUITMENT/PROMOTION OF STENOGRAPHERS/TYPISTS**

Your kind attention is invited to Commission Circular No.610 dated 13th October 1994 as amended by Commission Circular 716 dated 4th September 1997 on the above subject.

2. It has been decided that the rates of payments for examinations conducted by the Sri Lanka Technical College for the Recruitment/Promotion of Stenographers/Typists of the University System should be as follows:

The rates of payments applicable to external examinations conducted by the Sri Lanka Technical College.

3. Please take action accordingly. Please also note that the Commission Circulars stated in para 1 of this Circular Letter are not valid further.

  
(Prof. S. Tilakaratna)  
Chairman

- Cc:
01. Chairman/UGC
  02. Vice-Chairman/UGC
  03. Members of the UGC
  04. Secretary/UGC
  05. Deans of Faculties
  06. Registrars of Universities
  07. Financial Controller/UGC
  08. Bursars of Universities
  09. Librarians/SAL/AL of the Higher Educational Institutions/Institutes
  10. Snr.Asst.Registrars/Asst.Registrars of HEI/Campuses
  11. Snr.Asst.Bursars/Asst.Bursars of HEI/Campuses
  12. Chief Internal Auditor/UGC
  13. Govt.Audit Superintendents of Universities
  14. Snr.Asst.Int.Auditors/Asst.Int.Auditors of HEIs
  15. Secretaries of Trade Unions
  16. Auditor General



### Questions:

- A. When were the Circulars mentioned in the first paragraph passed?
- B. What's the purpose of this Circular?
- C. Why doesn't this document start with "Dear..." ?
- D. Re-write item 3 in normal English.



### VII. Loan Documents

As in the case of **Circulars**, most people who work in offices find that their lives are governed by **Loan Documents**, which are essential to survive in modern society. **Loan Documents** are formal applications for loans or information about the terms of loans, issued to individuals or companies. They are usually formal and full of legal terms.

#### ACTIVITY

Read the attached Loan Document sent to a Company by a Bank, and answer the questions given below.

#### Questions:

1. "We the undersigned" refers to whom?
2. What's the meaning of "duly authorised to obtain"?
3. Who should sign this document?
4. The first instruction says: "To be retyped on the letter head of the Company" - What does that mean?
5. Are there any similarities between Circulars and Loan Documents? What are they?

No

different

[To be retyped on the letter head of the Company]

To

COLOMBO BRANCH

We the Undersigned

the Directors of office and Company Ltd, do hereby warrant represent confirm and declare to Bank of Ceylon Colombo Branch, that in terms of the Memorandum and Articles of Association of the Company the Directors are duly authorised to obtain and have not exceeded their borrowing powers and are acting intra vires in obtaining from bank of Ceylon, Colombo Branch, Loans, Overdrafts, Letters of Credit facilities, Trust Receipt facilities, Pledge Loan facilities and other banking credit facilities up to an overall limit of Rupees Fifty Million (Rs.50,000,000/-) at any one time, on the security of-

Corporate Guarantee of

for Rs.50,000,000/-

At Colombo on this.....day of.....1995.

<u>Name</u>	<u>Designation</u>	<u>Signature</u>
.....	Director	.....
.....	Director	.....
.....	Director	.....
.....	Director	.....
.....	Director	.....

[All directors to sign].

[This form should be filled free of Tipp-ex, Erasing, Marks etc.]





### Findings:

This is the body of the **Report**. All data, statistics, problems, field work should be included here. Most **Reports** include graphs and tables in this section.

### Recommendations:

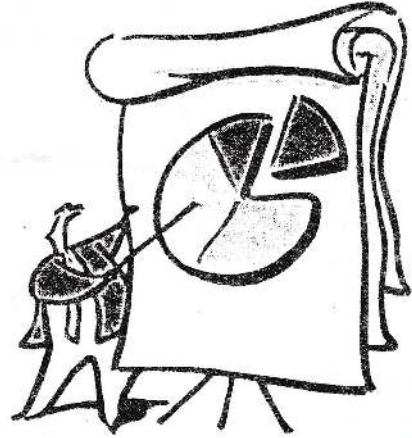
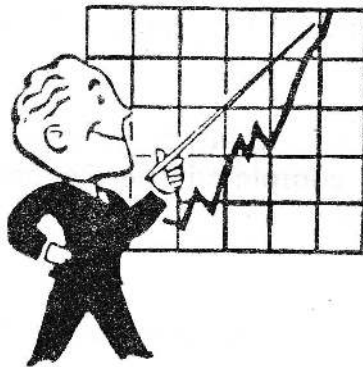
The solutions to the problems highlighted in the previous section are dealt with here. Most often, clear cut solutions may not be possible, but suggestions to improve the situation can be made.

### Conclusion:

This is where you give your final opinion on the entire project. In American English it is called "the bottom line is...", that is, the final verdict is given.

### Activity (Group Work recommended)

Select a project in your area and write a **Report** on it. In addition to the format given above, you can add pictures, photographs, diagrams or whatever you think is suitable. Today, **Reports** are full of visual effects to supplement the words.



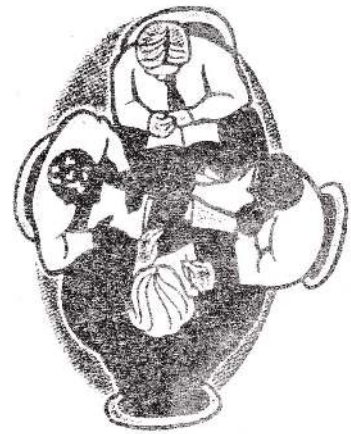


## IX. Agenda of Meetings

If Circulars govern the world of work, meetings fill it. Most people who have worked in offices for a long time, try to avoid meetings, but they're a part of the routine of life in the office.

An **Agenda** deals with what should be discussed at a meeting, and in which order it should be discussed. Usually, the **Agenda** is distributed to the participants before the meeting, so that they can prepare for it.

The **Agenda** usually follows the same pattern or format and is accompanied by terminology which rarely changes.



# Sample Agenda

*Name of Organisation*

*Date of Meeting*

## *Agenda*

- 1. Reading of Minutes*
- 2. Confirmation of Minutes*
- 3. Matters Arising from Minutes*
- 4. Main items:*
  - 4.1. Overtime of Employees*
  - 4.2. Transport after Overtime*
- 5. Any other business*
- 6. Date of Next Meeting*

Most of these items would retain the same wording for another meeting, with changes only in the **Main Item on the Agenda**, for instance.

Note how words like greeting and farewell or conclusion are left out of the **Agenda**. If one of the purposes of the meeting is to greet or welcome new members, it would be included as the first item under the heading Main Items.



## X. Writing of Minutes

You would have noticed the importance of **Minutes** in the Agenda. The **Minutes** refers to a record of what took place at a meeting. The **Minutes** are usually recorded in a book, or filed together for easy reference. **Minutes** are very useful in case of doubt or claims made by members regarding what took place. It is the responsibility of the secretary of a club or association to keep the **Minutes**.

Following is an example of Minutes from an association of office employees.

Observe the format in which it is written and answer the questions given below.

---

### *Employees Federation Of Office & Company Ltd.*

*Minutes of Meeting held on Wed. 13 October, 1999*

*Members present:*

*Ms Matilda Perera (Chair)*  
*Mr. Malcolm Desapriya (Secretary)*  
*Dr. Vajira Kehelwatte*  
*Ms Hemanthi Agalawatte*  
*Mr. Rajan Ramanathan*  
*Mr. Zakir Abdul*

*Excuses sent by:*

*Ms Arundathi Peterson*  
*Mr. Gabriel Pushpakumar*  
*Ms Carmel Punchihewa*

*Members absent:*

*Mr. Varuna Weerasena*

*Agenda: Main Items:*

Overtime of Employees  
Transport after Overtime

Minutes:

The Chairperson, Ms Matilda Perera commenced the meeting by asking the Secretary to read the Notice asking the members to be present for the meeting, followed by the reading of the Minutes of the previous meeting.

Mr. Rajan Ramanathan proposed that the Minutes were in order, provided that the spelling mistakes be corrected. Mr. Zakir Abdul seconded the proposal.

As there were no Matters Arising from the Minutes, the Chairperson proposed that the Main Items on the agenda be discussed.

Most members expressed their views regarding the suggestion that overtime of employees be increased but no transport would be provided. Most speakers felt that this was unfair, although a few expressed the view that it should be accepted on principle, followed by negotiations. After much discussion, the Chairperson decided to take a vote on whether the proposal to increase overtime should be accepted.

The majority were in favour, with only 02 dissenting votes. The issue of transport facilities after overtime was not discussed due to lack of time. The members suggested that the Chairperson discuss it with the Transport Manager before the next meeting, to find out on what grounds this suggestion was made. The meeting was adjourned at 5.45 p.m. The date of the next meeting was fixed for Wed. 10 November, 1999 at 4.00 p.m. in the Sports Club.

Date:.....

.....  
Secretary

President

**Questions:**

1. What's the difference between "Excuses sent by" and "Members absent" ?



2. Who proposed that the Minutes were in order?

3. What's the meaning of "it should be accepted on principle, followed by negotiations"?

It isn't necessary to pass the proposal but in principle the house must accept it to implement.

4. What's the meaning of "two dissenting votes"?

not favour to the proposal

5. Why wasn't the second item discussed?

due to lack of item

6. What's the meaning of "The meeting was adjourned..."?

stop a meeting for a short time

7. Who should sign the Minutes?

secretary and president

8. Was the objective of the meeting met?

Yes



## Activity

### CONDUCTING A MEETING

Imagine that the whole class belongs to a new organisation in an office. Conduct the inaugural meeting of the organisation by doing the following:

- i. Decide on the name of the organisation
- ii. Decide on who will chair the first meeting
- iii. Write the Notice informing everyone about the Meeting
- iv. Write the Agenda for the Meeting
- v. Decide on who will chair the first meeting

- vi. Conduct the meeting by appointing an interim Chairperson and a Secretary
- vii. Elect office bearers to the Committee
- viii. Decide on activities for the next three months
- ix. Write the Minutes of the meeting

**Suggested format for the Minutes:**

**Name of organisation:**

**Date of Meeting:**

**Members present:**

**Members absent:**

**Agenda:**

**Names of office bearers:**

**President:**

**Vice President:**

**Secretary:**

**Assistant Secretary:**

**Treasurer:**

**Asst. Treasurer:**

**Committee Members:**

**Date of next meeting:**

**Any other business:**



## Vocabulary & Grammar Notes.

**Office jargon** means the language used in the office- the special terms such as the **memos, circulars, agenda, memo pad** are part of office jargon. Most often the **Imperative form of verbs** is used in offices when sending memos, writing letters etc. The Imperative form suits the nature of 'office talk' which is basically issuing directives or orders and discussing them.

I. Read the following directives and focus on **Office Jargon** and the **Imperative form** of verbs.

1. Send a **memo** regarding tomorrow's meeting.
2. Write a **note** apologizing for my absence.
3. Put up a **notice** about the English classes.
4. Refer the **advertisement** to check the price.
5. Write a **letter** inviting her to be present.
6. Check the **circular** to find out the particulars/details.
7. Read the **loan document** and find out the interest rate.
8. Write a **report** on waste disposal at the factory.
9. Check the **agenda** for the main items to be discussed.
10. Write the **minutes** in point form since we're in a hurry.



### Note:

Only 'put up' and 'find out' have prepositions before the direct object. All the other verbs used to issue directives don't require prepositions.

- II. Now write directives (using the Imperative form of the verb) for the following situations, selecting the required office jargon:  
e.g. You need to remind the Chief Accountant that the company should pay for your computer course

Send a memo to the Chief Accountant about your computer course fees.

1. You're the Secretary of the Employees Union and you have to inform the membership of the date of the next meeting.

2. You couldn't attend your office-mate's brother's funeral

3. You need to inform all applicants to be present for the interview

4. The Ministry has sent the new regulations regarding overtime payment

5. You want to know what the meeting is about

### III. Vocabulary

Give the meanings of the following phrases taken from 'Office Talk':

1. Internal office correspondence	11. informal
2. Honorary Secretary	12. format
3. deadline	13. shortlisted
4. venue	14. terminology
5. queries	15. synopsis
6. colleague	16. highlighted
7. confidential	17. bottom line
8. duration	18. negotiations
9. Human Resources	19. dissenting votes
10. purchasing	20. was adjourned



## VI. Prepositions

If you look at most of the samples of written texts in 'Office Talk' you'll realize the importance of Prepositions. The following exercise is based on the correct use of Prepositions.

**Fill in the blanks with the correct Preposition from those given in brackets.**

1. I need to buy more tea \_\_\_\_\_ the office. (to, of, for)
2. The picnic was organized \_\_\_\_\_ the Sports Club. (by, on, to)
3. The Sports Meet will be held \_\_\_\_\_ Wed. 30 June. (in, at, on)
4. The time \_\_\_\_\_ departure will be 10 a.m. (at, of, in)
5. I'm sorry I can't attend your farewell party due \_\_\_\_\_ my brother's wedding. (to, in, for)
6. The notice was \_\_\_\_\_ the Notice Board, but I didn't read it. (in, on, up)
7. The classes will be conducted \_\_\_\_\_ Fridays and Saturdays. (at, in, on)
8. Thank you \_\_\_\_\_ responding to our advertisement. (to, with, for)
9. We're looking forward \_\_\_\_\_ the friendly cricket match. (for, to, with)
10. You must apologize \_\_\_\_\_ the Director, however upset you may be. (to, with, for)
11. Write a note to him asking \_\_\_\_\_ more information about the proposed strike. (to, up, for)
12. The circular was sent \_\_\_\_\_ the office, but we can't find it. (to, up, in)
13. The report \_\_\_\_\_ hostel facilities was too long and boring. (in, on, by)
14. The report deals \_\_\_\_\_ the problem of Graduate unemployment. (with, on, of)
15. Include all the visuals \_\_\_\_\_ this section. (on, at, in)

16. The bottom line is that the course \_\_\_\_\_ statistics is an utter failure. (on, at, by)
17. Part of the daily routine \_\_\_\_\_ an office is the tea break. (in, with, by)
18. The confirmation \_\_\_\_\_ Minutes took longer than expected, because members who had attended that meeting were absent. (by, of, on)
19. The main item \_\_\_\_\_ the agenda was the proposed dismissal of the strikers. (at, with, on)
20. They have started to audiotape the proceedings \_\_\_\_\_ the meeting so that it's easier to write the Minutes. (of, by, in)
21. I propose that the Minutes are \_\_\_\_\_ order. (out, in, at)
22. The proposal was seconded \_\_\_\_\_ my colleague, who fell asleep after that. (by, through, with)
23. They decided to take a vote \_\_\_\_\_ the issue because of the controversy surrounding it. (in, on, at)
24. The meeting was chaired \_\_\_\_\_ Ms Grero. (by, with, at)
25. The meeting was adjourned \_\_\_\_\_ 6 p.m. (at, on, in)

## Dialogue

Listen to the following dialogue and enact it.

*Speech*

Sumith: Yesterday's committee meeting was so **boring**. It went on and on.

Chitra: Why, what happened?

Sumith: The President- that smart guy, went on talking so much I thought he'll never stop!

Chitra: Why didn't the Vice President stop him?

Sumith: She tried her best, but he just **ignored** her.



- Chitra: Anyway what on earth was he going on about?
- Sumith: About us – how incompetent, lazy and hopeless we are!
- Chitra: Really? I thought he liked us.
- Sumith: **My foot!** He went to town about how we're only interested in reading the papers and drinking tea, and that we don't even know how to write a Memo.
- Chitra: But that's not fair, we know how to write Memos.
- Sumith: You know what I think, he may be smart but he doesn't know the new format for Memos and stuff.
- Chitra: So maybe, it's time he went for a course to **upgrade his skills**. Shall we suggest it to him?
- Sumith: Are you mad? Then the next meeting will be worse – he'll blast us for **insubordination**.
- Chitra: That's not insubordination, it's constructive criticism.
- Sumith: Call it what you will, I'm not going to say anything.
- Chitra: Typical male behaviour- and we're considered the **weaker sex!**

### Questions:

- I. Why did Sumith call the meeting "boring"?
- II. What's the meaning of "ignored her"?
- III. In this dialogue, what does the expression "my foot!" mean?
- IV. What does "upgrade his skills" mean?
- V. What's the meaning of "insubordination"?

To find out the meaning of Chitra's last comment about "typical male behaviour" and "the weaker sex" wait for the lesson on **Women**. These comments are typical of people who believe that the sexes have gender specific roles. We'll save this discussion for later, but if you have views on the issue of **Gender Specific Roles**, discuss them in class.

## LISTENING COMPREHENSION

1. Listen to the song called "*Nine to Five*" and enjoy it.
2. Then listen to it again, to see if you can find out what it's about.
3. Listen to it again with the words given below, and focus on the following questions.
  - a. Is the woman happy with her work? How do you know?
  - b. What does she think of her boss or bosses in general?
  - c. What are her dreams?
  - d. Is her situation applicable to workers in Sri Lanka?
  - e. What's the final impression created by the song?
4. Now listen to the song again and enjoy it. You can sing it if you're in the mood!





Nine to Five  
By Dolly Parton

Tumble out of bed and stumble to the kitchen  
Pour myself a cup of ambition  
And yawn and stretch and try to come alive  
Jump into the shower and the blood starts pumping  
Out on the streets the traffic starts jumping  
Folks like me on the job from nine to five

CHORUS

Working nine to five -what a way to make a living  
Any getting by it's all taking and no giving  
They just use your mind and they never give you credit  
It's enough to drive you crazy if you let it.  
Nine to five for service and devotion  
You would think that I would deserve a better promotion  
Want to move ahead but the boss won't seem to let me  
I swear sometimes that man is out to get me

They let you dream just to watch them shatter  
You're just a step on the bossman's ladder  
But you've got the dreams he'll never take away  
On the same boat with a lot of your friends  
Waiting for the day your ship will come in  
And the tide's gonna turn and it's all gonna row your way

CHORUS TWICE

There's a better life and you think now don't you  
It's a rich man's game no matter what they call it  
And you spend your life putting money in his pocket

CHORUS TWICE...

NOTE:

gonna: Colloquial English contraction for "going to"





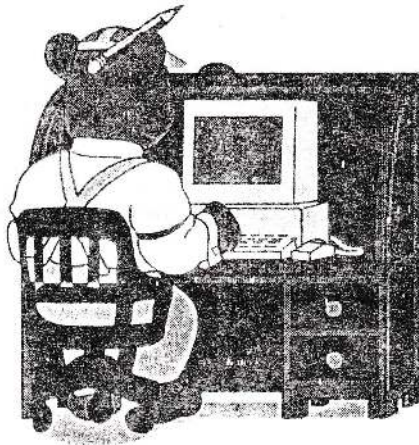
## LESSON 09

### WRITING INFORMAL LETTERS

#### Objectives

1. Understand situations in which personal letters are written.
2. Understand the format of a personal letter.
3. Write a personal letter.

In this lesson, we will deal with writing letters in English. Letters may either be **personal** (those written to your family, friends or people you know well) or **official** (those written for business or official purposes.) There are a number of differences between these two types of letters. In this lesson, you will learn to write personal letters.



#### Format of a Personal Letter

When you write a letter, it is important that you use the correct **format**. When you write a personal letter in English, you should use the following format:

*Your Address,*

*Date.*

*Salutation*

*Body of Letter*

*Complimentary Close,*

*Signature.*

Look at the following example of an Informal Letter.

136, Upper Lake Road,  
Kurunegala,  
30.06. 99.

Dear Rohan,

I was very happy to get your letter, as I hadn't heard from you for a long time.

Thanks for inviting me to spend the holidays with you. I haven't visited Anuradhapura for a long time. So I'm looking forward to this visit. I'm sure I'll enjoy it very much. Hope to meet you soon.

Sincerely yours,  
Amal.





## Activities

### Starting and Concluding a letter:

1. How do you begin a letter?

What is the word usually used? .....

What words are used for people close to you ?

.....

2. Complimentary Close

To whom would you write the following:

Sincerely, Yours sincerely ..... *friend* .....

Affectionately, Yours Affectionately ..... *mother* .....

With love from ..... *Mom* .....

Your loving .....

3. Writing the address

Remember that the address must be written correctly, i.e. on separate lines as shown in the informal letter given below.

**Read the following personal (informal) letter written by a student.**

Ramani and Nalini are good friends in school. After passing the O/L examination they got admission to 2 different schools for their A/L's. Ramani wrote to Nalini about her new school.





No. 05, Hill Street,  
Dehiwala.  
05.09.1999.

Dear Nalini,

How are you getting on? How is your new school? I hope you have settled down to work now. Have you made any new friends? My new school is very interesting. Let me tell you about it.

There are about 10 Grade 12 classes in the school. I am in 12-B which is a Bio-Science class. There are 30 students in it. Like me some of them are new to the school.

This is quite a large school, as you may have heard. There is a very large library with hundreds of books. Anyway, we are not yet allowed to borrow books. We can only go in and read.

There is also a well-equipped lab. I am looking forward to the practical classes. Actually, there are many more things that I can write about. But I think I'd better stop now. Please reply soon. I am eager to know about your school.

Wishing you all the best,

Yours sincerely,  
Ramani

### Pair Work

Given below is the reply Nalini wrote to Ramani. Fill in the blanks with suitable words from the list given below and complete the letter.



'Siri Nivasa',  
156/6A, Weragala Place,  
Moneragala.

24.11.99

Dear Ramani,

Thank you for your letter. Sorry ..... I ..... couldnt write to you for a long time. You had asked for news about my new ..... school ..... , so let me tell you about it.

The school I now attend is a National School. It's a very large school. There are about 8 Grade 12 classes in the school. I'm in 12-A which is a Physical ..... science ..... class. There are ..... 25 students in my class. We had our first lesson in Pure ..... Mathematics ..... yesterday. The teacher explained the lesson very clearly.

There is ..... a large playground in our school. The school is well known ..... produced ..... in the area for athletics and sports. It ..... many sportsmen and sportswomen at national level. I think I'm very lucky to have joined this school.

I'll write more details in my next letter. Please ..... write ..... to me when you are free.

Yours sincerely

Nalini.

- |                |                    |
|----------------|--------------------|
| 1. There is    | 7. Yours sincerely |
| 2. Mathematics | 8. school          |
| 3. Science     | 9. has produced    |
| 4. write       | 10. 24.11.99       |
| 5. Dear Ramani | 11. There are      |
| 6. well known  | 12. I              |



### More Activities

1. Write a letter to a penfriend giving him/her the following information:
  - \* that you have joined the Advanced Level classes for higher studies
  - \* a description of your school (use the structure There is/There are where relevant)

### Pair Work

Fill in the blanks in the letter given on the following page, with appropriate words.

167, Perakum Mawatha,  
Kalutara,  
20.03.99.

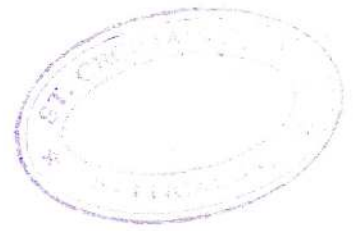
My dear Damayanthi,

Our English Day will be held on the 30th of March. As you (1) were better sick and (2) might not be able to come, I thought of telling you what we (3) were planned to do.

Our teacher (4) has asked to us to act the seven stages of man from Shakespeare's play "As you like it". Nishanthi, Mala and Anusha (5) have been selected already. She (6) is will be selecting four more girls tomorrow. I (7) am I will be given a part too.

The year 12 Science class (8) has prepared two group songs. Your friends Kamala and Sunila are sure to be chosen for that item.





I hope you will be well soon to come to school after the April holidays. We  
(9) .....*are*..... all looking forward to seeing you. The whole class  
(10).....*and*..... me in wishing you well.

Yours sincerely,

*Malathi*

### *More letters to write!*

1. A teacher who was helping your class to practise a drama for an inter-school competition had to leave the school before the date of the competition. You and your classmates however, continued with practices and won first place in the competition.

*Write a letter to the teacher describing the competition and thanking her for the help given. You should write your school address in your letter.*

We also write personal letters when we need to express feelings of happiness or sorrow. Given below is a letter expressing happiness.

"Pubudu",  
Navam Mawatha,  
Anuradhapura.  
25.06.99.

My dear Ajanthi,

I was very happy to hear that you have been selected to follow a course in Medicine, at the Monash University, in Melbourne Australia. Please accept my heartiest congratulations.

I remember you always wanted to be a doctor and now you'll be able to achieve your ambition.

I hope you'll do well in your studies. I'm sure you will find life at the university interesting and more exciting than life in Kalutara.

My parents join me in wishing you all the best. I hope I'll be able to pay you a visit before you leave Sri Lanka.

Your loving friend,  
*Sandamali*

### Language Notes

Notice the first sentence of the letter written to express happiness.

I was very happy to hear  
that .....

Here are different ways of writing this.

- I was delighted to .....
- I was overjoyed to .....
- I was extremely happy to .....
- I was so glad to .....

Also note the expression used to convey happiness.

Please accept my  
heartiest congratulations.

### Activity

Choose any **one** of the following situations and write a letter expressing happiness to

- i) Your cousin who has won a scholarship to enter a foreign university.
- ii) Your friend who has been selected to represent Sri Lanka at the Boy Scout/Girl Guide Jamboree to be held in New Delhi, India.



iii) Your pen pal who has been selected to the



national football team of his country.

**Now read this letter which expresses feelings of sorrow.**

262/3, Colombo Road,  
Badulla.  
27.06.99.

My dear Sumith,

I was very sad to hear that your youngest brother had died in a road accident. Please accept my deepest sympathies.

I'm sorry I couldn't attend the funeral because I was in Badulla that day. I saw the obituary notice only after the funeral was over. When I return to Colombo I shall come and see you.

Please convey my condolences to your sister and your parents.

Sincerely yours,  
*Niroshan.*

### Language Notes

Notice the first sentence of the letter written to express sorrow.

I was very sad to hear  
that .....

Here are different ways of writing this.

I was very depressed to .....

I was very sorry to .....

I was extremely sorry to .....

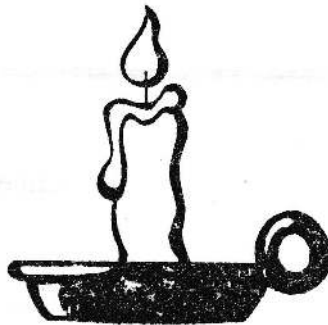
Also note the expressions used to convey **sorrow at a time of death**.

Please accept my deepest  
sympathies.  
Please convey my  
condolences.

### *Last Activity*

Choose any one of the following situations and write a letter expressing sorrow to

- i) Your uncle who lives abroad and who has lost his wife and child in a road accident.
- ii) Your sister/brother/friend whose house has been burgled.
- iii) Your sister/brother/friend who now lives in a refugee camp because she/he has been affected by terrorist activities.





## LESSON 10

### WRITING FORMAL LETTERS

#### Objectives

1. Learn the format of a formal letter.
2. Note differences between formal letters and personal letters.
3. Become familiar with vocabulary/phrases used in formal letter writing.
4. Write formal letters of request and inquiry, permission, apology and thank you.

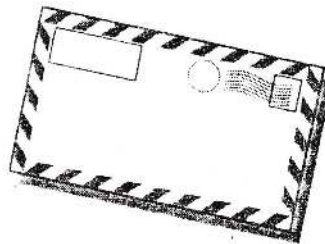
#### Introduction

You already know that there are two types of letters in English: personal letters and official letters. We have dealt with writing personal letters also called informal letters in the previous lesson. In this lesson we will learn to write **formal (official) letters**.

#### FORMAT OF FORMAL (OFFICIAL) LETTERS

##### 1. Letter of Request

When you write an official letter it is important that you use the correct format. **Formal letters** are not written in the same manner as personal or informal letters.



Read carefully through the following letter of request and note the features found in a formal letter. (letter 01)

1

Harischandra Maha Vidyalaya,  
Temple Road,  
Negombo.

2

06.01.1999

3

Zonal Director of Education,  
Negombo.

4

Dear Sir,

5

Request for a Playground

6

I am writing to you regarding an essential facility for Harischandra Maha Vidyalaya.

7

The students face a lot of inconvenience because of the lack of a playground for the school. As a result, although there are many talented athletes they are unable to perform well at district level sports meets.

8

I would be obliged if you could please make available a suitable ground close to the school where the students could practise.

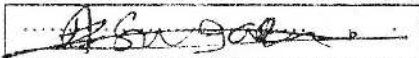
9

I should be glad if you would give this matter your consideration.

10

Thank you.  
Yours faithfully,

11



12

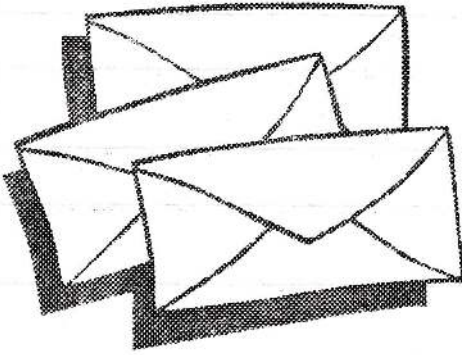
A. SUGATHAPALA,  
PRINCIPAL,  
HARISCHANDRA MAHA  
VIDYALAYA.



Here is a list of features found in a formal letter.

The number against each feature corresponds to the number marked in the letter you have just read.

1. Your address.
2. Date.
3. Designation and address of person you are writing to .
4. Salutation.
5. Underlined subject of letter.
6. Introduction.
7. Reason for letter.
8. Request for action.
9. Conclusion.
10. Complimentary close.
11. Your signature.
12. Your name and designation in block capitals.



## Activity

Fill in the Format Sheet given below with information from the list given above.



Remember that formal letters must be:

- \* polite
- \* short and to the point. Usually not more than 03 paragraphs. Sometimes as in the model letter a paragraph may even consist of just one or two lines.
- \* typed or written carefully according to the correct format.

### Activity - Pair Work

Compare the features included in the format of the two types of letters: personal and formal. Put a ✓ against the relevant feature in the format of each type of letter. The first one is done for you.

1. Your address
2. Date
3. Designation and address of person/  
organization you are writing to
4. Salutation
5. Underlined subject of letter
6. Body of letter
7. Complimentary close
8. Your signature
9. Your name and designation in block letters

Personal Letters	Formal Letters
✓	✓

## Language Note

Notice the first sentence of letter 01.

I am writing to you .....

Here are different ways of writing this

I write to you regarding .....

I wish to inform you about .....

Here is another letter of request (Letter 02)

Girls' High School,  
Peradeniya Road,  
Kandy.  
14.01.99

The Principal,  
Mahamaya Balika Vidyalaya,  
Kandy.

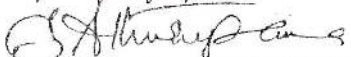
Dear Madam.

### Inter House Drama Competition

The Inter House Drama Competition of our school will be held on 26th March '99, at 3.00 p.m. in the school auditorium. We would be happy to have you as one of the judges. We look forward to hearing from you.

Thank you.

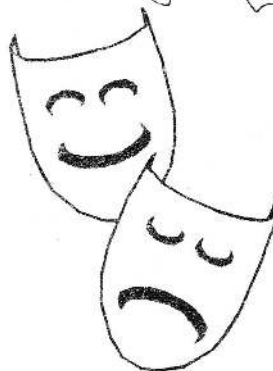
Yours faithfully,



Shamali Aturupana

SECRETARY,

ENGLISH DRAMA SOCIETY.





## Language Notes

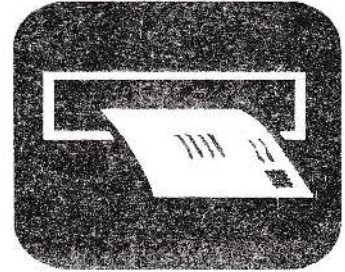
- \* Notice the last sentence of letter 02

We look forward to hearing from you.

## Activity

Conclude letters in the same way for the following;

- (a) attend/the annual dinner.
- (b) meet/the new warden of our school hostel.
- (c) see/you at our Sports meet.
- (d) read/ your article in the school magazine.
- (e) hear/more about the art exhibition.



## Language Notes

- \* Here are different ways of ending a letter of request:  
In anticipation of an early reply.  
We hope that you would write to us at your earliest convenience.  
We hope to hear from you within the next few days.

- \* **Address Formats**

You may have noticed that letter 01 and letter 02 contained different address formats.

In letter 1, the format was of the type (A)

Sender's Address

Date

Name,  
Designation and address of receiver

Senders's Signature,  
Name,  
Designation

Letter 2 was of the type (B)

Sender's Address

Date

Receiver's Name,  
Designation,  
Address.

Sender's Signature  
Name,  
Designation .

You should remember the following points when using these formats :

**For Type A**

1. The complimentary close, the name of sender and signature are aligned to the right.
2. Paragraphs could begin at the left margin or be indented.

**For Type B**

All parts of the letter begin at the left margin.



## Activity

You wish to buy some batik wall hangings for the school hall.

Write a letter of request to a supplier of batik wall hangings based on the pattern given below. Remember to include the necessary features of a formal letter.

Dear Sir/Madam

I should like  
I wish  
I want

to

order  
buy  
purchase

some batik wall hangings.

Would

you

please  
kindly

send me your

latest designs  
catalogue samples

and

further information about/full  
details of/particulars of

your prices.

I look forward to

hearing from you  
receiving your reply

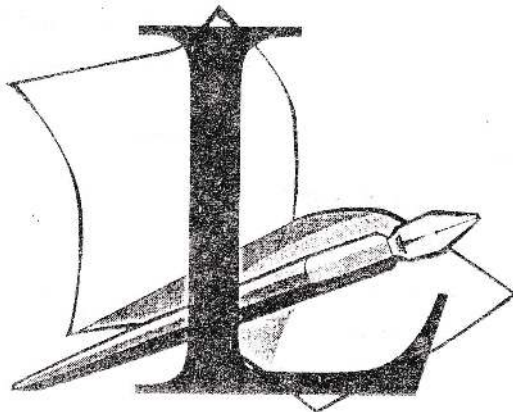
as soon as possible  
in the near future  
in due course

Yours faithfully,

## Activity

Follow the format given in letters 01 and 02 and write letters of request for the following situations.

- Write*
1. Imagine you are the head prefect of your school. Your school urgently needs a school bus in the mornings and afternoons. Write to the Transport Manager of your area requesting him to make available a bus. Mention the route for which the bus is needed and give reasons why the students face transport difficulties on this route.
  2. You need to supply refreshments (eats and drinks) for the guests who have been invited for the Upper School Prize Giving. Write to the President of your OGA (Old Girls' Association) requesting them to supply the different items you will need .
  3. To the Secretary of the Science Society of another school in your area. Request him/her to send 04 representatives from the Advanced Level Science Classes for your Science Day.
  4. To the Secretary of the OGA (Old Girls' Association) or OBA (Old Boys' Association) requesting their participation in the Sramadana campaign organised by the year 12 class to paint the classrooms.
  5. To a person of your choice requesting him/her to be the attesting witness at your sister's wedding.





## A LETTER OF INQUIRY

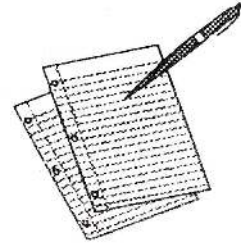
Often in our daily lives, we may read about a product which we would like to purchase. We may also need to have more information about the product before we can make a decision. We may even have to do this for our institution of education/institution of business.

Read this letter of inquiry regarding a refrigerator.(Letter 01).

Balika Vidyalaya,  
Kegalle,

15.06.99.

The Manager,  
Associated Electrical Corporation Ltd.,  
140, Vauxhall Street,  
Colombo 2.



Dear Sir,

**Inquiry regarding Sisil Refrigerators**

This is with reference to the advertisement in the "Daily News" of 20th May about your Sisil refrigerators.

The Old Girls' Association has undertaken to supply a refrigerator for our school canteen. Therefore we would like to know more about your range of refrigerator models ie. capacity, size, colour etc.

We would also like to have details regarding prices, terms of payment, service and guarantee.

We would be much obliged if you could send us a brochure giving us all the above information.

Please let us know as to when these items could be examined.

Thank you.

Yours faithfully,

*Ranee Disanayake*

.....  
Ranee Disanayake.  
President-OGA.

## Language Note

1. Notice how the letter begins, ie. with a reference to the advertisement.
  - \* When writing a letter of inquiry, it is useful to indicate where you had got the information about the product.  
eg: You may have seen the advertisement on TV or even heard about it on the radio.
  - \* If you do not have any information at all, you should ask directly for information
  - \* It is polite to state why you need the information ie. the reason for the inquiry.
  - \* End your letter politely.
2. Notice how you inform the company you are writing to how or where you heard about their product or service.

Dear Sir,

This is with reference to the advertisement in the 'Daily News' of 20th May about your Sisil refrigerators.

You can also write

Dear Sir,

We have seen an advertisement in the 'Daily News' of 20th May about your range of Sisil refrigerators.



3. Notice the different ways in which you could ask for more information.
- (i) Please send us more information about your ranges of refrigerators  
or
  - (ii) Could you please send us more information about your range of refrigerators  
or
  - (iii) We would be obliged if you could send us more information about your range of refrigerators.
4. Notice how a letter of inquiry ends.
- (i) In anticipation of an early reply  
or
  - (ii) We hope that you would send us this information at your earliest.

### Activity

Follow the model letter given in this lesson and write letters of inquiry for the following situations.

1. You are the Secretary of the Welfare Society and you wish to buy a new TV set for the Welfare Society Common Room. Write a letter to a TV firm asking for;
  - (i) sizes and models of TV sets
  - (ii) prices of colour/black and white sets.
  - (iii) price of installation etc.
2. You are entitled to a vehicle loan from your place of work, and you wish to purchase a motor bicycle. Write a letter of inquiry to a company which deals in motor cycles asking for
  - (i) prices and models of motor cycles
  - (ii) terms of payment, service and guarantee
  - (iii) any other relevant details - eg. a brochure.

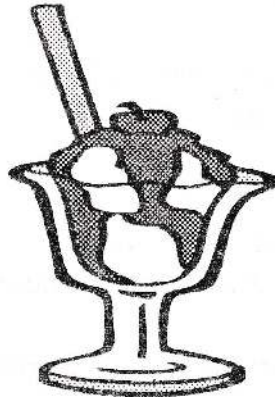
The letter of inquiry (01) you read was a letter written on a matter of business. You may need to write letters of inquiry which are more personal. Here too you need to write formal letters of inquiry.

Read this letter of inquiry (letter 02)

Poonagalla  
Estate,  
Poonagalla.

15.06.99.

The Manager,  
Lake Inn Hotel,  
Nuwara Eliya.



Dear Sir,

Inquiry regarding a wedding reception

I understand that your hotel has provision for holding wedding receptions.

My sister wishes to have her wedding reception which has been fixed for 15.12.99, at your hotel. Therefore I would like to know the cost per head.

I would also like to have details regarding the seating capacity of the hall and what facilities the hotel provides with or without extra payment, for the poruwa structure, the table decor, the settee for the bridal couple etc.

I look forward to hearing from you.

Yours faithfully,

Handwritten signature of the sender.

**Activity**

Follow the model letter (02) given in this lesson and write letters of inquiry for the following situations.

1. It is your sister's wedding. She wants you to make inquiries about the bouquets and floral decor needed. Write a letter to a person/floral establishment asking for the necessary details.
2. Your brother is getting married. You are in charge of making arrangements for his homecoming. Write to the manager of a hotel asking for necessary details.



## A LETTER OF PERMISSION

This type of letter is written when you need permission from a higher authority to do something; eg: leave school early, invite other schools for special days/events in your school, accept invitations for similar activities from other schools etc.

Read this letter

Year 12 A,  
Sanghamitta Balika Vidyalaya,  
Galle,

15.03. 99

The Principal,  
Sanghamitta Balika Vidyalaya,  
Galle.

Dear Madam,

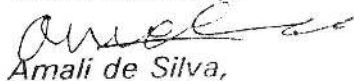
**Permission to leave school early**

We are hoping to publish our school magazine in June this year.

We need to collect advertisements from our well wishers. Please grant us permission to leave school at 10.00 a.m. today, so that we can go round canvassing for advertisements.

Thank you.

Yours faithfully,



Amali de Silva,

Surangi Fonseka

MEMBERS OF MAGAZINE COMMITTEE.

### Language Note

Read this sentence asking for permission.

Please grant us permission

Here are different ways of expressing this idea.

Please give us permission

Please may we leave school early .....

### Activity - Pair work

1. What is the underlined subject of the letter ?
2. Why do Amali and Surangi want to leave school early ?

### Activity

1. Imagine you are the Secretary of the Literary Association. Write a letter to the Principal asking for permission to attend the English Day of another school in your area.
  2. Write a letter to the Director, Department of Meteorology, 383, Bauddhaloka Mawatha, Colombo 07 asking for permission to visit the department with a group of students from the Advanced Level class.
- Write similar letters to the relevant authorities asking for permission to visit—
- a tea factory, a garment factory, the cement factory (Puttlam), the Kandos chocolate factory (Kandy), the salterns (Hambantota), the planetarium (Colombo), or any other place of educational importance in your area.



## LETTERS OF APOLOGY AND THANK YOU

### A Letter of Apology

We write a letter of apology to express inability to accept an invitation or request, to notify changes at short notice for requests made, or ask pardon from a person for something we have said or done.

Letter 02 of lesson 10 was a letter of request written by the Secretary of the English Drama Society to the Principal, Mahamaya Balika Vidyalaya.

The venue and date of the Drama competition was changed.  
This is the letter Shamali wrote to the Principal.

Girls' High School,  
Peradeniya Road,  
Kandy.  
20.01.99

The Principal,  
Mahamaya Balika Vidyalaya,  
Kandy.

Dear Madam,

Inter House Drama Competition

This is with reference to my letter dated 14.01.99 on the above subject.

We regret very much that due to unavoidable circumstances we had to change the venue and date of the competition. The competition would now be held at the Trinity College Hall on the 30th March at 3.00 p.m.

We hope the new date will suit you. We are sorry for the inconvenience caused.

Thank you.

Yours faithfully,

*Shamali Aturupana*  
Shamali Aturupana.

SECRETARY,  
ENGLISH DRAMA SOCIETY.

## Language Note

- \* Notice the phrases used to express apology.

We regret very much that .....

We are very sorry that/for .....

We apologise for .....

Please accept our sincere apologies for .....

We offer our apologies for .....

### Pair work

Make sentences of apology for the following.

1. The change of address was not notified in time.
2. You were kept waiting at the school office.
3. The trip had to be cancelled without sufficient notice.
4. There was a printing error in your article in the school magazine.

### Activity

Follow the model letter given in this lesson and write letters of apology for the following situations.

1. You had invited the head prefect of your sister/brother school for your Prefects Day. The event had to be cancelled at short notice, and you were unable to inform her/him in time. Write a letter of apology for the inconvenience caused.
2. A distinguished past student of your school who sent an article to your school magazine wrote to the Editor about a printing error in the article which was published. Write a letter of apology to the writer of the article.
3. You had an end of term class party in your school. There was loud music and singing at the party which went on till 9.00 p.m. . The next day your Principal received a letter of complaint from one of the neighbours, an old couple. Write a letter of apology to the old couple.



4. The Games Captain of another school in your area invited your Relay Team to participate in the Annual Sports Meet. On the day of the Sports Meet 03 members of your Relay Team got Chicken Pox. Write a letter of apology to the Games Captain giving reasons why you could not come.

### **A Thank you Letter**

We write a thank you letter when we need to express our gratitude to a person/institution for some service that has been done. We also write thank you letters when we want to say thank you to a person who has invited us for some event/show etc. or who has accepted our invitation to be present at an important event in school.

Given below is the thank you letter the Principal wrote to the Zonal Director of Education.

Harischandra Maha Vidyalaya,  
Temple Road,  
Negombo.  
12.03.99.

Zonal Director of Education  
Negombo.

Dear Sir,

#### **Request for a Playground**

This is with reference to my letter of 06.01.99 on the above subject. I write to express my sincere gratitude for the prompt action you took towards making available a playground for Harischandra Maha Vidyalaya. We appreciate the great service you have done for the school.

Thank you,  
Yours faithfully,



PRINCIPAL

HARISCHANDRA MAHA VIDYALAYA.

## Language Notes

Read these sentences which say 'thank you.'

I write to express my sincere gratitude for .....

We appreciate the great service .....

There are other phrases which could be used to express the same idea;

I wish to say thank you for .....

Please accept my sincere thanks for .....

Thank you very much for .....

## Activity

Follow the model letter given in this lesson and write thank you letters for the following situations.

1. To the Secretary of the ECO Club of a school in your area for inviting your class to present an item for 'Let's do something now' on the theme 'Preserving the environment'. Include other necessary details in your letter.
2. To the Secretary of the PTA (Parent Teachers' Association) of your school for joining in the Sramadana campaign to paint the year 12 classes.
3. To the Secretary of the OGA (Old Girls' Association) for consenting to run the Upper School Canteen.
4. To the Chief Guest whom you had invited (and who had been present) for any one of these occasions— Prize Giving, Sports Meet, English Day, Maths Day, Science Exhibition, Art Exhibition.



Write a formal invitation  
for the following:

Inauguration  
of the  
TRAINING COURSE  
on  
**INTELLECTUAL PROPERTY FOR DEVELOPING COUNTRIES  
OF ASIA AND THE PACIFIC**

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# GRAMMAR REVIEW II

## GRAMMAR REVIEW II

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#### GENERAL COMMENTS

In Grammar Review II, once again we'll focus on areas, which cause problems for Sri Lankan learners of English. In this section of the book, we'll examine the following issues:

1. *Singular-Plural*
2. *Subject-Verb Agreement*
3. *Comparisons*

#### Nouns

For most of us, one of the most difficult problems of English grammar is the problem of whether Nouns are **singular or plural**. The problem arises largely because there are several kinds of nouns. Proper nouns, abstract nouns, common nouns, count nouns, non-count nouns are some examples. In this section, we'll be examining the problem of count versus non-count nouns because of the problems they cause in sentence structure.

In English, nouns function as either **count** or **noncount** (also called Mass or Collective nouns). Following are some examples of both kinds:

Count Nouns	Noncount Nouns
<i>Letters, envelopes, stamps</i>	<i>stationery</i>
<i>Bags, suitcases, boxes</i>	<i>baggage</i>
<i>Desks, chairs, tables</i>	<i>furniture</i>
<i>Typewriters, photocopiers</i>	<i>equipment</i>
<i>Chains, bangles, rings, bracelets</i>	<i>jewellery</i>

The list given above is fairly clear, but there are cases where a noun can be count or noncount, depending on how it is used in the sentence. Look at the following examples:

- Kumar went to buy some fish. (noncount)
- Kumari went to buy a big fish. (count)

In the first example, *fish* is used to mean a type of food, in a general sense, like *chicken, meat, rice*, whereas in the second example, *a big fish* refers to a particular size or number.

Count nouns are considered specific entities. The speaker considers them as individual, separate units, such as *desks, tables, chairs*. Count nouns can be counted – for instance, you can say *one desk, two desks, ten desks*, but you **cannot** say “one furniture, two furnitures...”

Noncount or Mass/Collective nouns are thought to be more nonspecific, more general, and in some cases less tangible. They are considered as whole, or together, rather than separate. Noncount nouns include larger masses of things such as gases, liquids, grains, concepts, forces etc.

**IDENTIFICATION OF COUNT/NONCOUNT NOUNS**

Decide whether the following are Count or Noncount Nouns & write in the second column. The first one is done for you.

Bags, suitcases, purses	<i>Count nouns</i>
Baggage, luggage	
Furniture, machinery, equipment	
Sugar, flour, rice	
Oxygen, nitrogen	
Chillies, onions, limes	<i>count</i>
Salt, pepper, cinnamon	
Information, news	
Water, coffee, tea	

*You can add your own examples if you like.*

**Singular & Plural**

One of the reasons we wanted you to be able to recognize Count and Noncount Nouns is because of the English grammar rule that only count



nouns should be pluralized by adding -s-, -ies or -es. However, many English speakers in Sri Lanka tend to make noncount nouns also into plural nouns by adding -s, -ies or -es.

E.g. furnitures, equipments, luggages, jewelleries

**In formal written English such words are considered wrong.** In fact, the syntactic rule is that Noncount or Collective Nouns are usually not pluralized by adding the suffix -s, -ies or -es. Therefore, the above examples should be:

**Furniture, equipment, luggage, jewellery**

[There's no need to add -s because these words mean many pieces of furniture etc.] e.g. *All the jewellery got lost!*

If you wish to refer to a single item of the above, you can say "a piece of furniture", "an item of equipment", "a piece of luggage" and "a piece of jewellery". If you want to refer to furniture as a whole, simply use the word "furniture".

**GRAMMAR EXERCISE**

Now correct the following sentences, using your knowledge of Count and Noncount Nouns. Remember to change the verb to singular or plural depending on the subject.

1. They have very expensive equipments for sale.
2. Her jewelleries make her look glamorous.
3. The baggages got lost at the airport.
4. I want to buy some furnitures for our house.
5. The stationeries got lost, but we bought more.

Another reason for recognizing Count and Noncount Nouns is that some quantity expressions can be used depending on the Count or Noncount nature of nouns. *Some* and *a lot of* can be used with both.

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### Quantity Expressions

Noncount	Count
A little	a few
Little	few
Less	fewer
Much, so much, very much, too much	many, so many, too many
Some	some
A lot of	a lot of
An amount of	a number of

---

Examples using quantity expressions are given below:

*Would you like a little water?*

*Can we have some water?*

*Can I have a glass of water?*

*Can I have a few glasses of water?*

*Can you spare me a little time?*

*I want a little time to explain what happened.*

*We need a few hours to tell you what happened.*

### GRAMMAR EXERCISE

Now use your knowledge of the rules and examples given above, and select the best answer to fill in the blanks.

1. \_\_\_\_\_ has just arrived.

a. A piece of new equipments

c. A few new equipments

b. There are some new equipment

d. A lot of new equipment

2. \_\_\_\_\_ students enrolled this year than last year.

a. Less of the

c. A few of

b. A few more

d. There were a few









observed in both spoken and written English. Especially in formal contexts, these rules are important.

However, once again, we wish to emphasize that you shouldn't get too worried about Grammar and Grammar Rules- please go ahead and use the language, that's the best way to learn. **The more you use the language, the easier it will be for you to function in English.**

In Lesson 01, the basic formation of a sentence in English was explained. Just to remind you, the structure of a basic sentence in English is as follows:

1. *The baby* *fell.*  
**Subject** **Verb**
2. *The wicked child* *hit* *the dog.*  
**Subject** **Verb** **Object**
3. *The boss* *scolded* *the secretary.*  
**Subject** **Verb** **Object**

The main pattern is Subject Verb Object. This is the general order in which sentences are formed in English. Now, we can focus on the issue of Subject-Verb Agreement in English.

### **SUBJECT-VERB AGREEMENT**

**The basic rule regarding Subject-Verb Agreement is that the subject and the verb must match in terms of Singular and Plural.** But many people ignore this basic rule. For example,

The teacher give us a lot of homework  
IS WRONG.

*The teacher gives us a lot of homework*

IS CORRECT.

#### **GUIDELINES FOR USAGE:**

**In English, the subject of a sentence must agree in Number [i.e. Singular or Plural] with the main verb.** In literary Sinhala and Tamil, the same rule exists. An example from English is given below:

*Kumaran is a student who fasts on Fridays.*

In order to figure out the rules of Subject-Verb agreement, it is important to decide which word [or words] of the subject should agree with the verb. The problem is to decide what the subject of a sentence is, as in the following example.

*The group of girls laughed.*

*Question: What's the subject?*

Usually, the noun before the verb is considered the subject, but in this sentence, the subject is not "girls". The subject is "The group of girls", and if you have to decide whether the subject is Singular or Plural, "the group" is Singular:

*The group of girls was laughing at the boys.*

Another problem is that in English, the same word can be Singular or Plural, depending on the context in which it's used. The examples given below give an idea of the issues involved.



1. *Statistics is an important subject if you want to do research.*
2. *The Central Bank statistics are a reliable indication of the economy of the country.*

In the first sentence, "Statistics" is the name of a subject, and is therefore in the Singular. Other examples are Mathematics, Maths, Economics, Linguistics, Graphics etc. Although they end with -s, they are not plural nouns. In the second sentence, "statistics" refers to numbers or amounts and is a Plural noun.

### **GRAMMAR EXERCISE**

Do the following exercise to see if you've understood what we've discussed so far.

Select the best answer from those given within brackets.

1. The Principal \_\_\_\_\_ (gives, give) us information on the war from time to time.
2. The Head Prefect \_\_\_\_\_ (was invited, were invited) to make the speeches on behalf of the school.
3. The cricket team \_\_\_\_\_ (plays, play) matches from morning till night.
4. The soccer team \_\_\_\_\_ (consists, consist) of 15 players.
5. Mathematics \_\_\_\_\_ (is, are) a useful subject, but it's not popular.

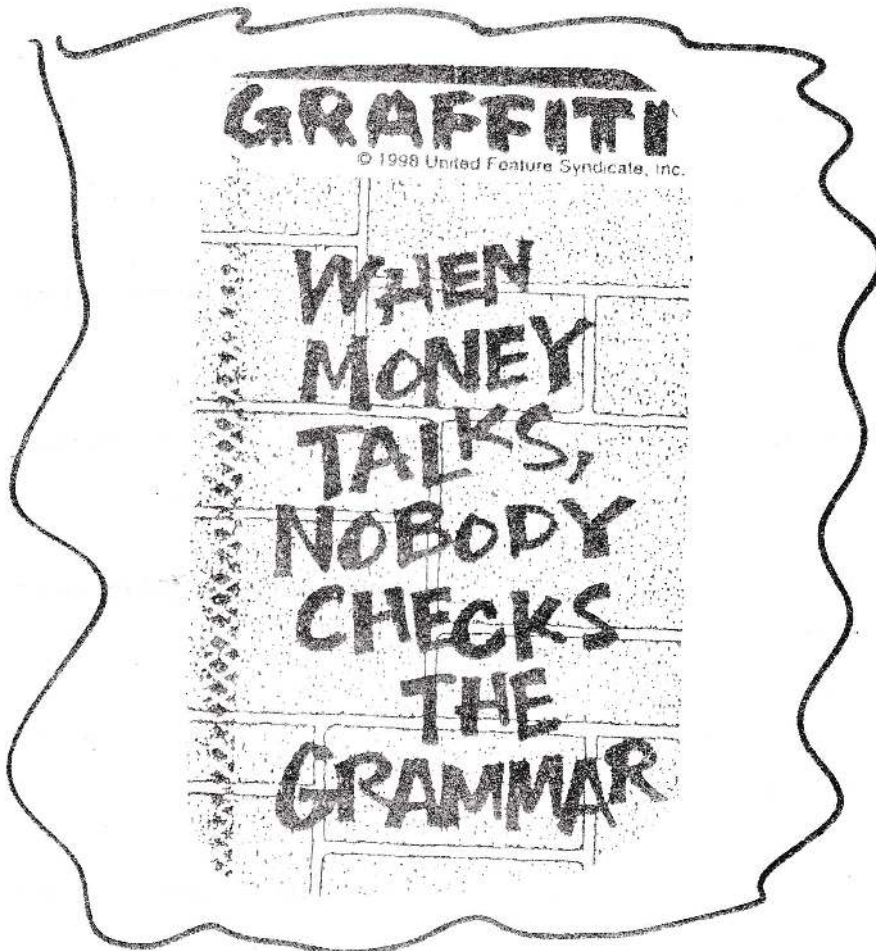
6. The group of boys \_\_\_\_\_ (was giggling, were giggling) throughout the ceremony, and the Master saw them.

7. Modern music \_\_\_\_\_ (gives, give) us a lot of pleasure, but old people find it too loud.

8. Television \_\_\_\_\_ (is, are) a wonderful medium, but television sets \_\_\_\_\_ (is, are) expensive.

9. Statistics \_\_\_\_\_ (is, are) a difficult subject and few people think it's interesting.

10. Sports \_\_\_\_\_ (is, are) very popular, but the equipment \_\_\_\_\_ (is, are) expensive.







## COMPARISONS

This is another area, which causes difficulties to Sri Lankan learners of English. Here, the problem lies in using too many comparative expressions together.

E.g. These biscuits are more creamier, IS WRONG.

This should be **These biscuits are creamier than those.**

Comparisons deal with comparing something to something else, or saying something is the best or the worst. For example,

- i. Malli/Thambi is taller than Akka.
- ii. Nuwara Eliya is colder than Hatton.
- iii. She's the cleverest in the class.
- iv. White rice is cheaper than samba.
- v. Basmathi is the most expensive rice.
- vi. Astra is less expensive than butter.
- vii. Water is the cheapest drink in the world.
- viii. Smak is the smallest drink in Sri Lanka.

## GUIDELINES FOR USAGE

There are many ways to make comparisons in English. Two of the most common forms are used in the examples given above. They are the comparative and the superlative. Both forms use Adjectives and Adverbs as the basis of comparison.

1. The **comparative form** is usually used when comparing two entities. The comparative form of the Adjective either takes **-er** (*taller, bigger, cheaper*) or **more... than** (*more beautiful than, more*



*expensive than*) or **less...than** (*less expensive than*) or **better than...** (*she's better than the boss*).

2. When making a comparison, it's not complete unless you use "...than..."
3. Another rule to remember is that two comparative forms are usually not used in one comparison. That is, either you use the **-er** form or **more...than** or **better than...** Don't use more than one.
4. The use of two comparative forms in one structure is possible in the idiomatic expressions:

*The sooner the better, the more the merrier, the more you use English the faster you'll learn it etc.*

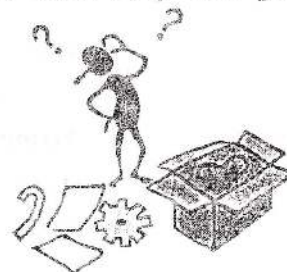
5. You can use the comparative form as Adjectives too, without "...than". E.g. *The lighter colours are nicer in colder countries. The darker colours are nicer in warmer countries.*

The following are **not correct in formal English**, because the 3<sup>rd</sup> guideline given above is not observed.

She's more better than her brother.  
It's more cheaper than that.

Note:

One of the problems with languages is that they keep changing all the time. According to the former rules of English, "She's better than him," would be wrong. The correct sentence according to the former rules of grammar would be: "She's better than he." However, today, "She's better than him," is accepted as correct, and very few people





would know the old rule.

### GRAMMAR EXERCISES

Select the correct answer from those given in brackets.

1. Akka is \_\_\_\_\_ (more tall, taller, more taller) than Mufthazar.
2. Amithab Bhattachan is \_\_\_\_\_ (more rich, richer, more richer) than Madhuri Dixit.
3. Kotmale is \_\_\_\_\_ (more cold, colder, more colder) than Nikaweratiya.
4. Upcountry tea is \_\_\_\_\_ (more cheap, cheaper, more cheaper) than imported coffee.
5. Nigeria is \_\_\_\_\_ (more wealthy, wealthier, more wealthier) than Ghana in natural resources.

Now read the following passage and use the comparative form to fill in the blanks.

Clothes are very expensive in Sri Lanka, but Sri Lankans living abroad love to buy clothes from Sri Lanka. The most expensive clothes are found in the fancy shops in Colombo. Women's clothes are expensive, but men's clothes are even \_\_\_\_\_ (expensive, more expensive) than women's. When I went to buy a T-shirt, I looked at the sleeveless ones because I thought they would be \_\_\_\_\_ (cheap, cheaper, more cheaper) than the ones

more → மிகவும் / மிகுந்த  
than → ஏறத்தாழ

with short sleeves. I was wrong. The T-shirts with designs were \_\_\_\_\_ (expensive, less expensive) than the ones without designs, that was the only difference. I wanted a T-shirt with a lot of colours. The \_\_\_\_\_ (nicer, more nicer) T-shirts had two or three colours, the \_\_\_\_\_ (uglier, more uglier) ones had two pale colours.

using the examples given below as models, complete the expressions given below.

*The harder you try, the more you'll succeed.*

*The less you try, the more difficult it will be.*

- A. The more you work, the better...
- B. The more you do, the less...
- C. The more you dance, the more...
- D. The less you try, ...
- E. The more money you earn...
- F. The more famous you are, the more...

---

So far, we've been looking at the Comparative form in English. In comparisons, another form is the Superlative form. The **SUPERLATIVE** form is generally used when comparing more than two entities or to refer to an entity that stands out in its class or group.

### **GUIDELINES FOR THE SUPERLATIVE FORM**

- e.g. The purpose of the superlative is to say something is the best, the most..., the least..., the worst etc. The superlative form of the Adjective takes either -est (*shortest, wildest*) or most... (*most handsome, most*



comfortable). Look at the following examples.

*Sri Lanka may be one of the poorest countries in the world, but it's one of the most beautiful.*

*He's the most handsome man in the group, but he's very shy.*

*He's the least experienced in the team, but he scored the most.*

e.□. Once again, avoid using two superlative forms in one comparison.

e.g. The following are incorrect.

Most biggest, most safest, most richest, most poorest

Use either -est or most...

3. Another rule to keep in mind is that in formal English, if only two entities are discussed, the comparative form is used, not the superlative. Look at the following:

*Of the two students, Mariaprakash is the quieter.*

*Of the three students, Bhareti is the quietest.*

### GRAMMAR EXERCISE

- a. She's the \_\_\_\_\_ (nice, nicer, nicest) Achchi in the world.
- b. I have two brothers, but the \_\_\_\_\_ (young, younger, youngest) is the bigger of the two.
- c. That Sports Club meeting was the \_\_\_\_\_ (unruly, most unruly, most unruliest) meeting I've been to in my life.
- d. He has the \_\_\_\_\_ (loud, louder, loudest) voice in the office, and the \_\_\_\_\_ (kind, kinder, kindest) heart.

e. Of the two students, Mala is the \_\_\_\_\_ (good, better, best) one.

### COMPARISONS: ADVERBS & IRREGULAR ADJECTIVES

As in the case of Adjectives, Adverbs also occur in the comparative and the superlative forms.

*e.g. Older people walk more carefully than teenagers.  
The most beautifully woven saris come from India.*

Look at the following list of Irregular Comparative & Superlative Forms:

Adjective/Adverb	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Far	Farther	Farthest
Little	Less	Least
Recent	More recent, less recent	Most recent, least recent
Friendly	Friendlier, more friendly, less friendly	Friendliest, most friendly, least friendly
Beautiful	More beautiful, less beautiful	Most beautiful, least beautiful

You can add more to this table, so that you'll remember them.

#### GUIDELINES FOR USAGE:

❖ It's not correct to use both forms in one comparison. That is "less" and "friendlier" can't be used together. Similarly, "most best" is wrong.

E.g. Farhana is less friendlier than Jehan. (Wrong)

*Farhana is less friendly than Jehan.* (Correct)

He's the most best father in the world. (Wrong)

*He's the best father in the world.* (Correct)



❖ Many Sri Lankans say, “more better...” but this is incorrect. Select one or the other.

e.g. That officer is more better than the other. (Wrong)

*That officer is better than the other.* (Correct)

*That officer is more efficient than the other.* (Correct)

❖ Superlatives are often used with the expression “have ever”

e.g. *That’s the biggest lie I’ve ever heard.*

❖ Other forms of making comparisons in English focus on similarity. The most common are “the same NOUN as...” and “as ADJECTIVE as...”

e.g. *Ayesha is from the same town as Ganesh.*

*Now he’s as tall as his uncle.*

❖ The expression “**different from**” is used in English to show contrast. “Different than” is considered wrong in formal written English.

e.g. *Low country tea is different from Up country tea, because of the climate.*

## GRAMMAR EXERCISE

**Select the correct answer and circle it.**

1. Kamala’s marks are bad, but Kanthaka’s are \_\_\_\_\_.

a. worse

b. more bad

c. worst

d. more worse

2. Mr. Waduge walks \_\_\_\_\_ than usual because of his operation.

a. slow

b. slower

c. more slower

d. slowest





Just  
for  
fun →  
↓

MIDDLE AGE  
WHEN A  
LITTLE  
YEARNING  
CAN BE A  
DANGEROUS  
THING

A LOT  
OF  
PEOPLE  
AREN'T  
WORKING  
— BUT  
AT LEAST  
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HAVE JOBS

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## LESSON 11

# STATUS OF ENGLISH IN SRI LANKA

### STATUS OF ENGLISH IN SRI LANKA

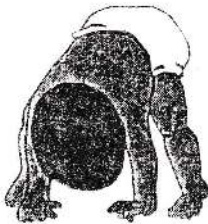
#### Objectives

- i. Discuss the status of English in Sri Lanka, in relation to other languages
- ii. Use the skill of **summarizing** or extracting the main idea from a prose passage
- iii. Read and discuss a poem written by Regi Siriwardena, regarding the status of English in Sri Lanka
- iv. Bilingualism in Sri Lankan English vocabulary

ඉගෙනගැනීම.

#### Dialogue

Listen to the following dialogue, enact it answer the questions.



<u>Kumari:</u>	Are you going for the English class?
<u>Manel:</u>	I don't know. I'm wondering whether it's worth it.
<u>Kumari:</u>	What do you mean? You know you can't do anything without English.
<u>Manel:</u>	True, but I'm sick of English, English, English.
<u>Kumari:</u>	I know. But then, if we don't know English we can't get jobs.
<u>Manel:</u>	So they say. I'm wondering whether we'll get jobs even with English.
<u>Kumari:</u>	Okay, let's give it a try.
<u>Manel:</u>	But if it's boring, I'm not going to continue.
<u>Manel:</u>	Fair enough. Let's go.

**Questions:**

1. *What's the main point of this dialogue?*
2. *Why doesn't Manel want to go for English classes?*
3. *Do you agree with Kumari's argument that English is essential?*
4. *Why do you think Manel is sick of English?*

**Vocabulary & Grammar**

Look at the following examples:

- ❖ I'm wondering whether it's worth it.
- ❖ I'm sick of English
- ❖ Let's give it a try
- ❖ Fair enough



These are colloquial expressions used in the dialogue. The meanings are given below:

- ❖ I'm not sure whether it's worth it.
- ❖ I'm tired of /fed up of English
- ❖ We'll give it a chance, see if it's any good
- ❖ That's the way to do it – give it a chance & check it out

### *Activity*

Now use these expressions and make sentences.

- She's wondering whether...
- He's sick of...
- Let's give ... a try and see if ...
- Fair enough, shall we...

### **GRAMMAR EXERCISE**

Fill in the blanks with a **Preposition**.

1. Are you going to your Mama's homecoming?
2. No, I'm fed up with parties and eating so much.
3. But he's such a nice uncle, how can you treat him in such a way – he'll never forgive you.
4. True, but I don't like the bride's family at all, they're very snobbish – I don't know why he married her, we're already sick of her.
5. That's terrible, but he was interested in her for a long time, wasn't he?
6. That's the problem, he truly loves her or thinks he does, and he thinks she's wonderful and out of this world!

7. Really? That's interesting. Anyway, that means she can't be so bad, your uncle is a good judge of character.
8. Actually, she's not bad as such, it's her family that I'm disgusted of, they're only interested in money.
9. What to do, there are people like that all in the world.
10. Yes, that's right, maybe it's best to accept it and get on with our lives.

### READING COMPREHENSION

Read the following poem and answer the questions given below.

#### *Colonial Cameo*

Regi Siriwardena

In the evenings my father used to make me read aloud  
 from Macaulay or Abbot's Napoleon (he was short,  
 and Napoleon, his hero; I, his hope for the future).  
 My mother, born in a village, had never been taught

the superior tongue. When I was six, we were moving  
 house; she called at school to take me away.

She spoke to the teacher in Sinhala. I sensed the shock  
 of the class, hearing the servants' language; in dismay

followed her out, as she said, '*Gihing ennang.*'  
 I was glad it was my last day there. But then the bell-  
 pealed; a gang of boys came out, sniggering,  
 and shouted in chorus, '*Gihing vareng!*' as my farewell.

My mother pretended not to hear the insult.  
 The snobbish little bastards! But how can I blame  
 them? That day I was deeply ashamed of my mother.  
 Now, whenever I remember, I am ashamed of my shame.



## Questions:

1. What's the meaning of "Colonial Cameo"?
2. What did the poet's father make him do every evening?  
*A lady belong in so.*
3. When the poet was six, what happened in school?  
*DL*
4. Why were the other children shocked?
5. Why does the poet call them, "snobbish little bastards"?
6. Why was the poet ashamed of his mother?  
*The be*
7. Why is the poet "ashamed of his shame" now?
8. What was the status of English at the time this was written?
9. Is the status of English in Sri Lanka different now?
10. Comment on whether you like or dislike this poem.

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## Summarizing (Group Work suggested)

### What's a summary?

A summary gives the essence of the document, passage or circular you have read. In *Office Talk* we discussed the Summary given in a Report. The **main points** are the only things required in a summary. It's also called a **synopsis** or a **precis**.

Very often, in offices, you'll be expected to summarize the proceedings of a meeting, a conference or a document.

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## How do you write a summary?

1. Read the whole document or passage before you start your summary.
2. If a title is given, see how much of the material is relevant to the title.
3. If a title is not given, when you're reading the passage, think of what you would consider to be the main topic. This is one way of finding out the objective of the writer.
4. As you go through each passage or section of a document, look for the main point. Jot it down or highlight it so that you can find it later.
5. When you finish reading the entire passage, think of what the main point is – this is what we called “the bottomline” in a previous lesson.
6. Then write down the main points. In some situations, this is all that is required, especially if you're asked to write down a summary in **point form**.
7. If you're simply asked to write a summary, look up the main points or notes you've jotted down, and put them together in a passage.
8. Add 'discourse markers' such as “Also”, “On the other hand,” “Additionally”, “But,” “However,” to connect the sentences, and make your passage easy to read. This is necessary to prevent a disjointed or 'jumpy' passage.
9. If you're asked to limit your summary to a paragraph or two, make sure you do so, because summaries are usually read in a hurry, or only to grasp the main points.
10. Select direct statements and simple vocabulary, because the purpose of the summary is to state clearly and directly, the main point(s) of the passage or document.



Read the following extracts adapted from the linguist Braj Kachru's book, *The Alchemy of English*, and **write a summary** of the main points he makes. First discuss the meaning of the difficult words (use a dictionary) among the group members and then check the main point in each paragraph, and **write your summary in one paragraph.**

Competence in English and the use of this language signify a transmutation: an added potential for material and social gain and advantage. One sees this attitude in what English represents: it is considered a symbol of modernization, a key to expanded functional roles, and an extra arm for success and mobility in culturally and linguistically complex and pluralistic societies. As if all this were not enough, it is also believed that English contributes to yet another type of transmutation: It internationalizes one's outlook. In comparison with other languages of wider communication, to know English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science, and travel. In short, English provides linguistic power.

One might, then, say that acquiring English is like going through a linguistic reincarnation. And from the perspectives of the Indian subcontinent, English initiates one into the caste that has power and, more important, that controls vital knowledge about the miracles of science and technology. Thus, there is at present a hunger and an almost indecent passion for acquiring English.

The legacy of colonial Englishes has resulted in the existence of several transplanted varieties of English with distinct linguistic ecologies – their own contexts of function and usage. Indian English, Pakistani English, Sri Lankan English, Nigerian English are examples. These non-native varieties have, in turn, brought about changes in the native varieties of English and have also resulted in numerous sociolinguistic, linguistic and literary questions being posed which have rarely been asked about English before.

English represents the impact of a Western language as a restricted code of communication, which has rapidly become a symbol of power, authority and elitism in the non-Western world. In such non-native contexts, English has become a vehicle of values not always in

harmony with local traditions and beliefs. English is also an 'in group' language, uniting elite speakers across ethnic, religious and linguistic boundaries. In other words, the elite, because it can function in English, uses it as a tool to wield power in traditionally non-English speaking parts of the world.

### Language Note: Vocabulary

One thing we want to point out in this lesson is the use of **borrowings** in Sri Lankan English. At the time we got independence from Britain, and for some years after that, mixing languages was considered incorrect. However, today, on the verge of the new millennium, mixing or borrowing from languages is a characteristic of modern English. E.g. A popular English song starts with "**Oo la la la!**" which is a French expression. Just as much as English speakers who are bilingual, [in that they speak more than one language], borrow from the other; in Sri Lanka, the majority of people have access and exposure to at least two languages, and are **bilingual**, and borrow from one language to the other.

As shown in the poem, *Colonial Cameo*, borrowings from Sinhala give an added dimension to the poem. In fact, if these expressions had been translated to English, they would've lost their punch. Similarly, borrowing vocabulary items from Tamil, Arabic, Sanskrit, and Pali lends an indigenous, authentic gloss to Sri Lankan English. Therefore, borrowing words is a characteristic of our language and should not be frowned on as incorrect, **especially in speech**. In formal, written English, most Sri Lankans would hesitate to mix languages, but in speech, everybody does.

The following list gives phrases **currently accepted** in the variety of English used in Sri Lanka. Some of them are borrowings, some of them represent language transfer, in that they're said in English, but they're originally from Sinhala, Tamil, Pali, Sanskrit or Arabic.

Work in pairs to see if you can find the source of the borrowings or transfers. Add to the list \_ you'll enjoy doing it!



Borrowing	Language Transfer
Karma	Then we'll go and come!
Shalwar kameez	Tiny tiny children came to the party
Pottu	He's a real bayagulla
Sari	Umpire hora! <i>ඉරිතරා</i>
Kottu roti	She's in a dot dot frock
Seeni sambol	What an achcharu!
Aiyo	What men, tell will you
Poya	To put it bluntly, he's a sevalaya
Pooja	Wedding house
Ahimsa	Funeral house
Dharmista	Front house neighbour
Al-Haj, Hajiani	Basketwoman
Machan	Homecoming
Kokis	Love cake
Kiribath	A real mudukku joint

### *Vocabulary for Modern Sri Lankan Food*

*Today, in addition to traditional Sri Lankan food, new items of food from the West are sold in the cities. These new vocabulary items are part of our English.*

#### *Activity: (Pair Work)*

*Look at the list given below & describe each item. You can add to the list if you like.*

Food	Description
<i>pizza</i>	
<i>hamburger</i>	
<i>cheeseburger</i>	
<i>spaghetti</i>	
<i>Ice cream sundae</i>	
<i>gâteau</i>	
<i>éclair</i>	
<i>Knicker bocker glory</i>	

This discussion will be continued in the lesson on **Sri Lankan Food**.

## LISTENING COMPREHENSION

Listen to this trilingual song and enjoy it. It reflects the multicultural society we live in.

### We are Sri Lanka

Our climate is warm, our hearts are warmer  
Sunshine smiles on us all year long  
Mother earth is kind, the heavens kinder  
The lush green sings an eternal song

Chorus:

We are, we are Sri Lanka  
*Apa vemu Shri Lanka*  
*Naa me Shri Lanka*  
We are Sri Lanka

The core of our heart's like our mountain tops  
It's brown and strong  
As it's laden with love's plants, many a stream  
That flows north, south, and east and west  
Transcending all barriers  
That's brought on man

Repeat chorus

Nationality, language, religion, caste and creed  
We are one in this island in the sun  
*Da a kula bhasha aagam vivida vivath apage*  
*Apa vemu eka pirisak me rate*  
*Tlangai mahal jaadi, ellam athu*  
*Oru naatu makkalal varivome*  
We are sons and daughters of Mother Lanka  
We shall share our tears and smiles alike

Repeat chorus twice



## Speech Activity: Debate

*There are people who like English.*

*There are people who despise English.*

*There are people who think it's useful but colonial.*

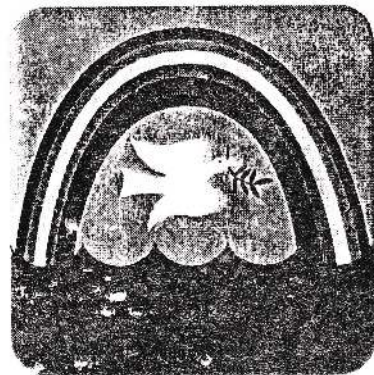
*There are people who think it's going to save us from  
calamity.*

*ඉගෙනීම.*

Think of the above ideas and organize a debate in your class on the following topic:

**English should be the only official language of Sri Lanka**

Now we know, this topic will upset some people, but that's why we think it's suitable for a debate - because it will generate discussion.







## LESSON 12

Sri Lankan Food

Sri Lankan Food



### Objectives

1. Talk about Sri Lankan food in English
2. Use the vocabulary for spices and vegetables
3. Read a recipe in English [& try it out!]
4. Use English verb tenses in relation to food
5. Enjoy a poem by Ogden Nash
6. Discuss vegetarianism, taboos <sup>සමහර</sup> regarding food
7. Use borrowings to discuss Sri Lankan food

### Worksheet

Get into groups and answer the following questions.

1. What would you consider to be a typical Sri Lankan breakfast?



2. How do you make a cup of tea?

Step 1:

Step 2:

Step 3:

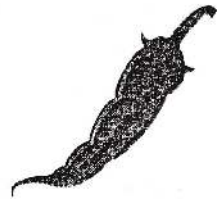
3. What items are required for an ordinary lunch on a daily basis?

4. What do most Sri Lankans eat in the evenings, for dinner?

5. What is more popular: bread or rice?

6. What are the Sinhala/Tamil names for the following grains or pulses?

lentils or dhall *ඳවුරු*  
 red rice  
 fried rice  
 samba



7. Give the English & Tamil names for the following vegetables:

Sinhala	English & Tamil
bandakka	<i>broccoli</i>
bonchi	<i>bean</i>
pathola	<i>brinjal</i>
vattakka	<i>bean</i>
takkali	<i>tomato</i>
artapal	<i>potato</i>
vambotu	
goova	<i>cabbage</i>
raabu	<i>radish</i>



8. Make a list of Sri Lankan fruits and list their Sinhala, Tamil and English names.

Sinhala	Tamil & English
	papaw

9. Give the Sinhala/Tamil equivalents of the following spices:

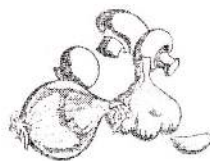
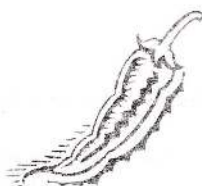
Sinhala/Tamil	English
	cardamom
	ginger
	curry leaves
	garlic
	cinnamon
	turmeric
	chilli powder
	coriander
	lemongrass
	cumin
	fennel

10. If you wanted to invite two teachers to lunch to your home, what would the menu be?

### READING COMPREHENSION

Read the following extract from a cookery book, and answer the questions given below:

**Onions:** Almost every curry includes onions. In Asia, the onions are mainly purplish red, rather like the true shallot, the small bulb that grows in clusters like garlic. Since these are not always available in other countries, Sri Lankans cooking abroad have to use brown or white onions. These vary very much in size. For example, a large onion weighs about 250 kilograms, while a small onion would be about 60 grams.



**Garlic:** Garlic cloves can vary from tiny ones the size of a cashew nut to big ones about the size of an arcanut. In recipe books, to introduce uniformity, the method of chopping and measuring garlic by the spoonful is adopted.

**Ginger:** The Asian way of calling for a slice or two of ginger, or a 'thumb-sized' piece of ginger gives too much leeway, so measuring chopped ginger or the grated ginger root is once again, more useful.

**Chillies:** Fresh chillies are used in most Asian food. For mild curries, the whole chilli is added while simmering, then lifted out and discarded. But for an authentic fiery quality the chillies should be chopped or perhaps ground. If you leave the seeds, the flavour will be hotter than if you remove the seeds. The best way to cut chillies, is first to remove the stalk, and make a slit to remove the seeds, scraping them out with the tip of a knife. Another method is to cut the chilli in two lengthways and remove the central membrane together with the seeds.

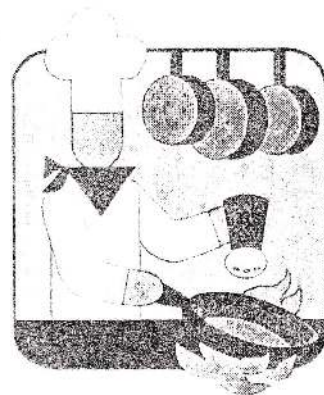


Remember, do not touch your face, your eyes or young children after handling chillies - it is an experience you won't forget!

**Dried Chillies:** There are large and small dried chillies. The smaller they are, the hotter they are. Those called for in curry recipes are the large variety, and they still have plenty of heat and flavour. The best way to use dried chillies, is to break off the stem end of the chilli and if you don't want too much heat, shake it so that the seeds fall out. Soak for 10 minutes or so in hot water before grinding. Dried chillies, although they give plenty of flavour, they don't have as much effect on the skin as fresh chillies with their volatile oils. After soaking and grinding dried chillies, wash your hands at once with soap and water.

**Coconut:** First crack the nut in two by hitting it with the back of a heavy kitchen chopper on the middle of the nut. Tap hard several times, going round the 'equator' of the coconut. Once a crack has appeared, insert the thin edge of a blade and prise it open.

**Coconut Milk:** There are so many ways to get coconut milk other than from a fresh coconut... canned, concentrated or 'creamed' coconut, frozen and so on. Usually, coconut milk is extracted in two stages. The first yield being the 'thick' milk, the second 'thin milk'. Use a mixture of first and second extracts when a recipe calls for coconut milk, unless thick milk or thin milk is specified. Sometimes they are added at different stages of cooking. In some recipes, 'coconut cream' is used; this is the rich layer that rises to the top of the thick milk (or first extract) after it has been left to stand for a while.



## QUESTIONS

- Cake*  
*10/10/15*
- i. What are the ingredients listed above used for?
  - ii. Describe the onions found in Asia.
  - iii. What are the crescent shaped 'pieces' of garlic called?  
*4 pieces*
  - iv. How can garlic be measured for recipes?
  - v. Which gives a more fiery quality to the curry: fresh chillies or dried chillies?
  - vi. How do you chop fresh chillies according to this recipe?
  - vii. What should you do before grinding dried chillies?
  - viii. What's the best way to crack a coconut?
  - ix. What's the difference between 'thick' and 'thin' coconut milk?
  - x. What's coconut cream?



## READING & WRITING RECIPES

A. Read the following recipe and discuss any differences between this and your way of cooking.

### Chicken Curry

**Ingredients** (Serves 4-5 people)

- 1.5 kg (3 lb) chicken or chicken pieces
- 3 tablespoons ghee or oil
- 1/4 teaspoon fenugreek seeds (uluhaal)
- 10 curry leaves (karapincha)
- 2 large onions, finely chopped
- 2-2 1/2 teaspoons finely chopped garlic
- 2 teaspoons finely grated fresh ginger
- 1 teaspoon ground turmeric
- 1 teaspoon chilli powder
- 1 tablespoon ground coriander
- 1 teaspoon ground cummin
- 1/2 teaspoon ground fennel
- 2 teaspoons salt
- 2 tablespoons vinegar
- 2 tomatoes, peeled and chopped
- 6 cardamom pods, bruised
- 1 stick cinnamon
- 1 stem fresh lemon grass (rampe)
- 1 cup (8 oz.) thick coconut milk

### Method:

Cut the chicken. Cut breast and thighs in halves, leave wings and drumsticks whole. Heat ghee and fry fenugreek and curry leaves until they start to brown. Add onions, garlic and ginger and fry gently until onions are quite soft and golden. Add turmeric, chilli, coriander, cummin, fennel, salt and vinegar. Stir well.

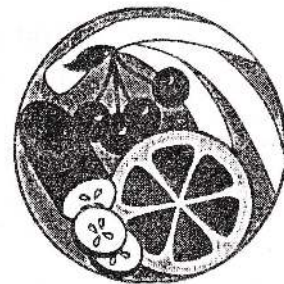
Add chicken and stir over medium heat until chicken is thoroughly coated with spices. Add tomatoes, whole spices and lemon grass and cook, covered, over low heat 40 - 50 minutes. Add coconut milk, taste and add more salt and a squeeze of lemon juice if desired. Do not cover after adding coconut milk. Serve with rice and accompaniments.

*B. Now each group can write a recipe for something they like, using the format given above.*

Recipe for \_\_\_\_\_

**Ingredients:**

**Method:**





## GRAMMAR

### VERBS

Use the correct verb form from the verb given in brackets.

1. Eating rice and curry with your fingers is the best, but it's good to learn how to \_\_\_\_\_ (use) spoons and forks, in case we are invited to a fancy restaurant.
2. Sri Lankan food is too spicy for foreigners, and we \_\_\_\_\_ (find) most Western food too bland.
3. Onions, garlic, ginger and spices \_\_\_\_\_ (be) essential for curries.
4. Vegetarian food from India \_\_\_\_\_ (be) far more interesting than vegetarian food from Europe.
5. Most Sri Lankans don't eat beef, they \_\_\_\_\_ (prefer) fish and chicken.
6. Boiled jak, pol sambol, dried fish, rice and kiri hodi are the requirements for a wonderful Sri Lankan meal, which most people \_\_\_\_\_ (enjoy), whether in the city or the village.
7. Wattalapam \_\_\_\_\_ (be) a typical Muslim dessert, enjoyed by all Sri Lankans.
8. Lamprais were first brought to Sri Lanka by the Portuguese and Dutch, but now it is \_\_\_\_\_ (consider) a Sri Lankan favourite.
9. Ice cream and fruit salad \_\_\_\_\_ (be) by far, the two most popular desserts in Sri Lanka.
10. Sri Lankans \_\_\_\_\_ (not enjoy) eating out, most of them prefer to eat at home.

11. Most Sri Lankan men \_\_\_\_\_ (not know) how to cook, but in future, most Sri Lankan women won't have time to cook.

12. Some people \_\_\_\_\_ (think) cooking is a feminine skill, but they also say the best cooks are men. Both are myths.

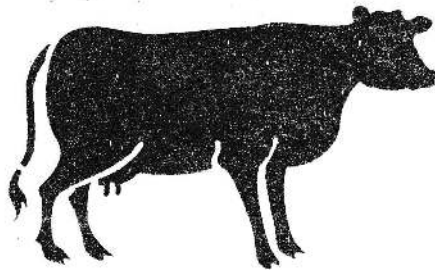
## LITERATURE

*Enjoy this poem by Ogden Nash and answer the questions given below:*

### **The Calf**

By  
Ogden Nash

Pray, butcher, spare your tender calf!  
Accept my plea on his behalf;  
He's but a babe,  
Too young by far  
To perish in the abattoir.      5  
Oh, cruel butcher, let him feed  
And gambol on the verdant mead;  
Let clover tops and grassy banks  
Fill out those childish ribs and flanks.  
Then may we, at some future meal,    10  
Pitch into beef,  
Instead of veal.



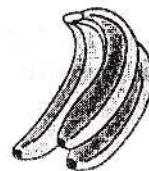
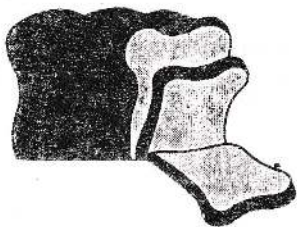


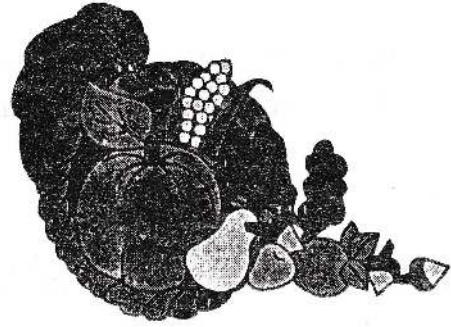
**Questions:**

- A. Although we've asked you to enjoy this poem, it's not a happy poem - Why is that?
- B. What's the meaning of "abattoir" in Line 5?
- C. What's the meaning of "...And gambol on the verdant mead"?
- D. What's the difference between "beef" and "veal"?

*Speech Activity(debate)*

*Use this poem as a springboard and have a debate on Vegetarianism- is it good or bad? Healthy or unhealthy?*





**Language Note: VOCABULARY**

Most Sri Lankan preparations are referred to by the Sri Lankan names. These Sri Lankan names are borrowings from Sinhala, Tamil, Malay, Dutch, Portuguese, and other languages we have historical and geographical links with. In some cases, English words are used, but they can be understood only by people using English in a Sri Lankan context. Look at the following list, and add your own examples. Even if you don't know the origin, you can add the words to the vocabulary list.

Sri Lankan English Vocabulary	Borrowing from: Country/Language
Sambol	Malay
Chutney	India
Roti	India
Stringhoppers	
Pittu	Tamil
Curry	India
Lamprais	Portuguese
Kokis	Dutch
Kalu dodol	Sinhala
Aluva	Sinhala
Ala teldaala	Sinhala

**Note:**

A few people use terms such as "milkrice" for kiribath, but this kind of coinage is fast dying out, since more people are bilingual today.



## Speech Activity (Groups)



### Questions for Discussion: TABOOS

1. What are the taboos in our society regarding food?  
e.g. Don't eat fried food at night

Give other examples.

2. Are there taboos regarding the following?

- ❖ Prawns
- ❖ Seer fish
- ❖ Dried fish
- ❖ Chicken
- ❖ vattakka
- ❖ ginger

3. What special food is served on the following occasions?

- ❖ Weddings
- ❖ Funerals
- ❖ After the funeral
- ❖ Homecomings
- ❖ New Year





LESSON 13

# Entertainment

# Entertainment

Objectives:

- i. Initiate discussions about films, film personalities, music and theatre
- ii. Read and summarize information on films
- iii. Use verb forms appropriately, in relation to entertainment
- iv. Listen to some popular English songs



### LET'S TALK MOVIES...

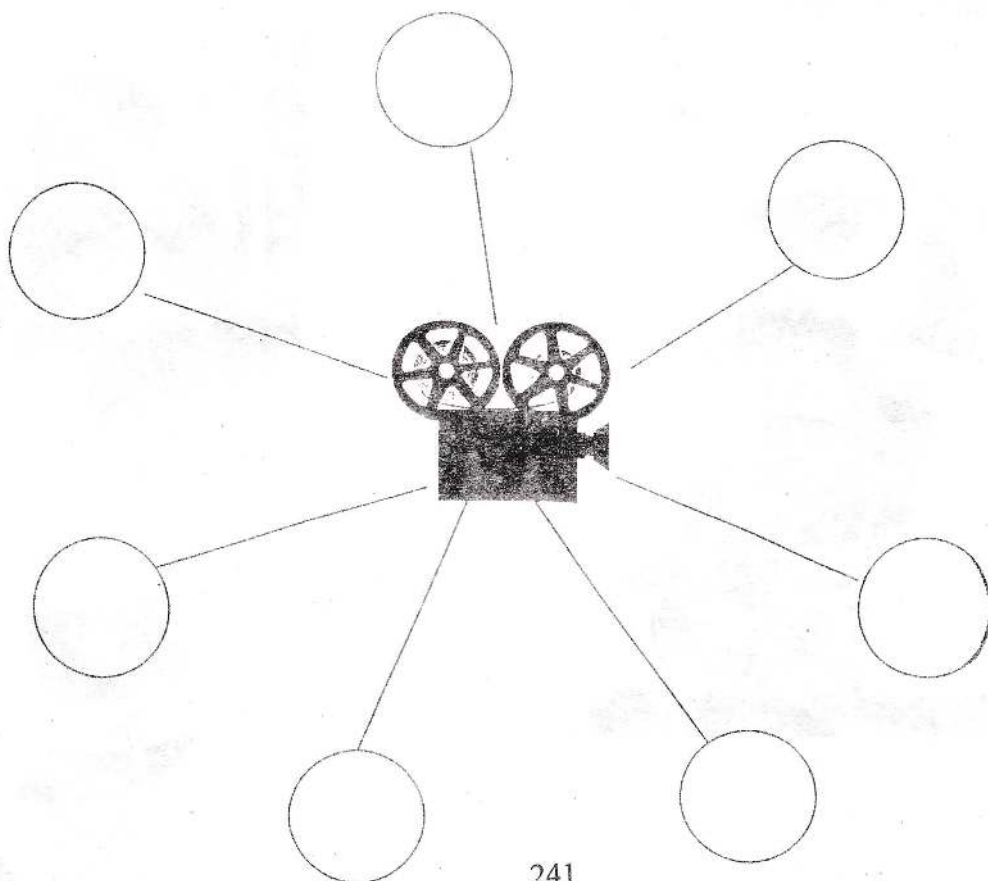
#### CAN YOU THINK OF WORDS USED TO DESCRIBE MOVIES??

For instance, you might say, the film "Newa gilunath ban choon" is my favourite **comedy**.

"Handaya" is a good **children's movie** by Mr. Titus Thotawatte.

Julie Andrews stars in the **musical** "The Sound of Music".

"Mother India" is a **classic** Indian film starring Nargis.

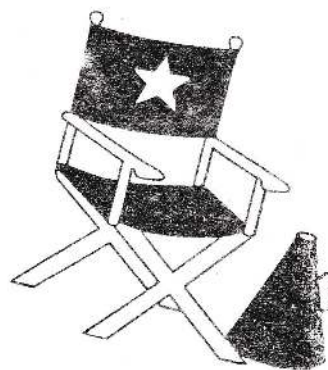


I. Look at the list of film personalities given below. See if you can match the films with the film stars or directors. The information in the Table is wrong.

Table 1

Film Personalities	Name of Film
Steven Spielberg	<i>Titanic</i>
Leonardo di Caprio & Kate Winslot	<i>Ben Hur</i>
Lester James Peiris	<i>Saving Private Ryan</i>
Marlon Brando	<i>Abimaan</i>
Swarna Mallawarachchi	<i>Gamperaliya</i>
Charlton Heston	<i>Cleopatra</i>
Gamini Fonseka	<i>A Streetcar Named Desire</i>
Elizabeth Taylor & Richard Burton	<i>Isthree</i>
Malini Fonseka	<i>Saagarayak Maeda</i>
Amithab Bachchan	<i>Dadayama</i>

II. Make a list of your favourite films and write the name of the film personality associated with each film.





### 111. Summarizing:



Find a suitable title and write a precis (Summary) of the following passage.

Watching a film made by Akira Kurosawa is not always fun. "Rashomon" is set in medieval Japan. A murder has taken place, and probably a rape. Four witnesses to the events describe what they have seen. Their accounts are contradictory. The message of the film appears to be that truth is elusive.

The film had an indifferent reception when first shown in Japan. Reviewers judged, no doubt correctly, that Japanese moviegoers were not keen on messages. Soft porn and simple stories are what pack the cinemas of Tokyo. The critics at the Venice film festival in 1951 were made of sterner stuff. "Rashomon" gained their top award. They had taken their seats expecting to see a cliché Japan of geishas and cherry blossom. They emerged in the grip of a subtle mind. The film has gained a kind of immortality in the phrase "Rashomon-like", meaning uncertainty. For the first time a Japanese director won international recognition. The Japanese became proud of their worldbeater. Mr Kurosawa was awarded the Order of the Sacred Treasure, the first film director to receive it. But, for choice, most Japanese have continued to feel there is nothing to beat a spicy boy-meets-girl story.

For all the critical praise heaped upon him, Mr Kurosawa never found it easy to raise money for his films. In 1971, when he was 61, his spirits were so low that he attempted suicide; presumably a cry for help as Japanese suicide attempts tend to be final. At other times he tried to make films with an obvious popular appeal, which are best forgotten. Orson Welles had a similar experience. "Citizen Kane", made when he was young, is considered by some to be the best film ever, but for the rest of his career he only scraped a living as a director.

When in 1970 Hollywood decided to make "Tora! Tora! Tora", an epic about the attack on Pearl Harbour which brought America into the second world war, Mr Kurosawa seemed just the man to direct the Japanese scenes. He was enthusiastic, but pulled out long before the film was completed. One story told at the time was that he wanted the Japanese in the cast to have military training to ensure authenticity. Whether that is true or not is unclear; it doesn't seem a bad idea. What is clear is that Mr Kurosawa insisted on absolute control of the Japanese scenes.

This was his way. He was *tenno*, the emperor, of his world. One of his actors recalled that he would scream, "The rain isn't falling like I want it to." He was a perfectionist, but necessarily a frugal one. His most expensive film was "Ran", made in 1985, and based on the story of "King Lear". It cost 10 million dollars, a lot of money for a Japanese film but trifling by Hollywood standards. He kept costs down by working fast. In many of his films he used the same team of reliable actors, headed by Toshiro Mifune, who died last year. Each scene was filmed by three cameras in different positions. Each night Mr Kurosawa would edit the day's filming, so that when the filming was finally finished he had a rough draft of the movie.

Although no one questioned that he was world class as an artist, some Japanese, still among the most nationalistic of people, wondered whether he was too fond of western ideas. Mr Kurosawa would point to his collection of antiques.

Alongside Japanese lacquerware was French glass. Both were beautiful. Japan and the West, he said, lived side by side in his mind.

**IV. Fill in the blanks with the correct form of the verb given in brackets.**

- i. The Canadian singer, Celine Dion sings the theme song of the film the *Titanic*, which ..... (become) the most successful film of 1997.
- ii. Several popular film stars have become politicians in recent times, but there ..... (be) no world leader who is a film star.
- iii. Akira Kurosawa ..... (make) an adaptation of Shakespeare's *King Lear*, in his epic film, *Ran*.
- iv. Steven Spielberg makes many different kinds of films, but he ..... (win) Oscars rarely.
- v. Sean Connery ..... (succeed) in making James Bond a living legend.
- vi. However popular videocassettes may be, some people still ..... (prefer) to go to the cinema for films.
- vi. The famous director, David Lean ..... (immortalize) Lara's Theme in *Doctor Zhivago*.
- vii. Richard Attenborough is famous for ..... (make) epic films such as *Gandhi* and *The Last Emperor*.
- viii. Although people enjoy political satire, some of them ..... (not like) entire films on politics.
- ix. Roman Polanski's interpretation of *Macbeth* is considered to be brilliant, although he ..... (be) not often in the news now.



x. The creativity of a nation's film industry often ..... (reflect) the nation's cultural identity.

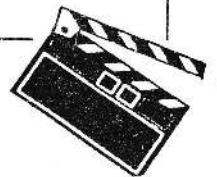
V. Read the following extract from a Review of a film and answer the questions given below.

First, there's the flag. It snaps bravely enough in the breeze blowing in off the sea. But there's something just slightly off about the image. The flag looks, well, old in this backlighted image - thin, faded like the unambiguous emotions it used to stir in an age less given to irony and selfishness than our own. Steven Spielberg, in his new film, *Saving Private Ryan*, wants Americans to think about that, about how "the deep pride we once felt in our flag" has given way "to cynicism about our colours."

Then there's the memory of those distant days, now preserved by faltering old men. One such, accompanied by his anxious wife and middle-aged children, shuffles up the shady walk edging the military cemetery that stands where the guns once looked down on Omaha Beach, where American troops began the bloody business of liberating Europe in World War II. He makes his way through ranks of crosses, their fearful symmetry broken here and there by a Star of David, the Jewish symbol. Finding the grave he seeks, he falls to his knees sobbing, overwhelmed by that flood of memories it is Spielberg's business to re-imagine, then to impress on the minds of a generation dismayingly heedless of history.

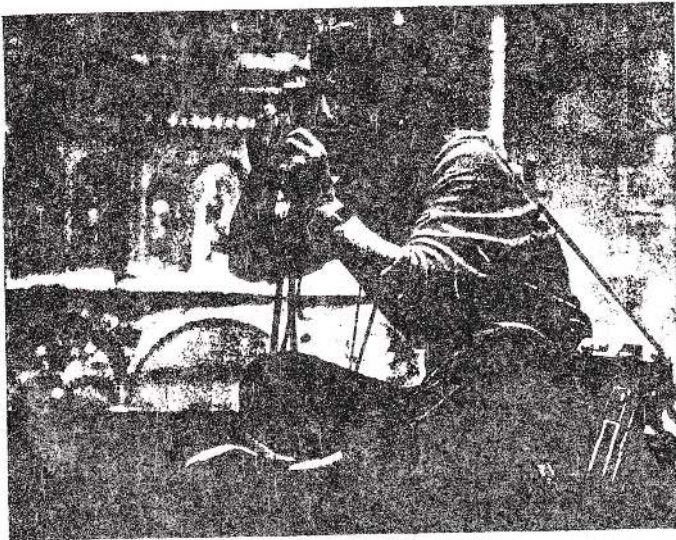
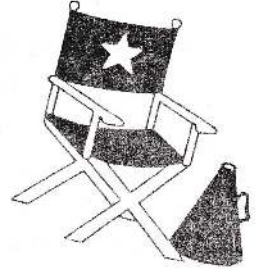
Now comes the chaos that challenges patriotic feeling as well as the mind's capacity to comprehend horror- the D-day landing on Omaha Beach: seasick soldiers slaughtered the minute the ramps on their landing boats are lowered; other men clambering over the sides trying to avoid the fire, only to drown under the weight of their packs; the surf turning red with the blood of the slaughtered; some who made it to the narrow beach huddling immobilized yet pathetically vulnerable behind what little cover they can find. A few inch forward, hoping perhaps that being a moving target is safer than being a stationary one.

It makes no difference. Whether you live or die here is entirely a matter of chance, not survival tactics. Spielberg's handheld cameras thrust us into this chaos, and his superb editing creates from these bits and pieces a mosaic of terror. We see as the soldiers see, from belly level, in flashes and fragments, none more vivid than the shot, rendered almost casually, of a soldier staggering along, carrying his severed arm- the struggle against mortality captured in what amounts to a casual sidelong glance.



**Questions:**

- a. Find out the meanings of the underlined words in **BOLD** type.
- b. What's the geographical setting [location] of the film, *Saving Private Ryan*?
- c. Which war is the background to this film?
- d. What are the images which capture the horror of war?
- e. What message does the last paragraph give?



Sri  
Lankar  
Movies  
(Films)







*This picture was taken at the Golu Hadawatha premiere at Regal Cinema, Colombo. Clad in white is Anula Karunatileka (second from left) and on the extreme right is Wickrema Bogoda. Malkanthi Peiris is also in the picture.*

## **"Golu Hadawatha"** **portrays teenage love**

'Golu Hadawatha' (The Silent Heart) the 174th Sinhala film was released on April 24, 1968. The film was based on a popular novel written by journalist film critic and screen writer Karunasena Jayalath. It was directed by Lester James Peries. Ceylon Studios produced it and it won several main awards. The film was so popular that Karunasena Jayalath composed a song 'Adarai mamma adarai-Dhammi thavamath adarai' which was rendered by Sisira Senarathna and Indrani Wijebandara.

The main theme of the novel was the broken teenage school-love between Damayanthi (Anula Karunatileka) and Sugath (Wickrema Bogoda). The film created a sensation among filmgoers of the time. Teenagers as well as adults flocked to theatres to see the Dhammi-Sugath love affair on screen.

Anula Karunatileka, music director Premasiri Khemadasa, editor Sumitra Peries cinematographer M. S. Ananda and director Lester James Peries were praised by critics in the newspaper columns

Film critic Jayawilal Wilegoda in a review in 'Dinamina' said "the greatest asset in 'Golu Hadawatha' is its director Lester James Peries extracting the best from Anula Karunatileka for the portrayal of the mischievous school girl. In the same review he states that Anula Karunatileka has given a performance that no actress has done so far in a Sinhala film. Music director Premasiri Khemadasa is the next best he stated.

This picture was taken three decades ago at a party held to felicitate and celebrate the director, artistes and technicians who contributed to the success of the film by winning awards. Anula Karunatileka (now Anula Ranaweera) seen attired in her traditional white costume is on the left and Wickrema Bogoda is on the right. Malkanthi Peiris, is in the centre.

Later Anula Karunatileka married photographer Daya Ranaweera. Even after marriage she continued to act in films. Recently she appeared in T. B. Ilangaratna's 'Amba Yahaluwo'.



Read the passage on "Golu Hadawatha" and answer the questions given below.

### QUESTIONS

- \* What is the passage on?
- \* On which book was the film based? Who was its author?
- \* In which year was the movie "Golu Hadawatha" released?
- \* What is the theme of the movie and is it relevant to today's youth?
- \* Who were the actors who portrayed the main characters in the movie?
- \* Name the popular song in the film? Who sings it?
- \* What other films are based on novels?
- \* Do you like this film? Why/why not?
- \* Do you have any other information on the film, actors or the author?



# Listening :

**LISTEN TO THIS POPULAR ENGLISH SONG AND FILL IN THE BLANKS**

## **MY HEART WILL GO ON**



Every night in my dreams  
I see you, I feel you  
This is how I know you go on  
Far across the \_\_\_\_\_  
And spaces between us  
You have come to \_\_\_\_\_ you go on  
Near, \_\_\_\_\_ wherever you are  
I believe that the heart does go on  
Once more, you open the \_\_\_\_\_  
And you're here in my heart  
And my heart will go on and on  
\_\_\_\_\_ can touch us one time  
And last for a \_\_\_\_\_  
And never let go till we're gone  
Love was when I loved you  
One true time I told you  
In my life \_\_\_\_\_ go on  
Near, \_\_\_\_\_ wherever you are  
I \_\_\_\_\_ that the heart does go on  
Once more you open the \_\_\_\_\_  
And you're here in my heart  
And my heart will go on and on  
You're here, there's \_\_\_\_\_ I fear  
And I know that my heart will go on  
We'll stay \_\_\_\_\_ this way  
You are safe in my heart  
And my heart will go on...  
And on



## QUIZ

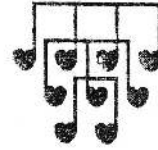
- 1 From which film is this song?
- 2 Who sings it?
- 3 What is her nationality?
- 4 In which other language does she sing?
- 5 Who are the main actor and main actress of that film?
- 6 Have you watched the film? What is it about?
- 7 When did the event depicted in the film take place in actual history?
- 8 How many Academy Awards did the film win?
- 9 Who was the director of the movie?
- 10 Do you like the song? Why?





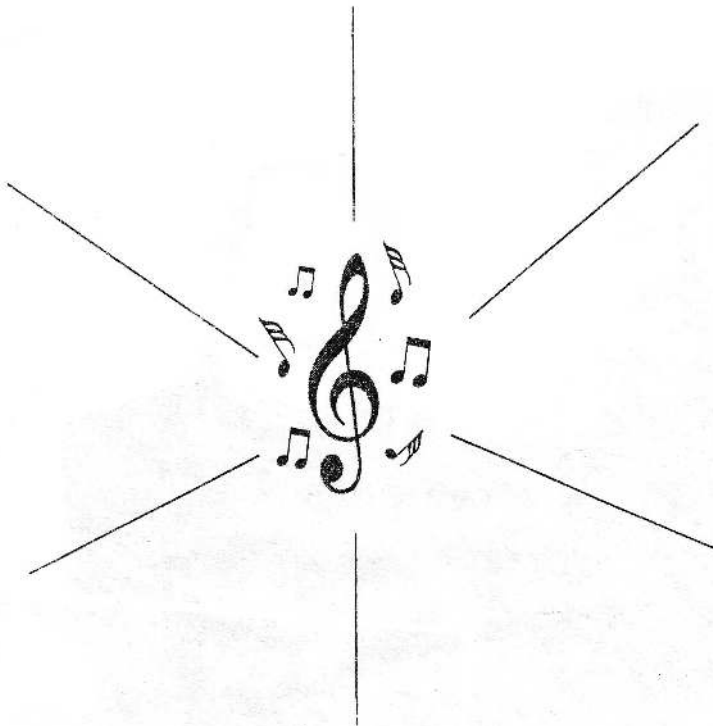


**IF MUSIC BE THE FOOD OF LOVE.....**



A. The following adjectives can be used to describe music. Make sure you know the meaning of each one.

loud	traditional	gentle	noisy	strange
exciting	joyful	rhythmic	harsh	soft
sad	soothing	classical	melodious	



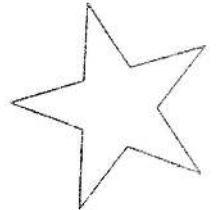
Group Activity

Can you think of five popular songs you know and decide which adjectives you would use to describe each one.

Name of Song	Description
1.	
2.	
3.	
4.	
5.	

*The Hit Parade* ☆ ☆ ☆

What do you know of these pop stars? Discuss their music styles and your personal preference in music.







Singer Ricky Martin performs his hit song "Livin' on a Prayer" during the 1993 MTV Video Music Awards. He is joined by the rest of the Italian disco band.



Singer Mariah Carey accepts her award as Favorite Soul Female during the 1993 MTV Video Music Awards. She is joined by the rest of the R&B group.



Backstreet Boys: that's the way they like it



B. About Loud Music



Young people in Britain and America like to listen to music everywhere they go, but loud music is a new health problem.

A decibel (dB) is a unit which measures how loud a sound is. Here are the decibel counts for some everyday activities.

Sound	Decibel level (dB)
Whispering	30
Normal Conversation	60
Busy Street	70
Noisy Factory	90
Jet Plane overhead	100
Thunder	110
Pop Concert (near speaker)	120

A sound level of 120 dB causes pain. Doctors have found that eight hours of listening to noises above 90 decibels results in a temporary loss of hearing and only two hours spent in 100 decibel noise causes permanent damage.

The walkman is especially dangerous. Recently an ear-specialist checked forty passengers on the New Subway. They were all wearing a walkman. He found the sound volume was between 95 - 120 decibels !

Activity - Conversation

1. What advice would you give your friends on using walkmans and listening to loud music ?

These expressions might be useful.

Why don't you .....

I think / I don't think you should.....

If I were you, I would / wouldn't .....







Listen to the song and fill in the blanks:



**KRISHNA - COLONIAL COUSINS**

Krishna ni bhegani, baro...  
Krishna ni bhegani, baro

Darkness coming round and everybody fighting with their brother  
Everybody wants control, don't take to give one another

So come back as Jeasous come back and save the world  
Bless all the future of every boy and girl  
Come back as Rama forgive us for what we've done  
Come back as Alla come back as anyone

Krishna .....

Religion is the reason the world is breaking up into pieces  
Colour of the people keeps us locked in hole  
Please release us  
Mmmmmmm

So come down and help us save all the little ones  
They need a teacher and you are the only one  
We can live on to build a better world  
A world that's for children, a world that's for everyone

Krishna.....

Time is the healer, time moves on  
Time don't wait for anyone  
They tell me you'll be back, but that will take some time  
I'm waiting, I'm waiting, I'm waiting yeah, I'm waiting

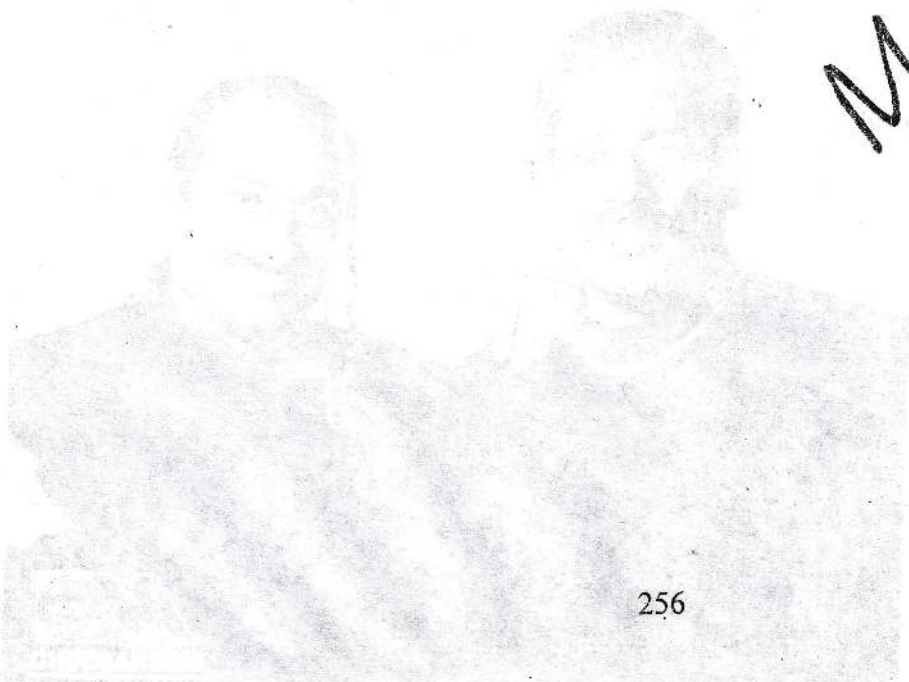
Come back as Jeasous .....  
Krishna.....  
Jesus, come back and save the world .....



**Quiz time**

- 1 From which country are the members of the group "Colonial Cousins"?
- 2 Do you know their names?
- 3 The song refers to deities of certain religions. Who are these deities and what are the religions they represent?
- 4 The song cites religion as the reason for the hatred and violence in the world. Do you agree with this view?
- 5 Why does the song say we need a new leader and teacher?
- 6 What is the message conveyed by the song?
- 7 Can you identify the instruments in the background?

More songs!  
↑







As Long As You Love Me  
Backstreet Boys

Listening

Although loneliness has always been a friend of mine  
I'm leaving my life in your hands  
People say (that) I'm crazy and that I am blind  
Risking it all in a glance  
How you've got me blind is still a mystery  
I can't get you out of my head  
Don't care what's been written in your history  
As long as you're here with me

**CHORUS**

I don't care who you are  
Where you're from  
Don't care what you did  
As long as you love me  
Who you are  
Where you're from  
What you did  
as long as you love me

Every little thing that you have said and done  
Feels like it's deep within me  
Doesn't really matter if we're on the run  
Seems like we're meant to be

**CHORUS**

I don't care who you are  
Where you're from  
What you did  
As long as you love me  
Who you are  
Where you're from  
What you did  
As long as you love me  
Yeah ... as long as you love me  
As long as you love me

I've tried to hide it so that no one knows  
But I guess it shows  
When you look into my eyes  
What you did or where you're coming from  
I don't care  
As long as you love me

**CHORUS**

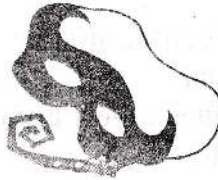
I don't care who you are  
Where



# READING

## ☉ ALL THE WORLD'S A STAGE...

### In Profile



### Prof. Ediriweera Sarachchandra

- Produced "Maname" in 1956.
- Broke away from Tower Hall and Minerva-style drama to project deep human conflicts on stage
- "Maname" is considered the first play to project the "Sinhala national identity".
- Used Noorthi and Nadagam music and style.
- His play "Sinhabahu" discusses the generation gap through the myth of the origin of the Sinhala race.
- Also an acclaimed novelist who wrote in both English and Sinhala.
- His novels include "Malagiya Aththo", "Malawunge Avurudda", "Vilasaniyakage Premaya" and "With the Begging Bowl".
- He also authored critical studies in folk art, theatre and music





# DISCUSSION

## *Sugathapala de Silva*

- \* As the stylised drama form seemed insufficient to portray the socio-economic realities of the '60s, Sugathapala de Silva turned to a non-stylised technique in presenting his plays.
- \* His plays include "*Dunna Dunu Gamuwa*", "*Bodinkarayo*", "*Thattu Geval*", "*Hārīma Badu Hayak*", "*Thurange Sanniya*" and "*Marasad*".
- \* Known for his translations that include "*Etamassa*"
- \* Was a leading member of the group "Ape Kattiya" who were interested in theatre
- \* His work "*Sonduru Agnadayakaya Hewath Natya Nishpadakaya*" evaluates various aspects of drama and theatre
- \* Sugathapala de Silva has also written novels (example: "*Ikbithi Siyallome Sathutin Jeevathwithe*") and poetry (example: "*Ane Devadath Nodhutu Mok Pura*").

## *Dharmasiri Bandaranaike*

- \* A leading dramatist and film-maker.
- \* His plays include "*Makarakshaya*", "*Dhawala Bheeshana*" and "*Yakshagamanaya*".
- \* Bandaranaike's film credits include "*Hansa Vilak*", "*Suddilage Kathawa*", "*Thunveni Yamaya*", "*Bhawa Duka*" and "*Bhawa Karma*".
- \* Through the film "*Hansa Vilak*", he introduced a new structure in editing to Sri Lankan cinema.
- \* Bandaranaike's plays and films show a sensitivity to the socio-economic structures in our society.



## Activity



Discuss each play-wright/dramatist including details on themes and influences in their work.

## *Wrap up Activity (Writing)*

In this lesson you have looked at entertainment from the point of view of movies, radio and television. You have also enjoyed information from the entertainment scene overseas, and in Sri Lanka. However, there has been very little information about some aspects of entertainment in Sri Lanka. To make up for this, we suggest you do the following:

Find out information about one of the following and write a biography, including the facts given below:

- 1. A singer, film star or media personality who performs in Tamil*
- 2. A singer, film star or media personality who performs in Hindi*
- 3. A singer, film star or media personality not mentioned in the lesson*

### FACTS:

1. Country of origin
2. Physical characteristics
3. Achievements
4. Famous for...
5. Popular in Sri Lanka because...



6. Favourite hobbies
7. Has visited Sri Lanka
8. You would like to meet in person because...
9. Your friends like him/her because...
10. Given a chance you would marry him/her because...







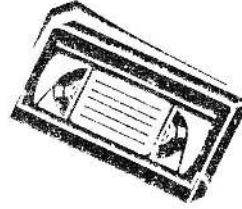
## LESSON 14

# Advertisements and the media

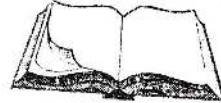
### Objectives

- Introduce vocabulary related to advertising and the media
- Learn about the history and current trends in advertising
- Discuss the social responsibility of the advertiser
- Listen to a sample of ads heard over Sri Lankan radio stations
- Listen to a popular English song

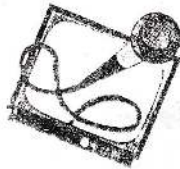
### Television and radio



### Newspapers and publishing



### The Role of the Mass Media

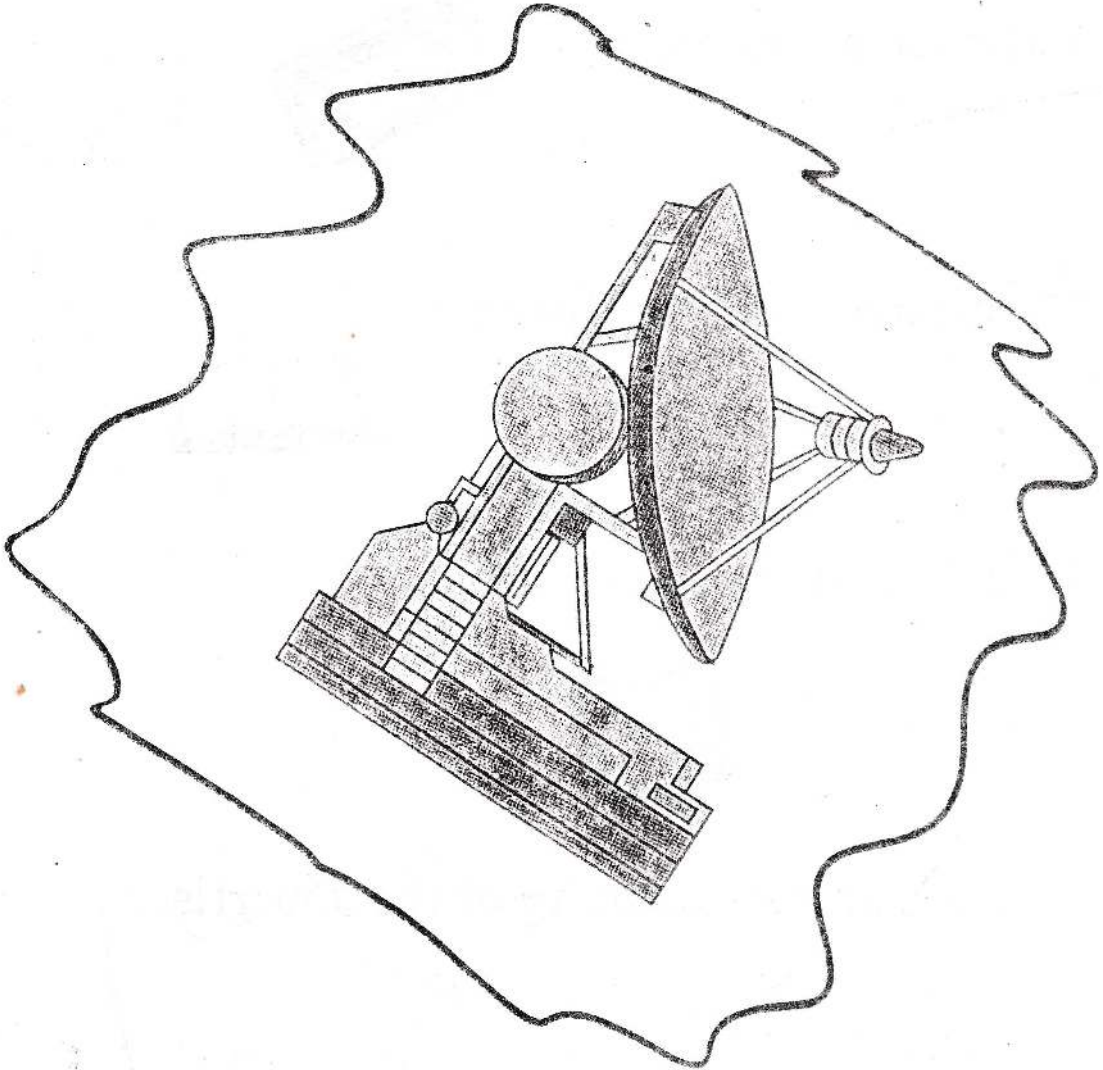


### The social responsibility of the advertiser

Lead-in

Look at the following advertisements which appeared in the newspapers recently.

- I Do you think they are attractive?
- II Do you think they are successful in conveying their message?
- III What are the means employed by advertising firms to make their ads eye-catching?
- IV Which ad do you like most? Why?





(A)



# CHICKEN PIZZA SOMIYA

## 3 FABULOUS SPICY CHICKEN PAN PIZZAS!



**CHICKEN IN SPICE**  
Regular - Rs. 217\*  
(Serves 2 @ Rs. 108.50 per head)  
Large - Rs. 427\*  
(Serves 4 @ Rs. 106.75 per head)

**SPICY CHICKEN**  
Regular - Rs. 310\*  
(Serves 2 @ Rs. 155.00 per head)  
Large - Rs. 526\*  
(Serves 4 @ Rs. 131.50 per head)

**CHICKEN DELIGHT**  
Regular - Rs. 347\*  
(Serves 2 @ Rs. 173.50 per head)  
Large - Rs. 607\*  
(Serves 4 @ Rs. 151.75 per head)

\* The above prices include GST and SC

LOB.LINTAS 57450

**Affordable value... in our menu every day!**

Available at: Pizza Hut Union Place and Dehiwela.

(B)

Discover



# O D E L

UNLIMITED

For a huge selection of clothes and accessories at amazing prices make a stop at ODEL Unlimited, Colombo's most prestigious fashion megastore.

Famous-label O/S and European summer/winter wear for men and women

Kid's clothes

Sri Lanka souvenir t-shirts

Wildlife themed t-shirts and gifts

Shoes, bags, travel bags

Soft furnishings

Recycled/handmade stationery and gift items and much, much more...

3 Alexandra Place, Lipton Circus, Colombo 7  
Telephone: 682712-3

**BOND STREET**

...a new heart of Colombo...

(C)



## Advertising 'gimmicks'

All these notices represent advertising 'gimmicks'- offers or incentives which catch your attention and encourage you to buy a product.

Would you be influenced by any of them? Why?/ Why not?  
What other Sri Lankan examples of advertising gimmicks can you think of?

**FREE** plastic  
**ROSE**  
IN EVERY PACK!

win a holiday in  
**BERMUDA**  
enter our **FREE**  
competition  
DETAILS ON  
REVERSE OF LABEL

**SPACE**  
**INVADER**  
IN EVERY PACKET

EVERY BOX CONTAINS A  
**LUCKY**  
**NUMBER**  
YOURS COULD BE WORTH  
**Rs. 1,000**

COLLECT 10 LABELS FROM  
THESE PACKS AND GET  
ONE PACK COMPLETELY  
**FREE**

## Reading comprehension

### Vocabulary:

Industrial Revolution	novelties
Fringe products	get into full swing
Brand- name	adaptable
Wholesaler	non- specialised
Flexible	economic depression
Expand	conglomerate
Retail	slump
Anonymous	competition
Aggressive	door- to- door seller
Distinctive	witty
Persuasion	bust
Iteration	proclamation



# Reading

## Text 1 – The development of advertising

During the early stages of the Industrial Revolution, advertising was a relatively straightforward means of announcement and communication and was used mainly to promote novelties and fringe products. But when factory production got into full swing and new products, eg processed foods, came onto the market, national advertising campaigns and brand-naming of products became necessary. Before large-scale factory production, the typical manufacturing unit had been small and adaptable and the task of distributing and selling goods had largely been undertaken by wholesalers. The small non-specialised factory which did not rely on massive investment in machinery had been flexible enough to adapt its production according to changes in public demand.

But the economic depression which lasted from 1873 to 1894 marked a turning point between the old method of industrial organisation and distribution and the new. From the beginning of the nineteenth century until the 1870s, production had steadily expanded and there had been a corresponding growth in retail outlets. But the depression brought on a crisis of over-production and under-consumption – manufactured goods piled up unsold and prices and profits fell. Towards the end of the century many of the small industrial firms realised that they would be in a better position to weather economic depressions and slumps if they combined with other small businesses and widened the range of goods they produced so that all their eggs were not in one basket. They also realised that they would have to take steps to ensure that once their goods had been produced there was a market for them. This period ushered in the first phase of what economists now call 'monopoly capitalism', which, roughly speaking, refers to the control of the market by a small number of giant, conglomerate enterprises. Whereas previously competitive trading had been conducted by small rival firms, after the depression the larger manufacturing units and combines relied more and more on mass advertising to promote their new range of products.

A good example of the changes that occurred in manufacture and distribution at the turn of the century can be found in the soap trade. From about the 1850s the market had been flooded with anonymous bars of soap, produced by hundreds of small manufacturers and distributed by wholesalers and door-to-door sellers. Competition grew steadily throughout the latter half of the century and eventually the leading companies embarked on more aggressive selling methods in order to take custom away from their rivals. For instance, the future Lord Leverhulme decided to 'brand' his soap by selling it in distinctive packages in order to facilitate recognition and encourage customer loyalty.

Lord Leverhulme was one of the first industrialists to realise that advertisements should contain 'logical and considered' arguments as well as

- 40 eye-catching and witty slogans. Many advertisers followed his lead and started to include 'reason-why' copy in their ads. For example, one contemporary Pears soap ad went into great detail about how the product could enhance marital bliss by cutting down the time the wife had to spend with her arms in a bowl of frothy suds. And an ad for Cadbury's cocoa not only proclaimed its purity but also
- 45 detailed other benefits: 'for the infant it is a delight and a support; for the young girl, a source of healthy vigour; for the young miss in her teens a valuable aid to development . . . ' and so on. As the writer E. S. Turner rightly points out, the advertising of this period had reached the 'stage of persuasion as distinct from proclamation or iteration'. Indeed advertise or bust seemed to be the rule of the
- 50 day as bigger and more expensive campaigns were mounted and smaller firms who did not, or could not, advertise, were squeezed or bought out by the larger companies.

from *Advertising as communication* by Gillian Dyer

Now complete these statements by choosing the answer which you think fits best.

- 1 An example of a product which might well have been advertised during the early stages of the Industrial Revolution is
- A a cooking utensil.
  - B a new child's toy.
  - C tinned fruit.
  - D household soap.
- 2 The small-scale manufacturers of this period did not need to advertise because
- A there was no competition between different firms.
  - B customers bought goods directly from the factory.
  - C the demand for most goods was fairly constant.
  - D they were not committed to producing one type of product.
- 3 It is explained that during the depression small businesses combined in order to
- A spread their commercial risks.
  - B gain control of the market.
  - C increase their profits.
  - D finance mass advertising.
- 4 The account of the soap trade in paragraph 3 illustrates how
- A products came to be distributed by travelling salesmen.
  - B products came to be given separate identity.
  - C leading manufacturers produced an excess of goods.
  - D wholesalers drove their competitors out of business.
- 5 The Pears soap advertisement suggests that, compared with similar products, Pears soap
- A is more economical to use.
  - B is more pleasant to use.
  - C makes the task less difficult.
  - D makes the task less lengthy.
- 6 Early twentieth century advertising differed from previous mass advertising in that it
- A contained more factual information.
  - B included more pictorial detail.
  - C relied more on appearing rational.
  - D relied more on memorable phrases.



## READING COMPREHENSION & VOCABULARY

These four pages focus on an area, which has caused a lot of problems in modern life. Read the passage given in the following pages, and answer the questions given below:

### *Vocabulary:*

*What are the meanings of the following words/phrases?*

*Titillating*

*Brand-name*

*Reputation*

*Withdrawn*

*Campaign*

*Scantily-dressed*

*A wave of protest*

*Issues*

*Children's charities*

*Paedophiles*

*Misguided*

*Sex objects*

*Provocative*

*Pornography*

### *Comprehension Questions:*

- 1. What does Media & Social Responsibility mean?*
- 2. What's a titillating advertisement?*
- 3. Who is Calvin Klein?*
- 4. Who are paedophiles?*
- 5. Why was the Calvin Klein advertising campaign withdrawn?*
- 6. Did Calvin Klein do the correct thing?*
- 7. What's the significance of this article to Sri Lanka?*
- 8. Are there Child Protection laws in Sri Lanka?*
- 9. What's Sri Lanka doing about paedophilia?*
- 10. How can advertising help to eradicate this menace?*



## *Media and social responsibility*

### **No titillating advertisements featuring boys**

You see the name Calvin Klein everywhere. On T-shirts, on jeans, on clothes of every kind, worn by boys and girls. In fact, clothes with this brand-name are some of the most popular in Sri Lanka now.

Calvin Klein has a reputation to maintain. This is why he has withdrawn an advertising campaign for children's underwear featuring scantily-dressed boys. When the ad first appeared in England, there had been a wave of protest, and the company apologised for the campaign and said it had not fully realised the issues involved.

Children's charities had attacked the campaign saying that it provided "titillating material for paedophiles." "Anything which transfers adult sexualised images to children is misguided"



**Part of a Calvin Klein poster, which critics said would appeal to paedophiles.**

said Valerie Howarth, chief executive of Child Line.

"Images such as these give the impression that **kids** are sex objects."

A professor of forensic psychiatry at the University of Newcastle, Don Grubin agreed and said that such advertisements could be potentially harmful. "I think the campaign is in very poor taste." He said. "I don't think that advertisements could create paedophiles, but I do think that they could be titillating and provocative for people who find young children sexually arousing,"

This is not the first time Calvin Klein has had to withdraw advertising campaigns. In 1995 too, when ads showed young people in jeans in suggestive poses, the campaign was dropped after protests.

An advertising executive based in New York's Madison Avenue said that this campaign reminded him of child pornography and that it was a "dumb business move."



**Calvin Klein - apologetic.**



*The message conveyed...*

The reader has to be intelligent and discerning regarding advertisements today. Sometimes the messages, though attractive, can be anti-social or harmful to individuals.

**Study the following advertisements.**

Are direct or indirect means employed in advertising these products?

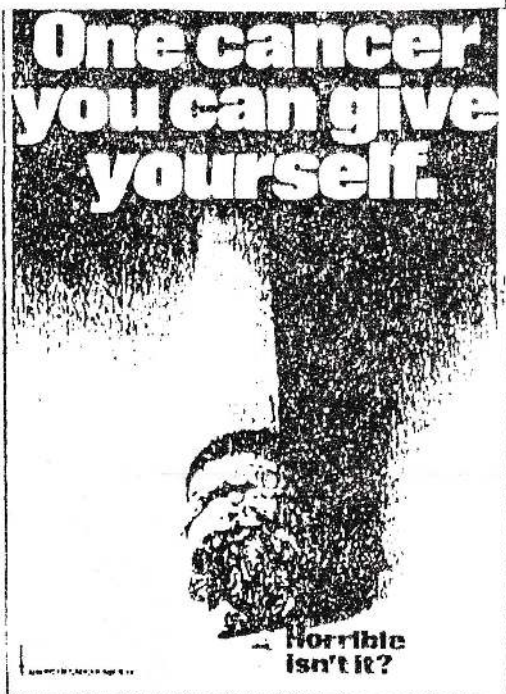
Are they positive or negative messages?

What are the products the advertisers are trying to promote?

What are the images used in the ads?

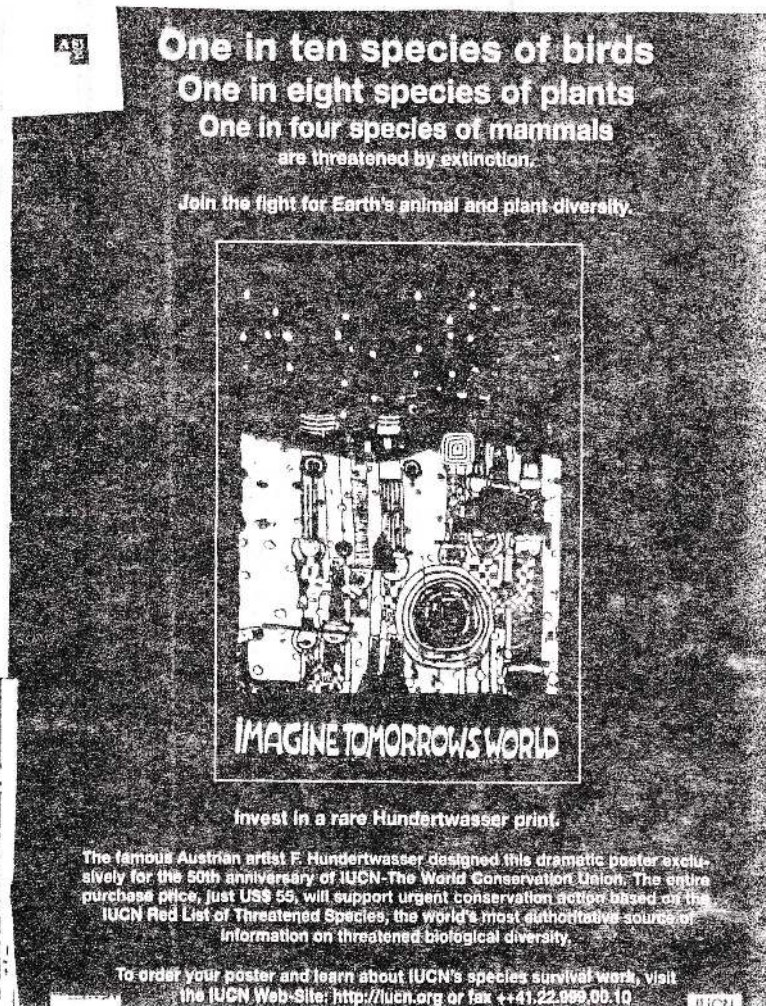
Do you like the ads? Why?/ Why not?

①



**One cancer  
you can give  
yourself.**

**Horrible  
isn't it?**



**One in ten species of birds  
One in eight species of plants  
One in four species of mammals  
are threatened by extinction.**

Join the fight for Earth's animal and plant diversity.

**IMAGINE TOMORROWS WORLD**

Invest in a rare Hundertwasser print.

The famous Austrian artist F. Hundertwasser designed this dramatic poster exclusively for the 50th anniversary of IUCN-The World Conservation Union. The entire purchase price, just US\$ 55, will support urgent conservation action based on the IUCN Red List of Threatened Species, the world's most authoritative source of information on threatened biological diversity.

To order your poster and learn about IUCN's species survival work, visit the IUCN Web-Site: <http://iucn.org> or fax ++41.22.989.00.10

IUCN

②



# Victory or Defeat?



The taste of victory will be satisfying indeed at the Bristol League '98/'99, where the competition will be truly intense.

But while there will inevitably be those who come out on top and those who don't, what really matters is how the enjoyment of the sport is shared with all.

With 240 exciting matches, dozens of teams showing their colours, hundreds of players giving of their best, and millions of sports fans all glow with passion and satisfaction, everyone will emerge a winner.

The Bristol League '98/'99 starts on May 09th, with matches in Colombo, Negombo, Wennappuwa, and Kandy.

May 09th - Sugathadasa Stadium Colombo  
4.00 pm Air Force vs Renown  
6.30 pm Saunders vs Ratnam



Football action Bristol satisfaction

GOVERNMENT WARNING: SMOKING CAUSES CANCER

3

4

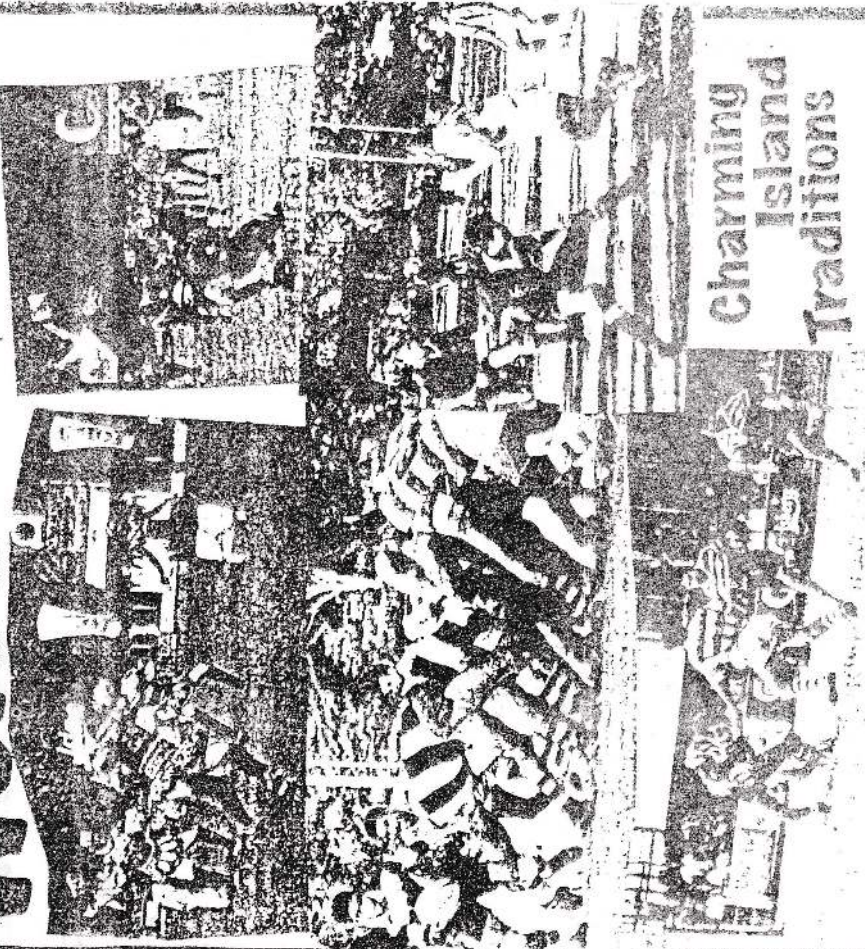
# CELEBRATE THE SPIRIT OF CRICKET



*Players*  
**WORLD  
CUP  
WAVES**



# Welcome



Charming  
Island  
Traditions

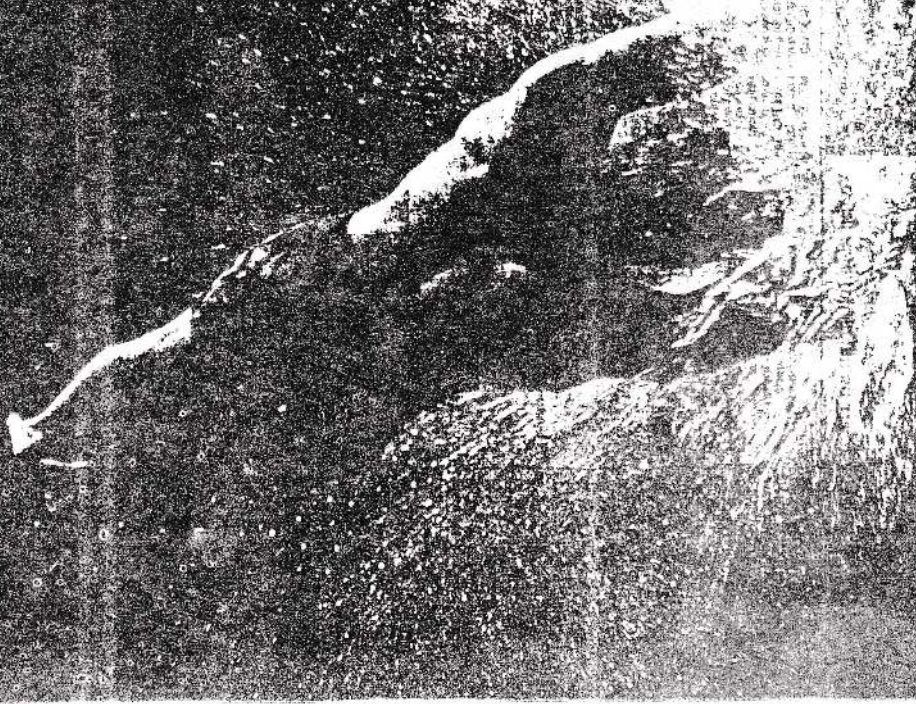


# A Spanking New -son

PROBABLY THE BEST SPORT IN THE WORLD



# SALES



# A TASTE APART

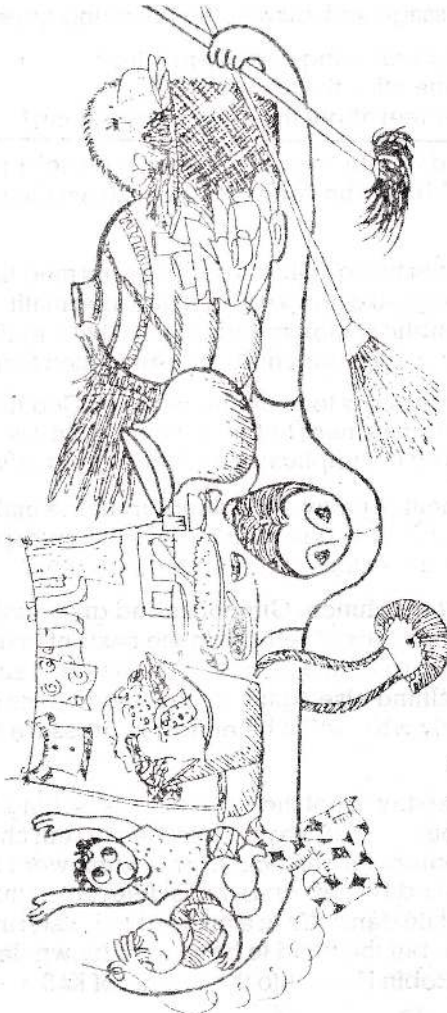


GOVERNMENT WARNING: STOPPING EARLY CANCER



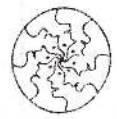
Once again we are talking  
about workers rights

Yet, are we ready to admit  
that housework is work  
and that housewives are workers too



# Women also have only two hands

01 May  
International Workers Day



Sri Lanka Women's NGO Forum

7

# IN THE BALANCE



Don't let those who practice violence and intimidation  
prevent you from exercising your democratic rights.  
Such people do not deserve your vote.  
Use your vote well ... and make it count.  
You can make a difference.



**IT'S YOUR VOTE...USE IT!**

CENTRE FOR MONITORING ELECTION VIOLENCE



## Reading comprehension

### Vocabulary

A pox of	billboard
The gist of	throes
Forepangs	multi-national
Apathy	the moral overtones
The thin end of the wedge	bolster
Attitude	emphasis
Clout	conscience
A flagging state	evaporate
Inflation	guilt

## - A marketing revolution

1 Read the following passage and answer the following questions:

- What does the new advertising campaign offer?
- What is new about the offer that it makes?
- How does the writer feel about the new development?

The first time it appeared it didn't seem possible: a poster promising new school equipment for those children who collected labels from the cans of a certain brand of baked beans.

- 5 Since then a pox of advertising billboards has confirmed the gist of the soft-sell. It seems that things are now so bad in the aftermath – let alone the throes and the forepangs – of public sector spending cuts that a multi-national company was inviting us to eat our way to our children's education facilities.

- 10 If the state no longer proposes to provide, perhaps God has disposed the commercial hearts of giant business to find a way of doing so and making money at the same time; but oddly the implications of this recent advertising campaign have attracted no comment. Apathy, or indeed gratitude makes it unremarkable that the breakdown of a social service has led private enterprise capitalists to mask the deficiencies of government-funded departments.

- 15 Yet this is a marketing revolution. Gimmicks and give-aways have gone before, but the moral overtones of selling on the basis of making penny-pinched mothers aware that the more beans they buy, the better their children's school facilities will be, is something else again. If the baked beans campaign is the thin end of the wedge, exactly what will it be ethical to pressure families to buy? Food OK, but tobacco taboo?

- 20 The baked beans company is not the only concern selling on the basis of helping family tight-spots in other ways. Take the current chocolate ad on television, offering vouchers for rail tickets or lawnmowers if the kids eat enough bars. But the baked beans company is different in that it is actually plugging a hole in the state dam. We are all used to bolstering the lifeboats or  
25 guidedogs for the blind, but the need to help a full-blown department of a democratic state takes Robin Hood into the realms of Kafka.

30 Recently there has been a shift in attitudes - or at least emphasis - among the multi-nationals themselves. They have begun to admit, rather than hide, how powerful they are as a social force. The trouble governments take just to have them build factories or set up shop in their countries demonstrates their political clout; now they are tending to set up departments within themselves, such as the 'Division for International Social Action' at General Motors, or Shell's recently formed committee to take care of social responsibility for the company. Conscience is beginning to make commercial sense.

35 Campaigns designed by large manufacturers to sell products on the basis of helping a flagging state may just go to show how well the private and the public sector could work together for the good of all.

40 The baked beans poster campaign, though, raises questions which could shift marketing out of psychology and into domination. It has changed the accepted selling philosophy that you try to make people choose a particular brand or product by giving away a plastic submarine or a picture of a famous cricketer. This campaign - coming at a time when everyone is pressed for money as unemployment rises and the value of earnings evaporates in inflation - adds the element of guilt. If you do not spend the money, your child may be deprived at school; if you buy another brand of beans, which might be cheaper, will the school go without?

(from an article in the *Observer* by Jane McLoughlin)

2 When you have read the passage through once, look at it again and do this exercise:

- Look at paragraphs 2-6 and find words or phrases in the passage which mean:
- a widespread appearance (2) .....
  - b general meaning (2) .....
  - c advertiser's persuasive message (2) .....
  - d period following (a bad event) (2) .....
  - e period of hardship or suffering (2) .....
  - f preliminary pains (2) .....
  - g business (5) .....
  - h financial difficulties (5) .....
  - i filling (5) .....
  - j supporting (5) .....
  - k fully-developed (5) .....
  - l influence (noun) (6) .....

Now complete these statements by choosing the answer which you think fits best.

- 1 The writer was surprised when she saw the new poster because the offer it made was so
  - A generous.
  - B unusual.
  - C amusing.
  - D dishonest.
  
- 2 The circumstances which prompted the new advertisement were
  - A a decline in the standards of teaching.
  - B a reduction in the budget for education.
  - C an increase in the numbers of unemployed.
  - D an improvement in the rate of inflation.
  
- 3 The new advertisement differs from others in that its offer
  - A is aimed at adults.
  - B is not connected with the product.
  - C concerns a worthwhile cause.
  - D concerns public welfare.
  
- 4 The importance of the multi-national companies can be seen from the fact that governments
  - A are keen to attract them to their countries.
  - B are anxious to restrict their political influence.
  - C co-operate with them in providing social services.
  - D encourage them to take a responsible attitude.



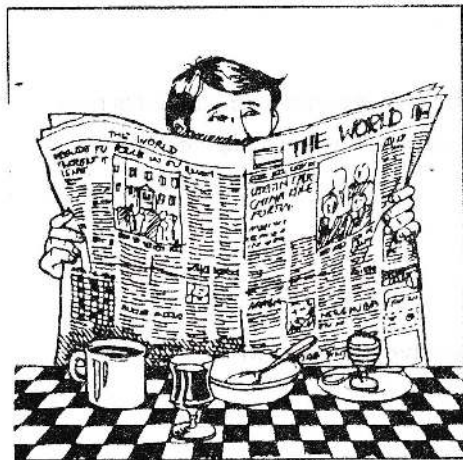
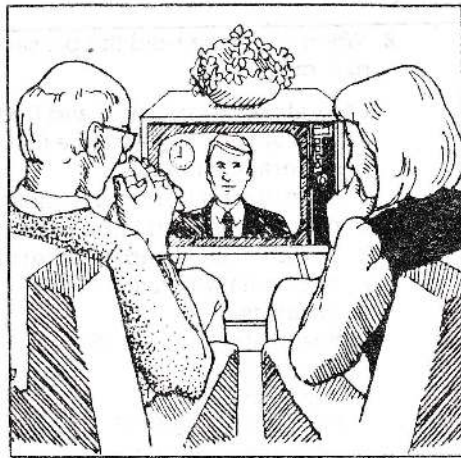
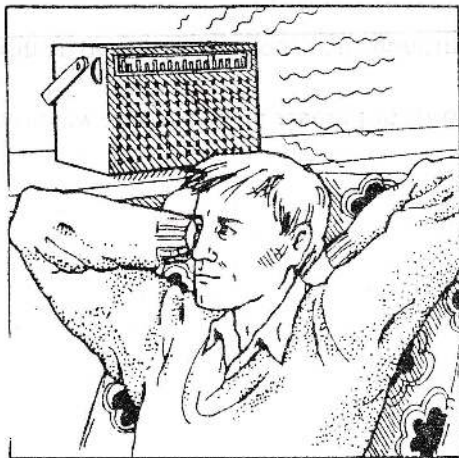
5 What worries the writer about this new development in advertising is that it could

- A remove a responsibility from the government.
- B lead to a decline in educational facilities.
- C exert an unfair pressure on the consumer.
- D have a damaging effect on children's diet.

## Focus on writing 1 – discussion

What are the arguments for and against modern advertising methods? Are there any controls which you think should be imposed on advertisers?

### THE MEDIA



- 1 Which of the above media provides most of your
  - a international information? .....
  - b national information? .....
  - c local information? .....
  - d entertainment? .....
- 2 If you had to rely on only *one* of the media, which would you choose? Why?
- 3 How do these media differ in their treatment of news?
- 4 In what ways can the media show subjectivity in their coverage of the news?

*Working with a partner* list the effects of television on children under two headings: Positive and Negative.



### *Listening comprehension*

This song was originally by the group Queen. Listen to this version of it which has been remixed incorporating rap music. Queen, a British group, was famous in the eighties for their flamboyant performances and intriguing lyrics. Their songs include the 'Bohemian Rhapsody', 'I want to break free' and the unofficial theme of the 1996 World Cup, 'We are the champions'. Freddy Mercury, the lead singer of the group died of AIDS a few years ago. In an era when AIDS was used to marginalise people, Mercury was very open about his sexuality and celebrated his life, teaching us that you can be HIV positive or have AIDS and still live with dignity.

#### **Radio Ga Ga**

All we hear is radio ga- ga  
Radio ga ga  
Radio what's new  
Radio... someone still loves you  
Radio . . .

(rap)

1984 a long time ago  
When I heard it first on the radio  
Radio ga ga was the name of that song  
Now we're back with the track  
And I feel so strong  
1996 the remix is done  
For the first time ever since the story begun  
It's one of my favourites in the music scene  
Q is the voice, the voice of Queen

I'd sit alone and watch your light  
My only friend through teenage nights  
And everything I had to know  
I heard it on my radio



(radio)

So don't become some background noise  
A backdrop for the girls and boys  
Who just don't know or just don't care  
And just complain when you're not there  
You had your time, You had the power  
You're yet to have your finest hour  
(radio)

**chorus:**

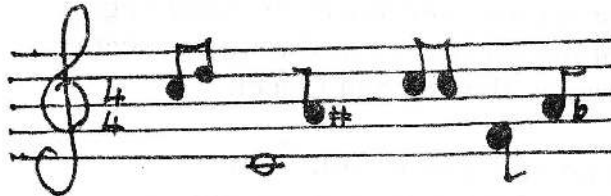
All we hear is radio ga ga  
Radio goo goo  
radio ga ga  
All we hear is radio ga ga  
radio blah blah  
Radio what's new  
Radio, someone still loves you  
(radio)

radio ///

(rap)

If you wanna listen to the music of today  
Turn on the radio and let it play  
Play it aloud without no doubt  
Queen and vogue is what I'm talking all about  
About a beat that spins you around  
Get up stand up move to that sound  
With the rhythm and the rhyme let the music flow  
Everybody everywhere let's do the radio

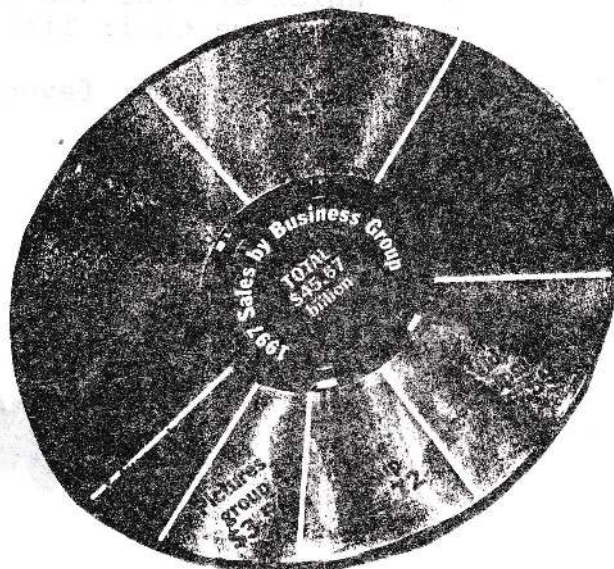
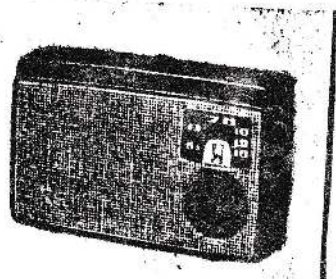
We watch the shows- we watch the stars  
On video for hours and hours  
We hardly need to use our ears  
How music changes through the years  
(radio)



**chorus:**

All we hear is radio ga ga  
Radio goo goo  
radio ga ga  
All we hear is radio ga ga  
radio blah blah  
Radio what's new  
Radio, someone still loves you  
(radio)

radio ///



Let's hope you never leave old friend  
Like all good things on you we depend  
So stick around coz we might miss you  
When we grow tired of all this visual  
You had your time, you had the power  
You're yet to have your finest hour

**Repeat chorus**



## RADIO ADVERTISEMENTS

### Pair work

Listen to the following radio ads. (Jingles)

- 1 What is the product each ad is promoting?
- 2 Is the advertiser successful in getting the message across?
- 3 Which are the ads that use humour to convince their listeners?
- 4 Which is your favourite ad? Why?/ Why not?

**SALES**

**Jingles**

"Jingles"

# GRAMMAR REVIEW III

## GRAMMAR REVIEW III

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### GENERAL COMMENTS

In several lessons in this book, we have given grammar exercises based on Prepositions (Lessons 04, 08 & 11). In this section, we'll discuss guidelines regarding the use of Prepositions and Verbal Phrases. We'll also discuss some of the problems of Verb Tenses when Sri Lankans use English. We know there are many other problems, other than those discussed here, but we hope to address them in the next volume of this textbook.

### PREPOSITIONS & PHRASAL VERBS

A preposition is used to show the way in which other words are connected. They are found singly as in **by, from, over, under, for, to** or they may be several words such as **apart from, in front of, in spite of, instead of...**

Prepositions are usually followed by a noun or pronoun, a verb ending with -ing, or a what/which/who/where/why clause.

- e.g.      *Write your name in the book.*  
            *This tea's too sweet. There's too much sugar in it.*  
            *There's absolutely no point in complaining.*  
            *I'm very interested in what you've just said.*

**PHRASAL VERBS** refer to the combination of certain verbs and prepositions, which are more or less 'fixed' in the language. E.g. *put up with, look after, send for.*





## GUIDELINES FOR USAGE

- ❖ In English, Prepositions are used to express basic relationships between words for time, place, reason.

e.g. *I'll be there on the 4<sup>th</sup> at 5.00 p.m. near the bus stop, but I'm doing it for my mother, not for you.*

- ❖ Prepositions are **not used** in front of infinitives (that is the "to..." form of the verb, such as *to go, to dance, to sing, to cook, to pray* etc.)

e.g. I wanted to to go for the party. (Wrong)  
*I wanted to go for the party.* (Correct)

- ❖ Don't use Prepositions in front of "that" clauses.

e.g. He said for that he wanted to go home. (Wrong)  
*He said that he wanted to go home.* (Correct)

- ❖ The Sri Lankan tendency is to use too many Prepositions. This is particularly so with regard to the Preposition "up". People use it all over the place – in speech, it might not be frowned on, but in formal written English, unnecessary Prepositions are considered incorrect.

e.g. *I don't know how to cope up with the work.* (informal)  
*I don't know how to cope with the work.* (formal)

i. *She told him to cover up the work of the absent officer.*

['cover up' means to hide from view]

ii. *She told him to cover for the absent officer.*

['cover for' means to do the work of]

- ❖ Some nouns, verbs, and adjectives are often followed by particular Prepositions.

e.g. He's an **example of** a brilliant warrior.  
People are **prohibited from** smoking in buses.  
We're all **afraid of** the dark.

- ❖ The following page gives a list of Prepositions with the verbs (Phrasal verbs), nouns, and adjectives they are usually combined with.

- ❖ Remember, that **English grammar is constantly changing**, so some of the combinations may be very new, some may be old fashioned. But they are all correct.

**Prepositions of Time & Place**

*At night*

*At noon, at 1 o'clock etc.*

*At 512, Dharmapala Mawatha, Kandy*

*At the beginning of...*

*Between 1985 and 1999*

*Close to...*

*During the night, in the middle of the night*

*For 10 years (duration)*

*From time to time*

*In July*

*On Friday*

*On Galle Road*

*On April 14*

*Prior to...*

According to	
Allergic to	Alternative to
Apologize for	Approve of
Associate with	Awarded to
Based on	Believe in
Combine with	Complain about/of
Composed of	Concerned about/with
Consist of	Depend on
Distinguish from	Dream about/dream of
Faced with	Familiar with
Famous for	Filled with
Fond of	Get on with
Graduate from (place)	Graduate with (honours)
Impression of	In debt to
In my opinion	In regard to
Insist on	Interested in
Jealous of	Make a fool of
Married to	What I mean by...
Name after	Opposed to
Prefer X to Y	Responsible for



Thankful for	Tired of
Under consideration	Under discussion
With regard to	With reference to

### GRAMMAR EXERCISE

Fill in the blanks with Prepositions - don't look at the answers till you finish the exercise.

#### Colourless

There was a little girl who used to vomit after every meal. Her parents took her to see many doctors and specialists to find out what was wrong with her. After many tests, and a lot of suffering, they were told that their child was allergic \_\_\_\_\_ (1) coloured food. They couldn't believe that there was such an allergy. The child was asked to avoid food with colour of any kind. She thought this was just a medical statement, and continued \_\_\_\_\_ (2) ask for food \_\_\_\_\_ (3) all kinds. This was a major problem \_\_\_\_\_ (4) the parents, since most modern food consists \_\_\_\_\_ (5) natural or artificial colours. In desperation, they explained \_\_\_\_\_ (6) her that only colourless or white things could be eaten. Once again, she smiled and accepted the explanation, little realising what she was in for. When she asked \_\_\_\_\_ (7) a *Smak*, they said only the white was okay; when she demanded chocolates, they didn't know what to do, because white chocolate is so expensive! She insisted \_\_\_\_\_ (8) eating sweets, like any little girl, but the parents who were responsible \_\_\_\_\_ (9) her health, couldn't give \_\_\_\_\_ (10) to her demands. The father had graduated \_\_\_\_\_ (11) the Science Faculty of the

University, and felt very sorry for his daughter. He associated \_\_\_\_\_ (12) doctors involved \_\_\_\_\_ (13) medical research, and appealed to them \_\_\_\_\_ (14) help. He complained \_\_\_\_\_ (15) the difficulty of curbing all his child's desires on the grounds \_\_\_\_\_ (16) medical reasoning. The mother was thankful \_\_\_\_\_ (17) small mercies - at least there were some colourless, white items she could get for her daughter, like thambili, lemonade, Sprite, pumpkin preserve, and white marshmallows. Her husband thought she was crazy to be constantly buying sweets, but she felt very sorry \_\_\_\_\_ (18) her daughter who was deprived \_\_\_\_\_ (19) coloured sweets. Her impression \_\_\_\_\_ (20) life changed because she felt her child was suffering and leading a 'colourless' life, when childhood was supposed to be full of joy and colour.

ANSWERS:

- (1) to (2) to (3) of (4) for (5) of  
 (6) to (7) for (8) on (9) for (10) in  
 (11) from (12) with (13) in (14) to/for (15) of  
 (16) of (17) for (18) for (19) of (20) of

Activity

Write your own description of a person who's suffering from an allergy, using as many Prepositions as you can.





## VERB TENSES

Verb tenses in English can either occur in the **simple form** or the **continuous (progressive) form**. The continuous is generally used to indicate that the action is ongoing, in progress, incomplete, or temporary. It may also represent a change from a normal activity. The simple form is generally used to indicate a completed action, a permanent or semi-permanent state, a recurring event or a habit or custom. Study the following examples:

- ❖ *I'm drinking Fanta* today, but I usually *drink Smak*.  
(continuous; simple)
- ❖ She *was cooking* when someone *knocked* on the door.  
[continuous; simple]

## GUIDELINES FOR USAGE

- ❖ There are several verbs in English, such as *understand*, *know*, *recognize*, *think*, *mean*, *believe*, and *remember*, that do not generally occur in the continuous form in formal English.

e.g. "You seemed confused about the instructions I gave yesterday."  
"Yes, but I understand them clearly now."

Sri Lankans would say, "Yes, but I'm understanding them clearly now."  
*This is acceptable in colloquial usage, but not in formal, written contexts.*

e.g. "You've only lived in Ampara for a month, haven't you?"  
"Yes, but I'm getting to know the town pretty well."

Here again, we would say, "Yes, but I'm knowing the town pretty well."

*Once again, this is commonly heard in speech, but would not be correct in formal, written English.*



❖ Many South Asians, including Sri Lankans confuse “have” and “having” when discussing possession in English. Most probably, this is because many South Asian languages don’t distinguish between the Simple form and the Continuous form for ownership.

e.g. They’re having a nice house.  
She’s having a lovely sari.  
He’s having an expensive watch.

These are examples of colloquial usage in Sri Lankan English. However, in formal, written English, mixing up “have” and “having” is considered an error. Therefore, the above sentences would be written as follows:

*They have a nice house.*  
*She has a lovely sari.*  
*He has an expensive watch.*

❖ “Like” and “liking” are also often mixed up by Sri Lankans learning English. However, in this case, to use the Continuous form for the Simple form is considered an error in both speech and writing.

e.g. I’m liking her a lot, now that she has explained her problem. (Wrong)  
*I like her a lot, now that she...* (Correct)

## **EXPLANATION OF TENSES**

In this section, the following verb tenses will be discussed.

- ✓ Simple past
- ✓ Present perfect
- ✓ Past perfect
- ✓ Progressive/Continuous for Future

### **Simple Past**

We use the past tense to talk about an event or action that happened in the past.

*The mynah flew away.*  
*The tree fell to the ground.*

A chronological series of events that occurred in the past is commonly expressed in the past tense.



We ran inside and took off our wet sandals. Then we wiped our hair.

Quite often, the past tense is accompanied by a specific time reference, such as *six months ago, last December, in 1970, when they got married, etc.*

Where is Sundari? She was here five minutes ago.

The children wore masks for the school play last term.

### **Present Perfect**

The **present perfect** is generally relevant to both present and past time. Two common uses of the present perfect include:

Indefinite past

Time leading up to the present

#### **Indefinite past:**

i. The **present perfect** is used to refer to an event that took place at an unspecified time in the past. Unlike past tense, present perfect cannot be used with a specific time reference such as *three weeks ago*.

"He ~~has been~~ in Dubai seven years ago." is WRONG.

It should be

"He was in Dubai seven years ago."

ii. However, the present perfect is used with less specific time references such as *before, already, ever*.

I've seen that film *before*.

These plants have already grown a foot.

Have you ever been to Sigiriya?

Time leading up to the present: This refers to an event or situation that began sometime in the past and is still going on in the present.

My cousin has lived in Saudi Arabia for six years.



In this example we know that your cousin moved to Saudi Arabia six years ago and is still living there. Notice that *for* is used with expressions of duration of time, such as *for six years*, *for a long time*.

*The teacher has been sick since Tuesday.*

Here, the teacher got sick on Tuesday and is still sick. Notice that *since* is used with a specific day, year, event etc. in the past, such as *since Tuesday*, *since the opening of the hospital*, *since I was thirteen*.

*Karim hasn't finished his event yet, but the sports meet started at 2 p.m.*

In this example, the sports meet is on, but Karim's event hasn't taken place as yet. Notice that *yet* is used in negative statements and also questions to mean up to now or up to this time.

### **Past Perfect**

The **past perfect** is used to indicate a situation that existed or an event that occurred prior to a time in the past.

*Kamala hadn't done Commerce before last year.*

Here, Kamala began studying Commerce last year. Before that point of time, she hadn't studied Commerce.

The past perfect is always used with reference to another, subsequent time or event in the past. The present perfect cannot be substituted for the past perfect.

I have finished my homework by the time the teacher came. (Wrong)

This should be *I had finished my homework...*

Similarly, the past perfect can't be substituted for the present perfect when it's used in the indefinite past.

"Can you finish the Report before tomorrow?"

"I had-already finished it."

[the correct version is "*I have already finished it.*"]



## Progressive or Continuous Forms

The Progressive or Continuous forms of verbs, mentioned at the beginning of this section, can also be used for **Future** actions, in English.

e.g. I'm going to Kataragama next week.

We're hoping to go in a private van.

Our relations in Matara are planning to join us.

Because of the superstition about not talking of exactly when we're going to return, we're not making plans for the trip back.

අප්පාට්ටා

## GRAMMAR EXERCISE

Select the best answer. Remember to apply the rules discussed above.

1. "Are Saliya and Dushy still living in Kuwait?"

"No, they \_\_\_\_\_ to Mumbai, they're planning to live there for some time."

- a. are just moved  
c. had just moved

- b. have just moved  
d. will just move

2. "Where is the new blouse that you bought yesterday?"

"The colour didn't match my skirt, so I \_\_\_\_\_ it to my sister."

- a. give  
c. had given

- b. gave  
d. did give

3. "You and the boss seem to be getting along well now."

"Yes, I \_\_\_\_\_ him better than before."

- a. am liking  
c. like

- b. liked  
d. have liked

4. "How are you feeling?"

"I've been feeling better since \_\_\_\_\_"

- a. my mother has came  
c. my mother will came

- b. my mother had come  
d. my mother came

had p-partic

5. "Did you see the boss's new car?"  
"She has had it since last month. Now she \_\_\_\_\_ two cars."
- a. is having  
c. was having
- b. will have  
d. has
6. "When are you planning to send the memo to the staff?"  
"I \_\_\_\_\_ it already."
- a. send  
c. had sent
- b. have sent  
d. was to send
7. "Can I come for my cheque tomorrow?"  
"Yes, I \_\_\_\_\_ to the bank, first thing in the morning."
- a. going  
c. am going
- b. will going  
d. am gone
8. "Where are Romola and Kota?"  
"They were hungry, so they \_\_\_\_\_ to the canteen."
- a. go  
c. had gone
- b. went  
d. were gone
9. "I hate beef, but they \_\_\_\_\_ vegetarian food in the hostel."
- a. not having  
c. are not having
- b. don't have  
d. not have
10. "He likes her, but he \_\_\_\_\_ her feelings, because he's insensitive."
- a. not understanding  
c. doesn't understand
- b. don't understand  
d. doesn't understanding





"Then, I could call my father in the Middle  
East only On and Off. Now, I can talk to him  
On and On and On — and I don't have to ring  
Off too soon! So I don't feel at all deserted."

PREPOSITIONS  
in an  
ad.

## GENERAL ENGLISH

### Sample Test

Duration: 03 hours

#### 1. WRITING

Office & Co. Limited  
Main St. Colombo 1

**WANTED**  
*Sales Representatives*

Qualifications:

- ✓ G.C.E. O'level 06 Credits
- ✓ 02 Credits in English & Maths
- ✓ Fluent in English
- ✓ Experience in Marketing
- ✓ Familiarity with city roads
- ✓ Pleasant personality

Apply within 07 days of appearance of this advertisement.

- i. Write a **formal letter** applying for the post advertised above.
- ii. Include your **Curriculum Vitae** along with the letter.

#### 2. WRITING

Write a **Notice** informing your classmates that practices for the Sports Meet will start on Monday, 03<sup>rd</sup> January, 2000. Give a place and time to meet the teacher in charge of sports.

#### 3. READING

Read the following passage and answer the questions given below.



## **Mandela's long walk into the Sunset**

Nelson Mandela, icon of the anti-apartheid struggle and reconciliation, steps down today after an exhausting five-year presidential term devoted to South African transformation. He leaves politics after throwing himself into a hectic election campaign to ensure a landslide win for his African National Congress (ANC) in the country's second democratic elections. "I step down with a clear conscience, feeling that I have in a small way done my duty to my people and my country," Mandela said recently in one of his innumerable farewell speeches.

Since his election as South Africa's first black president in 1994, Mandela has focused his energy on building a "rainbow nation", uniting the country's still divided white, black, coloured and Indian peoples. But he is the first to acknowledge that his five-year term was not enough to heal South Africa's social wounds and balance the economic inequalities wrought by decades of apartheid. "What we have achieved does not make us complacent to the challenges that lie ahead," he said during his final election campaign. Mandela, his face thinned by age, has weathered the disenchantment of blacks frustrated by the slow pace of reform and the bitterness of whites watching their past privileges dissolve.

He maintains enormous popularity across the races. Mandela's 80<sup>th</sup> birthday last year – also the day he married Graca Machel – saw an effusion of good wishes from South Africans, who see the president as caring and affectionate: their colourfully dressed "Tata", or father. But behind this friendly demeanour is a tough politician. And he is stubborn, too, says Machel, his third wife. The outgoing president has accused those who question the accomplishments of his ANC of working for the return of apartheid rule. He pours the same cold rage on whites who hang on to the past as he does on blacks who fought for liberation but have now succumbed to corruption and crime.

On the international front, Mandela has mediated on various crises, always calling for a negotiated compromise to conflict, along the South African model. His greatest failure has been the Democratic Republic of Congo, where a bloody civil war has raged since last August despite his interventions. His greatest success: his part in the agreement of Libya; with whom he has good relations, for the go-ahead of the trial of two Libyans linked to the 1988 bombing of an airliner over Lockerbie, Scotland, in which 270 people were killed. But Mandela disappointed admirers by failing to broach China's poor human rights record during a recent visit to Beijing. Some said this was because of his unflinching loyalty to countries which have supported him and the ANC.

Mandela was born in a rural village, to a royal clan of the Xhosa people in the eastern Transkei region. While still a youngster, he voiced his determination to live with dignity, despite apartheid's dehumanising laws. This dignity has marked Mandela's "Long Walk to Freedom" – the title of his autobiography.

### 3.1. VOCABULARY EXERCISE BASED ON READING

- i. The meaning of **"icon"** is
- |               |           |
|---------------|-----------|
| a. president  | b. leader |
| c. politician | d. symbol |
- ii. **"steps down today"** means
- |           |           |
|-----------|-----------|
| a. sacked | b. leaves |
| c. danced | d. loses  |
- iii. **"hectic"** means
- |           |            |
|-----------|------------|
| a. untidy | b. busy    |
| c. losing | d. winning |
- iv. **"focused his energy"** means
- |                    |             |
|--------------------|-------------|
| a. concentrated on | b. forced   |
| c. strengthened    | d. building |
- v. **"complacent"** means
- |               |              |
|---------------|--------------|
| a. happy      | b. unhappy   |
| c. discontent | d. satisfied |
- vi. **"dissolve"** means
- |              |           |
|--------------|-----------|
| a. water     | b. see    |
| c. disappear | d. appear |
- vii. **"He maintains enormous popularity across the races"** means
- |                      |                      |
|----------------------|----------------------|
| a. He's a racist     | b. He's not a racist |
| c. He's loved by all | d. He's enormous     |
- viii. **"friendly demeanour"** means
- |                        |               |
|------------------------|---------------|
| a. friendly appearance | b. friendship |
| c. friendly smile      | d. friends    |
- ix. **"succumbed to corruption and crime"** means
- |                      |                          |
|----------------------|--------------------------|
| a. always corrupt    | b. likes corruption      |
| c. sometimes corrupt | d. given into corruption |
- x. **"a negotiated compromise to conflict"** means
- |                           |                 |
|---------------------------|-----------------|
| a. to discuss and agree   | b. to give in   |
| c. to agree to everything | d. to surrender |



### 3.2. READING COMPREHENSION QUESTIONS

1. What's the connection between the title of the passage and the content?
2. What was the "rainbow nation" Mandela hoped to build?
3. Is Mandela satisfied with what he has achieved for South Africa? Explain or give reasons.
4. What does Mandela think of those who question the accomplishments of his political party?
5. What was Mandela's greatest success on the international front?

## 4. GRAMMAR

### 4.1. Fill in the blanks with the correct form of the verb.

Mandela's dignity has marked his "Long walk to freedom". His early commitment to equality \_\_\_\_\_ (bring, brings, brought) him legal work for victims of apartheid. His first political trial \_\_\_\_\_ (is, was, will be) in 1956. After his acquittal in 1961, he \_\_\_\_\_ (is involved, was involved, involved) in underground work to organise the ANC's armed wing. In 1964 he \_\_\_\_\_ (gave, was given, has given) a life sentence for the ideals for which he was "ready to die".

He wore the same dignity when in February 1990, he \_\_\_\_\_ (walks, walked, had walked) free after 27 years in apartheid's jails. The cheering mass of adoring fans who \_\_\_\_\_ (came, had come, come) from all over the country to pay tribute to their hero had waited all night. Even before his release, Mandela \_\_\_\_\_ (launch, had launched, launching) himself into talks with the white government for a peaceful transition to democracy and majority rule.

In 1993, his efforts \_\_\_\_\_ (rewarded, was rewarded, were rewarded) with the Nobel Peace Prize, which he shared with his adversary, Frederick de Klerk. De Klerk, South Africa's last white president \_\_\_\_\_ (defeated,

was defeated, were defeated) in the first all-race elections in 1994. Despite the adulation, Mandela \_\_\_\_\_ (remaining, remains, remain) modest. "It is not an individual who has been responsible for what happened in the last years," he said recently.

#### 4.2. Select the correct Preposition from those given.

*We have now come to the end of Volume I of GENERAL ENGLISH. It had a lot of new information and some old information. However, it was a new experience. It was different \_\_\_\_\_ (of, on, from) what we had done earlier. Now we can look forward \_\_\_\_\_ (of, in, to) what the next Volume offers. Some of us are of course, very fluent \_\_\_\_\_ (with, at, in) English, while some of us are not at all fluent. But of course, we know that without English we can't get jobs.*

*All languages consist \_\_\_\_\_ (with, in, of) sounds, words, sentences and meaning, but English appears to be more difficult than others because it's the language of prestige \_\_\_\_\_ (in, on, at) Sri Lanka. Also, some people are very interested \_\_\_\_\_ (in, on, of) grammar, while others only want to talk. Like all languages, English is interesting, but only \_\_\_\_\_ (on, of, in) small doses or quantities. According \_\_\_\_\_ (with, to, of) some shades of public opinion, some English is adequate, we shouldn't go overboard. But there are others who feel that if we don't become proficient \_\_\_\_\_ (with, in, at) English, we'll be left out in the race for upward mobility. Upward mobility means to get on in life, to make the most \_\_\_\_\_ (in, of, with) our opportunities and get to the top. What a life!*





GENERAL ENGLISH

VOLUNTARY AND CONFIDENTIAL FIRST YEAR EVALUATION FORM

Instructions to the Student

1. Do not put your name or any other personal data on the questionnaire or on the answer sheet.
2. Please give your answers to the first 14 questions by shading the appropriate circles. e.g. Question 1: ① ② ③ ④ ⑤, and to the last six questions by writing in the space provided. You may use Sinhala, Tamil or English to write your responses.

School : .....

1. Please estimate the number of hours per week that you actually spent on this English course (including class time): ① 0-3 ② 4-6 ③ 7-9 ④ 10-12 ⑤ more than 12
2. Please estimate the number of classes you missed during the entire year:  
① none ② 5 or less ③ 6-15 ④ 16-30 ⑤ more than 30

Answers to questions 3 - 14 should be selected from the following:

① Excellent ② Good ③ Fair ④ Poor ⑤ Not Relevant

3. How would you rate the lesson material distributed in-class? ① ② ③ ④ ⑤
4. How would you describe the relationship between the objectives in each lesson and the actual lesson as taught? ① ② ③ ④ ⑤
5. How would you rate the reading component taken as a whole? ① ② ③ ④ ⑤
6. How would you rate the reading passages assigned? ① ② ③ ④ ⑤
7. How would you rate the speech and listening component taken as a whole?  
① ② ③ ④ ⑤
8. How would you rate the writing component taken as a whole? ① ② ③ ④ ⑤
9. How would you rate the grammar component taken as a whole? ① ② ③ ④ ⑤
10. How would you rate the class participation of students during the General English syllabus?  
① ② ③ ④ ⑤
11. How would you rate each individual lesson? Please select the ones you would like to evaluate and write down the name of the lesson in the blank space. You may evaluate all or some of the lessons as you wish.

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤



.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

.....: ① ② ③ ④ ⑤

12. How would you rate the degree to which the review materials and tests reflected the lesson material taught?  
① ② ③ ④ ⑤

13. How would you rate the use of examples and illustrations in the course materials?  
① ② ③ ④ ⑤

14. What is your overall evaluation of the first year of the General English course?  
① ② ③ ④ ⑤

15. Indicate any other factors that affected the quality of this English course  
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.....  
.....

16. What did you like most about the General English course?  
.....  
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17. What did you like **least** about the course? .....

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.....

18. What would you like to see **changed** in the course? .....

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.....

19. What would you like to see **retained**? .....

.....  
.....

20. Any **other** comments/suggestions you wish to make: .....

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

**Please return to:**

**Head  
Department of English and ELTU  
University of Kelaniya  
Dalugama  
Kelaniya**